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ARTÍCULO CIENTÍFICO:

**“USING CHATGPT'S VOICE INPUT FEATURE TO IMPROVE STUDENTS'
SPEAKING SKILLS”**

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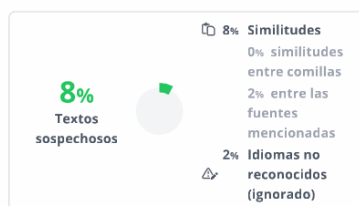


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JIMMY ZAMORA USING CHATGPT'S VOICE INPUT FEATURE TO IMPROVE STUDENTS' SPEAKING SKILLS



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Using chatgpt's voice input feature to improve students' speaking skills

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ABSTRACT

This quantitative study looks into how ChatGPT's voice input feature can improve English speaking skills among university students in Ecuador. Twenty-six students from the Pedagogy in National and Foreign Languages program participated in four weeks of topic-based speaking sessions, receiving immediate feedback through ChatGPT's voice function. The study sought to measure progress in grammar, vocabulary, and discourse management, comparing pre- and post-tests based on an adapted Cambridge rubric. The findings showed significant progress in grammatical accuracy, vocabulary use, and discourse management, and positive perceptions after using this tool in terms of motivation, confidence, and comfort, illustrating ChatGPT's ability to create a supportive learning environment. However, some limitations were present, such as technical issues and the need for training. Overall, ChatGPT's voice feature appears promising as a tool to complement traditional teaching, encouraging independent learning and easy practice. Future studies should explore long-term effects and tackle implementation challenges.

Keywords: artificial intelligence, chatgpt, speaking skill

Uso de la función de entrada de voz de chatgpt para mejorar las habilidades orales de los estudiantes

RESUMEN


Este estudio cuantitativo analiza cómo la función de entrada de voz de ChatGPT puede mejorar las habilidades de expresión oral en inglés de los estudiantes universitarios de Ecuador. Veintiséis estudiantes del programa de Pedagogía en Lenguas Nacionales y Extranjeras participaron en cuatro semanas de sesiones de conversación temáticas, recibiendo comentarios inmediatos a través de la función de voz de ChatGPT. El estudio buscaba medir el progreso en gramática, vocabulario y gestión del discurso, comparando pruebas previas y posteriores basadas en una rúbrica adaptada de Cambridge. Los resultados mostraron un progreso significativo en la precisión gramatical, el uso del vocabulario y la gestión del discurso, así como percepciones positivas tras el uso de esta herramienta en términos de motivación, confianza y comodidad, lo que ilustra la capacidad de ChatGPT para crear un entorno de aprendizaje propicio. Sin embargo, se observaron algunas limitaciones, como problemas técnicos y la necesidad de formación. En general, la función de voz de ChatGPT parece prometedora como herramienta complementaria a la enseñanza tradicional, ya que fomenta el aprendizaje independiente y la práctica fácil. Los estudios futuros deberían explorar los efectos a largo plazo y abordar los retos de implementación.

Palabras clave: inteligencia artificial, chatgpt, habilidades de expresión oral

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INTRODUCTION

Learning languages can be considered a crucial part of academic and professional success in today's globalized world. Out of the four language skills, speaking is often viewed as the most important, as it allows learners to share ideas, build relationships, and engage in real-life interactions. Building speaking skills is key to learning a new language and communicating effectively, which in turn supports professional growth. (Akhter, 2021). Therefore, committing to developing this skill is paramount. However, in Spanish-speaking contexts such as public Ecuadorian universities, students face significant challenges in improving their English-speaking skills due to limited exposure to the language and a lack of opportunities to practice outside the classroom.

This gap becomes more evident when considering that traditional classroom environments often prioritize written exercises, grammar, and reading comprehension over active and consistent oral interaction. Thus, there is a pressing need to explore alternative methods and tools that promote speaking skill development in more engaging, flexible, and personalized ways.

