

The Feasibility of Artificial Intelligences (AI) In Speaking Skill: Lecturers' Perceptions

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Abstract

The benefits of Artificial intelligence (AI) for education can be understood as a long-term investment, which helps lecturers, students and education system continue to improve the quality of education. The development of artificial intelligence (AI) today is increasingly rapid and increasingly integrated with social life in society. Artificial intelligence (AI) continues to be developed to support science and technology, including in education. These tools can help lecturers to improve their teaching practices. The aim of the present study is to Lecturers perceptions on use of Artificial Intelligence (AI) technology in learning Speaking. This study applied qualitative research. The results of the study found that Artificial Intelligences (AI) technology has opened the door to more adaptive and personalized education. The use of AI technology has brought a transformation in learning methods. Artificial Intelligences (AI) also enables adaptive learning in speaking class. It can be concluded that the use of Artificial Intelligences (AI) in language learning has opened up various new opportunities in increasing the effectiveness and efficiency of language learning, especially in speaking class.

Keywords: Speaking, Artificial Intelligence, Lecturers, Perceptions

INTRODUCTION

The techniques of teaching and learning in educational institutions are being transformed by the advancements in digital technology (Akhiruddin et al., 2023; Sujarwo et al., 2023). The prevalence of online classes utilizing digital technologies has grown ubiquitous as a result of the COVID-19 epidemic (Sujarwo et al., 2020; 2023). The prevalence of online courses incorporating pre-recorded instructional materials and video communication platforms like Zoom has been on the rise. Numerous studies have been done to explore the implications of the burgeoning interest in the influence of digital technology development on education (Lee, 2023).

The educational practices of the 21st century have seen significant transformations mostly driven by technological advancements (Imran et al., 2022; Imran et al., 2023; Sukmawati et al., 2022; Luana Sasabone et al., 2023) including artificial intelligence. The advancements and growth in the field of machine learning have resulted in the development of more advanced and novel technologies, such as artificial intelligence (AI), which have greatly enhanced digital content generation (Baidoo-Anu and Owusu Ansah, 2023).

Learning outcomes have always been a benchmark for the success of learning process. For this reason, it is a need to have adequate academic and professional skills, strong personality qualities, the educational profession is an activity that requires skills, while skills require training, either in the form of limited skills training or integrated and independent skills (Suganda, 2022). The formation of educational professionalism capabilities requires functional integration between theory, practice and material as well as delivery methodology. Learning ability is a complex act that is a complete integration of various components of ability. The components of these abilities are knowledge, attitudes and skills. The integration of the skills is based on a set of theories and directed by an insight, while the application occurs uniquely because it is influenced by all learning components, namely the goals to be achieved, the message conveyed, students, facilities, learning environment, and the educator component itself (Imran and Sulviana, 2022).

The role of lecturers is more emphasized on how to design the various resources and facilities available for students to use in learning (Sujarwo et al., 2019). Students are considered as learning objects, teaching and learning occurs at a certain time and place, students are considered as learning subjects (Akhiruddin et al., 2019). Learning can occur anywhere, anytime and anywhere, lecturers put teaching as part of learning, its presence to make learning easier so that learning becomes effective, efficient, goal directed.

The concept of intelligence pertains to the capacity to learn and utilize diverse skills and information in order to address a specific challenge. Furthermore, intelligence encompasses the utilization of overall cognitive capacity to address, analyze, and acquire knowledge in diverse circumstances (Shabbir and Anwer, 2018).

Artificial Intelligence (AI) has become an increasingly popular and interesting topic in recent years. In an increasingly advanced digital era, Artificial Intelligence (AI) technology is considered one of the keys to increasing efficiency and productivity in various sectors. Artificial intelligence (AI) is a field of computer science devoted to solving cognitive problems commonly associated with human intelligence, such as learning, creating, and recognizing images. Modern organizations collect large amounts of data from a variety of sources, such as smart sensors, human-generated content, monitoring tools, and system logs. The goal of using AI is to create self-learning systems that derive meaning from data. Then, AI can apply this knowledge to solve new problems in a way that humans do (Chassignol *et al.*, 2018).

Artificial Intelligence (AI) can be implemented in a rule-based system, where this rule-based system uses a set of rules to represent knowledge and reasoning about the world. Genetic algorithms use mutation and selection processes to develop solutions to problems. Nowadays, Artificial Intelligence (AI) is widely used in various fields such as search engines, video games, social media (Williams, Park and Breazeal, 2019). The use of Artificial Intelligence (AI) has changed human life a lot and is very likely to develop into other things, especially in the field of education (Subiyantoro *et al.*, 2023). Using artificial intelligence, personalized learning allows learning experiences to each student's needs, preferences, abilities and learning styles. In education, Artificial Intelligence (AI) can be used to identify the unique characteristics of each student and provide learning materials that best suit their profile.

