

Teaching English Language Journal

ISSN: 2538-5488 – E-ISSN: 2538-547X – <http://tel.journal.org>

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Please cite this paper as follows:

Saptiany, S. G., Hartono. R., Mujiyanto, J., Rustipa. K., (2026). AI-driven informal learning to mitigate FLSA: Speaking practice with ChatGPT's voice conversation. *Teaching English Language*, 20(1), 439-476. <https://doi.org/10.22132/tel.2026.498249.1763>

Research Paper

AI-Driven Informal Learning to Mitigate FLSA: Speaking Practice with ChatGPT's Voice Conversation

Shella Gherina Saptiany

Universitas Negeri Semarang, Indonesia

Sekolah Tinggi Ilmu Ekonomi Pariwisata Indonesia

Rudi Hartono ¹

Universitas Negeri Semarang, Indonesia

Januarius Mujiyanto

Universitas Negeri Semarang, Indonesia

Katharina Rustipa

Universitas Stikubank, Indonesia

Abstract

The present study explores how students experienced the use of ChatGPT's Voice Conversation feature in improving their English-speaking skills. Using a qualitative research design, the study was conducted with 12 undergraduate students at a private university in Semarang, Indonesia. After three weeks of interaction with ChatGPT's Voice Conversation, data were obtained from open-ended questionnaires, reflective journals and semi-structured interviews. Inductive thematic analysis was utilized to analyze the data, focusing in particular on patterns that emerged relating to speaking development, anxiety and learner perceptions. The findings demonstrate how ChatGPT's Voice Conversation helps with speaking development by providing immediate feedback, grammar correction, and dialogue prompts to

¹ Corresponding author: rudi.hartono@mail.unnes.ac.id

boost confidence and fluency. Students did, however, encounter some difficulties during their first AI interactions, including software bugs, learning proper pronunciation, and initial speaking anxiety. Students used techniques like repetition, emotion regulation techniques, ChatGPT as a nonjudgmental speaking partner, and additional tools like Google Translate to address these issues. We can learn more about AI voice tools thanks to this study. They are good for improving how we speak. They can also make us feel anxious when learning a new language. Not many studies have looked at this anxiety thing with ChatGPT. The study shows that teachers can really help reduce anxiety and make the most of these AI tools. Teachers play a role in making sure we get the best out of AI language learning tools. We need teacher support to feel less anxious and improve our speaking skills, with AI voice tools.

Keywords: Artificial Intelligence; ChatGPT's Voice Conversation; English Speaking Skills; Foreign Language Speaking Anxiety (FLSA)

Received: January 09, 2025

Accepted: February 27, 2026



1. Introduction

In academia and the workplace, Segar & Asmawi (2024) consider proficient verbal communication to be an important skill. This is particularly true for learners in English for Specific Purposes (ESP) programs since they need speaking competencies directed towards businesses (Basturkmen, 2024; Hu & Wang, 2023; Ismail & Çakmak, 2025; Mulyadi et al., 2021). Despite the emphasis on speaking and listening skills in ESP curricula, many learners continue to experience foreign language speaking anxiety (FLSA), which hinders effective communication. FLSA commonly arises from fear of making mistakes, time pressure in spontaneous speech, and concerns about negative evaluation (Luo, 2014; Price 1991). Previous studies have consistently shown that speaking anxiety negatively affects learners' oral performance, especially in Indonesian EFL contexts (Abrar et al., 2018); (Mukminin et al., 2015). Factors such as low self-confidence, emotional

tension, limited linguistic resources, and fear of judgment further exacerbate this anxiety (Suciati, 2020 ; Liu, 2023).

In response to these challenges, technology-enhanced language learning has gained increasing attention as a means to improve speaking performance while reducing anxiety. Informal learning environments supported by digital technologies allow learners to practice speaking beyond classroom constraints, fostering autonomy and extended exposure to language use (Bin-Hady & Al-Tamimi, 2021; Jurkovič, 2019). Technological breakthroughs now provide successful language study beyond the conventional classroom environment. Using technology in informal learning methods can substantially improve students' speaking abilities (Sherine et al., 2020). Recent advancements in artificial intelligence (AI) have further transformed language learning by offering interactive, adaptive, and feedback-driven speaking practice (Derakhshan, 2022; Fathi et al., 2024; Lin & Wang, 2024; Tlili et al., 2023; Wu et al., 2024). Through real-time speech recognition and corrective feedback, AI-powered applications have proven successful in enhancing accuracy, fluency, and pronunciation. Studies on platforms like Duolingo have reported empirical evidence in favor of AI-assisted speaking practice (Ahmed et al., 2022), Elsa Speak (Al-Shallakh 2024; Akhmad & Munawir, 2022; Kholis, 2021) and Google Assistant (Tai & Chen, 2023). There has been ample research on these tools; however, conversing with a large language model has not been as studied as stand-alone AI speaking tools. Additionally, earlier versions of ChatGPT did not have voice interactions, so previous studies on the platform focused on writing pedagogy or examined student perceptions of AI more broadly. Now that ChatGPT has a voice conversation feature, students can interact with the AI in real-time and receive responsive and conversational feedback as well as model their pronunciation. Still, the empirical research on this feature is lacking. Most

studies have focused on students' perceptions of voice interaction with ChatGPT without considering its application in a structured informal learning environment or addressing users' emotions, challenges, and coping strategies during sustained voice interactions.