Technological advances in AI offer new possibilities for language learning and allow students to learn independently (Negri, 2023). AI tools like ChatGPT enable personalized English interaction with instant feedback and unrestricted practice. This research is relevant because it aims to demonstrate how AI can enhance the speaking skills of pre-service English teachers at an Ecuadorian university by improving grammar, vocabulary, discourse skills, and confidence.

Other studies have focused on using chatbots, such as ChatGPT, to enhance writing skills among students (Sánchez & Santos, 2025; Sultan et al., 2025); however, this study focuses on strengthening speaking skills in a language. This study aims to measure improvements in students' discourse management among sixth-grade students at an Ecuadorian university and assess the enhancement in their proper use of grammar and vocabulary through conversations on personal interest topics using the ChatGPT voice input feature. At the same time, it evaluates how students' confidence increases from receiving repeated feedback from ChatGPT. Additionally, this research examines recent studies that assess the impact of the ChatGPT voice input feature on speaking skill development, reviewing related work in this area. As a result, the research questions that direct this investigation are: a) How effective is using ChatGPT's voice input feature in students' speaking skill development? Furthermore, b) What

are the perceptions of language students regarding the use of ChatGPT's voice input feature as a tool for improving their speaking skills?"

Literature review

Speaking skills

Speaking is the process of making verbal sounds to communicate and express or transmit one's thoughts and feelings in spoken language. In general, speaking is an interactive process involving two people or parties: the speaker and the listener. (Kamaruddin & Hashim, 2024)

Communication is essential in today's global society; without it, survival becomes difficult. Therefore, everyone must develop language skills, with speaking being the most important. This skill enables effective communication, which is fundamental in the modern world. People rely on communication to share their thoughts, opinions, and perspectives, and language is the tool that makes this possible. (Akhter, 2021)

However, one of the main challenges in developing this skill when learning English is a lack of exposure, which affects students' English learning process, especially in speaking (Hibatullah, 2019). Additionally, time pressure becomes a problem when we come to speaking because the brain demands an immediate response, leading to increased anxiety and reduced performance (Alvarez et al., 2024).

Alvarez et al. (2024) also note that for EFL teachers and students alike, developing speaking skills has become a significant challenge. The dynamic nature of speaking makes teaching and learning more difficult because it requires the coordination of linguistic knowledge, idea sharing, and conversational norms.

Call

Technological advancements are closely connected to education, especially in higher education, where they support learning. (Ratnaningsih et al., 2019) Both fields benefit from continuous development.

Building on this connection, Computer-Assisted Language Learning (CALL) is an important idea for bringing technology into education. A clear definition CALL that captures its changing features is any process where a person interacts with a computer to improve their language skills (Beatty, 2013).

Computers now serve not only for data processing and display but also for information processing and communication. Although computers have existed since the early 20th century, their use in teaching

began in the 1960s. The evolution of CALL occurred in the 1970s, driven by research on using computers for language learning and creating suitable learning environments (Ratnaningsih et al., 2019). Studies such as Hanafiah et al. (2022) confirm the importance of CALL in English as a Foreign Language (EFL) instruction, emphasizing CALL's advantages in boosting learner motivation and reducing anxiety. Moreover, CALL is also helpful to improve creativity, autonomy, and productivity, and other essential skills (Benyo, 2020).

ChatGPT and Related Studies

Artificial Intelligence (AI) has become a prominent global trend impacting various fields, notably education. AI has positively influenced global learning (Chen et al., 2020), especially in language acquisition, such as English. Its features enable learners to pursue less traditional study methods tailored to their abilities and needs. Today, AI acts as a partner in learning, significantly enhancing students' communication skills through interactive and personalized experiences (Sari 2023). OpenAI (2022) characterizes ChatGPT as a conversational interaction model. Its dialogue format enables ChatGPT to respond to follow-up questions, acknowledge its errors, and be trained to adhere to instructions within prompts to deliver comprehensive responses. Advances in ChatGPT facilitate both written and spoken communication via voice input, making it an excellent tool for practicing English speaking skills.

