



THE USE OF CHATGPT TO IMPROVE SPEAKING SKILLS

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Abstract

Media play a major role as a means of learning various skills for students. One of these is speaking skill, and improving speaking skill is an important aspect that can support proficiency in communication. ChatGPT is one medium designed to understand and respond to voice messages in various foreign languages. This study aimed to determine the benefits of ChatGPT in improving speaking skills. The study employed a quantitative research method, with data collected through interviews and questionnaire tests. The findings showed that students could use ChatGPT to improve their speaking skills, as demonstrated by the finding that 80% of the students achieved the highest scores. The study concluded that using ChatGPT provides many benefits for improving speaking skills, including helping students learn new vocabulary and explore appropriate ways of using language. This study was limited to speaking skills, although many other skills can also be improved through the use of ChatGPT. Future researchers are expected to investigate the use of ChatGPT to improve other skills and to produce different conclusions. This study also recommends that future researchers use it as a reference when conducting research on improving speaking skills through ChatGPT.

Keywords: ChatGPT, Media, Speaking Skills

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INTRODUCTION

Media in everyday life play a major role in the development of learning in the digital era (Fajriyah, 2022) (Toybah & Hawa, 2022). From year to year, every aspect of development advances rapidly (Juliswara & Muryanto, 2022), so the media that emerge can be responded to more wisely. Media can be obtained from the surrounding environment and from learning media that support different aspects of educational development. Media are tools that can assist people (Mustafa & Bakar, 2023; Wulandari et al., 2023) in activities and needs and can be used as sources of information, entertainment, and education. Media therefore have the capacity to make activities easier for anyone who uses them (Amaria et al., 2022; Ariyani et al., 2022). Media can also help build public awareness of social and environmental issues. In this regard, media can serve as agents of change by encouraging communities to participate in environmental protection and the defense of social rights. Media are highly important tools in mass communication. Nevertheless, media can also have negative effects when they are not used wisely. Media providers must therefore be responsible in presenting information, while members of the public must be selective in choosing the media they consume. As media consumers, people should be critical and able to filter the information they receive.

In daily learning activities, developments in media are frequently used in education (Trismawati et al., 2022). Teachers and lecturers, for example, often combine several forms of media during instruction. The presence of media clearly supports the teaching and learning process (Purnami et al., 2023) (Abi Hamid et al., 2020), making teaching activities easier and increasing students' attention during learning. Media play a highly important role in teaching and learning. They can improve the effectiveness and efficiency of instruction and make it easier for students to understand the material being taught. Media may be visual, auditory, or a combination of both. Visual media such as pictures, diagrams, and videos can help students visualize the concepts and ideas presented by the teacher. Audio media such as voice recordings and music can also strengthen students' understanding of the learning material. Language learning is no different from other learning processes; educators should possess the skills needed to explore their creativity (Hasibuan et al., 2022). The implementation of such creativity requires learning innovations capable of capturing students' attention. With the support of media, learning methods become more attractive, particularly when the media are designed according to students' learning needs (Salsabila et al., 2020) (Syahroni et al., 2020), thereby developing students' critical thinking and enthusiasm for learning.

One aspect of development that requires attention is speaking skill. Speaking is a productive language skill (Taubah & Dhaifi, 2020) (Pradita & Jayanti, 2021) used to express thoughts, ideas, and feelings orally to another person. Speaking skills are needed by every human being (Ilham & Wijati, 2020) (Elpia & Saridewi, 2020) because humans are social beings who require speech as a form of communication (Basri et al., 2023; Meutia et al., 2022) with other people. Speaking skill is therefore a form of oral activity in communication that must be developed by considering the factors that influence speaking effectiveness. Through communication, people come to understand one another's feelings and wishes (Gandasari et al., 2022; Harapan et al., 2022), which requires the principles of honesty and openness. Various life skills need to be improved (Gomez-del Rio & Rodriguez, 2022; Nahar, 2022), including speaking skills. This skill has a highly influential role in developing future generations (Dobrowolski et al., 2022; Rahimah & Koto, 2022) who are critical, creative, intelligent, and cultured. Speaking skills can be developed through presentations, discussions, debates, and simulations. During presentations, students can learn to communicate ideas and concepts clearly and effectively. They can also learn to manage time and pay closer attention to their audience.

