

## Towards AI-Integrated English Learning Activities: A TAM Analysis of Vocational Students' Behavioral Intention

<sup>1</sup>Velayeti Nurfitriana Ansas, <sup>2</sup>Handi Pradana, <sup>2</sup>Fazhar Restu Fauzi, <sup>2</sup>Betuah Anugerah, <sup>3</sup>Wakhid Herry Nurcahyo, <sup>3</sup>Muchdirin, <sup>4</sup>Roro Ayu Fasha Dewatri

<sup>1</sup>Universitas Pendidikan Indonesia, Bandung, Indonesia

<sup>2</sup>SEAMEO SEAMOLEC, Tangerang, Indonesia

SMK Negeri 1 Banyumas, Jawa Tengah, Indonesia

<sup>3</sup>Universitas Negeri Surabaya, Surabaya, Indonesia

[\\*velaansas@upi.edu](mailto:*velaansas@upi.edu)

### Abstract

This research examines the influence of students' experiences using the artificial intelligence-based application Talk to GPT in learning to speak English and their motivation to use this technology. A total of 28 vocational school students participated in the study, utilizing questionnaires to measure their perceptions of the application's benefits, ease of use, and its impact on their motivation. The findings reveal that students experienced more efficient and engaging learning activities, supported by Talk to GPT's interactive features that provided personalized responses and immediate feedback, enhancing their fluency, vocabulary, pronunciation, and confidence in speaking English. The application's intuitive interface and ease of adaptability further facilitated a seamless learning experience, reducing technological barriers and increasing students' productivity. Moreover, the study demonstrated that students had a strong Behavioral Intention (BI) to continue using Talk to GPT and other AI-based tools for various educational purposes, signifying a positive shift in their acceptance and enthusiasm for integrating AI technologies into learning. These findings highlight the transformative potential of AI-powered applications in creating engaging, student-centered learning environments, fostering motivation, and encouraging the exploration of innovative educational tools, ultimately contributing to developing a more technologically integrated and dynamic curriculum.

**Keywords:** AI Technology, Behavioral Intention, Learning Activities, TAM Analysis, Vocational students,

### Background

In this digital era, Artificial Intelligence (AI) has played an essential role in revolutionizing the world of education (L. Chen et al., 2021; Jin, C. et al., 2020; Chui, M., & McCarthy, B., 2017; Huang et al., 2021; Lu, Y., 2019; 2022; Pedro et al., 2019; Ramdania, R.D. Integrating AI in learning activities can provide a more personalized, adaptive and efficient learning experience. One of the main contributions of AI is through intelligent tutoring systems, which can provide learning tailored to individual student needs, thereby allowing educators to focus on more strategic aspects of teaching (Sadiku et al., 2022). In addition, AI can deliver adaptive content that responds to students' abilities and learning styles, thereby providing a more personalized learning experience (Alam, M., & Khan, I. R., 2022). AI technology also supports efficiency in assessments, such as in text-based assignments. AI can provide real-time feedback and help students improve their understanding of the studied material (Mohaghegh, 2020).

The presence of AI in the world of education also encourages the creation of inclusive education. One way is through tools for students with special needs, such as speech recognition software for students with motor disorders or automatic translation tools to overcome language barriers (Aberšek, B., Flogie, A., & Pesek, I. 2023).

Furthermore, AI can help educators analyze students' needs in-depth, such as patterns of learning difficulties, learning styles, etc., to help educators design more effective learning strategies (Jebadurai et al., 2023). These advantages make AI an essential tool for improving the quality of education at various levels, from primary to higher education (Ayeni et al., 2024).

