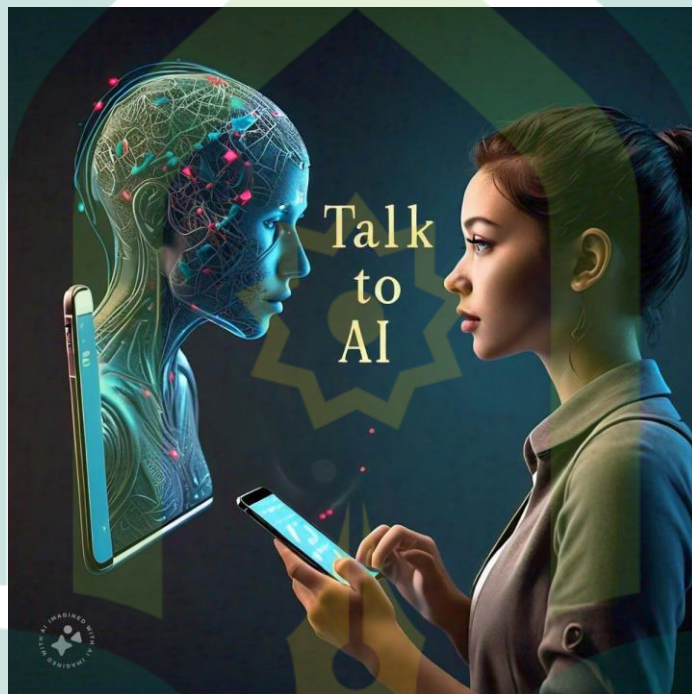




**EFL LEARNERS' EXPERIENCES IN USING
CHATGPT'S VOICE FEATURE TO DEVELOP
SPEAKING SKILL: A NARRATIVE INQUIRY**



ARIF HATAMI FERY YANZAH

SN. 20522047

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A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By:

ARIF HATAMI FERY YANZAH

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2026**

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BANTUAN KECERDASAN ARTIFISIAL**

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Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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c/q. Ketua Program Studi Tadris Bahasa Inggris
di
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Assalamu 'alaikum Wr.Wb.

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VOICE FEATURE TO DEVELOP SPEAKING SKILL: A
NARRATIVE INQUIRY

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang *munaqasyah*/ujian tugas akhir.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum, Wr. Wb.

Pekalongan, 29 Juni 2026
Pembimbing


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APPROVAL SHEET

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Title : **EFL LEARNERS' EXPERIENCES IN USING CHATGPT'S
VOICE FEATURE TO DEVELOP SPEAKING SKILL: A
NARRATIVE INQUIRY**

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MOTTO AND ACKNOWLEDGEMENT

1. MOTTO

“An impossible task becomes possible the moment it is worth fighting for”

Bandung Bondowoso

2. ACKNOWLEDGEMENT

I would like to express my deepest gratitude to Allah SWT for His endless mercy, blessings, and guidance. Without His grace, I would not have been able to complete this thesis. Every step of this journey has been possible because of His help and strength. I also realize that this thesis could not have been completed without the support, prayers, and kindness of many people around me. Therefore, I would like to express my sincere appreciation to:

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ABSTRAK

Arif Hatami Fery Yanzah (2026). EFL Learners' Experiences In Using Speaking Skill: A Narrative Inquiry. *Skripsi. Program Studi Tadris Bahasa Inggris*. FTIK UIN K.H. Abdurrahman Wahid Pekalongan.

Pembimbing: Nadia Faradhillah, M.A.

Kata kunci: ChatGPT Voice Feature, kemampuan berbicara, pembelajar EFL, narrative inquiry, Appraisal Theory

Perkembangan kecerdasan buatan telah memberikan lebih banyak kesempatan bagi pembelajar bahasa Inggris sebagai bahasa asing (EFL) untuk melatih kemampuan berbicara secara mandiri melalui teknologi interaktif seperti ChatGPT Voice Feature. Penelitian ini bertujuan untuk mengeksplorasi pengalaman pembelajar EFL dalam menggunakan ChatGPT Voice Feature untuk mengembangkan kemampuan berbicara mereka. Penelitian ini menggunakan metode kualitatif dengan desain narrative inquiry. Partisipan penelitian terdiri atas empat pembelajar EFL dari Program Studi Pendidikan Bahasa Inggris di salah satu universitas di Pekalongan. Data dikumpulkan melalui wawancara semi-terstruktur dan dokumentasi, kemudian dianalisis menggunakan thematic analysis, sedangkan Appraisal Theory digunakan sebagai lensa analisis. Hasil penelitian menunjukkan bahwa para partisipan mengungkapkan pengalaman positif dan negatif dalam menggunakan ChatGPT Voice Feature. Secara umum, mereka merasa lebih nyaman, lebih percaya diri, dan lebih termotivasi untuk berlatih berbicara karena fitur ini memberikan kesempatan untuk melakukan percakapan secara interaktif. Namun, mereka juga mengalami beberapa kendala, seperti ketidakakuratan dalam mengenali pengucapan, keterbatasan kosakata, dukungan yang terbatas terhadap pengembangan tata bahasa dan kosakata, serta waktu respons yang terkadang mengganggu alur percakapan. Meskipun demikian, para partisipan memandang ChatGPT Voice Feature sebagai alat pendukung yang bermanfaat untuk latihan berbicara karena memberikan lebih banyak kesempatan untuk berkomunikasi dalam bahasa Inggris dan mendukung pengembangan kemampuan berbicara mereka. Secara

keseluruhan, hasil penelitian menunjukkan bahwa ChatGPT Voice Feature dapat mendukung latihan berbicara, meskipun pembelajar tetap memerlukan sumber belajar lain untuk mengembangkan berbagai komponen kemampuan berbicara.



ABSTRACT

Arif Hatami Fery Yanzah (2026). EFL Learners' Experiences in Using Speaking Skill: A Narrative Inquiry. Undergraduate Thesis. English Education Department. FTIK UIN K.H. Abdurrahman Wahid Pekalongan.

Supervisor: Nadia Faradhillah, M.A.

Keywords: ChatGPT Voice Feature, speaking skills, EFL learners, narrative inquiry, Appraisal Theory

Artificial intelligence has provided EFL learners with more opportunities to practice speaking independently through interactive technologies such as ChatGPT Voice Feature. This study aimed to explore EFL learners' experiences in using ChatGPT's Voice Feature to develop their speaking skills. A qualitative method with a narrative inquiry design was employed. The participants were four EFL learners from the English Education program at one of the universities in Pekalongan. Data were collected through semi-structured interviews and documentation and analyzed using thematic analysis, while Appraisal Theory was used as the analytical lens. The findings showed that the learners expressed both positive and negative experiences when using ChatGPT Voice Feature. They generally felt more comfortable, confident, and motivated to practice speaking because the feature provided opportunities for interactive conversations. However, they also experienced several challenges, including inaccurate pronunciation recognition, vocabulary limitations, limited support for grammar and vocabulary development, and response timing that sometimes disrupted the flow of conversation. Despite these challenges, the learners viewed ChatGPT Voice Feature as a valuable supplementary tool for speaking practice because it provided more opportunities to communicate in English and supported the development of their speaking skills. Overall, the findings indicate that ChatGPT Voice Feature can support speaking practice, although other learning resources are still needed to develop different components of speaking skills.

PREFACE

All praise and gratitude are devoted to Allah SWT for His mercy, blessings, and guidance, so that the researcher can complete this thesis entitled **“EFL Learners’ Experiences in Using ChatGPT’s Voice Feature to Develop Speaking Skill: A Narrative Inquiry.”** This thesis is submitted as a partial fulfillment of the requirements for obtaining a Bachelor’s Degree in English Education. This thesis could not have been completed without the support, guidance, prayers, and encouragement from many parties. Therefore, the researcher would like to express deepest gratitude to:

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The researcher acknowledges all limitations and shortcomings in the content and writing of this thesis. Therefore, constructive criticism and suggestions from all parties are welcome. Hopefully, the results of this research will be beneficial and contribute to the development of future learning.

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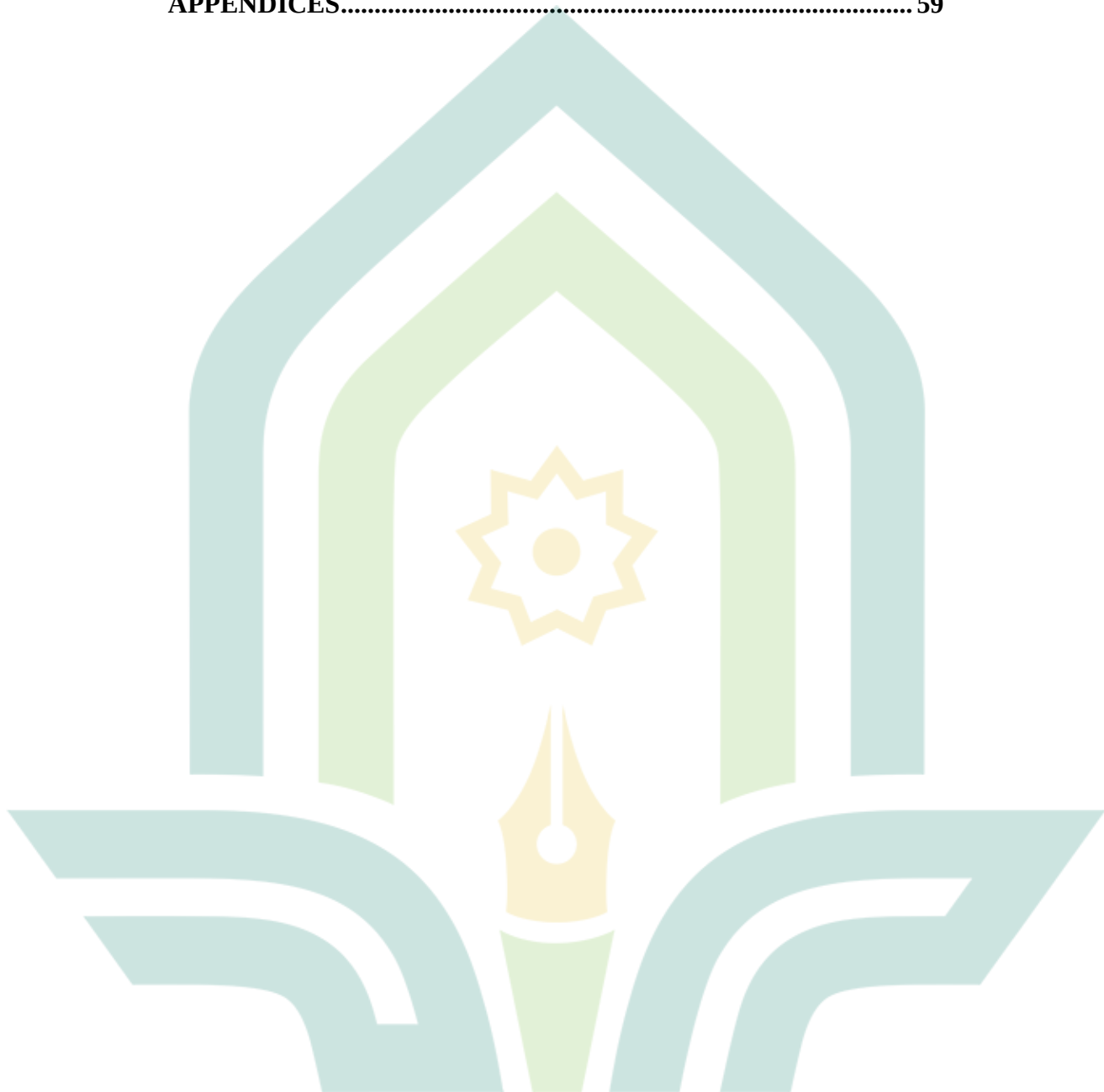
Arif Hatami Fery Yanzah



