

**HIGH SCHOOL STUDENTS' PERCEPTIONS AND MOTIVATION
TOWARD USING AI TO ENHANCE ENGLISH SPEAKING SKILLS**

A RESEARCH PAPER

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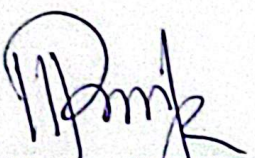
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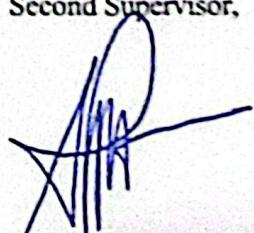
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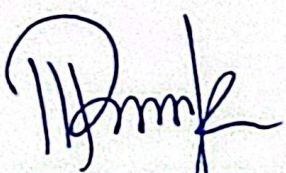

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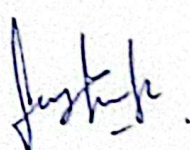

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STATEMENT OF ORIGINALITY

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This thesis is my own original work, ideas, analysis and research results. This work has not been submitted or published or used in part or in full to satisfy the requirements for any academic degree or qualification at any institution. Throughout the writing of this study, all sources of information, data, theories, and references have been properly acknowledged and cited under academic and ethical standards. This thesis contains no plagiarized material and is free of all academic misconduct.

This study examines the perceptions and motivation of high school students toward the use of Artificial Intelligence (AI) to improve English speaking skills and their views on the role of AI to facilitate speaking development. The studies include intrinsic and extrinsic motivation in using AI for speaking practice, and student perception of the contribution of AI to different components of speaking skills such as pronunciation, grammar, vocabulary, fluency, and comprehension. The findings, interpretations and conclusions of this study are based on data collected systematically by way of a descriptive quantitative research design and are supported by relevant theoretical and empirical literature. The analyses and discussions in this thesis are the result of my own academic work under the guidance of my supervisors. This statement is made sincerely, and any future inconsistencies with this statement will result in academic consequences in accordance with current regulations.

Bandung, June 2026

Researcher,

Lilis Patimah Muttaqin

PREFACE

All praise and thanks are due to Allah SWT for His infinite mercy, blessings, and guidance, which have given the author the strength and opportunity to complete this thesis entitled “*High School Students’ Perceptions and Motivation Toward Using Artificial Intelligence (AI) to Enhance English Speaking Skills.*” This thesis is submitted to fulfill one of the requirements to obtain a Bachelor Degree in English Education in the Faculty of Teacher Training and Education.

The present study was conducted to explore high school students’ perceptions and motivation regarding the use of Artificial Intelligence (AI) as a tool to enhance English speaking skills. Furthermore, it investigates students’ views on the contribution of AI technologies to various aspects of speaking ability, including pronunciation, grammar, vocabulary, fluency, and comprehension. Given the increasing integration of AI into educational settings, this research is expected to contribute to a deeper understanding of how AI can support English language learning, particularly in the development of speaking skills.

The author recognizes that this thesis still has certain limitations and is not entirely free from deficiencies. Factors such as limited time, resources, and the scope of the research may have influenced several aspects of the study. Despite these limitations, it is hoped that the findings of this research regarding high school students’ perceptions and motivation toward the use of Artificial Intelligence (AI) to enhance English speaking skills will make an important contribution to English language education. Furthermore, this study is expected to assist as a valuable reference for educators, students, and future researchers in exploring the integration of AI technologies in language learning, encouraging independent speaking practice, and supporting the improvement of students’ English speaking abilities.

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Researcher,

Lilis Patimah Muttaqin

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ABSTRACT

The increasing use of Artificial Intelligence (AI) in education has created new opportunities to support English language learning, particularly in improving students' speaking skills. Despite its growing implementation, studies examining high school students' perceptions and motivation toward AI-assisted English speaking learning, particularly in the Indonesian EFL context, remain limited. Therefore, this study explored students' perceptions and motivation toward the use of AI to enhance English speaking skills and examined how students perceived the role of AI in supporting their speaking development.

This research employed a quantitative descriptive design involving 32 eleventh-grade students at MAS Manbaul Huda. Data were collected through a structured questionnaire developed based on the Technology Acceptance Model (TAM), Self-Determination Theory (SDT), and Harris's framework of speaking skills. The collected data were analyzed using descriptive statistics, including mean scores and standard deviations, with the assistance of IBM SPSS Statistics Version 27.

The results showed that students had positive perceptions of using AI in English speaking learning, with an overall mean score of 3.91, which was categorized as High. Students also demonstrated a high level of motivation to use AI, with an overall mean score of 3.80. In addition, AI was perceived as beneficial for supporting several components of English speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension, with an overall mean score of 3.78, also classified as High. These findings indicate that AI can encourage independent learning, provide more flexible opportunities for speaking practice, and increase students' engagement in English language learning.

The findings are expected to contribute to the growing body of research on AI-assisted language learning and provide useful insights for English teachers in integrating AI into classroom practice to support students' speaking development.

Keywords: *Artificial Intelligence (AI), English speaking skills, English as a Foreign Language (EFL), students' perceptions, learning motivation*

MOTTO

“To Live Lightly.” – We Are All Trying Here (2026)

PRESENTATION

This presentation page represents a major milestone in my academic journey. Through this thesis, I present the result of my learning process, hard work, and dedication throughout my studies. This work is dedicated to my family, friends, lecturers, and everyone who has supported and encouraged me along the way. The completion of this thesis is not only an academic achievement but also a valuable learning experience. All through this journey, I have learned the importance of patience, persistence, and continuous improvement. Every challenging during the research process has contributed to my personal and academic growth. I hope that this study will serve useful insights for readers and assist to the development of English language learning, specifically in the use of Artificial Intelligence (AI) to support English speaking skills.

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