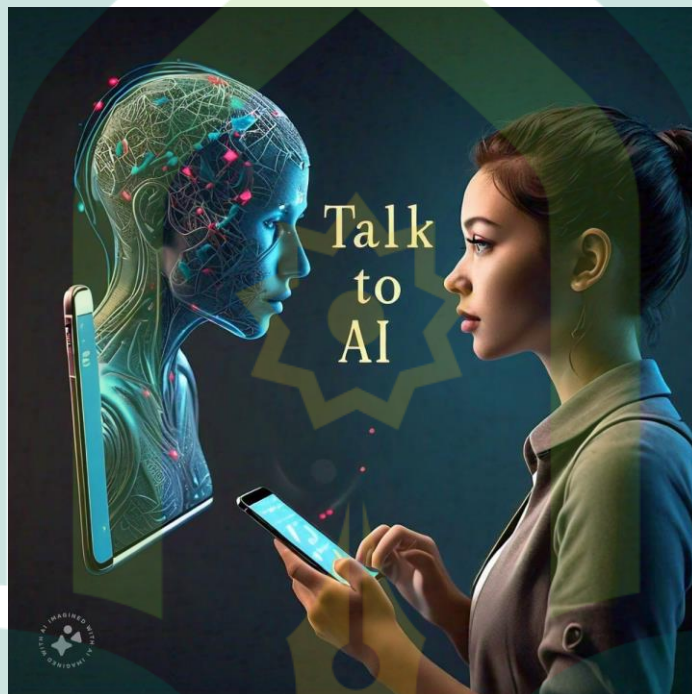




**EFL LEARNERS' EXPERIENCES IN USING
CHATGPT'S VOICE FEATURE TO DEVELOP
SPEAKING SKILL: A NARRATIVE INQUIRY**



ARIF HATAMI FERY YANZAH

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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**

**SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGGUNAAN
BANTUAN KECERDASAN ARTIFISIAL**

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02 Juli 2026

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Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di
Pekalongan

Assalamu 'alaikum Wr.Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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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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The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this undergraduate thesis by:

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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:

1. First To my beloved parents, thank you for your endless love, prayers, sacrifices, and unwavering support throughout every stage of my life. To my father, I am deeply sorry that this journey took longer than I expected, and you are no longer here to witness this moment. Even though you are not by my side today, I believe your love, prayers, and guidance will always remain with me. This achievement is dedicated to both of you, with all my love and gratitude.
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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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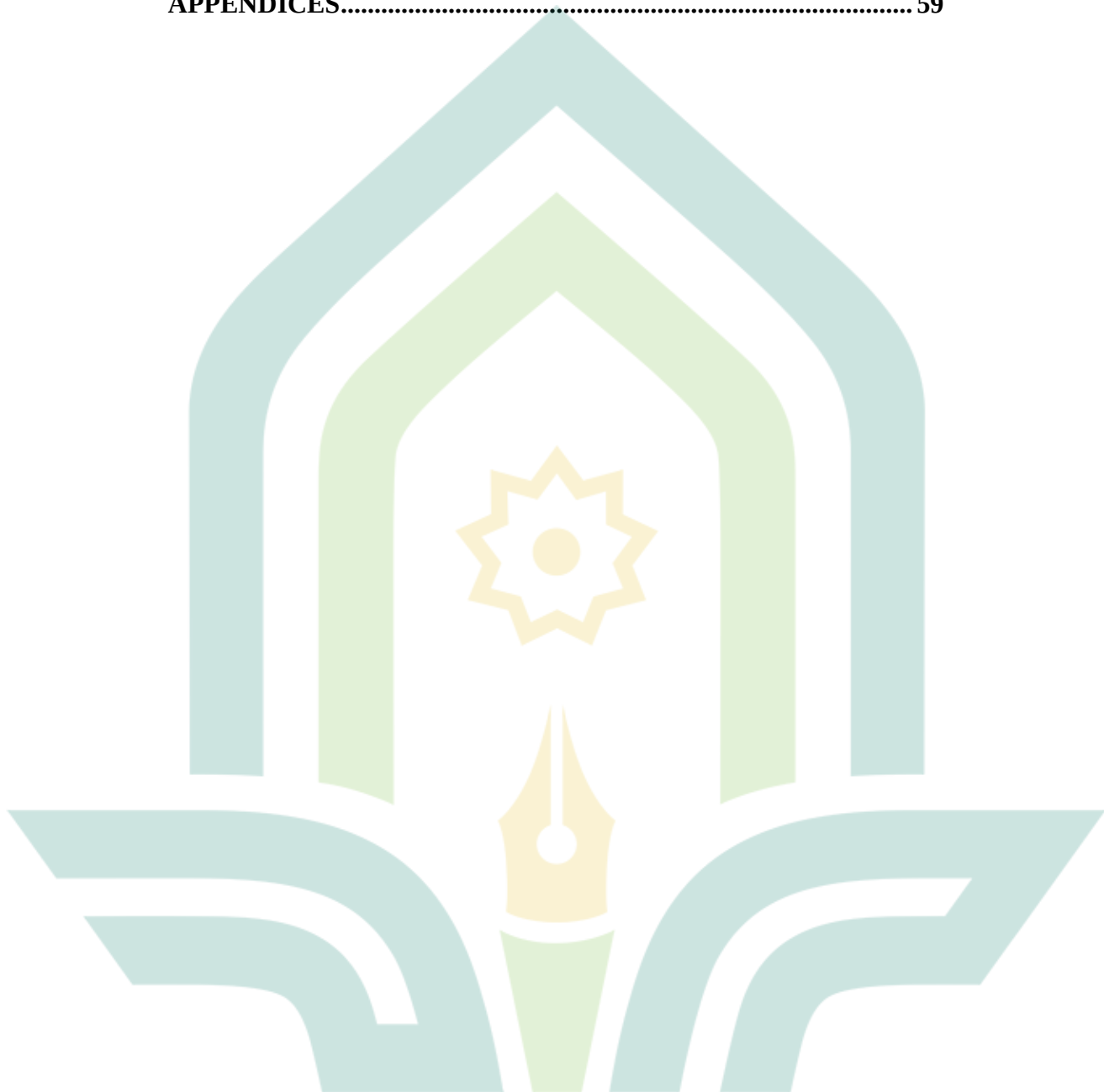
Arif Hatami Fery Yanzah