Even though AI can provide various advantages in learning activities, several things still need to be considered when integrating AI into learning activities. One of the concerns regarding student data privacy, algorithmic bias, and digital access gaps are the main issues that must be resolved so that AI implementation can run effectively (Zaman et al., 2024). In addition, integrating AI in education requires a balanced approach, where this technology is used as an aid to educators, not as a substitute for teachers (Kaur et al., 2024). Through the right approach, AI can be the right medium to create more adaptive, inclusive, and sustainable education. With the presence of AI, it is hoped that it can answer students' needs in the ever-growing digital era (Mohaghegh, 2020). The integration of AI in learning activities has been carried out in various fields of science (Olatunde-Aiyedun, T. G., 2024; Prananta, A. W. et al., 2023; Ouyang, F. et al., 2023; Mageira, K. et al., 2022; Yuly, A. R., Pradana, H., & Nurcahyo, W. H., 2023). In the language field, AI offers various applications that can overcome conventional challenges in language learning and create more diverse individual learning experiences (Son et al., 2023). AI-based media, such as natural language processing (NLP), Text-to-speech, and other intelligent teaching systems, enable honest feedback that encourages more efficient and interactive language acquisition (De la Vall, R. R. F., & Araya, F. G., 2023). Apart from that, this technology is also able to streamline students' study time by providing content that can be adapted to students' learning styles, as well as enriching students' exposure to various linguistic and cultural contexts (Yuly, A. R., Pradana, H., & Nurcahyo, W. H., 2023). Even though it has multiple advantages, integrating AI into language learning is challenging. AI systems often face difficulties in replicating human interactions in-depth and sometimes misunderstand critical contexts in language education (De la Vall, R. R. F., & Araya, F. G., 2023; Yuly, A. R., Pradana, H., & Nurcahyo, W. H., 2023). This phenomenon shows the need to balance AI applications and human involvement to create practical learning activities with AI.

Further research and effective integration strategies are needed. By designing systems that support the teacher's role, not replace it, educators can harness the power of AI to increase accessibility and student engagement without ignoring its limitations (Son et al., 2023). Continued exploration of these tools, centered on user needs, can redefine the future of language learning, aligning with the goals of inclusive and transformative education. This research explores how students experience AI-based learning activities, especially in language learning. It is hoped that students' experiences integrating AI into learning activities can influence their desire to integrate AI into other learning activities. So, AI can be utilized optimally by educators and students to improve their abilities, especially language skills.

Previous research has developed an artificial intelligence (AI) based application called TalktoGPT (Yuly, A. R., Pradana, H., & Nurcahyo, W. H., 2023). The app is designed to primarily focus on voice-based interactions, enabling communication between students and AI via voice sensors. In this research, TalktoGPT will be integrated into English language learning, especially in developing students' speaking skills. The main aim of this research is to explore students' experiences using this application and understand the extent to which this application can support learning based on AI technology.

Recent studies on AI technology in language learning show great potential in improving students' speaking skills. AI-based applications, such as chatbots and interactive learning systems, have provided promising results in enhancing the ability to speak various languages, including English and Mandarin (Soon, G. Y., 2024; Fathi, J. et al., 2024; Du, J., & Daniel, B. K., 2024). The use of AI not only provides a personalized learning experience but offers automatic feedback and interactive speaking practice, thereby helping students improve their fluency, coherence, grammar, vocabulary, and pronunciation (Zou B. et al., 2023; Fathi J. et al., 2024). One of the ways this feedback can be provided is through the TalktoGPT application.

Apart from improving the technical aspects of speaking, AI-based interactions are also known to increase students' desire to communicate and build positive attitudes towards technology-based language learning (Fathi, J. et al., 2024). The positive response from students and educators to the application of AI in the classroom shows that AI can be a valuable complement to traditional teaching methods (Du, J., & Daniel, B. K., 2024). AI enables more adaptive teaching to individual student needs, maximizes learning outcomes, and provides a more inclusive learning experience.

Given TalktoGPT's potential, further development is needed to overcome challenges such as understanding the learning context and providing more natural interactions. In this case, the effective integration of AI technology in the language classroom can be a sustainable innovation, fostering a more engaging and meaningful learning experience. Therefore, this research aims to find out how AI-TalktoGPT technology is used in language learning activities, How easy students feel in learning activities based on AI-TalktoGPT technology, and how their experiences influence students' motivation in using AI-TalktoGPT in learning activities.

## Research Method

This research uses a quantitative approach with a descriptive and correlational design that refers to the Technology Acceptance Model (TAM) framework (Davis, 1989). This model measures three main variables: Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI). This research aims to evaluate students' experiences using AI technology as a learning medium and its influence on their motivation to use AI in learning English. The research participants were 28 Vocational High School (SMK) students who were selected using a purposive sampling technique based on the criteria of previous experience in using digital devices for learning.