Research also highlights ChatGPT's effectiveness in language learning, emphasizing its capacity to give instant feedback and promote practice. Professors view ChatGPT positively, as it helps second-language students improve language proficiency and learning outcomes, concluding that ChatGPT is a valuable tool for developing language skills. (Slamet, 2024).

ChatGPT boosts student motivation and participation, increasing engagement in language activities, as Slamet (2024) highlights that enhanced involvement and motivation are essential elements in promoting successful language learning and skills enhancement. Similarly, Kostka and Toncelli (2023) pointed out that, when asked about its role in English teaching, ChatGPT showed its ability to engage learners in real-time conversations. This interaction can improve fluency and responsiveness. This demonstrates the platform's benefits in language development, fostering confidence and enthusiasm, even when responses are not fully comprehensible, thus encouraging critical thinking.

ChatGPT simulates natural language dialogues, giving students a platform to practice communication

and receive feedback on grammar, pronunciation, and vocabulary (Huang & Li, 2023). Moreover the interactive Theory of Language in English Teaching (ELT) underscores the value of collaboration, and conversational AI like ChatGPT offers authentic practice environments using diverse resources (Huang & Li, 2023).

According to Pratiwi et al. (2024), a significant benefit is ChatGPT's immediate feedback, which is essential for effective language learning. Although students may have grammatical errors, ChatGPT can understand their intended meaning and provide corrective responses tailored to their level. Fast, context-aware replies help students better understand and apply concepts, improving overall learning.

Additional advantages include a safe, non-judgmental environment where students can learn from errors without fear of judgment. ChatGPT supports diverse topics, helping students prepare for varied real-life conversations. Its accessibility allows practice anytime and anywhere, motivating consistent learning and integration into daily routines (Pratiwi et al., 2024).

METHODOLOGY

This action research study adopted a mixed-method approach to assess the impact of using artificial intelligence on the development of speaking skills among pre-service teachers at a public Ecuadorian University.

Action research highlights collaborative efforts among participants to identify and resolve problems through a cyclical process of planning, acting, observing, and reflecting. This approach encourages continuous improvement and aims to address immediate issues while also contributing to a broader understanding of social science (Hung, 2021). A pre-test/post-test design evaluated students' speaking skills by comparing results before and after interacting with ChatGPT using the necessary tools to determine significant improvements.

Context and Participants

The sample for this research consisted of 26 undergraduate students from the Pedagogy of National and Foreign Language program in the Faculty of Education, chosen through convenience sampling, all of whom voluntarily agreed to participate. The study took place during the first term of the 2025-2026 academic year at a public university in Quevedo City. The participants included eight males and 19 females, aged approximately 20-23 years old, all from the sixth semester of the program.

Data Collection Instrument

Oral Test

The oral test part involved a pre-test at the start of the term, where students recorded a 1-minute video on a specific topic to demonstrate their initial speaking skills. A post-test, also a 1-minute video, was conducted after the students completed eight sessions with ChatGPT and its voice input feature, to measure their progress and application of skills. The same scoring criteria from the pre-test were applied at the post-test to ensure consistency.

Questionnaire

After the program, a survey in Spanish employing the Likert scale was distributed via Google Forms. It comprised 10 multiple-choice questions aimed at collecting students' feedback on their experiences, satisfaction, and perceptions following the ChatGPT interventions and practices. This questionnaire was adapted from Alsalem (2024)'s research to address a specific research question, with ten questions selected conveniently and one question slightly modified.

Data Analysis

Quantitative phase

The researcher used a modified Cambridge B1 speaking rubric to assess students' speaking progress between pre- and post-tests. The rubric focused on two main aspects of speaking quality: grammar and vocabulary, along with discourse management. To analyze the overall scores and the scores for each criterion from the rubric, paired sample t-tests were performed. SPSS 27 software was utilized to conduct the analysis and determine if there were statistically significant differences between pre-test and post-test scores.