Speaking skills can also be improved through various learning techniques and methods. Techniques that may be used include visual media such as videos and pictures, speaking practice in small groups, and regular feedback. Speaking skills can also be developed through

individual or group assignments and projects, such as presentations or reports that require good oral communication. Through these projects, students can learn to prepare material carefully and explain it clearly and firmly. The development of speaking skills is beneficial not only in learning but also in daily life. Students with good speaking ability can strengthen social relationships more easily and increase their confidence when interacting with others. Speaking skills are also highly important in the workplace, particularly for presentations and communication with clients and colleagues. To improve speaking skills, teachers can use methods such as storytelling, conversation, singing, and role-playing. Through mastery of speaking skills, students will be able to generate new ideas when presenting material and responding to the situation in which they are speaking. Alongside the sophistication of media in the current digital era, educators should use these advances to create innovative and creative learning media. Many platforms can be used to develop learning media, one of which is ChatGPT.

ChatGPT stands for Chat Generative Pre-Trained Transformer (Manik et al., 2023). Launched in November 2022, the application is a program that simulates human conversation, or a chatbot, based on artificial intelligence (AI). ChatGPT can understand language (Pantan, 2023), including in the study of Arabic, and produce plausible language-based text. ChatGPT was trained using deep-learning methods (Putro et al., 2023; Setiawan & Luthfiyani, 2023), allowing it to be used to build chatbot applications capable of communicating with humans. ChatGPT was also trained using human feedback through a technique known as Reinforcement Learning from Human Feedback, enabling the AI to examine what humans expect when they ask questions. ChatGPT was developed by OpenAI, a technology company founded by several prominent figures in the technology industry, including Elon Musk, Sam Altman, and Greg Brockman. OpenAI's primary objective is to develop artificial-intelligence technology that benefits humanity. The ChatGPT system uses a complex deep-learning architecture known as the Transformer. This architecture is highly effective in natural language processing because it can address complex language-processing problems. In ChatGPT, the Transformer architecture is used to learn language structures and understand the meaning of sentences provided by users. To develop the ChatGPT model, OpenAI used a very large dataset consisting of millions of documents and texts obtained from the internet. This dataset is known as Common Crawl and was used to train a large and complex language model. Training a model on this scale can take several days or even weeks.

ChatGPT attracted considerable attention among internet users because its intelligence and sophistication were regarded as more advanced than Google for copywriting (Bozkurt et al., 2023; Mhlana, 2023). Its ability to provide rapid and accurate answers (Haleem et al., 2022; Surameery & Shakor, 2023) to a wide range of educational questions, based on a model trained using diverse data and information sources, greatly impressed users who wanted immediate results. Despite these advantages, ChatGPT also has limitations. Answers that appear correct may lead users to believe that they are accurate and directly address the question, even when this is not the case. Some users have found that ChatGPT provides inaccurate responses (Johnson et al., 2023; Tlili et al., 2023) to particular questions. Despite its strengths and limitations, ChatGPT aims to make it easier for students to obtain information rapidly (George & George, 2023; Shafeeg et al., 2023) and according to their circumstances, thereby reducing the time required.

A study conducted by Holden Thorp reported that ChatGPT was evaluated by media, subject-matter, and language experts in Arabic language learning. As editor-in-chief of the journal *Science*, he stated that the publishing group had updated its policy to specify that text generated by ChatGPT, or by other artificial-intelligence tools, could not be used continuously in scholarly work. Another study was conducted by Asep M. Saepul Islam, S.Pd., M.Pd. in 2023 at MAN 3 Cianjur. It found that using the ChatGPT application could help students obtain information rapidly and accurately, improve interactions between teachers and students,

assist students in completing assignments given by teachers, support better language skills, and expand students' knowledge and information concerning a wide range of topics.