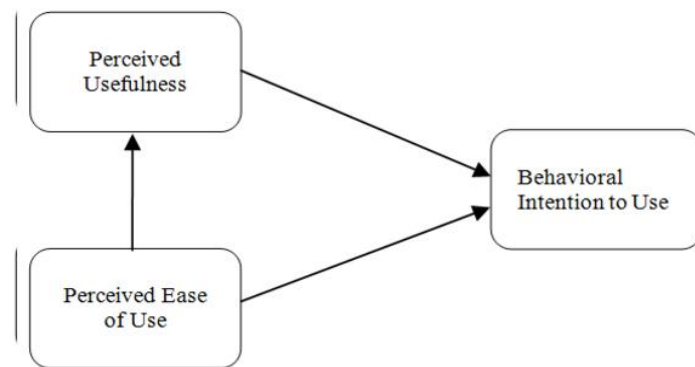


Image 1. TAM Framework

The research instruments used included the TAM questionnaire and semi-structured interview guide. The TAM questionnaire was designed to measure students' perceptions of benefits (PU), ease of use (PEU), and students' intention to continue using AI in learning (BI). This instrument uses a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) comprising 15 statements. Additionally, semi-structured interviews were used to explore students' experiences of using AI, technical challenges encountered, and the impact on their motivation. Data from the questionnaire was analyzed using descriptive statistics and multiple linear regression, while interview data was analyzed qualitatively using thematic methods to complement the quantitative results.

Table 1 Indicator of TAM

| Indicator             | Sub-Indicator            |
|-----------------------|--------------------------|
| Perceive Usefullnes   | Work more quickly        |
|                       | Increase productivity    |
|                       | Effectiveness            |
|                       | Make job easier          |
| Perceived Ease of Use | Easy to learn            |
|                       | Easy to control          |
|                       | clear and understandable |
|                       | Fleksibilitas            |
|                       | Easy to become skillful  |
| Behavioral Intention  | Easy to use              |
|                       | Motivation of Usage      |
|                       | Motivating other users   |

The research process was carried out in three main stages. In the first stage, AI is integrated into the classroom's Project-Based Learning-based English language learning activities. AI is an interactive partner for conversational simulations, such as job interview simulations, where students interact directly with AI as an interviewer. The second stage involves collecting data through filling out the TAM questionnaire after the lesson is completed. Finally, at the data analysis stage, the questionnaire results were analyzed to test the hypothesis of the relationship between PU (Perceive usefulness), PEU (Perceive Ease of Use), and BI (Behavioral Intention). This research hypothesis is formulated as follows:

- H<sub>0a</sub>: There is no significant effect of Perceived Usefulness on behavioral intention in using AI in learning
- H<sub>1a</sub>: There is a significant influence of Perceived Usefulness on behavioral intention in using AI in learning
- H<sub>0b</sub>: There is no significant effect of Perceived Ease of Use on behavioral intention in using AI in learning
- H<sub>1b</sub>: There is a significant influence of Perceived Ease of Use on behavioral intention in using AI in learning
- H<sub>0c</sub>: There is no significant influence of Perceived Usefulness & Perceived Ease of Use on behavioral intention in using AI in learning
- H<sub>1c</sub>: There is significant influence of Perceived Usefulness & Perceived Ease of Use on behavioral intention in using AI in learning

It is hoped that this research will provide insight into how the experience of using AI influences student motivation and contribute to the development of AI-based learning technology in the future.

## Result and Discussion

### Perceived Usefulness of AI Integration in Language Learning

After implementing TalktoGPT in English learning activities that focus on speaking skills, students are asked to fill out three questionnaires designed to measure three main aspects: perceived usefulness, perceived ease of use, and behavioral intention. Data collection through this questionnaire aims to evaluate students' experiences using these applications and to understand how these applications influence their motivation and perceptions of using AI technology in learning. The results of this questionnaire are then processed and presented in graphic form to provide a clear picture of the effectiveness of the TalktoGPT application from the student's perspective. These graphs show the average value of each indicator and provide insight into the aspects that have the most significant impact on student learning. These findings form the basis for analyzing the contribution of TalktoGPT to the development of students' speaking skills and its potential to increase their motivation to use AI technology in other areas of learning.