Qualitative phase

The qualitative phase was developed using a survey using a Likert scale, where a questionnaire was distributed via Google Forms at the study's conclusion. The survey was used in the qualitative phase since, according to some authors, such as Tanujaya et al. (2023) and Rokeman (2024), highlight the Likert scale as effective to measure qualitative data. After collecting responses, the data were exported for processing and analysis. Response percentages were calculated to observe trends and agreement levels among participants. For clarity, the percentages of those who responded "Totally Agree" and

"Agree" were combined to indicate overall agreement for each statement. The summarized results were presented in a table showing the percentage distribution per item, which formed the basis for the descriptive analysis in the results section.

Ethical Consideration

The research adhered to relevant ethical considerations. First, permission was sought from professors to conduct the research in their classes. Then, the author invited the entire class to participate, explaining its objectives. Only students who were willing to participate were included. To confirm this, each participant received an informed consent form, which was signed by those willing to participate.

Innovation

The intervention aimed to enhance students' speaking skills. The research lasted four weeks with two sessions each week. In each session, students explored different topics, receiving explanations of related vocabulary and useful phrases for interacting with ChatGPT. After a brief class, students were given a prompt to assign roles to ChatGPT during interactions. All subsequent interventions followed the same approach. The topics covered included traveling, environment, technology, favorite foods, social media, favorite movies, sports, and careers. Additionally, the researcher observed and assisted as needed to address any questions or problems participants had while using ChatGPT.

Table 1. Timeline of the study interventions

Week no.	Day	Task	Prompt
1	Monday	Pre-test: students made a video recording talking about their favorite hobbies	Ø
	Thursday	First intervention: Regular class + practices with ChatGPT Topic: Traveling	<i>You are a friendly and patient English-speaking coach. Help me to practice speaking about "Traveling." Ask me one question at a time. Use a mix of simple and more challenging questions. After each answer, correct my grammar, vocabulary, or pronunciation if needed—use clear, simple explanations. If my answer is good, give short,</i>

positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”

2 Monday Second intervention: *You are a friendly and patient English-speaking Regular class + coach. Help me practice speaking about “my favorite practices with food.” Ask me one question at a time. Use a mix of ChatGPT simple and more challenging questions. After each Topic: My favorite answer, correct my grammar, vocabulary, or food pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”*

Thursday Third intervention: *You are a friendly and patient English-speaking Regular class + coach. Help me practice speaking about practices with “Environment.” Ask me one question at a time. Use ChatGPT a mix of simple and more challenging questions. After Topic: “Environment” each answer, correct my grammar, vocabulary, or pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”*

3 Monday Fourth intervention: *You are a friendly and patient English-speaking Regular class + coach. Help me practice speaking about practices with “Technology.” Ask me one question at a time. Use a ChatGPT mix of simple and more challenging questions. After Topic: “Technology” each answer, correct my grammar, vocabulary, or pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”*

	Thursday	Fifth Regular practices with ChatGPT	intervention: class + with	<i>You are a friendly and patient English-speaking coach. Help me practice speaking about “Social media.” Ask me one question at a time. Use a mix of simple and more challenging questions. After each answer, correct my grammar, vocabulary, or pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”</i>
4	Monday	Sixth Regular practices with ChatGPT	intervention: class + with	<i>You are a friendly and patient English-speaking coach. Help me practice speaking about “my favorite movie.” Ask me one question at a time. Use a mix of simple and more challenging questions. After each answer, correct my grammar, vocabulary, or pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”</i>
	Thursday	Seventh Regular practices with ChatGPT	intervention: class + with	<i>You are a friendly and patient English-speaking coach. Help me practice speaking about “my favorite sport.” Ask me one question at a time. Use a mix of simple and more challenging questions. After each answer, correct my grammar, vocabulary, or pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”</i>
5	Monday	Eighth Regular practices with ChatGPT	intervention: class + with	<i>You are a friendly and patient English-speaking coach. Help me practice speaking about “jobs and professions.” Ask me one question at a time. Use a mix of simple and more challenging questions. After</i>

Topic: “jobs and each answer, correct my grammar, vocabulary, or professions.” pronunciation if needed—use clear, simple explanations. If my answer is good, give short, positive feedback. Always ask a follow-up question based on what I said. Make the conversation feel natural and keep it going until I say “stop.”