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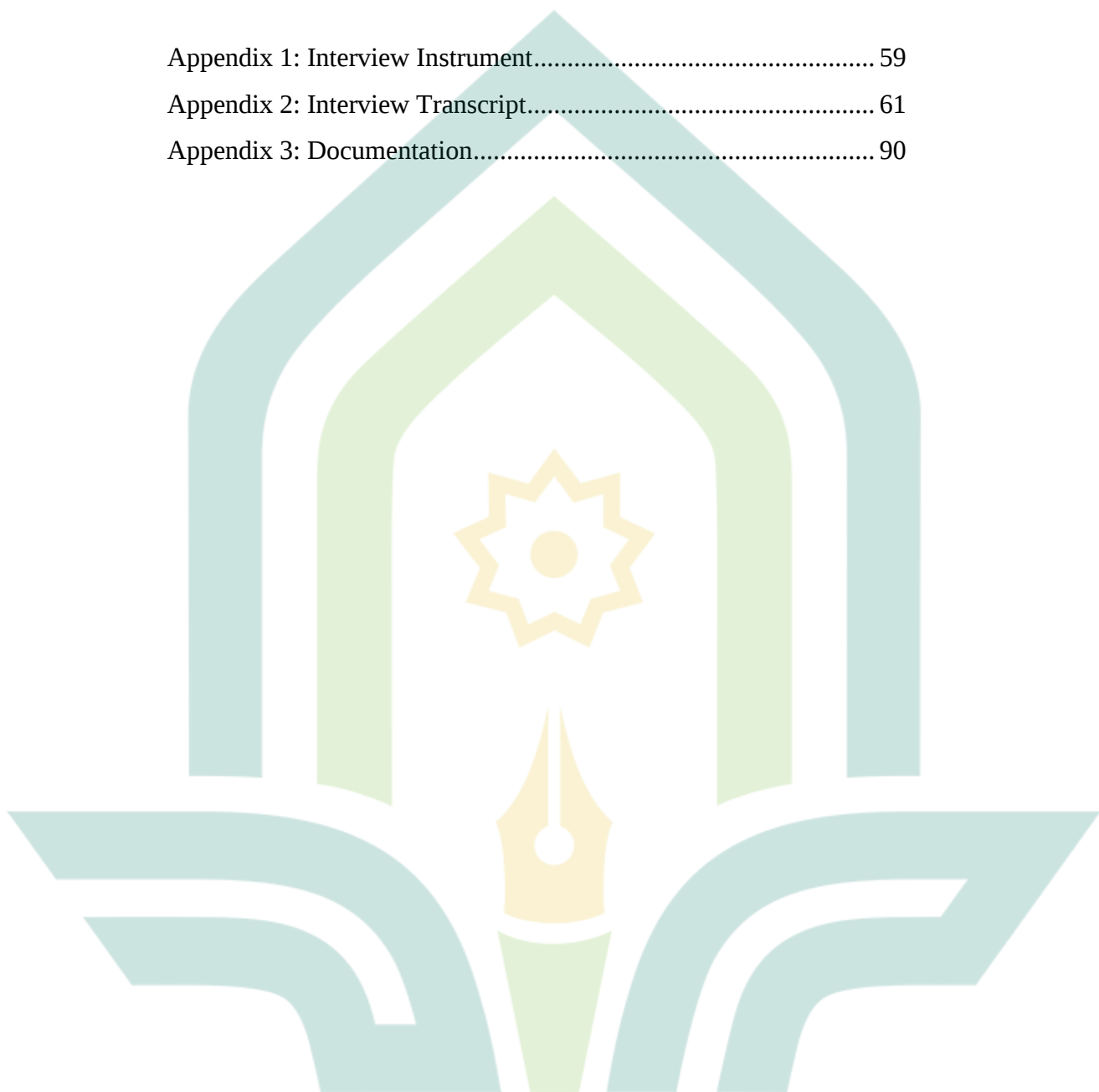
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CHAPTER I

INTRODUCTION

1.1. Background

In learning English, speaking is still one of the skills that many learners find hard to develop, especially in EFL contexts. Many learners who have studied English since elementary school still find it difficult to communicate orally when they reach university level (Octaberina et al. 2022). Most of them struggled to express their thoughts clearly and confidently when speaking. They often face emotional barriers when speaking English. Aftat (2008) explains that learners' fear of making mistakes is closely connected to correction and negative judgments from others. Furthermore, learners have limited chances to practice speaking English, especially outside the classroom. Tika et al. (2021) state EFL learners often struggle because they rarely get to practice speaking in real situations, they feel nervous about speaking English.

The use of technology can be a solution to the speaking problems mentioned above. Technology gives EFL learners new ways to practice and improve their speaking skills. Various tools have been developed to help EFL learners practice speaking, including voice-based websites, smart assistants, and AI chatbots (Klímová & Ibna Seraj, 2023). Studies have shown that learners who use these tools regularly tend to get better at speaking over time (Xu, 2020). In recent years, AI has become one of the most talked about technologies in language learning, especially for speaking skills. Kohnke (2023), found that learners who used an AI chatbot for practice found it helpful and liked using it on their own, inside and outside class.

Among these AI tools, ChatGPT has become widely known among language learners because it can hold conversations that feel natural and give quick responses to what learners say (Lund & Wang, 2023). In learning activities, ChatGPT can acting as a learning tool that learners can use easily and at any time

(Karataş et al., 2024). One particularly relevant development is the ChatGPT voice feature, which allows learners to communicate with the system through spoken conversations. Instead of typing, learners can speak in English, share their thoughts aloud, and practice having conversations similar to those in everyday life (Carrera Nuñez et al., 2025). Huang (2024) also stated that learners can interact directly with ChatGPT and receive feedback that helps improve their pronunciation and speaking skills.

Speaking is a skill that plays a very important role in English language learning. For second language learners, being able to speak is very important because it allows them to talk with other people and take part in everyday situations (Kohn & Hoffstaedter, 2017). Good speaking skills also matter for learners' future, as they are needed in many situations such as job interviews and work-related activities (Salih & Omar, 2022). Louma (2004) explain that EFL speaking ability includes many aspects, such as producing clear pronunciation, using correct grammar, and maintaining natural conversations in different situations.

Although many previous studies have discussed the use of ChatGPT in English language learning, most of them tend to look at writing, grammar, or general language support, and studies that focus specifically on speaking practice are still hard to find (Imran & Almusharraf, 2023; Lo et al., 2024). Pratiwi et al. (2024) showed that ChatGPT supports language learning through interaction and feedback, but research on its voice feature for speaking practice is still limited. Most of the time, learners in previous studies used ChatGPT by typing their messages rather than actually speaking to it (Ümran Üstünbaş, 2024). Although many studies have investigated learners' performance and perceptions of AI tools, few have explored learners' personal experiences and feelings during AI-assisted speaking practice, particularly in EFL contexts (Klimova et al., 2024).

In reality many learners in the English Education Department at one of the University in Pekalongan still face problems in speaking English. Most of them struggled to express

their thoughts clearly and confidently when speaking. They often feel embarrassed, afraid of making mistakes, and not confident when they have to speak in front of others. Furthermore, limited practice time is another major issue. Most learners only have the opportunity to use English during class sessions, and even then, not all of them get a chance to speak. To overcome these challenges, some learners reported using digital tools to support their speaking practice outside the classroom. Among these tools, ChatGPT's voice feature was mentioned as one of the platforms used to practice speaking through real-time conversations.

Therefore, this study aims to explore EFL learners' experiences in using ChatGPT's voice feature to develop speaking skill through narrative inquiry approach and appraisal theory by Martin and White (2005) as an analytical lens, to gain a deeper and more personal understanding of how learners make meaning their speaking practices with ChatGPT voice feature. This study will be conducted with EFL learners from an English Education program at a university in Pekalongan.

1.2. Formulation of the Problems

In relation to the research background presented above, this study is guided by one central research question: How are EFL learners' experiences in using ChatGPT's voice feature to develop their speaking skills?

1.3. Operational Definitions

To avoid misunderstanding various terms in this study, the researcher provides several definitions related to research as follows:

1. Experiences : From the perspective of Martin and White's Appraisal Theory, experience is understood through the evaluative language individuals use to express feelings, judgments, and

attitudes toward events or situations (Martin & White 2005).

2. Chat GPT Voice Feature : ChatGPT Voice is a voice interaction feature in ChatGPT that enables learners to engage in real-time spoken conversations with AI, supporting speaking practice through interactive dialogue and instant responses (Alexander et al., 2025).
3. Speaking : Speaking is defined as the ability to use spoken English to communicate meaning, share experiences, and interact with others effectively in real-time communication (Richards, 2008).

1.4. Significance of the Research

1. Theoretical Significance

This study contributes to the understanding of digital technology in language learning by Chapelle (2003) by exploring how EFL learners experience the use of ChatGPT's voice feature for speaking practice. The findings are expected to enrich the literature on the use of digital tools to support speaking development. This study also contributes to the application of Appraisal Theory proposed by Martin and White (2005) by examining how learners express affect, judgement, and appreciation when describing their experiences of using ChatGPT's voice feature.