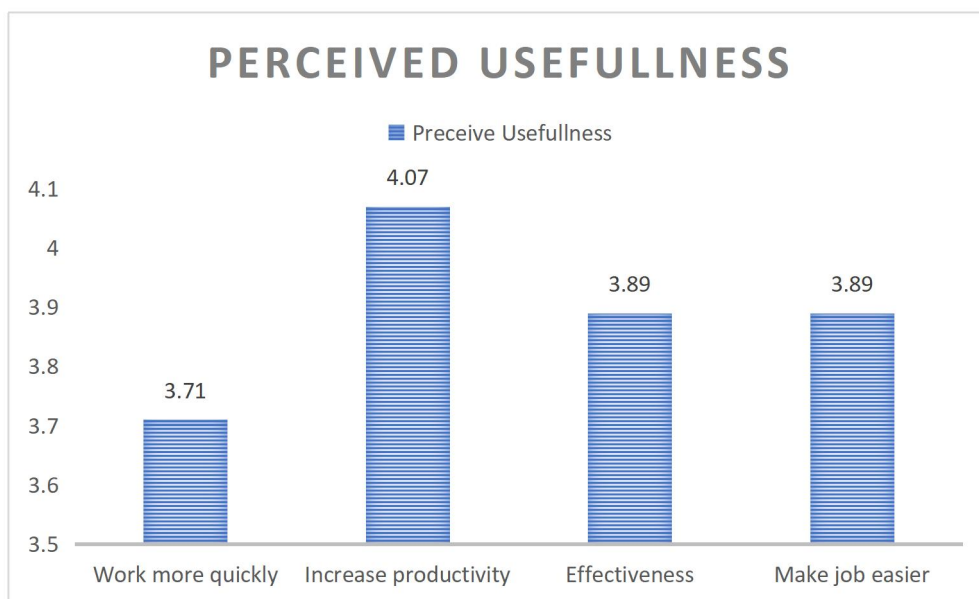


Image 2 Perceived Usefulness Calculation Results

Image 2 shows how students assess the usefulness of Talk to GPT in English-speaking activities based on four primary indicators: "Work more quickly," "Increase productivity," "Effectiveness," and "Make the job easier." Work more quickly (3.71, indicating that students feel Talk to GPT's ability to help them complete their assignments (job interview simulation) more quickly. However, the score for this indicator is the lowest compared to other indicators. These results may indicate that some students still need time to adapt to AI technologies such as Talk to GPT or that work speed is not always a top priority in learning to speak English.

Increase productivity (4.07): this indicator has the highest value with a score of 4.07. These results confirm that students feel TalktoGPT significantly increases their productivity in learning to speak English. They may find that AI-based interactions provide more opportunities to practice speaking, get feedback, and improve skills in less time than traditional methods.

Effectiveness (3.89) shows that students assess TalktoGPT as an effective medium supporting speaking learning. This results indicates that this technology can have a relevant impact on their speaking skills in terms of sentence construction, pronunciation, and language understanding.

Make the job easier (3.89), indicating that TalktoGPT helps simplify learning to speak, including easy access to native speaking practice, provision of automatic feedback, and flexibility in time and place for students to learn more realistically.

The results of this graph show that students positively perceive the usefulness of Talk to GPT in learning to speak English. A high "Increase productivity" score indicates that students feel more productive due to ample practice opportunities and consistent technology support. However, the lower "Work more quickly" score shows that work speed can still be improved by increasing responsiveness or providing more adaptive exercises according to student needs.