To address this gap, the current research examines the students' experiences with the Voice Conversation feature of ChatGPT in an unformalized, but structured educational context. More specifically, this research aims to study students' perceptions, difficulties, and strategies when employing the Voice Conversation feature of ChatGPT, especially regarding the relationship between speaking anxiety and foreign language anxiety. This study aims to provide evidence to support the pedagogical possibilities and psychological ramifications of incorporating AI technology into speaking practice in EFL settings.

2. Literature Review

2.1 ChatGPT's Voice Conversation

The creator of ChatGPT, OpenAI, has revealed the release of GPT-4o, an innovative new AI model. GPT-4o is the model's name. GPT-4o extensive audio-based features, referred to as ChatGPT's Voice Conversation, are one of its best features. There are many AI-driven English learning tools available in the current technological era, such as Duolingo, Elsa Speak, AlciciBot, TalkpalAI, and Gliglish, to name a few. The integration of ChatGPT's Voice Conversation is one of the most recent developments. The following is the interface of the ChatGPT's Voice Conversation, as shown in Figure 1.

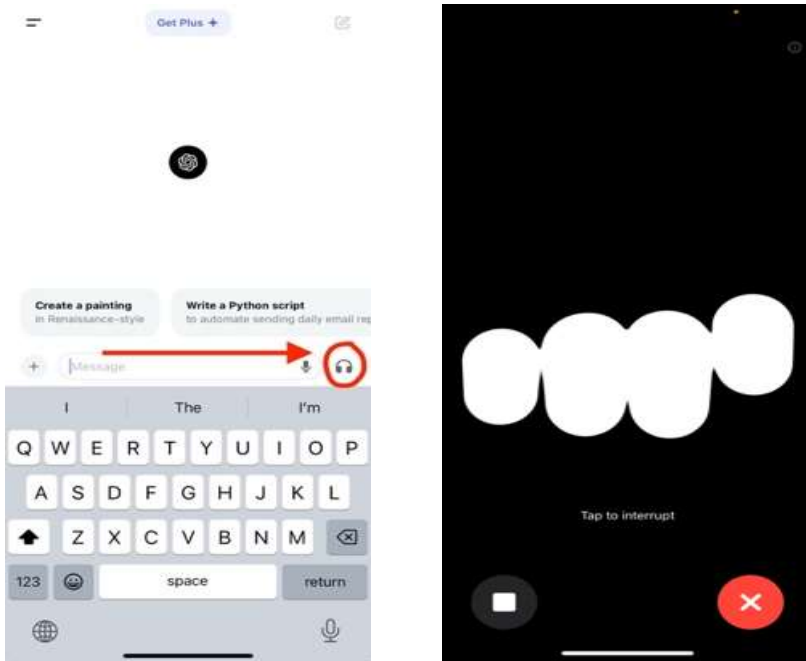


Figure 1. ChatGPT's Voice Conversation

In the image on the left, the researcher provides an arrow indicator pointing to the ChatGPT's Voice Conversation logo in the ChatGPT application. The image on the right shows that the conversation process is in progress. ChatGPT's Voice Conversation is readily accessible on mobile devices and website, available at no cost, and enables users to participate in dialogues, and seek information. Upon engaging with this ChatGPT's Voice Conversation, it produces prompts derived from the conversation, providing users with a customized answer that mirrors their interaction with the AI. Although ChatGPT is often utilized for obtaining information, this new feature facilitates improved engagement, enabling users to practice and refine their speaking abilities through AI-generated voice responses. This feature

enables users to engage in live voice chats with ChatGPT and obtaining prompt replies without any delay. The smoothness and realism of interactions are enhanced by the new model, which is specifically designed to mimic real human speech. A more dynamic environment for improving speaking skills is provided by ChatGPT's Voice Conversation, which makes it possible to create real-time, authentic conversations that mimic human interaction (Pammu, 2023) claimed that Duolingo is difficult and tedious compared to other AI systems because users must pronounce words clearly in order for Duolingo to respond to them appropriately. ChatGPT's Voice Conversation might be more adaptable, favoring meaning and context over accurate pronunciation. Additionally, Darsih et al. (2021) mentioned another application using ChatGPT's Voice Conversation, which is Elsa Speak. They mentioned that users need to revoice their speech because ELSA Speak app's auditory responsiveness cannot get rid of external noises. The voice feature of ChatGPT has differences from ELSA Speak regarding accessibility and the ability to filter background noise. ELSA Speak is a paid app and has background noise filtering issues, while ChatGPT's speech feature allows users to interact freely with no additional features. Users of ChatGPT's Voice Conversation also get to do open-ended conversations which is ideal for students who want to practice their fluency in a particular context. Finally, ChatGPT's Voice Conversation also is not limited with paid subscriptions for free, so a lot of practice conversationally is possible without having to pay for important features.

2.2 ChatGPT's Voice Conversation for Speaking

Notable curiosity about the potential impact of ChatGPT on language pedagogy has been considered very important due to the ability of ChatGPT to offer customized and immediate feedback on learning activities (Gajjar et al., 2024; Kasneci et al., 2023). Most studies on ChatGPT in learning the

English language have centered on the teaching of writing, whether it be idea formulation, sentence translation, and support in grammar correction, and even aid in the development of academic writing, and the studies show ChatGPT's ability to assist in the development of writing accuracy and coherence. The applied studies, in contrast, on the use of ChatGPT to foster speaking skills, are still very scant. The reason for this is that the previous versions of ChatGPT did not have voice-enabled capacity, and as such, the potential of those versions to support the development of speaking skills was severely limited.

