

**STUDENTS' CHALLENGES IN ENGLISH CONVERSATIONAL
COMPETENCE THROUGH CHATBOT INTERACTION
(A QUALITATIVE STUDY)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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**STUDENTS' CHALLENGES IN ENGLISH
CONVERSATIONAL COMPETENCE THROUGH CHATBOT
INTERACTION (A QUALITATIVE STUDY)**



A THESIS

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of Education in the English Education Department
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Universitas Muhammadiyah Makassar*

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Yang Membuat Perjanjian,

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MOTTO AND DEDICATION

Be your self

Whatever Happens, Always Be Yourself



I dedicate this work to:

My parents, My siblings and my friends

For their sincerity and prayers as well as their sincere motivation in supporting and realizing my hopes so they become reality.

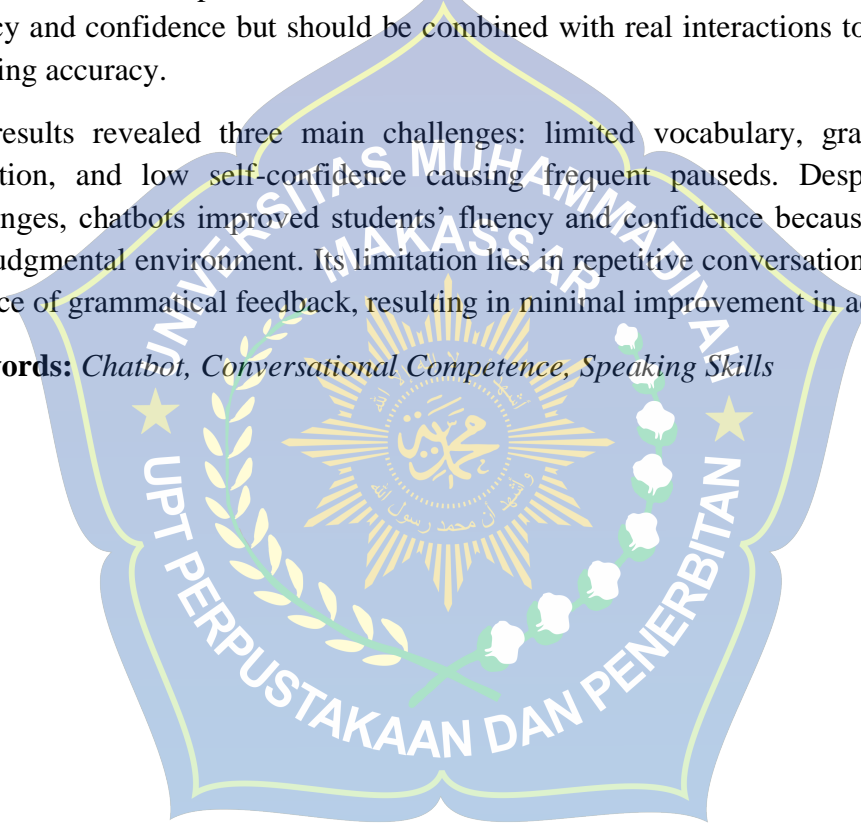
ABSTRACT

Yaumil Izza Ismi Fauziah, 2025. Students' Challenges in Developing English Conversational Competence through Chatbot Interaction. Supervised by Syamsyiarna Nappu and Andi Bulkis Magfirah Mannong.

This study aims to identify the challenges faced by students in developing English conversational competence through chatbot interaction and to assess its effectiveness as a supplementary tool. This research applied a descriptive qualitative method at Universitas Muhammadiyah Makassar involving ten students. Data were collected through interviews, observation, and students' conversation transcripts with the chatbot. Chatbots are effective for improving fluency and confidence but should be combined with real interactions to enhance speaking accuracy.

The results revealed three main challenges: limited vocabulary, grammatical hesitation, and low self-confidence causing frequent pauses. Despite these challenges, chatbots improved students' fluency and confidence because of the non-judgmental environment. Its limitation lies in repetitive conversations and the absence of grammatical feedback, resulting in minimal improvement in accuracy.

Keywords: *Chatbot, Conversational Competence, Speaking Skills*



ABSTRAK

Yaumil Izza Ismi Fauziah, 2025. Tantangan Siswa dalam Kemampuan Percakapan Bahasa Inggris melalui Interaksi Chatbot. Dibimbing oleh Syamsyiarna Nappu dan Andi Bulkis Magfirah Mannong.

Penelitian ini bertujuan untuk mengidentifikasi tantangan yang dihadapi mahasiswa dalam mengembangkan kemampuan percakapan Bahasa Inggris melalui interaksi dengan chatbot dan menilai efektivitasnya sebagai media pendukung. Penelitian ini menggunakan metode deskriptif kualitatif di Universitas Muhammadiyah Makassar dengan sepuluh mahasiswa sebagai partisipan. Data diperoleh melalui wawancara, observasi, dan transkrip percakapan mahasiswa dengan chatbot. Chatbot efektif sebagai media tambahan untuk meningkatkan kelancaran dan kepercayaan diri, namun perlu dikombinasikan dengan interaksi langsung untuk mendukung akurasi berbicara.