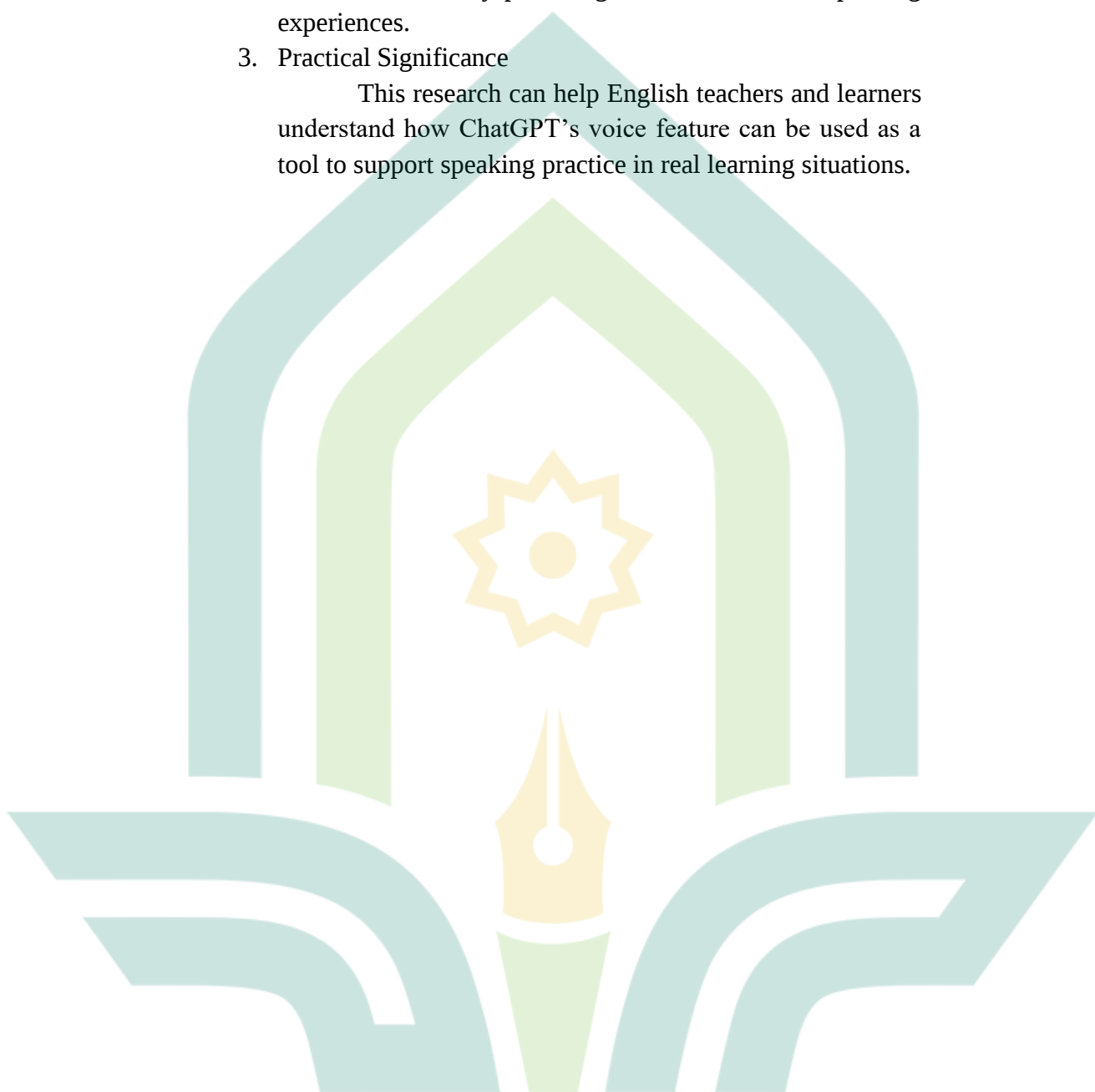
2. Empirical Significance

Empirically, this research will provide insight into the real experiences of EFL learners, especially regarding their emotional responses when using ChatGPT's voice feature to improve their speaking skills. The findings can

enrich previous studies on AI-assisted language learning and learner emotions by providing data based on real speaking experiences.

3. Practical Significance

This research can help English teachers and learners understand how ChatGPT's voice feature can be used as a tool to support speaking practice in real learning situations.



CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1. Experience

Experience is one of the key factors that influences how learners take part in and react to their learning. What learners go through in their studies is not only shown through their actions, but also through the way they think about, feel, and make sense of what they are doing. These aspects of experience are often expressed through language, particularly when learners describe or reflect on their learning process, since experience becomes understandable to others only when it is shaped into story (Clandinin & Connelly, 2004). Beyond sharing information, language is also a way for people to show how they feel, what they think, and how they position themselves in relation to others (Martin & White, 2005).

Since learners express their experiences through language, it is important to understand how they show their feelings and evaluations in their stories. To explore this, this study uses the appraisal theory developed by Martin and White (2005). Appraisal Theory comes from the field of Systemic Functional Linguistics and focuses on how people use language to show their views, feelings, and positions toward what they are talking about. In other words, Appraisal Theory helps us understand how people show their feelings, opinions, and values when they communicate (Martin & Rose, 2007). According to White (2015), the Appraisal framework is a tool used to look at how language in a text carries positive or negative evaluations. Oteiza (2017) points out that appraisal works at an interpersonal level, since people who share their views often do so with the hope that others will feel the same way. McKinley (2018) adds that using the appraisal

framework can help researchers see how meaning is built through language, and how EFL writers show who they are through the way they write. Therefore, this framework is useful for analyzing how learners understand and express their learning experiences.

According to Martin and White (2005), the Appraisal framework is built around three systems, namely Attitude, Engagement, and Graduation. The first one is Attitude, which covers how people feel about things, how they judge others, and how they evaluate situations. It is mainly about personal feelings and responses. The second one is Engagement, which is about how speakers place their own voice alongside other viewpoints. Through this system, speakers can show whether they agree, disagree, feel sure, or feel uncertain about something. The third one is Graduation, which looks at how strong or weak an evaluation is. It shows the degree to which a feeling or judgment is expressed (Martin & Rose, 2007).

Although Appraisal Theory includes these three systems, this study focuses on the Attitude system, as it is closely related to learners' experiences and evaluative expressions in describing their use of ChatGPT's voice feature for speaking practice. The Attitude system, which includes affect, judgement, and appreciation, has been used in many studies that look at how people use evaluative language in different contexts. Another research shows that these three categories can help researchers understand how people use language to share their feelings, assess others' actions, and judge things or situations they encounter (Wei et al., 2015). Studies by Jalilifar and Hemmati (2013) and Ngo and Unsworth (2015) have shown that the Appraisal framework works well in identifying and understanding how learners express evaluation through their language. Hood (2010) points out that the way people use evaluative language plays a key role in how meaning is built in a text.

According to Martin and White (2005) the Attitude system is divided into three main categories: Affect, Judgement, and Appreciation. These three categories help researchers understand how individuals express their experiences through evaluative language.

a. Affect

Affect is about the emotions and feelings that people express through language. Affect can describe emotions such as happiness, sadness, fear, confidence, satisfaction, or frustration. Affect can be classified into several types of emotional responses. The first type covers happiness and unhappiness, which includes feelings like joy, enjoyment, sadness, or not liking something. The second type is about security and insecurity, which refers to how safe, comfortable, anxious, or worried a person feels when going through something. The third type is satisfaction and dissatisfaction, which shows whether someone feels happy and fulfilled or bored and frustrated with what they are doing or experiencing.

b. Judgement

Judgement focuses on evaluating a person's character, behavior, or abilities. It reflects how someone assesses whether the person is capable, responsible, honest, or hardworking. Judgement is not about emotions, but about evaluating a person's qualities. Judgement can be grouped into two categories, which are social esteem and social sanction. Social esteem is about how people assess someone based on their everyday qualities and abilities. It includes normality, which concerns whether a person is seen as ordinary or special; capacity, which refers to how capable or skilled a person is in doing something; and tenacity, which relates to a person's determination, effort, and

reliability. Meanwhile, social sanction is related to moral evaluation. It includes veracity, which refers to honesty, and propriety, which concerns whether a person's behavior is considered ethical, appropriate, or acceptable. Similar to affect, judgement can appear in positive or negative forms, depending on how individuals evaluate a person or behavior.

c. **Appreciation**

Appreciation is the type of evaluation that is directed at things rather than people. While Judgement is used to assess individuals, Appreciation is used to evaluate objects, tools, texts, activities, or situations. Appreciation is used to assess the quality, value, or usefulness of something. Martin and White divide appreciation into three main aspects: reaction, composition, and valuation. Reaction relates to how something affects people emotionally, such as whether it is interesting, enjoyable, or engaging. Composition refers to how well something is organized, including aspects such as balance, clarity, and overall arrangement. Valuation focuses on the social value or importance of something, including whether it is considered useful, meaningful, or effective. These evaluations help reveal how learners perceive the role of the technology in their learning experience (Martin and White, 2005).

2.1.2. Speaking Skill

Speaking is a skill where learners actively produce language out loud to share meaning and connect with other people. Being able to speak well means more than just putting words together. It also means knowing how to use language in the right way depending on the situation. Speaking ability is very important because it shows how well learners can actually use the language when communicating with others in real situations (Richards,

2008). Unlike reading and listening where learners receive language, speaking asks learners to produce language on the spot, think quickly, and respond in a way that fits the conversation (Brown, 2001).

According to Brown (2001) speaking consists of several important components that support effective communication, these components include grammar, pronunciation, vocabulary, and fluency. Grammar refers to the use of appropriate sentence structures to express ideas clearly and meaningfully during conversation. Pronunciation is related to how clearly and correctly a person produces sounds, stress, and intonation so that speech can be understood by others. Vocabulary refers to knowing and using suitable words to communicate ideas effectively without spending too much time searching for the right expressions. Fluency is the ability to speak smoothly and naturally with minimal hesitation, repetition, or interruption. These four components complement one another and together contribute to learners' speaking ability.

In EFL contexts, learning to speak English is often challenging. Most EFL learners do not get many chances to use English outside of school, which makes it hard for them to practice speaking in real everyday situations (Abrar et al., 2018). In addition, the time available in class is usually not enough to give every learner a real chance to speak (Mukminin et al., 2015). Because of this, many learners know the grammar rules and have enough vocabulary, but when it comes to actually speaking, they still struggle to get their ideas across in a smooth and confident way (Abrar et al., 2018). These conditions show a gap between what learners know about English and how well they can actually use it in speaking.