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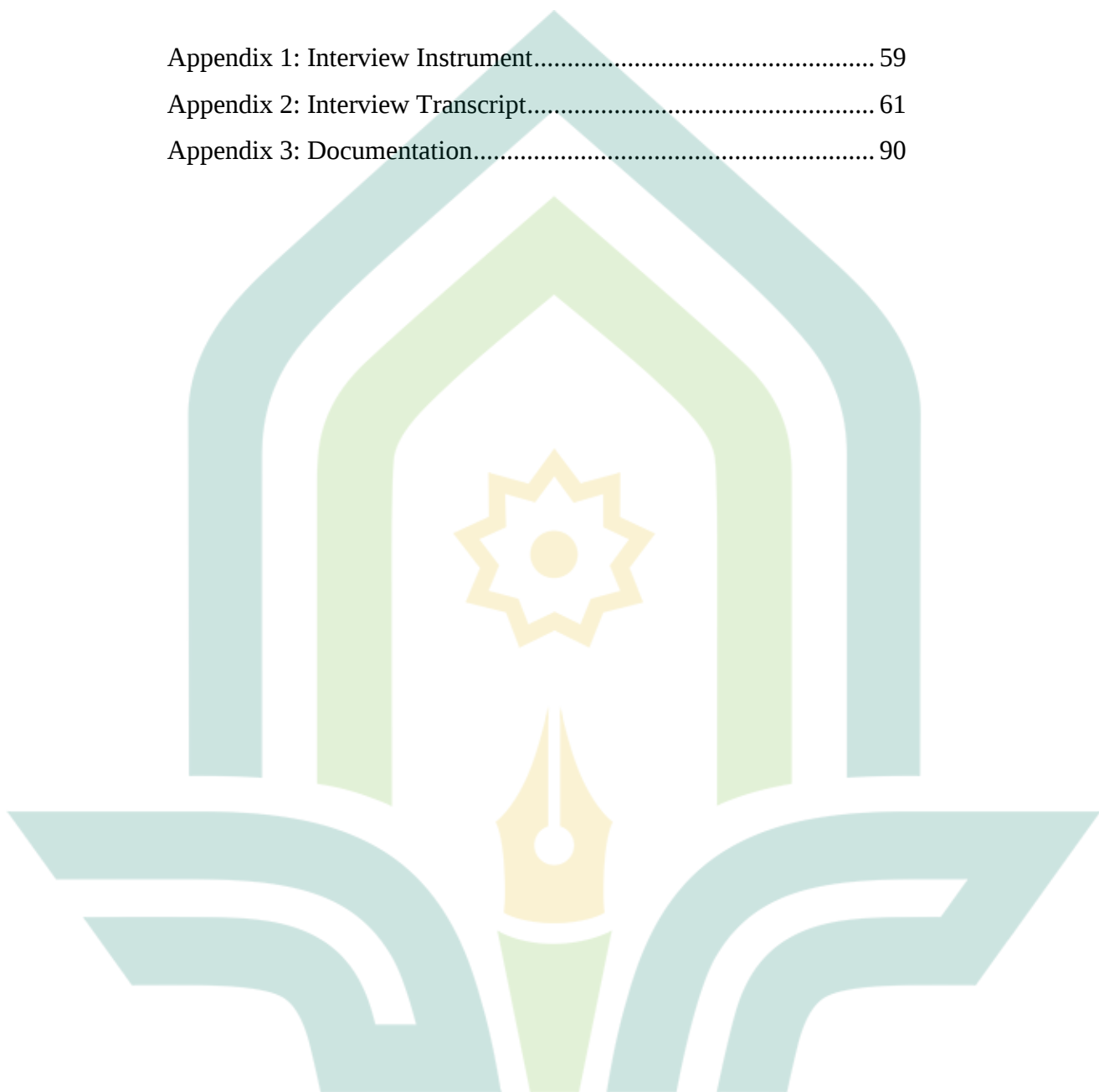
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CHAPTER I