### Perceived Ease of Use of AI Integration in Language Learning

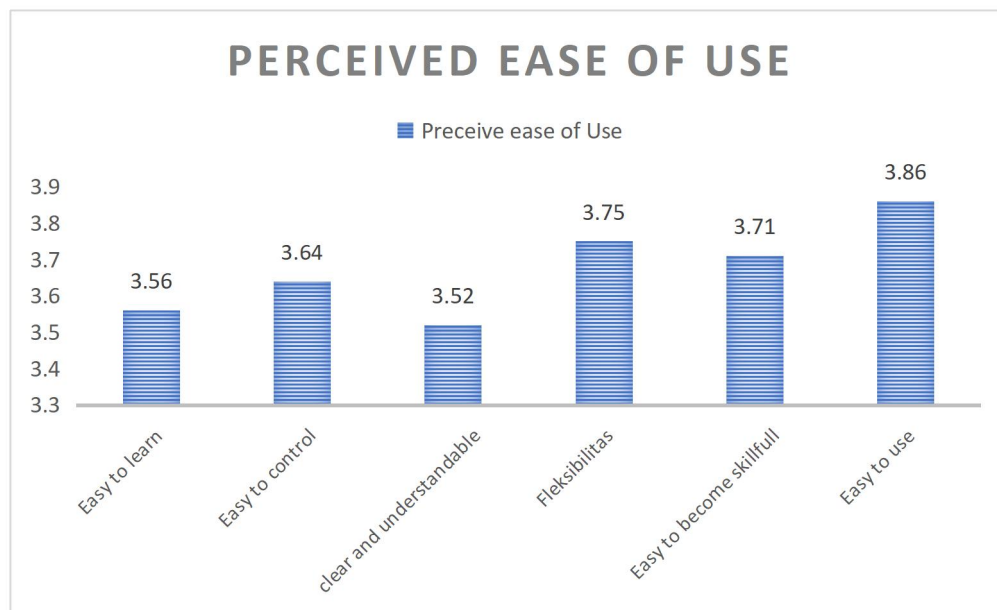


Image 3 Perceived Ease of Use Calculation Results

Figure 3 displays students' perceptions regarding the ease of using Talk to GPT in English-speaking activities based on five leading indicators: "Easy to learn," "Easy to control," "Clear and understandable," "Flexibility," and "Easy to use." Easy to learn (3.56), indicating that students consider Talk to GPT relatively easy to understand. These results reflect that this technology has a fairly intuitive user interface. However, there is room for improvement to make it more friendly to students less familiar with AI-based technology. Easy to control (3.64): With a score of 3.64, students feel they can prevent or operate this application. Good controls allow students to use the features according to their speaking learning needs.

Clear and understandable (3.52): This score is the lowest among the indicators, indicating that some students may find it challenging to understand some aspects of the application, such as instructions or feedback provided by the system. This can be a challenge, especially for students with a basic understanding of English.

Flexibility (3.75): This indicator has a reasonably high score, indicating that students appreciate the flexibility of Talk to GPT in providing time and space to practice speaking. This feature supports independent learning and allows students to fit practice time into their schedules. Easy to use (3.86): With the highest score, this indicator shows that most students find TalktoGPT easy to use. This includes ease of access, application navigation, and availability of features relevant to learning needs. Easy to become skillful (3.71): Students felt that using Talk to GPT helped them quickly become skilled in practicing English speaking skills. This shows that the application not only provides convenience but also supports the achievement of learning outcomes.

This data shows that students positively perceive the ease of using TalktoGPT when learning to speak English. The "Easy to use" indicator with the highest score indicates that this application has a user-friendly interface. In contrast, "Clear and understandable," which has the lowest score, suggests areas that need improvement, especially regarding the clarity of communication between students and technology.

### Behavioural Intention

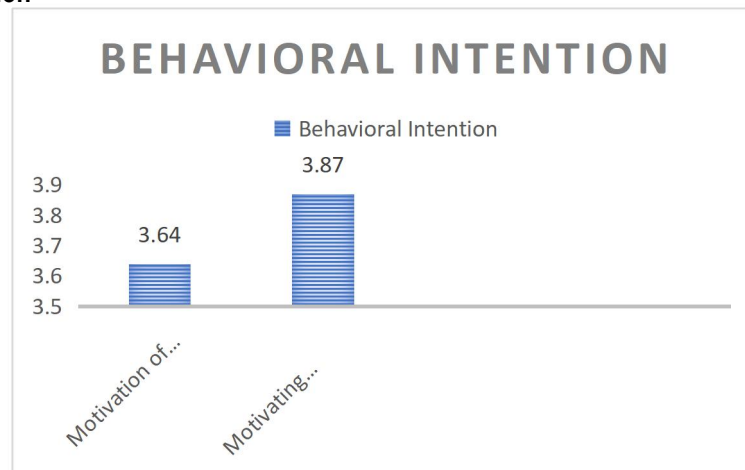


Image 4 Behavioral Intention Calculation Results

Figure 4 shows how students' experiences using Talk to GPT influence their behavioral intentions regarding utilizing this technology in learning to speak English. The leading indicators measured are "Motivation of Usage" and "Motivating Other Users". Motivation of Usage (3.64): This indicator reflects students' motivation to continue using Talk to GPT to learn to speak English. Although the score is quite good, some students may need additional encouragement to stay motivated. Factors such as feature diversity, technical challenges, or lack of variety in learning activities may influence these positive usage motivations. Interactive learning with AI provides a different learning feel than traditional methods.