This study sought to re-examine the use of ChatGPT to improve students' speaking skills. Through the use of the ChatGPT application, students' interest in learning is expected to increase, thereby creating an effective and engaging teaching and learning environment. ChatGPT is also expected to help teachers use advanced technology (Stepanechko & Kozub, 2023) (Atlas, 2023) to support the continuity of instruction. Students are expected to use this learning medium as effectively as possible to improve their speaking skills and achieve the learning objectives. Based on the problems related to improving speaking skills described in the background, the researchers sought to use ChatGPT to improve students' speaking ability so that learning activities could be implemented properly and effectively.

RESEARCH METHOD

Research Design

This study employed a quantitative descriptive research design to examine the feasibility of using ChatGPT as a learning medium for improving speaking skills. The quantitative approach was selected because the data were expressed numerically and analyzed using statistical procedures. The study focused on describing participants' responses to the usefulness, practicality, and suitability of ChatGPT in speaking activities. Although quantitative research may involve inferential statistics and hypothesis testing, the analysis described in this study primarily emphasized percentages and descriptive interpretation.

Research Target/Subject

The research subjects consisted of students from schools or higher-education institutions who had experience using ChatGPT in learning activities. The object of the study was the use of the ChatGPT application as a medium for improving speaking skills. Participants were asked to evaluate the feasibility and usefulness of ChatGPT through a questionnaire and related learning activities. However, the exact institution, number of participants, participant characteristics, and sampling technique should be stated clearly in the final manuscript because these details are not sufficiently explained in the original methodology.

Research Procedure

The research procedure began with identifying the problem related to students' speaking skills and determining ChatGPT as the learning medium to be examined. The researchers then determined the research subjects, prepared the observation activities, identified the required primary and secondary data, and developed the questionnaire and testing procedures. The questionnaire was distributed to students, followed by observations and tests or trials involving the use of ChatGPT in speaking-related learning activities. After the data had been collected, the researchers organized, tabulated, analyzed, and interpreted the results to determine the feasibility of ChatGPT as a learning medium.

Instruments, and Data Collection Techniques

The main research instrument was a questionnaire used to obtain numerical data concerning participants' perceptions of ChatGPT's feasibility, practicality, usefulness, and contribution to speaking skills. Tests or trials were also conducted to examine how ChatGPT could be used during speaking activities, while observation was employed to record participants' responses and learning experiences. The questionnaire was subjected to validity and reliability testing to ensure that its items measured the intended aspects consistently. Data were collected through questionnaire distribution, observation, and testing, and the results were presented using frequencies, percentages, and descriptive statistical analysis.

RESULTS AND DISCUSSION

The use of ChatGPT as a learning medium was investigated through a quantitative research method. A quantitative method is an investigation in which data are collected and measured using computational or numerical statistical techniques. Quantitative data are commonly collected through questionnaires, observations, and interviews. Research based on mathematical and countable data is also referred to as quantitative research. In this study, the quantitative method used a questionnaire as the research instrument. According to Nazir, quantitative research is a method based on a positive philosophical tradition and used to investigate a particular population or sample. The use of ChatGPT can improve speaking skills by presenting varied materials, helping students expand their vocabulary, improving speaking ability, and increasing learning motivation. The use of ChatGPT in education can therefore serve as an alternative for advancing the quality of learning in the current digital era. One example of quantitative research is an investigation of ChatGPT use to improve the speaking skills of school or university students.