The use of the Voice Conversation feature of ChatGPT to study language acquisition is nascent research. Pratiwi et al. (2024) examined ChatGPT Voice Conversation through the prism of accessibility, flexibility, and individualized feedback, along with the concerns, possibilities, and abstraction of such use. Additionally, this tool enables the use of a confidence-building environment where learners are encouraged to speak, and in this case, to speak repeatedly, without fear of being evaluated. Nonetheless, the study was exploratory in nature, and the researcher did not evaluate the participants' speaking performance or the phenomenon of speaking anxiety through a qualitative study, which could have been possible.

Likewise, the few published studies have focused predominantly on the advantages and disadvantages of the tool with almost no regard for the learners' psychology in the context of real time voice AI interactions, or scant consideration to how learners manage and/or transcend the cognitive and emotional obstacles during voice interaction. Virtually no research has scrutinized the experience of participants using ChatGPT Voice Conversation, and the informal learning anxiety, coping, and participatory response interactions of participants.

To answer this gap, this research explores students' experience of the ChatGPT Voice Conversation and anxiety, and briefly discusses possible coping strategies. The use of open-ended questionnaires, reflective journals, and interviews attempts to move beyond the more superficial student perceptions of AI mediated voice interaction, and capture at least some of the more complex effects of the interaction on the students' speaking experience.

Huang (2024) further explored how using prompts in the voice conversation feature of ChatGPT can potentially improve speaking skills of EFL learners. The study outlines pedagogical merits, particularly the voice prompts' versatility in the three areas of acquisition, exposure to conversational informal expressions, and pronunciation. Additionally, Huang identifies value in the multilingual voice prompts of ChatGPT as it offers scaffolding and explanations in multiple languages for learners of varying proficiency. The study also expands on the usefulness of voice prompts in the practice of oral presentations, especially when a set of structured voice prompts are designed to elicit specific types of feedback for the different parts of the presentation. This approach encourages students to engage in more thorough planning and fosters collaborative learning.

While acknowledging Huang (2024), Huang's study prioritizes instructional design and prompt engineering rather than the learners' affective responses and the psychological barriers/in psychological issues users may experience during voice-based interactions. Additionally, the study overlooks learners' speaking anxiety, and the hesitation or coping strategies that learners may employ when interacting with AI voice tools. In addition, Huang focuses on task effectiveness, while the learners' subjective views and feelings remain under-researched. Unlike Huang, this study builds on previous studies by focusing not only on the functional use of ChatGPT's Voice Conversation, but also the students' emotional responses, challenges,

coping strategies, etc. which contributes to a more comprehensive understanding of AI-mediated speaking practice.

As opposed to other AI speaking applications like Duolingo, Elsa Speak, and Google Assistant, Voice Conversation by ChatGPT has its unique set of merits and drawbacks (Crompton & Burke, 2024). For instance, Duolingo and Elsa Speak provide users with AI-based speaking exercises, offer users a mark for their speaking, and provide speech analyses to assist users with their speaking and fluency (Ahmed & Asma, 2025; Al-Husban, 2025; Alshehri, 2025). These applications are superb for repetitive tasks and assisting users with their speaking, however, they are often quite rigid, meaning that users cannot provide answers that are not given to users, or complete tasks that are not provided in the set structure. On the other hand, ChatGPT's Voice Conversation offers unstructured and unrestricted speaking opportunities, and helps learners articulate their thoughts, respond spontaneously, and express themselves to a much larger degree. While Alizadeh & Alilo (2025); Guo (2025) state that ChatGPT does not provide speech feedback, ranking of pronunciation, or feedback on the fluency, the provided features are especially important for learners who require more feedback of the corrective nature.

Considering current literature, most affective studies suggest ChatGPT may increase communicative confidence and cause speaking anxiety due to its real-time dynamic nature (Alsager, 2024; Yankouskaya et al., 2025; Zhang et al., 2025). Given the context, it is understandable to prioritize emotional impacts of AI speaking tasks on users. This is the gap the current research aims to fill.

Three relevant studies were found because there are not many studies on ChatGPT's Voice Conversation for speaking abilities. Although both studies use the same media and seek to improve speaking abilities, their approaches

are different. While others examined its advantages and disadvantages or concentrated on the prompts employed, others investigated psychological aspects or self-reported effectiveness in spoken speech without doing a direct assessment. In contrast, the current study looks at how students used ChatGPT's Voice Conversation and offers insights into how it affected their speaking skills, emotional reactions, and coping strategies.

2.3 Foreign Language Speaking Anxiety

Anxiety is defined as the subjective experience of tension, apprehension, and nervousness linked to the autonomic nervous system's activation (Horwitz et al., 1986a). According to Gardner & MacIntyre, (1993) language anxiety is an issue that arises when a student uses a second language (L2) in which they are not proficient. This emotional state leads to a higher affective filter which hinders both the processing of a language, and active involvement in speaking tasks (Horwitz et al., 1986b). Speaking anxiety has been established in earlier studies as being complex, and not simply a cognitive deficit (Young, 1991). Speaking anxiety has also been documented to be an emotional response that is affected by both personal and situational variables (Dörnyei, 2005). In this case, anxiety is viewed as a complex and adaptive psychological construct that works in conjunction with one's motivation, level of self-confidence and performance, instead of being an exclusive negative influence.

Multiple research studies have noted important causes of FLSA, such as making an error, time of negative criticism, demands of presenting in front of a class, and instructor-related stress (Cubukcu, 2007) The speaking portion of a class is incredibly stressful because students have to retrieve and use language at once, as opposed to other skills which are more passive, such as reading and listening, where not as much time is needed for mental

processing (Shabani, 2013; Tanveer, 2007). This is why a lot of students have significant anxiety when speaking in front of a group.