Motivating Other Users (3.87), this indicator shows that students feel encouraged to recommend Talk to GPT to other users, such as classmates or the learning community. This shows student satisfaction with the benefits of this application in supporting their learning process. This score also illustrates the perception that Talk to GPT has significant added value in both learning effectiveness and motivating students to share positive experiences. Data di atas menunjukkan bahwa Talk to GPT memiliki dampak positif pada motivasi intrinsik dan ekstrinsik siswa. Motivasi intrinsik terlihat dari keinginan mereka untuk menggunakan aplikasi secara konsisten, sedangkan motivasi ekstrinsik terlihat dari niat mereka untuk mempromosikan penggunaan aplikasi kepada orang lain.

## The Influence of Perceived Ease of Use (PEU) on Behavioral Intention (BI)

Table 2 Regression Test between Perceive Usefulness ( $X_1$ ) and Behavioral Intention (Y)

| Coefficients <sup>a</sup> |                       |                             |            |                           |      |
|---------------------------|-----------------------|-----------------------------|------------|---------------------------|------|
| Model                     |                       | Unstandardized Coefficients |            | Standardized Coefficients | Sig. |
|                           |                       | B                           | Std. Error | Beta                      |      |
| 1                         | (Constant)            | 16.211                      | 8.562      |                           | .069 |
|                           | Behavioural Intention | 2.995                       | .445       | .797                      | .000 |

a. Dependent Variable: Perceived Ease of Use

In the table above, it can also be seen that the results of the Perceived Ease of Use hypothesis test on Behavioral Intention, namely, it is known that the significance value ( $p$ ) is 0.000, which is  $< 0.05$ . Significance value ( $p$ )  $< 0.05$ . The  $t_{\text{count}} > t_{\text{table}}$  value of  $5,570 > 1.703$  shows a significant influence. The positive  $t_{\text{count}}$  value indicates the direction of positive influence, meaning a positive influence exists between the Perceived Ease of Use ( $X_2$ ) variable and the Behavioral Intention (Y) variable. Hence, the higher the Perceived Ease of Use, the higher or more rational the student's Behavioral Intention is in using AI in learning activities.

## The Influence of Perceived Usefulness (PU) on Behavioral Intention (BI)

Table 3 Regression Test between Perceived Ease of Use and Behavioral Intention

| Coefficients <sup>a</sup> |                       |                             |            |                           |      |
|---------------------------|-----------------------|-----------------------------|------------|---------------------------|------|
| Model                     |                       | Unstandardized Coefficients |            | Standardized Coefficients | Sig. |
|                           |                       | B                           | Std. Error | Beta                      |      |
| 1                         | (Constant)            | 24.051                      | 13.108     |                           | .078 |
|                           | Behavioural Intention | 2.536                       | .682       | .589                      | .001 |

a. Dependent Variable: Perceive usefulness

Based on the table above, it is found that the results of the hypothesis test of Perceived Usefulness on Behavioral Intention, namely, it is known that the significance value ( $p$ ) is 0.001 which has a value of  $< 0.05$ . Significance value ( $p$ )  $< 0.05$ . The  $t_{\text{count}} > t_{\text{table}}$  value of  $3,719 > 1.703$  shows a significant influence. The positive  $t_{\text{count}}$  value indicates the direction of positive impact, meaning that there is a positive influence between the Perceived Usefulness variable ( $X_1$ ) and the Behavioral Intention (Y) variable, so that the higher the Perceived Usefulness, the higher or more rational Students' Behavioral Intention in using AI in learning activities.

## The influence of PEU and PU on BI

Next, an F test (simultaneous) is carried out to measure the level of significance of the independent variables (X) together with the dependent variable (Y). The following are the results of the F test (simultaneous) obtained through the ANOVA table using IBM SPSS Statistics 25.