The development of speaking skills is closely related to practice. In second language learning, speaking

ability improves through repeated use and meaningful practice, not only by memorizing grammar rules (DeKeyser, 2007). Swain's Output Hypothesis (1985) explains that producing language is important because it helps learners test what they know, realize their weaknesses, and improve their speech through interaction. This means that speaking ability develops step by step through continuous practice, interaction, and feedback.

From a learning perspective, speaking in EFL can be seen as a learning experience. Learners develop their speaking ability by actively taking part in communication, thinking about their performance, and trying new strategies in future interactions (Kohonen, 2014). This shows that speaking ability is built step by step through practice and reflection, not only through passive learning.

2.1.3. ChatGPT Voice Feature

Technology has become an important tool in language learning because it provides learners with more opportunities to learn and practice outside the classroom. Chapelle (2003) explain that technology can support language learning by creating opportunities for communication, interaction, and meaningful language use. Through technology, learners can practice language skills more actively and independently. In speaking learning, technology can provide additional opportunities for learners to practice speaking and communicate more frequently. Supporting this view, Golonka et al. (2014) found that various technological tools can help language learners improve their communication skills and increase their engagement in language learning activities. As technology continues to develop, artificial intelligence (AI) has become one of the latest innovations used in language learning. One example of AI technology is ChatGPT, which has been increasingly used by language learners to support their learning process through interactive

communication.

According to Lund and Wang (2023), ChatGPT is an artificial intelligence tool developed by OpenAI that is based on Generative Pre-Trained Transformer (GPT) technology. It functions as a chatbot that can interact with users by responding to different text-based requests, such as answering questions or generating written content. Through its language processing ability, ChatGPT can produce responses that resemble natural human communication. In the context of language learning, ChatGPT can support learners in various learning activities. Through interactive conversations, learners can ask questions, receive explanations, and flexibly practice using the target language (Karataş et al, 2024). AI-based chatbots can also create interactive learning environments where learners can practice language skills and receive immediate feedback throughout the learning process. ChatGPT can provide feedback, examples, and ideas related to language tasks, serving as a learning partner, helping learners practice more independently and actively (Xiao & Zhi, 2023).

One of the key features of ChatGPT that is particularly relevant to speaking practice is its voice feature, which allows users to interact with the system through spoken communication where they can express their ideas, respond to questions, and maintain dialogue in English (Carrera Nuñez et al., 2025). This feature enables learners to practice speaking by engaging in real-time conversations, so the timing of responses becomes an important part of the conversation. According to Sacks, Schegloff, and Jefferson (1974), conversation follows a turn-taking system in which speakers alternate their turns with minimal overlap. When responses come too early or interrupt the speaker, the natural flow of conversation can be disrupted. Balla and Ramírez (2025) explain that with

this feature learners can practice speaking and listening at the same time while interacting with artificial intelligence. This technology also supports autonomous learning because learners can practice speaking anytime and anywhere without depending on classroom interaction.

ChatGPT's voice feature can also support learners by providing feedback during communication. Huang (2024) explained that the voice prompt feature allows learners to speak directly to the system and receive responses that help them improve their speaking skills. Through this interaction, learners can practice pronunciation, ask questions, and receive explanations regarding their language use. Another important benefit of ChatGPT voice feature is ability to reduce speaking anxiety among language learners. Many learners feel nervous or afraid when they have to speak in a foreign language, especially in front of others. Practicing with AI can create a more comfortable learning environment because learners do not feel judged during the conversation (Septiani et al, 2025).

2.2 Previous Study

Ümran Üstünbaş (2024) conducted a study that applied a qualitative case study approach to explore how EFL learners used ChatGPT for speaking practice outside the classroom. The participants were four pre-intermediate EFL learners enrolled at the School of Foreign Languages of a state university in Türkiye. The results indicated that ChatGPT gave learners useful opportunities to practice speaking, helped them maintain the flow of conversation, and supported their learning through feedback and explanations. However, the study also identified some limitations, including cases where ChatGPT misunderstood learners' input, produced responses that were too long, and sometimes gave information that was not fully accurate. The gap of this previous study lies in the type of interaction used for speaking practice. In that study, learners

communicated with ChatGPT through written input rather than spoken language.

Carrera Nuñez et al. (2025) conducted a study that used a quasi-experimental design to examine the effect of ChatGPT Voice on EFL learners' speaking skills. The main objective of the study was to determine whether the use of ChatGPT Voice could improve the speaking ability of EFL learners. A total of 49 third-year high school learners in Ecuador participated in the study, using ChatGPT Voice for speaking practice over three weeks. The findings showed that learners reported lower levels of speaking anxiety and demonstrated noticeable improvement across all speaking components, with the most significant gains found in fluency and vocabulary. The gap of this previous study lies in its focus. While that study measured the effectiveness of ChatGPT Voice in improving learners' speaking performance through experimental assessment, the present study takes a different approach by exploring the personal experiences of EFL learners when using ChatGPT Voice for speaking practice.

Balla and Ramirez (2025) conducted a study that employed a qualitative research design to investigate how learners viewed the use of ChatGPT voice conversation as a tool for practicing speaking. The findings indicated that learners found it easier and more comfortable to practice speaking with ChatGPT, as the tool created a learning environment that was interactive, encouraging, and free from the fear of being judged. Learners also reported feeling less anxious about speaking and expressed interest in continuing to use ChatGPT for their speaking practice. The gap of this study lies in the theoretical framework used. While that study examined how learners perceived ChatGPT as a speaking practice tool, it did not use Appraisal Theory as a framework for analyzing learners' evaluative language.

Rouabhia (2025) conducted a study that adopted a mixed-methods design that brought together both quantitative and qualitative data collection and analysis. The study involved 82 learners enrolled in a master's program in the English Department at Ali Lounici University. The results demonstrated that using AI

chatbots contributed to improvements in learners' speaking fluency and helped them feel less anxious when speaking. In addition, the findings showed that most learners viewed AI chatbots in a positive light, seeing them as a helpful tool for developing their speaking skills and improving their ability to communicate in professional settings. The gap of this previous study lies in the scope of the technology examined. While that study looked at the general use of AI chatbots for speaking fluency development, it did not specifically examine the ChatGPT voice feature as a tool for real-time spoken interaction, which is the focus of the present study.

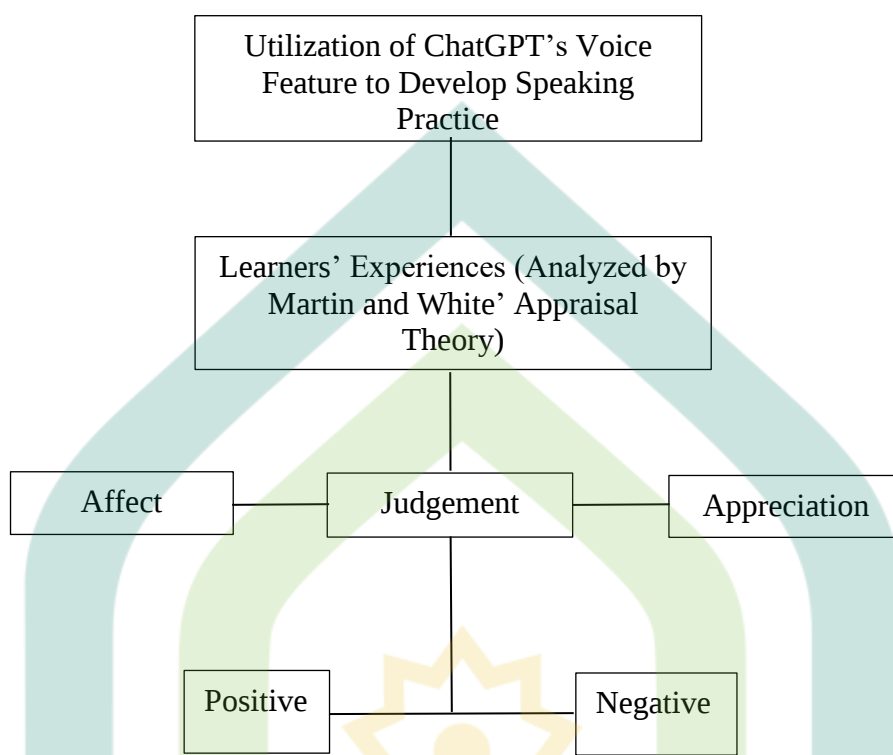
A study conducted by Muhammad Salim (2024) used a descriptive qualitative approach to look at how learners perceived and experienced the use of Google Assistant as a tool for developing their speaking skills on their own. Data were gathered using observations, questionnaires, and interviews, with participants drawn from learner cohorts between 2020 and 2022. The results showed that learners generally responded positively to Google Assistant, noting that it was easy to use, could be accessed without difficulty, and was able to give feedback straight away. At the same time, the study also found a number of limitations, including the tool's difficulty in handling complex language, its limited understanding of cultural context, and its inability to fully replicate the kind of interaction that happens in real life. The gap between the previous study and the present study lies in the focus and the tool being used. While that study examined Google Assistant as a voice-based tool for language learning, it did not look at the ChatGPT voice feature, which offers a more interactive and contextually responsive form of spoken communication.

Based on the earlier studies, it can be observed that most studies have examined how ChatGPT and other AI-based tools can be used to support speaking skill development, approaching the topic from different angles such as learning outcomes, learner views, and patterns of interaction. Some studies have also examined the use of ChatGPT voice feature and other voice-based tools in improving speaking performance and reducing anxiety. However, most of these

studies concentrated on measuring results or capturing general learner opinions, and did not go deeper into understanding what learners personally went through during their speaking practice with AI tools. Research specifically investigating the use of ChatGPT voice features as a real-time conversation tool through a narrative inquiry approach is still limited. Previous studies have also not fully addressed the analysis of learners' affective responses using Appraisal Theory. Therefore, this research intends to fill the gap from the previous studies.

2.3 Conceptual Framework

The use of ChatGPT Voice Feature has become one of the alternative tools that EFL learners use to practice speaking. Through this feature, learners can interact with ChatGPT and gain various experiences while developing their speaking skills. Since this study focuses on learners' experiences, it is important to understand how they make meaning of those experiences. Therefore, this study explores EFL learners' experiences in using ChatGPT Voice Feature to develop their speaking skills. To interpret these experiences, the study adopts Appraisal Theory proposed by Martin and White (2005), particularly the Attitude system, which consists of Affect, Judgement, and Appreciation. Data were collected through semi-structured interviews and documentation and were analyzed using thematic analysis. Thus, the conceptual framework of this study can be described as follows:



CHAPTER III METHODOLOGY

3.1 Research Design

This research applied a qualitative method. According to Creswell and Clark (2007), qualitative research is an approach that aims to explore and understand how individuals or groups make sense of social or human experiences. Among the various qualitative approaches, this study used narrative inquiry. According to Clandinin and Connelly (2004), narrative inquiry emphasizes the investigation of human narratives and related experiences. This approach was chosen because it allowed the researcher to explore in depth the stories and reflections that learners shared about their experiences of using the ChatGPT voice feature for speaking practice.

