



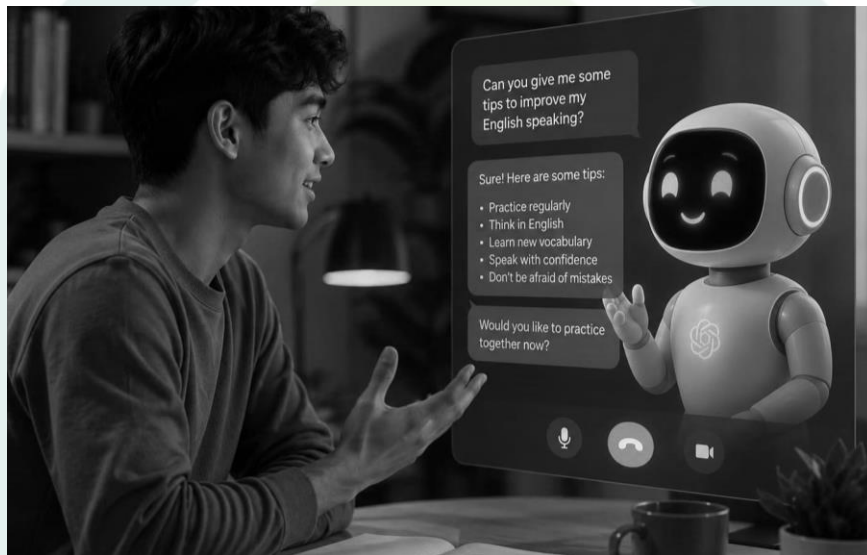
EXPLORING EFL LEARNERS' EXPERIENCES OF PRACTICING SPEAKING THROUGH GEMINI LIVE



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A THESIS

Submitted to Fulfill One of the Requirements for *Sarjana Pendidikan*
Degree in English Education



By:

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

SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGUNAAN BANTUAN KECERDASAN ARTIFISIAL

Saya yang bertanda tangan di bawah ini:

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Sehubungan dengan penggunaan teknologi Kecerdasan Artifisial (AI) dalam proses penyusunan skripsi, saya menyatakan bahwa:

1. AI (jika digunakan) hanya sebagai alat bantu, hanya untuk perbaikan bahasa, penyusunan, ringkasan, atau bantuan teknis, dan tidak menggantikan peran saya sebagai penulis utama.
2. Saya bertanggung jawab penuh atas seluruh isi skripsi dan memastikan kebenaran, keaslian, serta kepatuhan pada etika akademik.
3. Saya tidak menggunakan AI untuk kecurangan akademik, seperti membuat skripsi sepenuhnya, membuat data palsu, atau memalsukan sitasi/rujukan.
4. Jika diperlukan sesuai kebijakan institusi, saya bersedia menjelaskan penggunaan AI dalam penyusunan skripsi.

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Pekalongan, 30 Juni 2026
Yang membuat pernyataan,



Muh. Choir Maulana
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UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris
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Assalamu'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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Judul : EXPLORING EFL LEARNERS' EXPERIENCES OF
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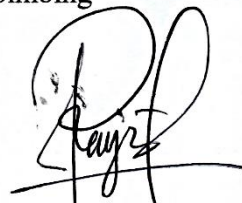
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

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

Wassalamu'alaikum, Wr. Wb

Pekalongan, 30 Juni 2026

Pembimbing



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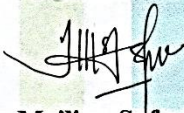
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The Examiners

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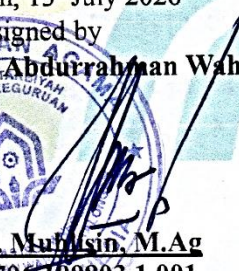