Recent conversations indicate that anxiety is not a constant phenomenon, but rather fluctuates depending on particular learning environments and interactional contexts. Hilliard et al. (2020) state that reducing anxiety does not guarantee a performance increase, suggesting that learners may respond to anxiety differently depending on the particular task or tool involved. This highlights the importance of studying the impact of new learning technologies, especially AI-based speaking environments, on learners' emotional states and their coping strategies when it comes to communicating orally.

3. Method

3.1 Research Design

This research is applicable to the qualitative approach. It attempts to describe the emotional and psychological responses of students to AI-based language tools. Within the framework of this study, a qualitative method is appropriate to describe the complex phenomena of anxiety related to language learning and the particular coping mechanisms that students employed during their interaction with ChatGPT. Thus, this method is appropriate in relation to the research objectives, as it deals with the complexities of students' interactions with ChatGPT and the individual and social coping strategies to overcome the barriers.

3.2 Participants

This study involved participants who are students of a Private University in Semarang, Indonesia. Participation in the study was on a voluntary basis, and from the 30 students approached, only 12 agreed to take part in the study. The limited participation can be attributed to the study being conducted at an

informal learning period that intersects with the university students' holiday break.

The students' English proficiency level was estimated based on their academic history and lecturer assessment suggesting the students were at a lower-to-intermediate level especially in speaking skills. Their relatively inadequate speaking proficiency was a major reason for analyzing their speaking performance in the research. As for previous experiences using ChatGPT, all participants claimed that they had used ChatGPT before, but their use was mostly restricted to writing. No students had used ChatGPT for speaking practice before and most were only recently acquainted with ChatGPT Voice Mode, which they regarded as a novel resource for facilitating spoken English practice.

Consequently, many students had additional personal or academic commitments which possibly contributed to the reduction in the participation rate. The sample size is small, but from the qualitative perspective, it is justified because the data collection reached a state of saturation whereby no significant new patterns or insights were found from additional participants. Although the sample size is small, it is justifiable since the data collection has achieved a state of saturation whereby no new significant patterns or insights were found from additional participants. Smaller sample sizes are acceptable in qualitative studies when the data is rich and redundancy has been reached (Dörnyei, 2007). Furthermore, the voluntary nature of participation enhanced the quality of data generated, ensuring that participants had a genuine interest and adequate engagement with the ChatGPT Voice Conversation feature, which, in turn, augmented the value of the insights provided by the participants.

3.3 Data Collection and Analysis

The study was conducted using opened questionnaires as well as semi-structured interviews. All participants (N = 12) responded to the opened questionnaire and then participated in the interviews. The responses from the questionnaires were then used to inform the interview questions guide. The students utilized ChatGPT's Voice Conversation feature for 3 weeks before answering the questionnaire and participating in the interviews. Throughout this study duration, participants documented their experience in ChatGPT using self-reflective journals, a digital journaling application that is available in the App Store and Play Store. The participants' journals were reflective of their thoughts, emotions, anxiety levels regarding speaking, responses to the experience of using AI as a tool for language practice, and ultimately their overall experience regarding the phenomenon under study. Use of questionnaires, reflective journals, and interviews strengthened the credibility and depth of the qualitative findings.

After the three-week engagement, students provided considerable detail about the enhancement of their speaking proficiency. They had comments about foreign language speaking anxiety and the tool, as well as their general comments about the use of AI in language learning. In addition, students described the challenges they encountered with the Voice Conversation and the strategies they employed to parse those challenges. The reflections and the responses to the questionnaire provided a nuanced understanding of students' experiences and perspectives. Self-reflections and questionnaires will diffuse understanding of the impact of AI-driven language learning and its impact on speaking proficiency and language anxiety.

The qualitative technique and thematic analysis as the main framework were also used in this study. Coding involved the systematic study of the

respondents' questionnaires, self-reflection comments, and interview transcripts and how they responded to the main themes concerning the students' experiences with the ChatGPT Voice Conversation feature. The preliminary codes stemmed from students' comments regarding the improvement of their speaking skills, the presence of speaking anxiety using the tool, and their general disposition towards AI as a tool for language learning.

To address the qualitative analysis' credibility and rigor, an inter-rater reliability approach was employed. Two independent raters The primary researcher and a second researcher with qualitative research experience on the subject coded the data separately using an established coding framework. The level of agreement was assessed using the Intraclass Correlation Coefficient (ICC). The analysis resulted in an ICC of 0.87, which suggests a good level of inter-rater reliability (Koo & Li, 2016). This finding indicates that the coding process is reliable, thereby enhancing the study's credibility.

4. Results

4.1 Students' Perceptions of Speaking Anxiety when Using ChatGPT's Voice Conversation

This study's initial objective was to gauge students' perceptions of speaking apprehension while using the Voice Conversation feature of ChatGPT. This study examined three manifest competences in the following form: speaking fluently, speaking accurately, and speaking with complexity. The information obtained from the questionnaires and the interviews provided the researcher with valuable information about students' perceptions of their competencies in speaking vis-\u00e0-vis the three aforementioned issues. Speaking fluently involved students' ability to express their opinions smoothly, without a lot of pauses and without a lot of hesitations. Speaking accurately refers to the

correct use of language in terms of grammar, vocabulary, pronunciation, correct constructions, etc. Speaking with complexity refers to the use of more elaborate language, including rich vocabulary, longer and more complex sentences. The results were organized by emergent themes and specific coding from students' responses, show activities related to enhancement of their speaking skills via ChatGPT's Voice Conversation. This, for instance, the codes related to Fluency, included students' reflections pertaining to greater ease and less problems in their speech. Accuracy related values concerned the exactness of grammar and pronunciation, and for Complexity, the underscoring of students' dialogues was advocacy for the incorporation of more sophisticated linguistic structures. Table 1 presents examples of student quotes, linked with their attached codes and themes, that describe their experiences with the AI tool.

