

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the final section of the study. It summarizes the main findings discussed in the previous chapter and provides conclusions. In addition, several suggestions are offered to lecturers, students, the institution, and future researchers to practices at Artha Wacana Christian University.

5.1 Conclusion

Based on the research findings and discussion, it can be concluded that English Education students at Artha Wacana Christian University have a generally positive perception of the use of Artificial Intelligence (AI) as a tool for learning to speak English in the classroom. The students recognize that AI can support their speaking development by providing flexible learning opportunities, increasing motivation, and allowing them to practice English more independently. One of the main benefits perceived by the students is the ability of AI tools to provide fast and specific feedback, particularly on pronunciation and speaking errors. In addition, AI creates a more comfortable learning environment because students can practice repeatedly without feeling embarrassed or afraid of being criticized by others. This condition helps reduce anxiety and contributes to the development of students' confidence in speaking English.

However, the findings also indicate that the use of AI in speaking English learning is not without challenges. Students experience several difficulties, including technical problems, unstable internet connections, tools that are not

always easy to use, and AI-generated content that may not always correspond to their learning level or needs. Despite these limitations, students generally view AI as a useful complementary tool rather than a replacement for teachers. They believe that teachers and face-to-face interaction remain essential, particularly in developing authentic communication skills, understanding cultural contexts, and receiving appropriate guidance during the learning process. Therefore, AI can be considered an effective supporting tool for improving students' speaking practice and confidence, but its use should be integrated with teacher guidance and direct human interaction to achieve more comprehensive English speaking development.

5.2 Suggestion

Based on the conclusions above, the following recommendations are proposed for lecturers and the university, students, and future researchers.

5.2.1 For Lecturers and the University

Lecturers and the university are encouraged to integrate AI tools systematically into speaking courses, while keeping teacher guidance and peer interaction as core parts of learning. Since the findings show that students value AI mainly as a support for practice rather than as a replacement for classroom interaction, AI-based practice can be positioned as a structured pre-class or after-class activity, such as guided pronunciation drills or short speaking exercises completed independently before coming to class. Classroom time can then remain focused on teacher-guided discussion, correction, and authentic interaction that AI cannot yet fully replicate. This kind of systematic integration would also give lecturers more control over how AI is used, ensuring that it complements the

syllabus rather than being adopted informally and unevenly by individual students, which in turn helps maintain consistency in the quality of speaking practice across the whole class.

In addition, the university and lecturers need to provide clear guidance and training on how to select and use reliable AI tools for speaking practice, and to address technical barriers such as unstable internet access. Because students reported technical difficulties and limited connectivity as recurring obstacles, particularly in the Kupang area, lecturers should take an active role in recommending applications that are reasonably lightweight and usable under such conditions, rather than leaving students to search for suitable tools on their own. A short orientation or training session at the beginning of the semester, explaining how to install, access, and get the most out of recommended AI applications, would help students use these tools more effectively from the start. This kind of institutional support is especially important because, without it, the benefits of AI risk being unevenly distributed, available mainly to students who already have stronger digital skills or better access to technology, while students with fewer resources are left behind.

Finally, learning activities should be designed to combine AI practice with classroom discussions, role-plays, and authentic tasks in order to balance technology use with real communication skills. This follows directly from the students' own recognition that AI cannot fully replace face-to-face interaction, teacher feedback, or the cultural context that comes with real communication. AI can therefore be used for repeated pronunciation drills, vocabulary practice, or

fluency-building exercises, while classroom sessions are deliberately reserved for role-plays, group discussions, and other tasks that build interpersonal skills, spontaneous responses, and cultural understanding. Structuring the course in this way would help ensure that AI is treated as one part of a wider learning process, in line with the balanced view expressed by the students themselves, rather than as a stand-alone solution to speaking skill development.

5.2.2 For Students

Students are encouraged to use AI tools as a supplementary practice method, not as a replacement for active participation in class or interaction with teachers and peers. Given that students themselves acknowledged the limits of AI in replacing teachers, particularly for learning authentic communication and cultural context, AI should be treated as one additional resource among many rather than the primary means of developing speaking skills. Relying too heavily on AI at the expense of classroom participation could reduce opportunities for the kind of spontaneous, real-time interaction that builds confidence and communicative competence in ways that AI practice alone cannot provide. Students are therefore encouraged to see AI as a tool that reinforces and extends what is learned in class, rather than as a substitute for engaging with lecturers and classmates.

Students are also advised to try different AI applications to find the one that best fits their learning style, and to use AI feedback to identify and focus on areas needing improvement. Since not all AI tools were reported as equally easy to use or well suited to every student's level, taking the time to explore a few different applications can help each student find one that matches their pace, learning

preferences, and specific speaking goals. Beyond simply practicing with AI, students should also pay close attention to the feedback these tools generate, using it to pinpoint recurring weaknesses such as pronunciation errors, limited vocabulary, or grammatical mistakes, and then focusing their practice specifically on those areas. Used this way, AI feedback becomes a tool for targeted, self-directed improvement rather than just a source of general practice.

Lastly, students should report technical difficulties or tool limitations to lecturers so that better support can be provided and learning activities adjusted accordingly. Because many of the challenges identified in this study, such as unstable internet access or tools that do not match students' learning level, are practical and technical in nature, students are in the best position to notice and communicate these issues as they arise. Open communication between students and lecturers about such barriers would allow lecturers to refine their recommendations, adjust activities, or provide additional support in a timely manner, ensuring that AI integration remains responsive to students' real experiences rather than based on assumptions made without direct student input.

5.2.3 For Future Researchers

Future researchers are encouraged to conduct similar studies with larger samples or across different university departments to compare perceptions of AI in speaking instruction. Because this study was limited to twenty English Education students at one university, its findings, while informative, cannot necessarily be generalized to other contexts. Expanding the scope of future research to include larger and more diverse samples, or comparing English

Education students with students from other departments or institutions, would help determine whether the generally positive perceptions found in this study reflect a broader pattern among Indonesian EFL learners or are specific to the particular context of Artha Wacana Christian University.

It is also recommended that future studies use mixed methods, combining questionnaires with in-depth interviews or speaking tests, to explore how AI perceptions relate to actual speaking performance. As this study relied solely on a closed-ended Likert questionnaire, it was well suited to capturing broad tendencies in perception but was not able to explain in depth why certain items, such as those related to AI replacing teachers or AI matching every student's learning level, produced more divided responses. Adding a small number of follow-up interviews, or including actual speaking assessments, would allow future researchers to explore the reasoning behind students' responses more thoroughly and to examine whether positive perceptions of AI are actually reflected in measurable improvements in speaking performance.

Finally, future researchers may investigate specific AI tools, such as speech recognition applications or virtual speaking partners, to compare their effectiveness and the learner experiences associated with each one. Since the present study examined AI as a general category rather than distinguishing between different types of tools, it was not able to determine which specific applications contribute most to particular aspects of speaking development, such as pronunciation accuracy, fluency, or confidence. Future research that focuses on and compares specific AI tools would therefore offer more concrete, tool-specific

guidance for lecturers designing learning activities and for students choosing which applications to use in their own practice..