Thursday Post-test: students Ø made a video recording talking about the topic of traveling

RESULTS AND DISCUSSION

To evaluate the effectiveness of ChatGPT’s voice input feature in improving students’ speaking skills, quantitative data from pre- and post-tests were collected and analyzed. Comparing performance before and after implementing the tool aims to determine whether the changes are statistically significant and practically relevant. The following results provide a basis for discussing how this AI-assisted approach may enhance grammar, vocabulary, and discourse management skills.

Research Question 1: How effective is using ChatGPT's voice input feature in students' speaking skill development?

The authors ran a paired t-test in SPSS to compare the pre- and post-test of the whole group (N=26). The first table shows a noticeable difference between pre-implementation (M= 3.34, SD= 0.68) and post-implementation (M= 4.18, SD= 0.64) with a significance value of $p = 0.000$, indicating a strong and statistically significant positive correlation between both measures.

Table 1. Paired Sample T-test results from participants

N=(26)

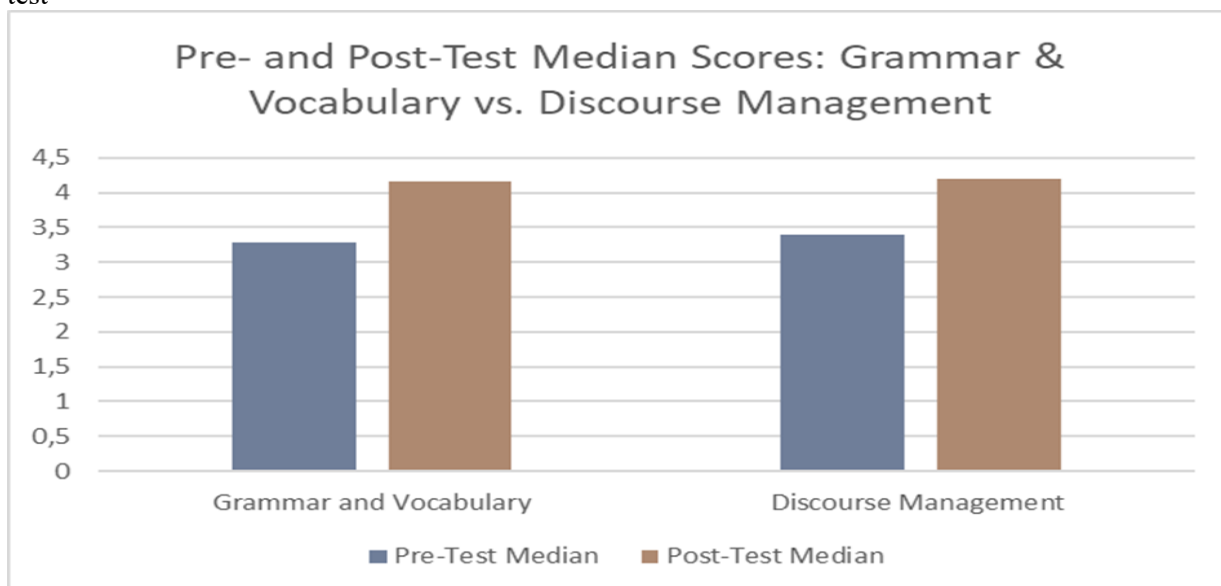
Test	M	SD	Min	Max	Sig.(P)
Pre	3.34	0.69	2	4.5	0.000
Post	4.18	0.65	3	5	

Note: N= sample Std= standard

These results show a considerable improvement in students' speaking skills, highlighting the effectiveness of ChatGPT in improving students' speaking skills, as other researchers have found (Slamet, 2024). The findings are also aligned with the research of Alsalem (2024), which demonstrates that interacting with ChatGPT has a positive effect on students' performance and improvement in grammar, vocabulary, and aspects of discourse management, as fluency, confirming that ChatGPT is great at enhancing learning outcomes and boosting language skills (Slamet, 2024).