Table 1. Weight and Length of the Main Body of the Article

No.	Statement	Data Validity
1	ChatGPT can be used to improve speaking skills	0 - 60
2	ChatGPT is a flexible and simple application	0 - 50
3	The material in ChatGPT is highly engaging and easy for students to understand	0 - 50
4	The material contained in ChatGPT can encourage students to become creative	0 - 42
5	The material in ChatGPT is suitable for students who enjoy practicing their speaking skills	0 - 40
6	The use of ChatGPT makes students more innovative	0 - 45
7	ChatGPT is an attractive learning medium that helps students increase their interest in academic speaking	0 - 42
8	The use of ChatGPT represents technological advancement	0 - 65
9	ChatGPT can train students to explain answers provided by an advanced chatbot	0 - 42
10	The research examples in the ChatGPT application are very clear	0 - 60
11	The answers presented by ChatGPT are trusted by various groups	0 - 50
12	The material provided through ChatGPT is consistent with the material being taught	0 - 50
13	ChatGPT is a medium that facilitates learning for students	0 - 45
14	ChatGPT is sufficiently practical and is therefore widely favored by students	0 - 50
15	ChatGPT can be used by school and university students, particularly for speaking skills	0 - 60

The table above presents several questions examined by the researchers at a school. The results of the research trial can be described as follows. The statements concerning ChatGPT greatly assisted the researchers in examining its use for improving speaking skills. The study used 15 questions containing statements about the benefits, objectives, and functions of ChatGPT for students. The statement that ChatGPT could be used to improve speaking skills obtained a percentage of 60% and was categorized as strongly agree. The statement that ChatGPT was an easy, flexible, and simple application obtained 50% and was categorized as strongly agree. The study also examined whether the material in ChatGPT was impressive and easy for students to understand; this statement also received a strongly agree response of 50%.

The statement that the material contained in ChatGPT could make students creative obtained 65% and was categorized as strongly agree.

The statement that ChatGPT is an attractive learning medium that helps students increase their interest in academic speaking obtained 42% and was categorized as strongly agree. The statement that using ChatGPT made students more innovative obtained 45% and was also categorized as strongly agree. The other statements likewise received strongly agree responses. The table shows that ChatGPT was regarded as a form of technological advancement, receiving the highest strongly agree percentage of 65%. The statement that the material in ChatGPT was appropriate for students whose learning style involved practicing speaking skills received the lowest strongly agree percentage, at 40%. Learning through ChatGPT can make it easier for students to practice reading both at home and at school.

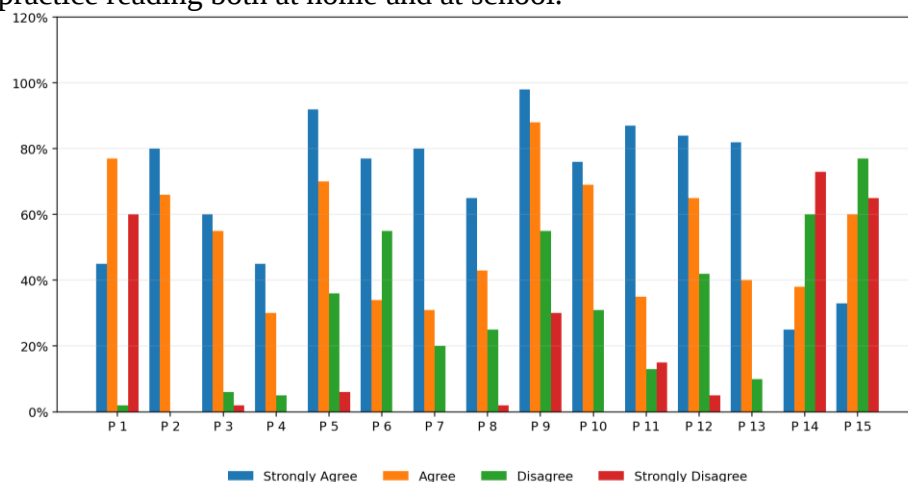


Figure 1. Illustration of the ChatGPT Format

The figure above presents a chart concerning ChatGPT. The results of the ChatGPT questionnaire were as follows. Thirty students participated as the research subjects. The researchers provided 15 questions to examine whether the use of ChatGPT for improving speaking skills worked effectively. The highest percentage was 80%, which was categorized as strongly agree (SA). The second-highest percentage was 60%, also in the strongly agree category. The third-highest percentage was 45%, again categorized as strongly agree. The lowest ChatGPT result was 0% in the strongly disagree category, while the second-lowest was 5% in the disagree category. These findings show that strongly agree was the dominant response category.