The incorporation of artificial intelligence (AI) applications into the domain of language acquisition has been well-received by specific students. The viability of this proposal arises from the capability of AI technology to enable the surveillance and identification of pronunciation difficulties, accelerate the delivery of feedback, and provide additional resources to enhance the development of oral communication abilities among students. Nevertheless, it is conceivable that some students would feel apprehensive or anxious about the integration of AI technology in their educational pursuits, especially if they view the technology as a potential replacement for teachers and authentic human interaction (Febriati *et al.*, 2022).

Artificial Intelligence (AI) can be used to provide exercises at different learning paces and different needs in developing their language skills. Language learning apps can adapt exercises and learning materials according to individual student abilities. For example, Artificial Intelligence (AI) can adjust the difficulty level of questions or offer additional material to suit students' needs and interests in speaking skills through technology. Therefore, it is important to know Lecturers perceptions on use of Artificial Intelligence (AI) technology in learning Speaking.

The enhancement of speaking skills has become an increasingly prominent area of research for scholars. The prominence of speaking skills in English Language Teaching (ELT) has increased in contemporary times, as individuals seek to gain

this skill for diverse goals, principally for effective communication (Yükselir and Kömür, 2017). Given the escalating phenomenon of globalization and advancements in technology, there has been a notable reduction in distances and a consequential imperative for intercultural communication.

The aim of the present study is to Lecturers perceptions on use of Artificial Intelligence (AI) technology in learning speaking. Artificial Intelligence (AI) has the potential to facilitate the provision of language activities tailored to individual learning paces and specific demands. Language learning applications provide the capability to modify exercises and learning materials in accordance with the unique capacities of each student.

METHOD

This research was conducted through the descriptive qualitative method. According to Miles, Huberman & Saldana (2014) that qualitative research is emerge data in the form of words and not numbers (Cohen, Manion and Morrison, 2017). The purpose of the research was to find out feasibility of artificial intelligences (AI) in speaking skill based on lecturers' perceptions. The respondents of research were lecturers of English Education Department from Universitas Islam Makassar and Universitas Megarezky.

There were three participants from each university, this research used purposive sampling technique because the desired respondents represent the research phenomenon. The data was collected through deep interview. This in-depth interview serves as a follow-up to provide a deeper and richer understanding of how speaking teaching has changed since the use of artificial intelligence in English teaching. Purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose (Mills, Geoffrey E.; Gay, 2019).

RESULTS AND DISCUSSION

Feasibility Of Artificial Intelligences (AI) In Increasing Speaking Skill based on Lecturers' Perceptions can be seen from sample of extract below:

Interviewer: What do you think about artificial intelligence (AI) technology, does it make us smarter or vice versa?

Respondent: AI is Artificial Intelligence; it is a technology designed to make computer systems able to imitate human intellectual abilities that complete tasks quickly and efficiently. For me, artificial intelligence (AI) makes us smarter because it provides us with much information.

Interviewer: Do you use artificial intelligence (AI) technology in teaching?

Respondent: Sometimes I use artificial intelligence (AI) in my teaching, it helps me to solve complex problems and increase time efficiency.

Interviewer: how does artificial intelligence (AI) supports teaching, especially in teaching speaking?

Respondent: Utilization of AI in teaching speaking can provide learners, where they can practice speaking with a system that provides feedback directly.

Interviewer: Does artificial intelligence (AI) meet your expectations in teaching speaking?

Respondent: yes, Artificial intelligence (AI) can provide personalized learning and according to students' needs, lecturers also provide more targeted learning and adapt it to speaking Class

Interviewer: What are the challenges of implementing artificial intelligence (AI) in your classroom, especially teaching speaking?

Respondent: Despite the great potential of artificial intelligence (AI) in increasing the efficiency and effectiveness of speaking, unfortunately the use of this technology has still not evenly distributed throughout the classroom, especially speaking class.

Interviewer: Are you ready to apply artificial intelligence (AI) in the next speaking class?

Respondent: I will be ready to apply this in many classes

Interviewer: What do you think will be the impact of using artificial intelligence (AI) technology in the future?

Respondent: Even though there are several negative impacts, such as dependence on artificial intelligence (AI) technology, loss of learning abilities, and analytical thinking, the presence of artificial intelligence (AI) technology will help educators assess student progress more accurately because there is real-time feedback.

Respondent 2

Interviewer: What do you think about artificial intelligence (AI) technology, does it make us smarter or vice versa?

Respondent: Artificial Intelligence (AI) is a human intelligence system that allows a combination of computer systems or other machines to think and work like humans. Artificial intelligence (AI) technology makes us smarter because Artificial Intelligence (AI) technology is a source of knowledge and learning, Artificial Intelligence (AI) technology works by processing this data and presenting the results of user needs.

Interviewer: Do you use artificial intelligence (AI) technology in teaching?

Respondent: Yes I do. It provides personalized interaction and guidance to students, which significantly increases their engagement and motivation towards the learning material

Interviewer: how is artificial intelligence (AI) supports teaching, especially in teaching speaking?

Respondent: The use of artificial intelligence (AI) applications on Speaking learning allows students students to practice anytime and

anywhere course without depending on the lecturer class.