Table 1. The Description of themes, codes, and responds Regarding to the used of ChatGPT's Voice Conversation for speaking.

Participant (P) number	Theme	Code	Responds
P1- P6, P10 - P12	Fluency	Momentary Silence	Students showed discomfort when conversing with ChatGPT. They frequently momentary silence or pause due to uncertainty about their responses or lack in confidence over their English proficiency. They occasionally found it challenging to comprehend ChatGPT's replies and were apprehensive about committing errors. Eventually, they recognized that ChatGPT could correct any inaccuracies.

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P3, P5, P9 - 12	Accuracy	Grammar Correction Support	Students experienced fewer worries regarding grammatical errors while utilizing ChatGPT's Voice Conversation. The application offers efficient grammar corrections throughout their speaking practices.
P1, P5, P6, P10, P12	Complexity	Provide the ideas	Students had a sense of ease and confidence while trying with complex language or phrase structures using ChatGPT's Voice Conversation. They saw it as a beneficial tool that provided valuable ideas to enhance their speech.

Students starting hesitated and paused briefly during interactions. It is primarily due to uncertainty about appropriate answers and a lack of confidence in their ability to communicate in English. As demonstrated by the statements in P6, for example:

" Yes, I often hesitate and pause because I'm unsure of the sentence I want to say, but when I make a mistake in pronunciation, the AI is very helpful in correcting me..."

At first, students were worried about their spoken English's grammatical mistakes. However, the Voice Conversation's real-time feedback and correction features significantly removed student worries. It helps students focus more on speaking fluently rather than constantly checking their grammar. This typically response by P5:

"I certainly don't feel pressured; the ChatGPT's Voice Mode is designed to understand various language styles, so it will definitely provide messages that are relevant to me."

Similarly, P3 stated "For the first time, yes, I felt pressured because it was my first time, but when the AI helped me correct my sentences, I felt a bit relieved."

Complex structures and difficult sentences sometimes intimidated the students. ChatGPT's Voice Conversation helped in their learning by giving the ideas as said by P10 "... ChatGPT actually gives me many new ideas."

The results show a complex impact on language learners in terms of how students perceive speaking anxiety when utilizing ChatGPT's Voice Conversation. It is clear that the tool has a variety of effects on students. The occurrence of momentary silence indicates that students are feeling nervous and in doubt, most often as a result of language-related anxiety. In the absence of confidence in their speaking abilities, students tend to pause because of the uncertainty linked to their lexical choices, grammatical structures, or pronunciation. Furthermore, when learners are concerned with the possibility of making mistakes, or in their estimation, inappropriate responses, they tend to speak less as a means to self-monitor. Also, the ability to comprehend the rapid, unfiltered responses of ChatGPT added to the previously mentioned silence, as students needed to take the time to think as a way of dealing with the input before responding.

In contrast to Zhou & Li (2023) study, which largely concluded that learners interacting with ChatGPT face little-to-no anxiety because of its ease of use, present findings show students experiencing high levels of nervousness/speaking anxiety, especially when first interacting with ChatGPT's Voice Conversation function. This difference in outcomes has a lot to do with the types of modalities being examined. Most of the previous studies focused on text-based interactions, whereas this study focused on real-time, voice-based interactions, which is a more advanced form that is likely to result in high cognitive and emotional involvement.

Informal learning environments have been suggested to decrease anxiety due to the flexibility they offer to learners (Carraro & Trinder, 2021; Lutfiana et al., 2021). However, the results from this study found that informality by itself does not remove speaking anxiety. Informal environments have been shown to create anxiety in learners, so a more structured environment that has the potential to decrease anxiety might be better for speaking practice. Participants suggested the need for a more guided informal environment, showing that AI tools may not be able to replace the needed scaffolding in speaking practices, and in a more structured context this may be taken into account. This study built upon previous literature showing that AI learning in speaking practices still needs to help learners manage anxiety and be communicatively fluent.

Regardless of these obstacles, the paper aligns with past studies that note the anxiety alleviating effect of adaptive AI feedback, particularly concerning anxiety over grammar (Biswas, 2023; Zeevy-Solovey, 2024). Contrary to previous studies that concentrated only on the enhancement of writing skills, the current results show that ChatGPT's Voice Conversation tool can also aid speaking skills by offering real time, prompt, and non-intimidating corrective feedback. This indicates that the positive impact of AI feedback includes speaking as well as writing skills.

Furthermore, the results are consistent with (Shi, 2024) who found that ChatGPT shows strong ability of contextual understanding during conversations. Students in the research noted how their confidence grew in the use of advanced vocabulary and in the construction of complex grammatical structures, which suggests that AI supported speech practice may encourage linguistic risk. Such a result suggests that the ability of ChatGPT to understand context and keep conversations going, helps learners significantly in speaking competence, even in the presence of anxiety.

The results of this study show the depth of the relationship between anxiety and performance within the increasing research on AI facilitated speaking practice. Although ChatGPT's Voice Conversation feature may not completely erase speaking anxiety, it does create a construction that helps the learner gradually manage his/her nervousness and participate in verbal communication more actively. These results illustrate the research in the area of AI voice tools to show their psychological and emotional effect. Voice AI tools, more than alleviating the pain of speaking in a foreign language, may contribute to an anxious learner's ability to cope with the foreign language speaking anxiety.