3.2 Setting and Participants

This research was conducted at one of the universities in Pekalongan, where many learners learn and improve their English skills. The participants were four EFL learners from the English Education program. These learners were selected because they had been using the ChatGPT voice feature regularly for speaking practice.

3.3 Data Collection

The data for this study were collected through semi-structured interviews and documentation. The semi-structured interviews were conducted in Indonesian so that the participants could share their thoughts and experiences in the language they were most comfortable with. Conducting interviews in the participants' native language allows them to communicate more openly and share their experiences in greater depth (Walsh et al., 2013). The interviews were conducted face-to-face and focused on exploring the participants' experiences of using the ChatGPT voice feature as a tool for practicing speaking skills. Each interview

session was recorded using a smartphone after permission had been obtained from the participants, so that the data could be preserved accurately and analyzed carefully. The recorded interviews were transcribed in full. Semi-structured interviews were selected because they allow the researcher to follow up on interesting points raised by participants while still keeping the discussion relevant to the research questions (Creswell, 2009).

The second data collection method was documentation. According to Creswell (2009), documentation in qualitative research is one way of collecting data by gathering relevant documents related to the study. These documents can be public documents, such as newspapers, meeting minutes, and official reports, or private documents, such as journals, diaries, letters, and emails. Documentation served as a secondary source of data to strengthen and complement the findings from the interviews. The documentation consisted of screenshots of each participant's conversation history while using the ChatGPT voice feature. These screenshots helped the researcher gain a clearer understanding of how each participant engaged with the tool. By combining interviews and documentation, the researcher gained a deeper and clearer understanding of EFL learners' experiences in using the ChatGPT voice feature to practice speaking skills.

3.4 Data Trustworthiness

To ensure that the findings of this study were credible and reliable, triangulation was used by collecting data through more than one method, namely semi-structured interviews and documentation. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of a phenomenon (Patton, 1999). The purpose of triangulation is to obtain more accurate and complete findings than those generated by relying on a single method.

In this study, the interviews provided in-depth insights into the participants' experiences, feelings, and evaluations of using the ChatGPT voice feature for speaking practice. Meanwhile,

screenshots of the participants' conversation history while using the ChatGPT voice feature served as supporting evidence of their actual interactions with the tool. By comparing and cross-checking data from both sources, the researcher developed a more comprehensive and well-supported understanding of how EFL learners experienced using the ChatGPT voice feature for speaking practice.

3.5 Data Analysis

The data in this study were analyzed using thematic analysis, a method introduced by Braun and Clarke (2006). Thematic analysis is a qualitative approach used to identify, analyze, and interpret recurring patterns within a set of data. This method allowed the researcher to explore and understand EFL learners' experiences of using the ChatGPT voice feature to develop their speaking skills. The analysis followed the six phases below:

3.5.1. Familiarizing with the data

In this phase, the researcher transcribed the interview recordings into written form. The researcher read and re-read the transcripts several times to gain a deep understanding of the participants' responses. The researcher also reviewed the documentation, including screenshots of the participants' conversation history while using the ChatGPT voice feature. This process helped the researcher become familiar with the data and begin to identify initial patterns related to the learners' experiences.

3.5.2. Generating initial codes

After becoming familiar with the data, the researcher identified important statements and assigned initial codes to meaningful segments of the interview transcripts. The coding focused on parts of the data that reflected the learners' experiences, feelings, and responses when using the ChatGPT voice feature for speaking practice.

3.5.3. Searching for themes

At this stage, the researcher examined all the codes and grouped those with similar meanings into broader categories. These categories were then developed into themes that represented the main patterns in the data related to the learners' experiences of developing their speaking skills through the ChatGPT voice feature.

3.5.4. Reviewing themes

The researcher reviewed and refined the identified themes to ensure that they accurately reflected the data. This process involved revisiting the coded data and the complete dataset to confirm that each theme was well supported.

3.5.5. Defining and naming themes

After reviewing the themes, the researcher clearly defined and named each theme. Each theme was described in terms of its meaning and its relevance to the learners' experiences of using the ChatGPT voice feature.

3.5.6. Producing the report

In the final phase, the researcher presented the findings in a narrative form by explaining each theme and supporting the analysis with direct quotations from the participants' interviews. This process enabled the researcher to interpret and explain how EFL learners experienced and responded to the use of the ChatGPT voice feature.

After the themes had been identified through thematic analysis, the findings were further interpreted using Appraisal Theory proposed by Martin and White (2005). This theory was used as the theoretical lens to analyze how EFL learners expressed their affect (feelings), judgment (evaluation of behavior), and appreciation (evaluation of the tool) toward the use of the ChatGPT voice feature. The identified themes were examined to reveal how learners experienced and evaluated their speaking practice using the voice feature.

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings

4.1.1 EFL Learners' Experiences in Using ChatGPT's Voice Feature to Develop Speaking Skills

The findings show that the participants shared various experiences related to grammar, pronunciation, vocabulary, and fluency while using the feature. These experiences were interpreted using Appraisal Theory proposed by Martin and White (2005), particularly the Attitude system, which consists of Affect, Judgement, and Appreciation.

4.1.1.1 Affect

This section presents the participants' feelings while using ChatGPT Voice Feature to develop their speaking skills. The findings show that the participants expressed various feelings related to grammar, pronunciation, vocabulary, and fluency. These feelings include security, insecurity, and happiness, depending on the participants' experiences during speaking practice.

4.1.1.1.1 Grammar

The participants mainly expressed feelings of security. They felt comfortable using ChatGPT Voice Feature because they did not worry too much about making grammatical mistakes during conversations. Gwen expressed positive feelings when using grammar while speaking with ChatGPT Voice Feature. She felt comfortable and free to communicate without worrying too much about grammatical mistakes.

“I feel more relaxed and comfortable. I do not think too much about grammar structure, and I do not feel pressured or afraid because the most

important thing is that ChatGPT can understand what I want to say” (Gwen, June 23, 2026, Researcher Translation)

All Participants expressed positive feelings when using grammar while speaking with ChatGPT Voice Feature. They felt more comfortable to communicate because they did not worry too much about making grammatical mistakes during conversations.

4.1.1.1.2 Pronunciation

The participants mainly expressed feelings of insecurity. They became unsure about their pronunciation when ChatGPT misunderstood or incorrectly recognized the words they spoke during conversations. Peter reported feelings of doubt when ChatGPT misunderstood his pronunciation during a conversation. He became unsure about whether he had pronounced a word correctly after ChatGPT interpreted it differently.

“There was a moment that made me doubt my pronunciation. I mispronounced the word grind as green. As a result, ChatGPT transcribed it as green. Then ChatGPT responded with the pronunciation grind. At that moment, I realized that grind was the correct pronunciation.” (Peter, June 23, 2026, Researcher Translation)

All participants experienced feelings of doubt or uncertainty when ChatGPT did not accurately recognize their pronunciation. They became unsure about their pronunciation when ChatGPT misunderstood or incorrectly transcribed the words they spoke.

4.1.1.1.3 Vocabulary

The participants expressed both feelings of

insecurity and security. Some participants felt insecure when they did not know the English words needed to express their ideas, while another participant felt secure because ChatGPT could still understand his intended meaning despite his vocabulary limitations. Peter and Parker reported different feelings when dealing with vocabulary limitations during conversations with ChatGPT Voice Feature. Peter experienced difficulties when he could not find the vocabulary needed to express his ideas and had to explain them indirectly. In contrast, Parker did not experience significant difficulties because he believed that ChatGPT could still understand his intended meaning even when he used alternative or less precise words.

“I have experienced difficulties. For example, when I wanted to express something, I did not know the vocabulary I needed. As a result, I had to explain it in a roundabout way, but ChatGPT was still able to understand what I meant.” (Peter, June 23, 2026, Researcher Translation)

“No, because the voice feature seems to process the user's intention. Even when I use words that can be ambiguous, the AI can usually understand what I mean. So, I do not really feel any difficulty.” (Parker, June 23, 2026, Researcher Translation)

The participants reported different feelings when dealing with vocabulary limitations during conversations with ChatGPT Voice Feature. Peter, Gwen, and MJ experienced difficulties when they did not know the vocabulary needed to express their ideas. In contrast, Parker did not experience significant difficulties because he believed that

ChatGPT could still understand his intended meaning.

4.1.1.1.4 Fluency

The participants mainly expressed feelings of happiness. They enjoyed practicing English with ChatGPT Voice Feature because it gave them more opportunities to have conversations and practice speaking. Parker reported positive feelings when speaking English with ChatGPT Voice Feature. He described the experience as enjoyable because ChatGPT provided a conversation partner for practicing English.

“It feels enjoyable. I sometimes practice English by talking to myself, so having a conversation partner makes the experience more enjoyable.” (Parker, June 23, 2026, Researcher Translation)

All participants reported positive feelings when speaking English with ChatGPT Voice Feature. They felt comfortable, enjoyed the conversation experience, and were happy to have an opportunity to practice speaking English through interaction with ChatGPT.

4.1.1.2 Judgement

This section presents the participants' judgements while using ChatGPT Voice Feature to develop their speaking skills. The findings show that the participants expressed judgements related to grammar, pronunciation, vocabulary, and fluency. These judgements were reflected through capacity and tenacity based on their experiences during speaking practice.

4.1.1.2.1 Grammar

The participants mainly expressed

judgements related to tenacity. While some participants felt more motivated to learn grammar after using ChatGPT Voice Feature, others felt that it had little influence on their motivation to practice their grammar. Parker and Peter expressed different judgments toward the influence of ChatGPT Voice Feature on their grammar learning. Parker felt that ChatGPT helped him learn grammar and motivated him to develop his grammar skills, while Peter felt that ChatGPT had little influence on his grammar learning.

“Yes, it has an influence. Sometimes when I use the wrong to be, verb, or adjective, ChatGPT repeats some parts of my sentence in a more correct form. By seeing those more natural responses, I learn how to express my ideas correctly. Because of that, I become more motivated to learn grammar.” (Parker, June 23, 2026, Researcher Translation).