The chart below compares students' median scores in Grammar and Vocabulary, and Discourse Management from pre-test to post-test, assessing their English-speaking skills.

Figure 1. Median scores in Grammar and Vocabulary, and Discourse Management from pre-test to post-test



Note: Blue bars represent pre-test median scores; orange bars represent post-test median scores.

In Figure 1, a clear improvement can be seen in both categories after introducing the ChatGPT voice input feature. In Grammar and Vocabulary, the median increased from about 3,28 to roughly 4,16. Similarly, discourse management median rose from 3,400 in the pre-test to 4,2 in the post-test.

These findings correlate with Alsalem (2024), showing that using the ChatGPT voice input positively affected students' speaking abilities, especially in grammatical accuracy, vocabulary, and coherent discourse management.

What are the perceptions of language students regarding the use of ChatGPT's voice input feature as a tool for improving their speaking skills?"

A survey was implemented at the end of the study. The following table presents the results of a survey conducted at the end of the study to collect students' perceptions of using the ChatGPT voice input feature for speaking practice. The results showed very positive feedback across different areas.

Table 2. Percentage distribution of students' responses to the post-survey on the ChatGPT voice input feature

Statements	Totally agree	Agree	Neutral	Disagree	Totally disagree
1. Using ChatGPT has improved my confidence in speaking English	23%	46%	31%	0%	0%
2. Interacting with ChatGPT has enhanced my vocabulary and language skills.	15%	73%	12%	0%	0%
3. ChatGPT has provided useful feedback on my English speaking abilities.	65%	35%	0%	0%	0%
4. I would recommend using ChatGPT to others as a tool for improving English speaking skills.	62%	38%	0%	0%	0%
5. ChatGPT has increased my motivation to practice English speaking regularly	42%	42%	15%	0%	0%
6. Using ChatGPT has helped me overcome hesitation and fear when speaking English.	19%	42%	23%	15%	0%
7. ChatGPT provides a comfortable environment for me to practice speaking English without judgment	73%	23%	0%	4%	0%
8. I feel more fluent in English after using ChatGPT for speaking practice.	23%	50%	23%	4%	0%
9. ChatGPT accurately understands and responds to my English speech.	42%	38%	12%	8%	0%
10. Using ChatGPT has helped me identify and correct errors in my English grammar and vocabulary.	73%	23%	4%	0%	0%

Note: Percentages represent the proportion of participants selecting each option on a five-point Likert scale, where 1 = Totally Disagree and 5 = Agree.

Although it was slightly slower, 69% of respondents said that ChatGPT helped boost their confidence in speaking English. Meanwhile, 88% reported that interacting with ChatGPT improved their vocabulary and language skills, and notably, 100% agreed that ChatGPT provided helpful feedback on their English-speaking abilities. Similarly, all respondents (100%) said they would recommend using ChatGPT to others as a tool for improving speaking skills. Additionally, 84% felt that ChatGPT increased their motivation to practice English speaking regularly, though only 61% felt that using ChatGPT helped them overcome hesitation and fear when speaking English. Despite this, 96% of the students believed that ChatGPT created a comfortable environment for practicing speaking English.

Furthermore, 73% felt more fluent in English after using ChatGPT for speaking practice, and 80% said it responded accurately to their speech. Lastly, 96% of the students stated that using ChatGPT helped them identify and correct errors in their English grammar and vocabulary.

The survey results offer valuable insights into students' perceptions of using the ChatGPT voice input feature to support their English-speaking development. Overall, responses show a strong positive reception, with most students agreeing or strongly agreeing with the ten statements provided. Notably, the results related to confidence and motivation (items 1 and 5) were significant. 69% of participants felt that ChatGPT helped increase their confidence to speak English, highlighting how the tool's impact can differ based on individual learner needs. Although it was one of the least supported items on the questionnaire, the final statement still received over 50% agreement. Regarding motivation, 88% of students agreed that ChatGPT boosted theirs. These results can be connected to item 7, where students agreed that ChatGPT provided them a good environment to practice the same, which could have influenced both their confidence and motivation to practice.