Table 4 F (Simultant) Test Result

| ANOVA <sup>a</sup> |            |                |    |             |        |                   |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model              |            | Sum of Squares | df | Mean Square | F      | Sig.              |
| 1                  | Regression | 143.846        | 2  | 71.923      | 30.415 | .000 <sup>b</sup> |
|                    | Residual   | 59.119         | 25 | 2.365       |        |                   |
|                    | Total      | 202.964        | 27 |             |        |                   |

a. Dependent Variable: Behavioral Intention

b. Predictors: (Constant), Perceived Ease of Use, Perceived Usefulness

Based on the table above, it is found that the  $F_{\text{count}}$  value is 30.415, and the  $F_{\text{table}}$  value = 3.38. Therefore,  $F_{\text{count}} > F_{\text{table}}$ , then at an error rate of 5% ( $\alpha = 0.05$ ), is decided to reject  $H_{0c}$  and accept  $H_{1c}$ . Based on this information, it was concluded that the Perceived Usefulness & Perceived Ease of Use variables positively influenced students' Behavioral Intention in using AI in learning activities.

Next, the Determination Coefficient Test ( $R^2$ ) is carried out to see the close relationship between the variables' perceived usefulness ( $X_1$ ), perceived ease of use ( $X_2$ ), and behavioral intention ( $Y$ ) by looking at the percent of influence that variable  $X$  has simultaneously or together on the variable.  $Y$ . The  $R$  Square calculation results were obtained at 0.685. So, it can be interpreted that perceived usefulness and ease of use simultaneously influence behavioral intention by 68.5%, with the remaining 31.5% influenced by other variables not included in this study.

Next, a Multiple Linear Regression test was carried out to see the level of significance of the influence of  $X_1$  (Perceived Usefulness) and  $X_2$  (Perceived Ease of Use) together on  $Y$  (Behavioral Intention). The results of these calculations are depicted in the table below.

Table 5 Multiple Linear Test between  $X_1$  and  $X_2$  to  $Y$

| Coefficients <sup>a</sup> |                       |                             |            |                           |       |      |
|---------------------------|-----------------------|-----------------------------|------------|---------------------------|-------|------|
|                           |                       | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
| Model                     |                       | B                           | Std. Error | Beta                      | t     | Sig. |
| 1                         | (Constant)            | .985                        | 2.348      |                           | .420  | .678 |
|                           | Preceive Usefulness   | .070                        | .028       | .301                      | 2.517 | .019 |
|                           | Perceived Ease of Use | .177                        | .032       | .667                      | 5.570 | .000 |

a. Dependent Variable: Behavioral Intention

Based on the table above, the following regression model is obtained:

$$Y = b_0 + b_1 X_1 + b_2 X_2$$

$$Y = 0.985 + 0.70X_1 + 0.177X_2$$

It can be seen that the regression equation above can be interpreted as follows:

$b_0 = 0.985$  It is known that if the independent variables (Perceived Usefulness and Perceived Ease of Use) are constant (zero), then the  $Y$  (Behavioral Intention) value is 0.985.

$b_1=0.70$  It is known that the Perceived Usefulness variable ( $X_1$ ) is 0.70, meaning that for every increase in the Perceived Usefulness variable by one and the other variables are constant, the Behavioral Intention variable will increase by 0.70

$b_2=0.177$  It is known that the Perceived Ease of Use ( $X_2$ ) variable is 0.177, meaning that for every increase in the Perceived Ease of Use variable by one and the other variables are constant, the Behavioral Intention variable will increase by 0.177.

## Discussion

### The Usefulness of AI in English Learning Activities

Based on the results of the analysis of the data obtained, AI technology in English learning activities focuses on students' speaking skills to act as native speakers as well as students' speaking partners. The prototype acts as an interviewer in a job interview simulation. In learning activities, students are asked to practice answering questions asked by AI to develop their speaking skills in formal contexts. Based on the results of a questionnaire regarding PU (Perceived Usefulness), AI technology can play its role as an interactive learning medium and help students develop their speaking skills. AI technology also shows its ability to become a simulation partner in student speaking activities. The experience felt by students regarding the usefulness of AI is relatively high, so students feel that the presence of AI technology in learning activities makes learning English more efficient.