“It did not have much influence on me because I did not really pay much attention to grammar when speaking with ChatGPT.” (Parker, June 23, 2026, Researcher Translation).

The participants showed different judgments toward the influence of ChatGPT Voice Feature on their grammar learning. Parker and MJ felt that ChatGPT supported their grammar learning and encouraged them to practice grammar more often. In contrast, Peter and Gwen felt that ChatGPT had little influence on their grammar learning.

4.1.1.2.2 Pronunciation

The participants mainly expressed judgements related to capacity. They believed that ChatGPT helped develop their pronunciation ability and encouraged them to continue practicing. MJ

expressed a positive judgment toward the use of ChatGPT Voice Feature for pronunciation practice. She believed that ChatGPT supported her pronunciation development and helped her become more confident in pronouncing English words.

“Yes, I think there has been some development. Although it is not very significant, I have become more accustomed to speaking in English and more confident in trying to pronounce words that I rarely used before.”
(MJ, June 23, 2026, Researcher Translation)

All participants expressed positive judgments toward the use of ChatGPT Voice Feature for pronunciation practice. They believed that ChatGPT supported their pronunciation development and encouraged them to continue practicing pronunciation.

4.1.1.2.3 Vocabulary

The participants mainly expressed judgements related to tenacity. Some participants felt more motivated to continue learning vocabulary, while another participant believed that ChatGPT had little influence on his motivation. Gwen and Parker expressed different judgments about the influence of ChatGPT Voice Feature on their motivation to learn vocabulary. Gwen felt that ChatGPT increased her motivation to learn vocabulary, while Parker felt that ChatGPT had little influence on his motivation to learn vocabulary.

“I think it has quite a strong influence. The more I use ChatGPT, the more I realize that vocabulary is important for expressing my ideas clearly. Sometimes there are things I want to say, but I struggle to explain them because of my limited vocabulary. As a result, I become more motivated to continue learning and

expanding my English vocabulary.” (Gwen, June 2, 2026, Researcher Translation)

“It does not really influence my motivation to learn new vocabulary. I usually use ChatGPT for general purposes rather than specifically for learning vocabulary. If I come across new words, I can learn them briefly, but it does not particularly motivate me to study vocabulary.” (Parker, June 23, 2026, Researcher Translation)

The participants reported different judgments about the influence of ChatGPT Voice Feature on their motivation to learn vocabulary. Similar with Gwen, Peter and MJ felt more motivated to learn vocabulary after using ChatGPT.

4.1.1.2.4 Fluency

The participants mainly expressed judgements related to tenacity. They believed that ChatGPT encouraged them to continue practicing English speaking more regularly. Gwen expressed a positive judgment about the influence of ChatGPT Voice Feature on her fluency development. She felt that ChatGPT motivated her to continue practicing English speaking and provided opportunities to practice more freely.

“Yes, it has increased my motivation a lot. I use AI more often because I want to learn and I do not have a partner to practice English with every day. I also feel less confident speaking with other people. With ChatGPT, I can talk more freely about anything, and I can practice whenever I want.” (Gwen, June 23. 2026, Researcher Translation)

All participants also expressed positive

judgments about the influence of ChatGPT Voice Feature on fluency development. They believed that ChatGPT supported their fluency development and motivated them to continue practicing English speaking.

4.1.1.3 Appreciation

This section presents the participants' appreciations while using ChatGPT Voice Feature to develop their speaking skills. The findings show that the participants expressed different appreciations related to grammar, pronunciation, vocabulary, and fluency. These appreciations were reflected through reaction and valuation based on their experiences during speaking practice.

4.1.1.3.1 Grammar

The participants mainly expressed appreciations related to valuation. They felt that ChatGPT Voice Feature provided limited support for grammar development because it rarely corrected grammatical mistakes during conversations. Peter expressed a negative appreciation of ChatGPT Voice Feature for grammar development. He felt that ChatGPT provided limited support for grammar development because it rarely corrected grammatical mistakes during conversations.

“My impression is both positive and negative. On the positive side, ChatGPT still understands me even when my grammar is not correct, and it does not judge me, which makes me more confident when speaking. However, in terms of grammar development, I think it provides limited support because it responds based on the topic of the conversation. If I do not specifically ask about

grammar, it does not correct my mistakes. I also think there are other AI tools or applications that are more suitable for learning grammar than this feature.” (Peter, June 23, 2026, Researcher Translation).

All participants expressed negative appreciations of ChatGPT Voice Feature for grammar development. They felt that ChatGPT provided limited support for grammar development and rarely corrected grammatical mistakes unless they specifically asked about grammar.

4.1.1.3.2 Pronunciation

The participants expressed appreciations related to both reaction and valuation. Some participants evaluated the quality of the interaction, particularly when ChatGPT failed to recognize spoken words accurately, while others valued the feature because it helped them become more aware of their pronunciation. Peter and Gwen expressed different appreciations of ChatGPT Voice Feature for pronunciation practice. Peter appreciated ChatGPT because it provided clear pronunciation models, although he also pointed out its limitations in recognizing spoken words accurately. In contrast, Gwen appreciated the feature because it helped her become more aware of her pronunciation and supported her in learning the correct pronunciation of English words.

“For pronunciation, there are both positive and negative aspects. On the positive side, ChatGPT can help correct pronunciation. However, there are times when ChatGPT has technical problems recognizing what I say. For example, when I talked about the V60 coffee brewing method, ChatGPT transcribed it as ‘360’. Even when I repeated the same

word, it still recognized it as ‘360’. In that case, the AI could not understand what I meant.” (Peter, June 23, 2026, Researcher Translation)

“I think it is quite helpful. By using ChatGPT, I became more aware of whether my pronunciation was correct or not. When ChatGPT could not recognize a word that I said, I usually tried to find out the correct pronunciation myself.” (Gwen, June 23, 2026, Researcher Translation)

The participants expressed different appreciations of ChatGPT Voice Feature for pronunciation practice. Peter and Parker appreciated the feature because it provided clear pronunciation models, although they also pointed out its limitations in recognizing spoken words accurately. In contrast, Gwen and MJ appreciated the feature because it helped them become more aware of their pronunciation during practice.

4.1.1.3.3 Vocabulary

The participants mainly expressed appreciations related to valuation. Some participants felt that ChatGPT provided limited support for learning new vocabulary, while another participant valued the feature because it helped in understanding unfamiliar words. Gwen and MJ expressed different appreciations of ChatGPT Voice Feature for vocabulary learning. Gwen felt that ChatGPT provided limited support for learning new vocabulary, while MJ felt that ChatGPT was helpful for understanding unfamiliar words.

“For me, this feature is less helpful for learning vocabulary. If I want to learn vocabulary, I think there are many other tools

that are better.” (Gwen, June 23, 2026, “It is quite helpful, especially when I come across words that I do not know. However, if I want to learn a lot of new vocabulary, I still need to use other sources.” (MJ, June 23, 2026, Researcher Translation)

The participants reported different appreciations of ChatGPT Voice Feature for vocabulary learning. Gwen, Peter, and Parker felt that ChatGPT provided limited support for learning new vocabulary. In contrast, MJ felt that ChatGPT helped him understand unfamiliar words, although he believed that other sources were still needed to learn more vocabulary.

4.1.1.3.4 Fluency

The participants expressed appreciations related to both valuation and reaction. They valued ChatGPT because it provided opportunities to practice speaking more often, but they also evaluated some aspects of the interaction negatively, particularly when responses felt too quick or interrupted the flow of conversation. Parker and Peter expressed positive and negative appreciations of ChatGPT Voice Feature for fluency development. Parker felt that ChatGPT supported his fluency development by providing opportunities to practice speaking more often, while Peter felt that ChatGPT sometimes responded too quickly and made conversations feel rushed.

“It clearly helps because it always responds to what I say. As a result, I have more opportunities to practice speaking and get used to using English directly.” (Parker, June 23, 2026, Researcher Translation)

“One limitation is that ChatGPT sometimes

distracts me. When I pause to think about what to say next, ChatGPT can respond before I finish speaking. This makes me feel distracted and rushed during the conversation.” (Peter, June 23, 2026, Researcher Translation)

All participants expressed positive appreciations of ChatGPT Voice Feature for fluency development. They felt that ChatGPT supported fluency development by helping them continue conversations and practice speaking more often. However, all participants also reported some limitations during interactions, such as responses that felt too quick or interruptions during conversations.

4.2 Discussions

4.2.1 EFL Learners’ Experiences in Using ChatGPT’s Voice Feature to Develop Speaking Skills

This section discusses EFL learners' experiences in using ChatGPT Voice Feature to develop their speaking skills. The discussion focuses on the participants' experiences related to grammar, pronunciation, vocabulary, and fluency. These experiences are interpreted using the Attitude system of Appraisal Theory proposed by Martin and White (2005), which consists of Affect, Judgement, and Appreciation.

4.2.1.1 Affect

This section discusses the participants' feelings while using ChatGPT Voice Feature to develop their speaking skills. The discussion covers the participants' feelings related to grammar, pronunciation, vocabulary, and fluency. These feelings are interpreted through three categories found in the data: security, insecurity, and happiness.

4.2.1.1.1 Grammar

Gwen expressed positive feelings when using grammar while speaking with ChatGPT Voice Feature. She felt more comfortable communicating because she did not worry too much about making grammatical mistakes during conversations. This finding suggests that Gwen felt more confident because she focused on expressing her ideas instead of worrying about producing grammatically correct sentences. According to Martin and White (2005), this finding reflects positive affect, particularly the category of security, which refers to feelings of comfort, safety, and freedom from anxiety. This feeling emerged because ChatGPT Voice Feature continued the conversation even when Gwen's grammar was not always correct, allowing her to focus more on expressing her ideas than on producing grammatically correct sentences. This finding is consistent with Septiani et al. (2025), who explain that practicing with AI can create a more comfortable learning environment because learners do not feel judged during conversations.

4.2.1.1.2 Pronunciation

Peter experienced feelings of doubt and uncertainty when ChatGPT did not accurately recognize his pronunciation. He became unsure about his pronunciation when ChatGPT misunderstood or incorrectly transcribed the words he spoke. This finding suggests that Peter became less confident because he was unsure whether his pronunciation was correct after ChatGPT misunderstood his speech. According to Martin and White (2005), this finding reflects negative affect, particularly the category of insecurity, which refers

to feelings of anxiety, uncertainty, or lack of confidence when facing a situation. This feeling emerged because Peter relied on ChatGPT's responses to judge whether his pronunciation was correct. When the system failed to recognize what he said, he began to question his own pronunciation instead of feeling confident about it. This finding is related to Brown (2001), who explains that clear pronunciation helps listeners understand spoken messages, whereas unclear pronunciation can cause misunderstanding even when grammar and vocabulary are correct.