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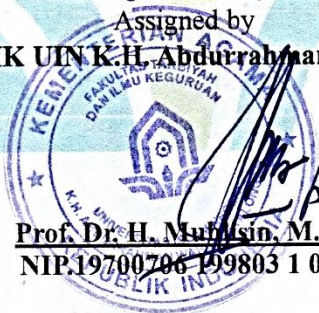

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“I did it for me, I liked it, I was good at it”
(*Walter White, Breaking Bad S5E16*)

All praise and gratitude are due to Allah SWT for his endless mercy and blessings. Without his guidance and grace, this academic achievement would not have been realized. Peace and blessings be upon my Prophet Muhammad SAW. I would like to express my deepest gratitude to everyone who has provided support and contributed to my studies.

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ABSTRAK

Maulana, M. C. (2026). Exploring EFL Learners' Experiences of Practicing Speaking Through Gemini Live. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. UIN K.H. Abdurrahman Wahid Pekalongan.

Pembimbing : Rayinda Eva Rahmah, M.Pd

Kata kunci: *pengalaman berbicara, gemini live, keterampilan berbicara, EFL*

Penelitian ini mengeksplorasi pengalaman mahasiswa EFL dalam melatih keterampilan berbicara menggunakan Gemini Live sebagai mitra latihan berbasis kecerdasan buatan. Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry. Subjek penelitian terdiri atas empat mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan yang telah menyelesaikan mata kuliah Public Speaking. Data dikumpulkan melalui wawancara semi-terstruktur dan dokumentasi berupa tangkapan layar percakapan partisipan dengan Gemini Live, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian mengidentifikasi empat tema utama, yaitu lingkungan berbicara yang nyaman dan tidak menghakimi, latihan berbicara yang fleksibel, tantangan dalam penggunaan Gemini Live, serta umpan balik AI yang memfasilitasi perkembangan berbicara meliputi aspek kosakata, tata bahasa, pengucapan, dan kelancaran. Penelitian ini menyimpulkan bahwa Gemini Live dapat berfungsi sebagai alat pendukung yang efektif bagi mahasiswa EFL untuk berlatih berbicara secara mandiri di luar kelas, meskipun tidak dapat sepenuhnya menggantikan interaksi manusia yang autentik.

ABSTRACT

Maulana, M. C. (2026). Exploring EFL Learners' Experiences of Practicing Speaking Through Gemini Live. Undergraduate Thesis. English Education Study Program. Faculty of Tarbiyah and Teacher Training. UIN K.H. Abdurrahman Wahid Pekalongan.

Advisor : Rayinda Eva Rahmah, M.Pd

Keywords: speaking experience, gemini live, speaking skills, EFL

This study explores the experiences of EFL learners in practicing speaking skills using Gemini Live as an AI-based practice partner. This study employed a qualitative approach with a narrative inquiry design. The subjects consisted of four students of the English Education Study Program at Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan who had completed the Public Speaking course. Data were collected through semi-structured interviews and documentation in the form of screenshots of participants' conversations with Gemini Live, then analyzed using thematic analysis. The findings identified four major themes, namely a comfortable and non-judgmental speaking environment, flexible speaking practice, challenges in using Gemini Live, and AI feedback that facilitated speaking development covering aspects of vocabulary, grammar, pronunciation, and fluency. This study concludes that Gemini Live can serve as an effective supplementary tool for EFL learners to practice speaking independently outside the classroom, although it cannot fully replace authentic human interaction.

PREFACE

Praise and gratitude to the presence of Allah SWT, who has provided His grace and blessings. His grace and blessings upon me, guidance, health, and patience throughout the writing process of my thesis entitled “**Exploring EFL Learners’ Experiences Of Practicing Speaking Through Gemini Live**” can finished. This was conveyed to fulfill one of the Bachelor of Education degree requirements in Department of English Education, Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This is proposed because the researcher could be carried out due to the large amount of support from several parties. Because of that, on this occasion, I would like to express my sincere thanks to:

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Pekalongan, 30 Juni 2026

The Researcher

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Speaking is widely recognized as one of the most important productive skills in English as a Foreign Language (EFL) learning because it shows learners' ability to use English for real and meaningful communication. Many learners judge their language ability based on how well they can express their ideas in speaking, making speaking a main goal in learning a second or foreign language (Richards, 2008). In higher education, speaking is not only a learning goal but also an important way for students to show their academic ability, take part in discussions, and interact with others. Good speaking requires learners to produce language naturally, think quickly, and respond during communication. This means speaking is not only about grammar and vocabulary, but also about how learners use them in real situations (Brown, 2001). However, even though speaking is very important, many EFL learners still face difficulties in becoming fluent. This is mainly because they have limited opportunities to practice speaking regularly and in real communication situations.

In the Indonesian educational context, several structural and instructional factors often limit learners' opportunities to practice speaking continuously. Large class sizes, limited class time, and structured classroom activities make it difficult for students to get enough individual speaking practice (Abrar et al., 2018). As a result, speaking activities are often limited to formal presentations or short classroom interactions, which may not provide enough repetition, deep interaction, or real communication needed to develop fluency over time (Mukminin et al., 2015). Even university students who have taken several speaking courses may still struggle to practice speaking consistently and meaningfully outside the classroom. Research shows that speaking ability and confidence are more influenced by how often and how well learners practice communication, rather than only by their knowledge of language rules (Abrar et al., 2018). These

conditions show that there is still a gap between classroom learning and the need for continuous and real speaking practice to improve communicative competence.

In response to these limitations, the integration of digital technologies and Artificial Intelligence (AI) has increasingly reshaped language learning environments by expanding opportunities for independent and interactive learning. Recent advancements in AI powered conversational systems enable learners to participate in language practice beyond the physical and temporal boundaries of the classroom (Kohnke et al., 2023). Conversational AI can function as alternative speaking partners by providing immediate feedback, adaptive interaction, and flexible access to communication practice (Fryer et al., 2019). This technological development reflects a broader shift toward learner-centered and technology-assisted learning approaches, where learners assume a more active role in managing their own learning processes (Chiu, 2021). In the context of speaking instruction, AI-based tools offer significant potential by facilitating continuous speaking practice, simulating interactive communication, and reducing learners' dependence on the availability of human interlocutors (Hockly, 2023).

Among emerging AI technologies, voice-interactive conversational systems such as Gemini Live provide real-time communication capabilities that may support speaking development. As a multimodal AI system, Gemini Live is not limited to processing spoken input; it can also access visual input through the device's camera and screen-sharing features. This allows the system to interpret visual context, read on-screen content, and respond based on both audio and visual information simultaneously (Anil et al., 2023). Such multimodal integration enables more contextualized and interactive communication compared to traditional text-based or audio-only language learning applications. For EFL learners, the ability to show objects, texts, or visual prompts during interaction may support topic development, vocabulary clarification, and situational speaking practice. Previous research has also indicated that the use of Gemini in higher education contexts can positively contribute to

students' language proficiency and confidence due to its interactive features and comprehensive feedback (Utami et al., 2024). Additionally, real-time responsiveness and adaptive feedback create opportunities for spontaneous dialogue and sustained speaking engagement (Hockly, 2023). Therefore, Gemini Live has the potential to function as a multimodal AI practice partner that facilitates more authentic, context-rich, and interactive speaking experiences.

From a theoretical perspective, speaking development in EFL contexts can be understood as an experiential learning process. Experiential Learning Theory emphasizes that learning occurs through a continuous cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2015). In speaking development, learners improve their communicative ability through active participation in speaking activities, reflection on their performance, and the application of improved strategies in subsequent interactions (Kohonen, 2014). Through repeated engagement in meaningful communication, learners gradually develop greater fluency, communicative awareness, and strategic competence. Therefore, exploring EFL learners' experiences of learning speaking through Gemini Live as a practice partner is essential to understand how AI mediated interaction influences their learning processes, shapes their perceptions, and supports the development of communicative competence in technology enhanced language learning environments.