The data from the study on the use of ChatGPT to improve speaking skills can be described as follows. In the strongly agree category, the highest percentage was 92%, representing the highest score among the listed categories, while the lowest percentage in this category was 69%. In the agree category, the highest percentage was 52%, while the lowest was 30%. In the disagree category, the highest percentage was 15%, whereas the lowest was 6%. In the strongly disagree category, the highest percentage was 5%, while the lowest was 0%. Based on the overall results, students who strongly agreed with the questions concerning ChatGPT obtained the highest percentage of 92%, whereas students who did not like the questions in ChatGPT obtained 5%.

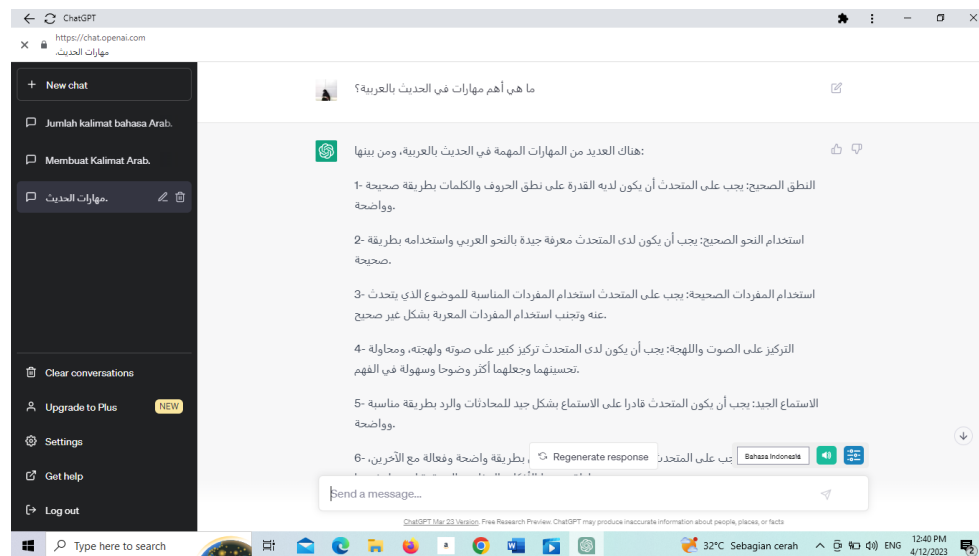


Figure 2. The Figure and Video Above Illustrate the use of ChatGPT to Improve Speaking Skills

The ChatGPT application presents questions related to academic topics. Questions entered by students into the ChatGPT chat space are answered by a system trained by scientists, and the application enables students to learn anywhere. Questions generally have an important influence on students because they support the learning process, make learning easier, and increase students' interest in speaking by providing a broad and appropriate range of vocabulary. Through ChatGPT, school and university students can more easily access questions relating to material they have already studied. Teachers also benefit from ChatGPT because they do not need to spend large amounts of time preparing examination questions; instead, they can type the questions to be given to students into ChatGPT. The existence of ChatGPT can therefore make school learning more accessible.

The characteristics of this learning medium include clearly presented material, answers that respond to specific questions, clear objectives for using ChatGPT, understandable instructions, and a clear learning sequence. One of ChatGPT's principal advantages is its ability to generate responses that are natural and relevant to the context. Because the model has been trained using a very large dataset, it can understand nuances and contextual meaning in users' sentences. This allows ChatGPT to provide responses that are more appropriate and human-like. Nevertheless, like other AI technologies, ChatGPT also has weaknesses. One major issue is the system's ability to distinguish complex differences in natural-language context. For example, ChatGPT may have difficulty distinguishing between the word 'bank' meaning a place where money is stored and 'bank' meaning the side of a river.