4.2.1.1.3 Vocabulary

Peter experienced negative feelings when he faced vocabulary limitations while speaking with ChatGPT Voice Feature. He found it difficult to express his ideas because he could not remember the English words he needed. This finding suggests that limited vocabulary made Peter feel less comfortable expressing his ideas during conversations. According to Martin and White (2005), this finding reflects negative affect because affect describes the emotions people experience during an event. This feeling emerged because Peter could not find the vocabulary that he needed to express his ideas directly. Although ChatGPT eventually understood his message, he still experienced difficulty during the conversation because he had to explain his ideas indirectly. This finding is related to Brown (2001), who explains that vocabulary is about knowing enough words and using them appropriately to express meaning clearly when speaking.

In contrast, Parker did not experience negative feelings when facing vocabulary

limitations during conversations with ChatGPT Voice Feature. He believed that ChatGPT could understand his intended meaning even when he used alternative or less precise words. This finding suggests that Parker felt more comfortable speaking because he believed communication could continue despite his limited vocabulary. According to Martin and White (2005), this finding reflects positive affect, particularly the category of security, because it refers to feelings of comfort and freedom from anxiety during communication. This feeling emerged because Parker trusted ChatGPT to understand his intended message instead of focusing on whether every word was accurate. This confidence allowed him to continue speaking without worrying too much about choosing the correct vocabulary. As a result, vocabulary limitations did not become a barrier to maintaining the conversation. This finding is consistent with Karataş et al. (2024), who explain that ChatGPT supports language learning by allowing learners to practice the target language flexibly through interactive conversations, making the participant feel comfortable continuing the conversation despite his limited vocabulary.

4.2.1.1.4 Fluency

Parker expressed positive feelings when practicing fluency through ChatGPT Voice Feature. He enjoyed the speaking practice because ChatGPT provided opportunities to engage in conversations more naturally. This finding suggests that Parker felt more motivated to practice speaking because he had an interactive conversation partner instead of practicing alone. According to Martin and White (2005), this finding reflects positive affect,

particularly the category of happiness, because it refers to feelings of enjoyment and pleasure during an experience. This feeling emerged because interacting with ChatGPT made speaking practice feel more engaging than practicing by himself. The availability of ChatGPT as a conversation partner encouraged him to speak more freely and enjoy the learning process. As a result, speaking practice became a more enjoyable experience rather than a difficult task. This finding is consistent with Balla and Ramírez (2025), who explain that ChatGPT creates an interactive and encouraging learning environment for speaking practice, making the participants enjoy practicing through conversations rather than practicing alone.

4.2.1.2 Judgement

This section discusses the participants' judgements while using ChatGPT Voice Feature to develop their speaking skills. The discussion covers the participants' judgements related to grammar, pronunciation, vocabulary, and fluency. These judgements are interpreted through two categories found in the data: capacity and tenacity.

4.2.1.2.1 Grammar

Parker believed that ChatGPT Voice Feature encouraged him to continue learning grammar. This finding suggests that Parker was more willing to continue developing his grammar because he used ChatGPT as a learning resource during conversations. According to Martin and White (2005), this finding reflects positive judgement, particularly tenacity, because Parker evaluated himself as being willing to continue developing his grammar after using ChatGPT Voice Feature. He demonstrated positive tenacity by using

ChatGPT's responses as a learning resource to recognize more appropriate grammatical forms, which encouraged him to continue developing his grammar through repeated practice. This finding is consistent with Carrera Nuñez et al. (2025), who found that ChatGPT Voice encouraged learners to continue practicing speaking, which also supported grammar development.

In contrast, Peter felt that ChatGPT Voice Feature did not significantly influence his grammar learning. This finding suggests that Peter was less willing to use ChatGPT Voice Feature to develop his grammar because he focused more on communicating his ideas than on monitoring grammatical accuracy. As long as ChatGPT understood what he wanted to say, he did not consider grammatical correctness to be his main concern during conversations. According to Martin and White (2005), this finding reflects lower judgement, particularly tenacity, because Peter did not view developing grammar as his main purpose when using ChatGPT Voice Feature. This judgement emerged because he viewed ChatGPT mainly as a conversation partner rather than as a tool for learning grammar. As a result, he paid little attention to the grammatical forms used during conversations, which reduced his motivation to use the interaction as an opportunity for grammar development. This finding is consistent with Xiao and Zhi (2023), who explain that ChatGPT functions as a learning partner that responds according to learners' needs, allowing learners to guide interactions based on their intended learning goals.

4.2.1.2.2 Pronunciation

MJ expressed positive judgement toward the use of ChatGPT Voice Feature for pronunciation practice. She believed that ChatGPT supported her pronunciation development and encouraged her to continue practicing pronunciation. This finding suggests that MJ perceived ChatGPT Voice Feature as helping develop her pronunciation ability through speaking practice. According to Martin and White (2005), this finding reflects positive judgement, particularly capacity, because MJ evaluated her ability to pronounce English words as developing after using ChatGPT Voice Feature. This judgement emerged because MJ was able to notice correct pronunciation through ChatGPT's spoken responses and compare it with her own pronunciation during conversations, which made her more aware of correct pronunciation and increased her familiarity with pronouncing English words. This finding is consistent with Huang (2024), who explains that ChatGPT Voice Feature allows learners to practice pronunciation and receive spoken responses that support pronunciation development during interaction.

4.2.1.2.3 Vocabulary

Gwen reported a positive judgement about the influence of ChatGPT Voice Feature on her motivation to develop vocabulary. She felt more motivated to continue developing her vocabulary after using ChatGPT Voice Feature. This finding suggests that ChatGPT Voice Feature encouraged Gwen to become more willing to develop her vocabulary. According to Martin and White (2005), this finding reflects positive judgement, particularly tenacity, because Gwen evaluated her willingness to continue learning vocabulary after using ChatGPT

Voice Feature. This judgement emerged because Gwen experienced difficulty expressing her ideas when she did not know the vocabulary she needed, encouraging her to continue developing her vocabulary for future conversations. This finding is consistent with Brown (2001), who explains that vocabulary enables learners to express their ideas more clearly, making vocabulary development an important part of speaking ability.

In contrast, Parker reported a negative judgement about the influence of ChatGPT Voice Feature on vocabulary development. He felt that using ChatGPT Voice Feature did not increase his motivation to develop vocabulary. This finding suggests that ChatGPT Voice Feature did not encourage Parker to develop his vocabulary. According to Martin and White (2005), this finding reflects negative judgement, particularly tenacity, because Parker evaluated his willingness to continue learning vocabulary as remaining unchanged after using ChatGPT Voice Feature. This judgement emerged because Parker mainly used ChatGPT as a learning partner for general communication rather than specifically for vocabulary learning, so he did not expect it to support his vocabulary development. This finding is consistent with Xiao and Zhi (2023), who explain that ChatGPT serves as a learning partner that supports various language learning activities according to learners' needs, allowing them to use the tool for different learning purposes.

4.2.1.2.4 Fluency

Gwen expressed positive judgement about the influence of ChatGPT Voice Feature on fluency development. She felt more motivated to continue

practicing English speaking after using ChatGPT Voice Feature. This finding suggests that the availability of ChatGPT Voice Feature encouraged Gwen to maintain regular speaking practice. According to Martin and White (2005), this finding reflects positive judgement, particularly tenacity, because Gwen evaluated her willingness to continue practicing English speaking after using ChatGPT Voice Feature. This judgement emerged because ChatGPT provided Gwen with more opportunities to practice speaking without depending on other people, allowing her to practice more consistently in her daily life. As she practiced more frequently, she became more motivated to continue developing her speaking fluency. This finding is consistent with DeKeyser (2007), who argues that speaking ability develops through repeated use and meaningful practice.

4.2.1.3 Appreciation

This section discusses the participants' appreciations while using ChatGPT Voice Feature to develop their speaking skills. The discussion covers the participants' appreciations related to grammar, pronunciation, vocabulary, and fluency. These appreciations are interpreted through two categories found in the data: reaction and valuation.

4.2.1.3.1 Grammar

Peter expressed a negative appreciation of ChatGPT Voice Feature for grammar development. He perceived that ChatGPT provided limited support for grammar learning and rarely corrected grammatical mistakes unless he specifically asked for grammar feedback. This finding suggests that ChatGPT Voice Feature prioritized maintaining conversations over providing explicit grammar

correction. According to Martin and White (2005), this finding reflects valuation because Peter evaluated the educational value of ChatGPT Voice Feature for grammar learning. This evaluation emerged because ChatGPT mainly maintained the flow of the conversation and only provided grammar correction when Peter specifically asked for it, so he perceived that it offered limited support for grammar learning. This finding is consistent with Xiao and Zhi (2023), who explain that ChatGPT functions as a learning partner that responds according to learners' needs, allowing learners to guide interactions based on their intended learning goals.

4.2.1.3.2 Pronunciation

Peter expressed both negative appreciations of ChatGPT Voice Feature for pronunciation practice. He appreciated the feature because it provided clear pronunciation models, but he also pointed out that it sometimes failed to recognize spoken words accurately. This finding suggests that the quality of pronunciation practice depended not only on the pronunciation models provided by ChatGPT but also on its ability to recognize learners' spoken input accurately. According to Martin and White (2005), this finding reflects reaction because Peter evaluated the quality of ChatGPT Voice Feature during pronunciation practice. This evaluation emerged because, although ChatGPT generally provided pronunciation models that were easy to follow, it sometimes failed to recognize Peter's speech accurately, reducing the quality of the interaction during pronunciation practice. This finding is consistent with Huang (2024), who explains that

ChatGPT Voice Feature allows learners to receive spoken responses and feedback during communication to support pronunciation practice. However, the participant's experiences suggest that the quality of this support depended on how accurately ChatGPT recognized their spoken input.

In contrast, Gwen expressed a positive appreciation of ChatGPT Voice Feature for pronunciation practice. She perceived that the feature was valuable because it helped her become more aware of her pronunciation and supported her in learning the correct pronunciation of English words. This finding suggests that ChatGPT Voice Feature increased Gwen's awareness of her pronunciation during speaking practice. According to Martin and White (2005), this finding reflects valuation because Gwen evaluated the value of ChatGPT Voice Feature in supporting pronunciation learning. This evaluation emerged because ChatGPT provided spoken responses that allowed Gwen to compare her pronunciation with the model during conversations, making her more aware of words that needed more accurate pronunciation. This finding is consistent with Huang (2024), who explains that ChatGPT Voice Feature supports speaking practice by providing spoken responses and feedback during communication, allowing learners to monitor their pronunciation while speaking.

