

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the introduction that covers the background, research problems, aims of the study, and significance of the study.

1.1 Background

The rapid development of Artificial Intelligence (AI) has significantly transformed various aspects of human life, including education. In recent years, AI has increasingly been integrated into teaching and learning processes to support students in developing knowledge and language skills. In English language learning, AI-based technologies such as chatbots, speech recognition applications, and interactive learning platforms provide opportunities for students to practice language skills independently and interactively. These technologies have become important tools in supporting language learning, particularly speaking practice.

Speaking is considered one of the most important skills in learning English because it enables learners to express ideas, opinions, and feeling orally. Speaking also plays a significant role in academic communication and social interaction. According to Nunan (2003), speaking is the ability to produce systematic verbal utterances to convey meaning. Similarly, Brown (2001) states that speaking involves several important components,

including pronunciation, fluency, vocabulary grammar, and comprehension.

However, many students still face difficulties in developing speaking skills. Common problems include limited vocabulary, lack of confidence, fear of making mistakes, anxiety when speaking English, and limited opportunities to practice speaking in the classroom. These challenges often make students reluctant to participate actively in speaking activities. As a result, many students experience difficulties in improving their speaking performance and confidence. To address the challenges, the integration of Artificial Intelligence in language learning has emerged as an alternative solution. AI- based tools can simulate conversations, provide instant feedback on pronunciation, and allow students to practice speaking anytime and anywhere. Through repeated practice and personalized feedback, AI may help students improve pronunciation, fluency, vocabulary mastery, and confidence in speaking English. Several previous studies have shown that Artificial Intelligence can support language learning. Russell and Norvig (2020) explain that intelligent system can support human learning processes through adaptive feedback and assistance.

In addition, Ahmarudin and Jamilah (2024) found that AI-based instructional tasks improved students' speaking performance pronunciation, and motivation. Huu (2025) also revealed that students become more confident and motivated when using AI applications for

speaking practice. Furthermore, Tai, et al., (2020) found that AI-assisted language learning positively influenced students' fluency and pronunciation. Although many previous studies have discussed the effectiveness of AI in speaking English classroom, most studies mainly focus on measurable learning outcomes rather than students' perceptions are important because they reflect how learners interpret, experience, and respond to the use of technology in learning actively, while negative perceptions may reveal challenges and limitations in its implementation.

Furthermore, research exploring students' perceptions of the use of Artificial Intelligence in speaking English classroom at the university level is still limited, particularly in the context of Artha Wacana Christian University.

Most previous studies focus on effectiveness, and achievement, while limited attention has been given to students' perspectives regarding benefits, challenges, and the influence of AI on confidence in speaking English. Therefore, this study aims to explore students' perceptions of the use Artificial Intelligence in speaking English classroom, including the benefits, challenges, and its influence in speaking English.

1.2 Research Problems

Based on the background above, the research problems are formulated as follows:

1. How do English Education students perceive the use of Artificial Intelligence in speaking English classroom?
2. What benefits and challenges do English Education students experience when using Artificial Intelligence to speaking English classroom?
3. What is the students' perception regarding AI is role in developing speaking confidence?

1.3 Aims of Study

Based on the research problems above, the aims of this study are:

1. Explore English Education students' perceptions of the use of Artificial Intelligence in speaking English classroom.
2. Identify the benefits and challenges experienced by students when using Artificial Intelligence for speaking practice.
3. To explore students' perceptions of AI as a supportive tool for building confidence in speaking English.

1.4 Significance of the Study

This study is expected to provide both theoretical and practical contributions to English language education, especially in the integration of Artificial Intelligence in speaking learning.

1.4.1 Implication

Theoretically, this study is expected to contribute to development of knowledge related to Artificial Intelligence in language learning particularly in understanding students' perceptions using AI to speaking English classroom.

The findings may enrich the literature on AI-assisted language learning and provide insights into students' experiences in using technology for speaking practice. This study is also expected to support theories related to students' perceptions and technology integration in language learning, particularly concerning how students interpret the benefits and challenges of AI-assisted speaking practice.

1.4.2 Application

Practically, this study is expected to provide useful information for several parties:

1. For Universities and Lecturers

The findings may help lecturers and educational institutions understand students' experiences in using AI tools and support the development of effective strategies for integrating AI into speaking instruction.

2. For Students

This study may increase students' awareness of the benefits and challenges of using AI in language learning, encourage them to use AI tools effectively in the English classroom.

3. For future Researchers

This study may serve as a reference for further research related to Artificial Intelligence in language learning, particularly studies focusing on students' perceptions and experience.