Interviewer: Does artificial intelligence (AI) meet your expectations in teaching speaking?

Respondent: Yes, it does, artificial intelligence (AI) allows students to communicate with a computer by talking to it. In general, the process is an attempt to translate something what a human utters becomes words or sentences that can be understood by the computer. This process has improved students' speaking skill.

Interviewer: What are the challenges of implementing artificial intelligence (AI) in your classroom, especially teaching speaking?

Respondent: The presence of artificial intelligence in speaking class aims to make teaching and learning activities more efficient and comfortable, it can lead to a lack of social skills in students.

Interviewer: Are you ready to apply artificial intelligence (AI) in the next speaking class?

Respondent: Yes, totally ready for the next semester

Interviewer: What do you think will be the impacts of using artificial intelligence (AI) technology in the future?"

Respondent: The presence of AI technology is a breakthrough in the field of educational technology to facilitate learning. The wise and controlled use of technology can trigger educational progress. The emergence of artificial intelligence technology can also instill an independent nature in students.

Respondent 4

From sample of extract above indicates Artificial Intelligences (AI) has great impact in speaking. Artificial Intelligences (AI) technology has opened the door to more adaptive and personalized education. The use of AI technology has brought a transformation in learning methods. Artificial Intelligences (AI) also enables adaptive learning, where students can learn at their own level and pace without feeling left behind or bored by material that is too easy or too difficult.

The phenomenon of reliance on technology of students who have developed a reliance on AI applications for language acquisition may experience a diminished ability to engage in speaking exercises without the aid of such technology. This phenomenon may impede individuals' capacity to organically enhance and reinforce their oral communication aptitude (Amaliah *et al.*, 2022). Another challenge that arises is the struggle to adjust to different circumstances. The potential of AI applications to adequately equip students with the necessary skills to effectively navigate diverse speaking circumstances in real-world contexts may be limited. In practical scenarios, it is imperative for pupils to possess the capability to adjust to diverse tonalities, accents, speech velocities, and linguistic differences that may not be acquired by artificial intelligence (AI) programs (Suciati *et al.*, 2023).

The ability of AI systems to offer accurate and dependable feedback on grammar, intonation, and vocality issues may be limited. Due to the inherent limitation of AI programs, which operate solely on pre-programmed data, students cannot depend on these tools to offer comprehensive feedback on the various faults that may arise during real-life spoken interactions. One notable aspect is the absence of emotional engagement in the process of acquiring knowledge. The efficacy of AI applications in simulating interpersonal learning situations involving emotional contributions may be diminished. The role of emotions in the acquisition of speaking skills is crucial as they significantly contribute to the comprehension of transmitted messages and the establishment of interpersonal connections.

The utilization of artificial intelligence (AI) applications in the context of enhancing speaking skills has been positively received by certain pupils. The feasibility of this proposition stems from the potential of AI technology to facilitate students in monitoring and discerning pronunciation faults, expediting the provision of feedback, and furnishing supplementary resources to bolster the acquisition of speaking skills. Nevertheless, it is plausible that certain students may experience unease or trepidation regarding the utilization of AI technology in their educational endeavors, particularly if they perceive the technology as a potential substitute for educators and genuine human engagement.

Some results studies stated that Artificial intelligence (AI) tools are increasingly being integrated into the domain of medicine. The current situation necessitates our acknowledgment and active facilitation of their impending entrance. The discourse surrounding AI in healthcare has been characterized by a notable degree of exaggeration. However, it is important to note that several stakeholders have also contributed a range of perspectives and expertise within their respective categories (Lai, Brian and Mamzer, 2020). The development of speaking abilities is of paramount importance for learners seeking to enhance their overall skill set. This study demonstrates that the integration of internet films in language classrooms facilitates enhanced communication and interaction among students, leading to improved proficiency in conveying messages effectively (Yükselir and Kömür, 2017). The creation and application of computers and computer-related technology is a sign of analysis and innovation that has encouraged the development and use of artificial intelligence in various fields (Manongga *et al.*, 2022).

The potential for developing Artificial Intelligences (AI) in lectures is still open. Recent trends show the increasing use of Artificial Intelligences (AI) in various aspects of education, including improving the quality of speaking, the more sophisticated data analysis, the more development of innovative educational technology begins. Although there are still challenges and considerations that must be overcome, the development of Artificial Intelligences (AI) in lectures offers new opportunities to improve student learning experiences and outcomes, especially in speaking class.

CONCLUSION AND RECOMMENDATION

The use of Artificial Intelligences (AI) in language learning has opened up various new opportunities in increasing the effectiveness and efficiency of language learning. Artificial Intelligences (AI) has helped students develop their language skills in a more personalized and effective way. However, it is important to maintain a balance between the use of Artificial Intelligences (AI) technology and the role of lecturers in education. A good combination of advanced AI technology and meaningful human interaction will create an optimal speaking experience.

As recommendation for further researchers to conduct a study by using a larger sample and choose the other location of study, meanwhile to get the different results of study.

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