Although the use of artificial intelligence in language learning has gained increasing attention, most previous studies have mainly focused on learners' perceptions, attitudes, or the effectiveness of AI tools in improving speaking performance. Many of these studies emphasize the results, such as fluency improvement or speaking scores, rather than how learners experience the learning process itself. In addition, studies that explore real-time AI tools with live interaction features are still limited. In the context of higher education in Pekalongan, EFL learners often have limited opportunities to practice speaking continuously and interactively outside the classroom. However, the use of AI tools such as Gemini Live for speaking

practice has not been widely explored. Therefore, it is important to investigate how learners experience the process of learning speaking through Gemini Live, as well as the difficulties they face, in order to gain a deeper understanding of AI-assisted speaking learning from the learners' perspectives.

1.2. Formulation of the Problems

The problem addressed in this study includes “How do EFL learners experience the process of practicing speaking through Gemini Live?”

1.3. Aims of the Study

The study aims to find out EFL learners' experiences in the process of practicing speaking through Gemini Live.

1.4. Operational Definitions

To avoid any misunderstanding about the terms used in this study, the researcher provides some definitions related to the study as follows:

1. EFL Learners

EFL learners refer to individuals who learn English in a context where English is not used as a primary means of daily communication but is studied as a foreign language within a formal educational setting (Richards, 2008).

2. Experience

Experience refers to learners' personal perceptions, reflections, feelings, and actions that emerge through direct engagement in learning activities. In the context of experiential learning theory, experience is understood as a dynamic process in which knowledge is constructed through concrete experience,

3. Gemini Live

reflective observation, abstract conceptualization, and active experimentation (Kolb, 2015). Gemini Live is an artificial intelligence based application that provides real-time voice interaction, enabling users to engage in spoken communication with an AI system (Anil et al., 2023).

4. Speaking

Speaking is a way for someone to convey ideas or information to others (Brown, 2001).

1.5. Significances of the Study

1. Theoretically

This study contributes to the theoretical understanding of experiential learning by Kolb in EFL speaking by examining learners' experiences in AI-assisted speaking practice.

2. Empirically

This study provides empirical insights on EFL learners' experiences and difficulties in learning speaking through Gemini Live.

3. Practically

This study can give helpful ideas for English teachers and students on how to use Gemini Live as a tool for speaking practice. It can help students practice speaking by themselves and help teachers use AI tools in their speaking activity lessons.

CHAPTER V

CONCLUSION

5.1. Conclusion

This study found that EFL learners had positive experiences when practicing speaking English using Gemini Live. The students felt comfortable and not afraid of making mistakes because the AI did not judge them. They could practice speaking anytime and anywhere according to their own schedule, which made the learning process more flexible and enjoyable. Through repeated conversations, they received useful feedback that helped them improve their vocabulary, grammar, pronunciation, and fluency. As a result, their confidence in speaking English also increased. Overall, Gemini Live serves as an effective and supportive tool for practicing speaking outside the classroom. This research suggests that AI tools like Gemini Live can help students develop their speaking skills independently and make English learning more practical and meaningful.

5.2. Recommendation

Based on the findings of this study, several recommendations can be proposed for EFL learners, English teachers, and future researchers. For EFL learners, it is suggested to utilize Gemini Live as a supplementary tool for practicing speaking outside the classroom, as its flexible and interactive features can support independent speaking practice in a comfortable learning environment. For English teachers, it is recommended to introduce AI-based speaking tools such as Gemini Live as part of independent learning activities, encouraging students to practice speaking beyond classroom sessions. For future researchers, further studies could explore the long-term effects of Gemini Live on EFL learners' speaking proficiency with larger and more diverse participant groups, as well as compare the experiences of using different AI-based conversational tools in supporting English speaking practice.

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