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.

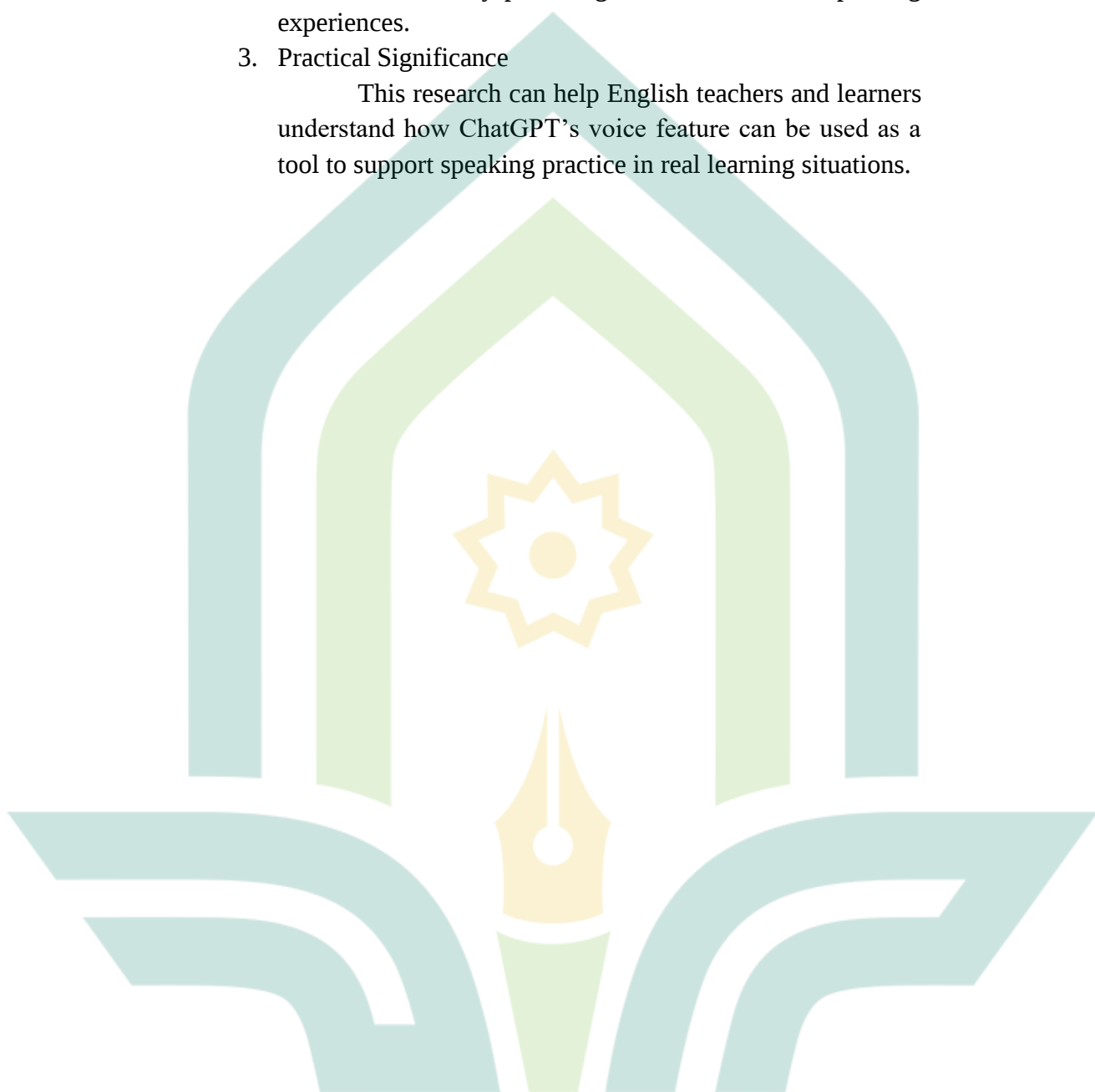
2. Empirical Significance

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 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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