4.2 Students' Experiences of Usability and Impact of ChatGPT Voice Conversation in English Language Learning

The secondary aim of this study was to investigate students' perspectives regarding the usability and impact of ChatGPT's Voice Conversation feature in language acquisition. This investigation concentrated on six principal themes, such as the ease of use, Benefits, Intention to Use, Impact on Learning, Challenges, and Comparison with Other Methods. Table 2 presents respond from students' reflections along with associated codes and themes which explain their views on the efficacy and significance of ChatGPT' Voice Conversation in facilitating language acquisition.

Tabel 2. The Description of themes, codes, and responds Regarding to the used of ChatGPT's Voice Conversation

Participant (P) number	Theme	Code	Responds
P1, P2, P11	Ease of use	Fast Respond	Students discovered ChatGPT's Voice Generator to be highly user-friendly, since it delivered fast and precise responses

			throughout speaking exercises.
P1, P6, P7, P10 - P12	Benefit	Strengthening Vocabulary	The advantage of ChatGPT's Voice Conversation for students is the contribution in the introduction of new vocabulary during conversation.
P2, P3, P6, P110, P11	Intention to Use	Future Speaking Improvement	Students responds a preference for continuing the use of ChatGPT's Voice Conversation. They consider it beneficial for future speaking practice.
P2, P3, P9 - P11	Impact on Learning	Effortless Interaction with AI	ChatGPT's Voice Conversation makes learning English easier by allowing users to practice speaking as well as typing. Students stated that they could participate in real-time dialogues without rushing, it makes them effortless to use that feature for practicing English.
P1, P6	Challenges	Phone Compatibility Problems	student experienced difficulties with their own devices when utilizing ChatGPT's Voice Conversation feature, reporting problems such as frequent bugs and unexpected errors. Another student noted that prompts they had carefully created would sometimes disappear unexpectedly, increasing their frustration.
P2, P3, P4, P9, P10, P11, P12		Complex and confusing pronunciation	Several students encountered difficulties with pronunciation. They believe that their inaccuracies resulted in miscommunications with ChatGPT's Voice Conversation. They often struggle with

			complex vocabulary and it cause accurate pronunciation and leading to occasional misinterpretation during interactions.
P5, P6, P12	Comparison with other methods	Fun and Efficiency	The students perceive the ChatGPT' Voice Conversation as very fun and efficient to use.

The results indicated several aspects of students' experiences with ChatGPT's Voice Conversation function in English language acquisition. Students found the app to be very well user-friendly. It gives fast and accurate responses during speaking exercises as stated by P1 *"... make it easy to respond quickly"*

Additionally, students can increase their vocabulary by using ChatGPT's Voice Conversation tool to learn new terms in conversation as P11 expressed *"In my opinion, the biggest benefit of what I have felt during these 3 weeks of using the ChatGPT's Voice Conversation is that I can put together English sentences quite well and know some vocabulary that I don't know yet..."*

Students demonstrated significant interest for the continued usage of the platform. Many students stated that they wanted to keep using ChatGPT's Voice Conversation after three weeks of use. Speaking practice is the primary reason why students desire to use ChatGPT's Voice Conversation in the future as one participants P2 stated *"I want to continue using the AI Voice in the future because it greatly helps me practice my communication skills."*

Voice Conversation on ChatGPT facilitates effortless communication, which enhances learning. Real-time conversations helped students practice their English without feeling hurried, improving their speaking abilities while also giving them the opportunity to practice typing.

According to the findings, Voice Conversation on ChatGPT is thought to be easy-to-use as it responds very fast. This thought has also been highlighted by other researchers (Shaikh et al., 2023; Mutalibovich et al., 2024; Muniandy & Selvanathan, 2024). It is also a useful tool for improving vocabulary and communication abilities (Algraini, 2024; Barrot, 2024; Maspul, 2024; Tolstykh & Oshchepkova, 2024). Students valued its prompt and precise feedback which made speaking practice easier and enabled them to construct sentences with greater complex structures. This is consistent with studies (Kotsis, 2024; Sahna & Majid, 2024) that show real-time, AI-powered assistance can provide a more comfortable learning environment. Many students view the tool as a valuable resource for practicing English, particularly for enhancing their communication skills over time. The research by Ayimkhan (2024) also relates to the finding which stated that ChatGPT is useful for practicing their speaking. This positive reception highlights ChatGPT's potential to support sustained language development, as learners feel motivated to engage with the platform beyond initial use.

The tool's effortless engagement facilitated English learning. The way students view learning English has changed as a result of using ChatGPT's Voice Conversation tool. Students also mentioned that speaking in particular may be done in real time when learning English via technology. Yet obstacles were observed, mainly concerning phone compatibility and technical issues. The first challenge students face when using ChatGPT's Voice Conversation comes from their own phones, as experienced by P1, *"Sometimes my phone bugs, maybe it's an old phone, hehe."*

Students also faced challenges with pronunciation and difficult vocabulary which occasionally resulted in miscommunications as P4 said *"from the pronunciation and the vocabulary ..."*