Both results support other studies, such as Yildiz (2024), where it was found that almost all the participants in that research (90%) felt they had improved in their confidence to speak in English using ChatGPT, and Kostka & Toncelli (2023), who say ChatGPT engages students with interactive conversations that improve language skills. Moreover, it is consistent with the findings of Celik et al. (2025), which highlight the appreciation from students who felt motivated after using this tool to practice their speaking, and confirms Slamet's (2024) point that motivation is crucial for language acquisition and skill development. In terms of grammar and vocabulary improvement, since 96% of the students

stated that ChatGPT helped them identify and correct errors in grammar and vocabulary, and 88% agreed that it helped to boost their language skills. These findings align with Yildiz (2024), who mentioned that students achieved positive outcomes on these linguistic aspects using ChatGPT. On this aspect, the appropriate feedback played a crucial role since all students (100%) agreed that ChatGPT provided helpful and detailed feedback on their speech, supporting findings from Huang & Li (2023) and Pratiwi et al. (2024), who noted that ChatGPT offers immediate, valuable feedback on grammar, vocabulary, and other key aspects of language learning.

This also relates to item 6, where students felt that the barrier of fear and hesitation was broken. Furthermore, 96% agreed that ChatGPT created a comfortable environment for practicing English, likely due to the supportive environment ChatGPT provided during interaction. A non-judgmental environment positively affects students' performance (Pratiwi et al., 2024), though the fear of judgment can still hinder their speaking ability (Santos et al., 2020).

This aligns with the results in item 8, where 73% reported feeling more fluent after using it, emphasizing its role in reducing anxiety and building confidence in a supportive setting. These results support Pratiwi et al.'s (2024) explanation that ChatGPT provides an environment where students feel safe to make mistakes without the fear of being judged.

All the positive results above reflect the total recommendation of ChatGPT by the entire sample (100%), reflecting its impact on their practices and its high perceived value and satisfaction. **CONCLUSION**

This study examined how ChatGPT can improve university students' speaking skills, showing that it effectively enhances communicative skills. Using a mixed-method design, this study revealed notable improvements in students' spoken language in terms of grammar, vocabulary, and discourse management. Surveys also indicate positive perceptions, increased motivation, and boosted confidence, which directly influence students' performance when speaking in the target language, underscoring the value of this innovative resource in language teaching. The survey reveals not only the positive perception of ChatGPT by students but also shows that they highly recommend this tool to others as a practical resource for speaking practice. All this demonstrates the effectiveness of this tool in improving students' speaking outcomes and their satisfaction with it. Despite these positive results, some challenges have emerged. Although the tool supports linguistic development, successful implementation requires

proper training and reliable technology. The lack of devices for some students also affects practice at times, but this was addressed through peer work. Moreover, students' concentration was sometimes compromised due to external factors. Additionally, the limited time available to students because of university workload delays the collection of data for the pre-test and post-test. It is also crucial to combine these tools with pedagogical strategies that promote thoughtful and balanced use. In conclusion, ChatGPT's voice feature holds promise as an effective way to foster autonomous and practical language learning, helping to overcome barriers in developing speaking skills.

Limitations of the study

Limitations of the study included technical issues such as connection instability and device incompatibilities, which affected some sessions and students' motivation. External distractions, such as essential events, such as community program meetings, where students had to assist, also impacted focus during practices.

Recommendations for future research

For future research, it would be helpful to explore the long-term effects of ChatGPT's voice input on speaking proficiency and overall language growth. Including larger, more diverse samples across various educational levels would improve generalizability. Comparative studies examining ChatGPT against other tools or traditional methods could also provide valuable insights. Investigating challenges faced during interactions with AI platforms can help optimize their use in language education. Lastly, research could examine how integrating ChatGPT with multimedia resources and pedagogical strategies can support comprehensive language skills, including listening, reading, and writing, alongside speaking.

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