The efficiency felt by students is in line with research by Chien et al. (2022), which states that the response speed of AI-based technology can reduce learning time by up to 30% compared to traditional methods. Apart from time efficiency, students also gain experience in terms of the relevance of the material. Students feel that this technology can present topics or questions relevant to their needs, for example, in job interview practice or presentations. This shows AI's ability to personalize learning based on user needs, supported by findings from Yu, S., & Lu, Y. (2021), where AI chatbots were proven to increase student engagement by providing appropriate context.

This experience of using "Talk to GPT" not only helps students speak more confidently but also expands their vocabulary. AI can provide better synonyms or grammatical forms in real time, which supports improved student performance. The study by Zou et al. (2023) shows that AI can provide adaptive learning to improve language skills effectively.

### Ease of AI Features in Integration in English Learning

Apart from the experience of convenience, this research also reveals how easy the taktoGPT feature is felt by students. Many students think "TalktoGPT" has a low learning curve, so anyone unfamiliar with technology can quickly start using it. This is consistent with the findings of Venkatesh et al. (2022), which state that intuitive interfaces increase user acceptance of new technology. One of the superior features of "Talk to GPT" is voice-based interaction, which provides a more natural learning experience than typing. AI's ability to understand various accents and intonations is also essential in increasing student comfort. Huang et al. (2023) found that students felt comfortable and motivated using AI technology that supported voice-based interactions.

The speed with which students adapted to "Talk to GPT" was significant. Students can understand how this technology works and start using it for their specific needs in a short time. This shows that this technology does not technically burden students, according to research by VanLehn, K. (2011), which states that AI-based learning systems must have minimal adaptation time to increase the effectiveness of their use.

Nevertheless, some technical obstacles encountered during the use of AI in learning activities cannot be avoided; this shows the challenges that need to be overcome in applying AI technology in education. The first obstacle, namely device compatibility issues, is a significant concern. Some students' devices failed to install AI applications, which various technical factors, such as incompatible operating system versions or limited device memory capacity, may cause. Therefore, testing application compatibility with multiple devices and providing alternative solutions or lighter applications is necessary.

The second obstacle relates to the simultaneous use of the application by many students, which causes the server to go down and the AI response to stop. This shows that the server infrastructure used to support AI applications needs to be strengthened in terms of network capacity and reliability so that it can handle many users simultaneously without interruption.

The third obstacle is the delay in AI response on some devices. This suggests that devices with lower specifications may have difficulty processing AI applications optimally. This can impact the user experience, especially for students with devices with lower specifications. In this case, it is a good idea to ensure that the AI application can run smoothly on various device specification levels or provide lightweight application options for devices with low specifications.

Even though there are several technical obstacles, student enthusiasm for using AI remains high. Students' activeness in trying various prompts shows they feel interested and motivated to interact with AI. This shows that AI can be a very effective learning tool to increase student engagement in English learning and can create a more interactive and enjoyable learning experience.

Despite some technical challenges, integrating AI into learning can enrich learning, improve students' speaking skills, and provide learning experiences more contextual and relevant to real-world needs, such as job interview simulations. With technical and infrastructure improvements, AI can be more optimally used as a learning medium in the future or even applied in other schools.

### Conclusion and Suggestion

This research shows that students' experiences using the TalktoGPT application positively impact their motivation to utilize artificial intelligence (AI) technology in learning, especially in English speaking skills. This application is not only considered helpful in improving speaking skills but is also considered easy for students to use. Factors such as ease of interaction, flexibility, and the application's ability to provide relevant feedback increase student motivation to learn independently and innovate in utilizing AI technology in various other learning contexts. The motivation to recommend this app to other users indicates the potential for broader student adoption.

Based on the results of this research, it is recommended that the TalktoGPT application be integrated more widely in English language learning, especially in speaking skills. Teachers and educational institutions need to adopt this technology as part of their teaching strategy to create an interactive learning environment and support the development of student's independent abilities. Apart from that, training for teachers and students must also be carried out to ensure this application can be optimized. Further research is also recommended to examine the long-term impact of these applications on student motivation and learning outcomes, as well as their potential use in other language skills, such as reading and writing. With these steps, it is hoped that AI technology such as TalktoGPT can continue to positively contribute to improving the quality of technology-based learning in the digital era.

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