Despite these issues, the AI Voice Conversation was predominantly regarded as an accessible and efficient learning tool. When compared to other speaking methods of learning, students find ChatGPT's Voice Conversation to be a particularly fun tool to use. It is also very efficient and easy to comprehend, as P1 said "It's more fun because I'm learning with new technology." The results indicate that students who used ChatGPT's Voice Conversation for English learning experienced a wide range of affective and practical responses. Consistent with previous studies on AI-assisted language learning (Holland & Ciachir, 2024; Qawaqneh et al., 2023; Shoufan, 2023; Qawaqneh et al., 2023) many students in this study valued the ease of interaction and immediacy offered by the voice-based AI system. ChatGPT Voice Conversations created an opportunity for learners to come to practice speaking English. \. Feedback on conversational roles demonstrates how AI tools eliminate the anxiety of speaking before an audience that learners often encounter. This shows how all AI speaking tools motivate learners. Despite the motivational factors, this study shows other issues. Issues related to incompatibility of devices and interruptions created by AI tools remain an annoyance, and, as reported by Park & Ahn, 2024; Hadi Mogavi et al, 2024, AI tools that have speaking capabilities create challenges that negatively impact the learning experience. While speaking with AI tools has real and positive learning opportunities, for now the positive pedagogical perspectives remain nutritive and unexplorable until everything usable scaffolding is equitably present to all learners. Outside of these factors, a direct attempt to mitigate technical interference should be instituted as technical interference can be the primary focus of learners to the point that scaffolding is not utilized.

Additionally, unlike other studies that show gradual development in oral production with no apparent issues, the current study identifies problems

associated with pronunciation, especially when students tried to exercise their use of sophisticated vocabulary. Previous studies have remarked the same pronunciation problems (Nur Ardini, 2023; Indari, 2023), but the current study goes further by showing that that this problem exists, even in an AI-based, non-evaluative setting. This suggests that even though AI-supported oral practice may diminish some affective factors like anxiety, it does not fully deal with the persistent phonological problems that may exist without some other instructional strategies. AI-determined oral practice may benefit from being used along with instruction in phonetics, some pre-speech phonological frameworks, and some facilitative guided repetition to help students to identify, practice, and self-correct to some degree the phonetic mistakes that may exist.

While there are limitations to this study, students found ChatGPT's Voice Conversation feature more interesting and more time-efficient than 'normal' ways of teaching. This is consistent with literature that especulates learner engagement and satisfaction are primary benefits of learning through AI. Most notable is the student's acceptance of the technical and pronunciation issues, bolstering the case for 'interactivity' and 'emotional' assistance in AI-supported speaking practice.

Overall, this study contributes to the existing literature by offering a more nuanced understanding of AI-assisted speaking practice. While prior research often highlights the benefits of AI tools in reducing anxiety and enhancing motivation, the present findings demonstrate that these benefits coexist with technological and linguistic challenges. This balance of advantages and limitations emphasizes the need for improved technical infrastructure and pedagogical integration to maximize the effectiveness of voice-based AI tools in supporting speaking development.

4.3 Students' Coping Strategies for Overcoming Challenges with ChatGPT's Voice Conversation

The third notable outcome of this study explores students' approaches regarding the challenges that arise with ChatGPT's Voice Conversation feature and its use for speaking practice. This perspective of the study was examined by reviewing data from tools designed to understand students' adjustments to the tool, the challenges faced, and the behaviors associated with emotional regulation, as well as the seeking of support. The four main themes identified—Adaptation, Problem Solving, Emotional Regulation, and Seeking Support—demonstrate the different approaches students employed to deal with challenges posed by the use of ChatGPT's Voice Conversation.

Tabel 3. The Description of themes, codes, and responds regarding to the Students' Coping Strategies of the use of ChatGPT's Voice Conversation

Participant (P) number	Theme	Code	Responds
P2, P6, P8, P10, P11	Adaptation	Frequent Practice	Some students are used to utilizing ChatGPT's Voice Conversation through frequent use with the application. They frequently start discussions outside of the topics designated by the researcher, enabling them to investigate a wider variety of vocabulary and expressions. Furthermore, students engage in imitating the intonation and accent of the tool, which aids in refining their speaking abilities and increasing their confidence in utilizing English.
P1, P3, P4, P7,		Using Google	Several students indicated utilizing Google Translate when

P12		Translate	faced with challenges during interactions with ChatGPT's Voice Conversation. This facilitated their rapid translation of unfamiliar words or sentences, enabling them to rejoin the conversation with greater confidence and maintain engagement with the tool.
P1- P3, P5, P7, P9	Problem Solving	Sentence Repetition	To correct speaking faults during ChatGPT's Voice Conversation, students frequently pause momentarily or leave from the dialogue to reset, subsequently rephrasing or repeating their statements. This method aids in restoring clarity and facilitates the engagement with enhanced accuracy.
P5, P7, P9, P11	Emotional Regulation	Take a Break	To assist with regulating emotions during interactions with AI, certain students chose to take a break. They momentarily stopped for allowing themselves to relax any anxiety and refine their speech as necessary while utilizing the tool at hand. This little break enabled them to restore confidence and enhance their performance.
P1, P12		Practice Partner	Two students addressed regulating their emotions by viewing ChatGPT's Voice Conversation as a friend who was functioning as a practice partner. This viewpoint assisted them in alleviating their nervousness.