Users must also understand that the system cannot always provide perfect or accurate responses. At times, ChatGPT may give irrelevant or incorrect answers. Users must therefore remain cautious and should not rely entirely on the system.

The use of ChatGPT is currently considered highly necessary because students are regularly involved in the use of the internet in education. A common assumption among students is that answering questions manually on paper requires a specific time and place, whereas a mobile phone makes it easier to search for answers to the material being tested. This can support education, while teachers and lecturers can also benefit from the ChatGPT application. A positive effect of using ChatGPT is that it makes it easier for students to access speaking-related learning and answer examinations in accordance with technological developments in the current digital era. ChatGPT can also be used to address communication difficulties between people who speak different languages. Through its translation capabilities, ChatGPT can help facilitate communication among speakers of different languages.

However, the use of ChatGPT must be accompanied by an understanding of its limitations and possible risks. For example, ChatGPT cannot always provide accurate answers that meet users' expectations, and problems may arise when users depend too heavily on ChatGPT when making decisions.

The findings of this study concerned the use of ChatGPT to improve speaking skills. The ChatGPT application was used to facilitate students' speaking activities during the learning process. ChatGPT also helped educators assess students' ability to understand material they had studied. Its use was suitable for students, particularly in improving speaking skills. One advantage of ChatGPT is that it can answer a wide range of academic questions submitted by users, and equally important, the application is practical and can be accessed through a mobile phone. ChatGPT had a considerable influence on school and university students because its use could generate strong enthusiasm for speaking practice. The use of ChatGPT to improve speaking skills is highly promising. The program can help individuals improve their speaking ability in an effective and enjoyable manner. The application is therefore believed to increase students' enthusiasm for academic speaking.

The study found that many students enjoyed learning through ChatGPT. It employed a quantitative method involving numerical data. The quantitative method was implemented by collecting the large amount of data obtained by the researchers in the field. Data were gathered directly at the research site to ensure that they originated from the source and were valid. By using a quantitative method containing original research data, the researchers could explain in detail the amount of information examined in the field. The method also facilitated the preparation of scientific work through tables, bar charts, pie charts, and line graphs based on data whose sources and conditions were known at the research location.

This study aimed to determine the usefulness of the ChatGPT application as a learning medium in Arabic language instruction and its role in broadening students' speaking knowledge. Some educational institutions have used ChatGPT as a product of technological advancement, while others have not used it because of limited information about rapid technological development. To improve speaking skills, school and university students can use ChatGPT during the learning process, while teachers can use it to provide broader learning materials. The government is therefore expected to provide facilities to educational institutions that have not yet had the opportunity to use ChatGPT so that the application can be employed as effectively as possible in speaking instruction. Further research is required to measure the effectiveness of ChatGPT in improving speaking skills among different age groups and social backgrounds.

CONCLUSION

Based on the findings and discussion presented by the researchers, it can be concluded that ChatGPT is an advanced artificial intelligence system with substantial potential for application in various fields, particularly in education. In recent years, ChatGPT has been increasingly utilized in chatbot-based applications and has demonstrated its usefulness as an innovative learning medium for improving Arabic speaking skills. Through interactive conversations, structured exercises, and immediate feedback, ChatGPT can assist learners in developing pronunciation, vocabulary, sentence construction, fluency, and confidence in speaking Arabic. Its ability to provide continuous and personalized responses also enables students to practise speaking independently beyond the limitations of classroom time.

ChatGPT can also serve as a valuable reference for educators in designing Arabic language learning media that promote appropriate language habits and provide sufficient educational insight. Furthermore, it can be developed into engaging teaching material that creates a more enjoyable, interactive, and motivating teaching and learning process. Based on observations and questionnaire responses obtained from 30 participants, ChatGPT-based learning media were perceived as a relevant technological advancement for both school and

university students, with the highest feasibility percentage reaching 65%. These findings indicate that the use of ChatGPT as an Arabic learning medium can contribute to the improvement of students' speaking skills during learning activities while simultaneously increasing their motivation and interest in learning Arabic.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used BlackBox AI to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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