4.2.1.3.3 Vocabulary

Gwen expressed a negative appreciation of ChatGPT Voice Feature for vocabulary learning. She perceived that the feature provided limited value for vocabulary learning, particularly for vocabulary development. This finding suggests that

Gwen perceived ChatGPT Voice Feature as less supportive for vocabulary development during speaking practice. According to Martin and White (2005), this finding reflects valuation because Gwen evaluated the value of ChatGPT Voice Feature in supporting vocabulary learning. This evaluation emerged because Gwen found that the vocabulary used by ChatGPT was mostly familiar and did not provide many new words during conversations. This finding is related to Brown (2001), who explains that vocabulary development involves expanding learners' range of words so they can express meaning more effectively. However, the participants perceived that ChatGPT Voice Feature did not expose them to enough new vocabulary during speaking practice.

MJ expressed a positive appreciation of ChatGPT Voice Feature for vocabulary learning. She perceived that the feature provided value by helping her understand unfamiliar words, although she believed that additional learning resources were still needed for vocabulary development. This finding suggests that ChatGPT Voice Feature supported MJ in understanding unfamiliar words, although additional learning resources were still needed for vocabulary development. According to Martin and White (2005), this finding reflects valuation because MJ evaluated the value of the feature in supporting vocabulary learning. This evaluation emerged because ChatGPT helped MJ understand unfamiliar words that appeared during conversations, making it useful for learning vocabulary in context. This finding is related to Brown (2001), who explains that vocabulary development involves expanding learners' range of

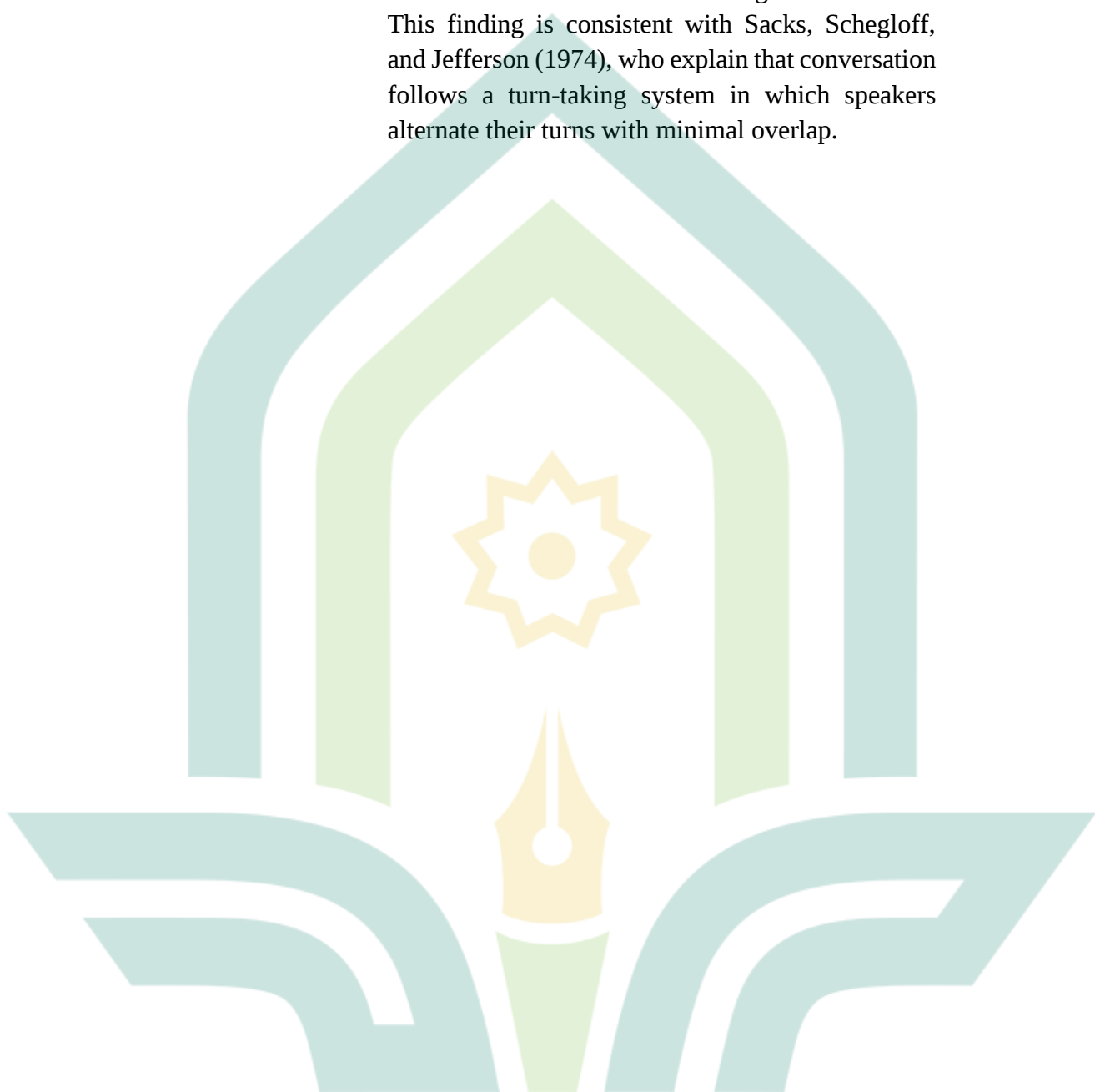
words so they can express meaning more effectively. By helping the participant understand unfamiliar words during conversations, ChatGPT supported one part of vocabulary development.

4.2.1.3.4 Fluency

Parker expressed a positive appreciation of ChatGPT Voice Feature for fluency development. He perceived that the feature supported his fluency development by giving him more opportunities to practice speaking regularly. This finding suggests that the availability of ChatGPT Voice Feature made regular speaking practice more accessible to Parker. According to Martin and White (2005), this finding reflects valuation because Parker evaluated the value of ChatGPT Voice Feature in supporting fluency development. This evaluation emerged because ChatGPT consistently responded to Parker's speech, allowing conversations to continue and encouraging repeated speaking practice. This finding is consistent with DeKeyser (2007), who argues that speaking ability develops through repeated use and meaningful practice.

Peter expressed a negative appreciation of ChatGPT Voice Feature for fluency development. He reported that the feature sometimes responded too quickly, making him feel rushed during conversations. This finding suggests that the response timing of ChatGPT Voice Feature sometimes disrupted the natural flow of conversation during Peter's speaking practice. According to Martin and White (2005), this finding reflects reaction because Peter evaluated how the interaction with ChatGPT Voice Feature affected his speaking experience. This evaluation emerged because ChatGPT sometimes responded before

Peter had finished expressing his ideas, making him feel distracted and rushed during conversations. This finding is consistent with Sacks, Schegloff, and Jefferson (1974), who explain that conversation follows a turn-taking system in which speakers alternate their turns with minimal overlap.



CHAPTER V

CONCLUSION

5.1 Summary

This study explored EFL learners' experiences in using ChatGPT's Voice Feature to develop their speaking skills. The findings were organized based on the three categories of Appraisal Theory, namely affect, judgement, and appreciation, across four speaking components: grammar, pronunciation, vocabulary, and fluency.

Regarding affect, the findings showed that learners experienced both positive and negative feelings while using ChatGPT Voice Feature. Positive feelings emerged when learners felt more comfortable practicing speaking, became more confident in expressing their ideas, and enjoyed having an interactive conversation partner. At the same time, negative feelings emerged when ChatGPT failed to recognize their pronunciation accurately or when limited vocabulary made it difficult for them to express their ideas clearly. These experiences show that learners' emotions were influenced by both the opportunities and the limitations they encountered while interacting with ChatGPT.

In terms of judgement, the findings revealed that learners evaluated ChatGPT Voice Feature differently depending on how they used it during speaking practice. Some learners viewed ChatGPT as a learning resource that encouraged them to continue developing their grammar, pronunciation, vocabulary, and fluency. In contrast, others perceived the feature mainly as a conversation partner for practicing communication rather than as a tool for developing specific speaking components. These different judgements indicate that learners' willingness to develop their speaking skills was shaped by their individual learning purposes and experiences.

Regarding appreciation, the findings showed that learners recognized both the strengths and limitations of ChatGPT Voice Feature in supporting speaking development. They appreciated the

feature for providing opportunities to practice speaking, increasing their awareness of pronunciation, and supporting regular speaking practice. However, they also perceived limitations, including limited support for grammar and vocabulary development, inaccurate speech recognition, and response timing that sometimes disrupted the natural flow of conversation. These evaluations demonstrate that learners considered ChatGPT Voice Feature a valuable tool for speaking practice, although its support varied across different speaking components.

The findings indicate that EFL learners experienced ChatGPT Voice Feature as a useful tool for developing their speaking skills through interactive speaking practice. Although learners reported several limitations, their experiences suggest that ChatGPT Voice Feature provided meaningful opportunities to practice speaking, while their evaluations of the feature differed according to their individual experiences and learning needs.

5.2 Recommendation

Based on the findings and conclusions of this research, the following recommendations are offered to relevant parties:

- 5.1.1 Learners are encouraged to use ChatGPT Voice Feature as an additional tool for practicing English speaking outside the classroom. The findings of this study show that the feature can provide more opportunities to practice speaking and help learners become more confident in expressing their ideas. However, learners are also encouraged to use other learning resources to develop grammar, vocabulary, and pronunciation because ChatGPT Voice Feature can not always provide sufficient correction or support in these areas.
- 5.1.2 Teachers can consider using ChatGPT Voice Feature as a supplementary tool for speaking practice. The feature can provide learners with additional opportunities to practice speaking independently and increase their confidence in using English. However, teachers should continue providing guidance and feedback, especially on grammar and

pronunciation, because ChatGPT Voice Feature cannot always recognize learners' speech accurately or provide explicit correction during conversations.

- 5.1.3 Future researchers are encouraged to explore the use of ChatGPT Voice Feature with a larger number of participants or in different educational contexts to obtain a broader understanding of learners' experiences. They can also focus on one specific component of speaking, such as pronunciation or fluency, to gain a deeper understanding of how ChatGPT Voice Feature supports the development of that particular speaking component.



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