P2, P7, P11, P12	Seeking Support	Lecturer	The students seek support from lecturers to help them in overcoming challenges encountered while utilizing ChatGPT's Voice Conversation tool.
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Through frequent practice, exploring a variety of subjects, imitating intonation, and utilising Google Translate to get beyond language obstacles students became adapted to ChatGPT's Voice Conversation, which improved their speaking abilities and confidence, as P6 said that “Using the feature more frequently” and P5 said “Usually I ask Google Translate for help regarding grammar/vocab that I don't know”

Students can improve the clarity and correctness of their conversations by pausing, resetting, and repeating statements in ChatGPT's Voice Conversation to solve speaking difficulties, as P1 mentioned that “Pause and restart to start over”

During ChatGPT's Voice Conversation, students control their emotions by using ChatGPT as a practice partner to reduce anxiety as P11 said “To increase my confidence when talking to ChatGPT's Voice Conversation is to think of ChatGPT's Voice Conversation as my friend and imagine myself as an English expert” or by taking small pauses to rest and polish their speech, as P8 said “I will repeat it and correct it”

Many students were still unsure about how to use ChatGPT's Voice Conversation, even after the lecturers had given them written instructions. Uncertainties regarding the procedure arose because of the language barrier, both in terms of oral communication and the written journals. Consequently, in the case of students using ChatGPT's Voice Conversation, students seek

guidance from the lecturers as P12 mentioned, “Yes, I asked for help from the lecturer, to tell me how to speak English correctly so that I can be more fluent in English.”

Evidence points toward students employing a myriad of adaptive coping methods in response to the challenges posed by the use of the Voice Conversation function of ChatGPT and highlights the importance of student agency in AI-assisted language learning. The use of the tool to practice frequently and to a great extent, points to students believing the tool to be a low-stakes environment, which provided the opportunity to experiment and to expand their vocabulary and practice their pronunciation by imitating the tool's voice in order to capture the correct intonation and accent. Their behavior was in accordance with the principles of interactionist and usage-based theories, where oral fluency is developed through meaningful engagement and repeated exposure. In line with previous studies (El Shazly, 2021; Junaidi et al., 2020; Kim et al., 2021), sustained interaction seems to build confidence and lower the pressure to perform, particularly in informal learning environments. This also shows that students are demonstrating more autonomy and self-directed learning, as seen with the delay,” and “the use of machine translation in the informal context of the discussion as a strategy to avoid interruptions in communication, is, as Alharbi (2023) points out, a case of AI-translators reinforcing the autonomy and confidence of the learners in their ability to communicate. Furthermore, the learners’ “pause-and-repeat” strategy (i.e., to speak and then stop in order to repeat) shows evidence of learners’ metacognitive control and their self-monitoring and self-repair efforts to enhance the clarity and accuracy of their speech, which is consistent with the findings of Dölek and Dolunay (2022) that self-correction contributes to the development of spoken language.

Hiring and training employees is one of the biggest expenses for most companies. Instead of spending thousands of dollars on a new employee who may not work out, how about having CFI train your employees on the needs and processes of your company?

The findings also pointed out psychological strategies of adaptation, like emotional self-control consisting of purposeful breaks during interactions with AI. (Tai & Wei, 2021) also recognized that students often take breaks while speaking. However, previous studies focused on traditional methods of speech practice, while the current study incorporated the use of artificial intelligence. Therefore, pauses will occur during AI interactions. This methodology enables students to control their anxiety and improve their speech.

A number of students managed to define their approach to speaking practice through the lens of ChatGPT's Voice Conversation, thinking of it as a peer mentor, a practice buddy, or a mentor, as opposed to a cold piece of technology. This reasoning aligns with previous research that shows AI, like other technologies, can serve as a social or supportive agent (Brandtzaeg et al., 2022; Belda-Medina & Calvo-Ferrer, 2022; Chen et al., 2023). Engaging with AI from a psychological perspective as a neutral and non-judgmental interlocutor, will, most likely lower learners' affective filters, thereby reducing anxiety and promoting more extensive participation in speaking practice.

The findings underscore the value of the instructor's role in AI-supported learning environments. Students used the tool with the help and emotional encouragement of instructors. This suggests that the effective use of AI is pedagogically scaffolded. Thus, instructors are required to integrate AI tools in a meaningful way, with the understanding that the technological advantages are accompanied by appropriate instructional support.

5. Conclusion

This study focused on the use of ChatGPT' Voice Conversation, and students' perspectives and challenges of using the feature and the strategies employed, regarding the challenges identified, using the tool. The perceived usefulness of the tool for students was providing them with the opportunity to practice for improvement of speaking fluency, speaking accuracy, and speaking complexity (i.e. which the students perceived to be the benefits of communicating, and providing them with the benefit of the ability to provide them with the benefits of communicating and providing them with feedback). While students provided benefits, several challenges, participants perceived to be useful, included technological disruption, difficulties with pronunciation, first speech anxiety, and initial speech anxiety. To overcome the challenges, strategies of the students included practice more than once, speech utterance at once and speech utterance at once, speech utterance at once, and the use of Google Translate.

From these findings, multiple actionable recommendations can be suggested. For example, educators can structure the integration of AI-driven speaking activities into Informal Digital Learning of English (IDLE) in a more detailed manner. Before students AI- mediated speaking activities, educators can give them a short technical orientation, model them effective speaking strategies, and provide them scaffolding with regard to pronunciation. Pedagogical support can also assist teachers to regulate students' anxiety and facilitate them to use AI tools more purposefully instead of fully relying on teaching them autonomous AI tools. Pedagogical support can be guidance, suggestions, feedback, and emotional support.

Developers of Artificial Intelligence will appreciate the findings and the need to address compatibility of devices, consistency of systems, and feedback mechanisms that take pronunciation into account. Improving the

accuracy of voice recognition, providing models of pronunciation that are clearer, and adding features that are more supportive of low speaking ability (e.g., adjustable rate of speech, and speech repetition) will better meet the needs of low proficient speaking learners. To put it another way, the effective use of technology to support speaking practice using AI will depend on the collaboration between teachers and technology developers, to ensure that the available technological features are suitable to the desired educational and emotional needs.

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