Hasil penelitian menunjukkan tiga tantangan utama, yaitu keterbatasan kosakata, keraguan dalam tata bahasa, dan kurangnya kepercayaan diri yang menyebabkan jeda panjang saat berbicara. Meskipun demikian, penggunaan chatbot meningkatkan kelancaran dan rasa percaya diri mahasiswa karena lingkungan percakapan bebas dari penilaian. Keterbatasan chatbot terletak pada percakapan yang repetitif dan tidak adanya koreksi tata bahasa sehingga peningkatan akurasi berbicara kurang signifikan.

Kata Kunci: *Chatbot, Kompetensi Percakapan, Kemampuan Berbicara*

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In every work, a person seeks perfection, yet perfection often feels distant. It is like a mirage the more one chases it, the more it fades away; like a rainbow that appears beautiful from afar but disappears when approached. Likewise, this writing is intended to reach perfection, but the writer is aware of her own limitations. All effort and energy have been devoted to completing this work in the hope that it may bring benefits to the field of education, particularly within the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.

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Makassar, 25 Juli 2025

The Writer,

Yaumil Izza Ismi Fauziah



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CHAPTER I

INTRODUCTION

A. Background of The Study

The use of artificial intelligence (AI) in language education has significantly changed how students learn to communicate in English, especially for those learning it as a second or foreign language. One of the most widely used AI tools today is the chatbot, which simulates human conversation and provides learners with a flexible, accessible, and non-judgmental environment for practicing speaking skills (Jeon, 2024; Chiu et al., 2024). These tools are especially helpful for learners who may not have regular access to native speakers or live conversation practice. As a result, chatbots are seen as a promising and scalable solution to support language learning, particularly in remote or under-resourced settings (Hwang & Chang, 2023).

However, while chatbots offer many advantages, there are still important limitations to their use in developing authentic conversational competence. Research shows that chatbot interactions can often feel unnatural, repetitive, or overly structured because current AI still lacks deep understanding of meaning, culture, and emotional context (Kasirzadeh & Gabriel, 2023; Jeon & Lee, 2024). This can lead to practice that focuses on simple or predictable exchanges, rather than helping learners handle the more complex, flexible, and spontaneous conversations that happen in real life. As a result, students may gain confidence in

using basic English, but still struggle with the natural flow, tone, and pragmatic used of language in real-world situations (Crowder, 2024; Huang et al., 2024).

Because of these concerns, researchers have started to look more closely at how learners actually experience chatbot-based language learning. While studies show that chatbots can reduce language anxiety and improve basic speaking performance (Ebadi & Amini, 2024; Jeon, 2024), others highlight the risk of overreliance on AI tools that do not fully support deeper, more meaningful language used (Wiboolyasarini et al., 2024). To move forward, there is a need for more in-depth research on how students interact with chatbots, what challenges they face, and how these technologies can be improved. This research aims to explore those learner experiences and suggest ways to better integrate AI chatbots into language learning in a way that truly supports the development of real conversational skills.

Conversational competence in a second language involves much more than simply using correct grammar. It includes the ability to understand and use language appropriately within different social and cultural contexts; this is known as sociolinguistic and pragmatic competence. It also involves managing conversations, interpreting indirect meanings, responding to subtle cues, and adapting speech to various situations. This level of language used is dynamic and often unpredictable, making it difficult to simulate through artificial means. Although Natural Language Processing (NLP) technologies used in chatbot systems have become increasingly advanced, they still struggle to capture the depth of human communication. Chatbots typically lack the cultural background knowledge, emotional awareness, and real-world contextual understanding that

are essential for meaningful and authentic conversations (Kasirzadeh & Gabriel, 2023; Jeon & Lee, 2024). As a result, while these tools can help learners practice grammar and vocabulary within structured exchanges, they often fall short when it comes to helping users develop the spontaneous and adaptive speaking skills needed in real-life interactions (Hwang & Chang, 2023).

Most current chatbot systems rely on either pre-programmed dialogue patterns or generative models trained on massive language datasets. While this allows them to produce grammatically correct responses, it also creates conversations that can feel repetitive, artificial, and lacking in depth. These models often struggle to recognize or express nuance, humor, irony, politeness, or emotion elements that are critical to natural communication.

This limits the learner's ability to fully engage in negotiation of meaning a core aspect of language learning where speakers clarify, reformulate, or repair their speech during interaction (Crowder, 2024). Learners may find that although they are able to respond correctly to basic prompts, they are not being adequately prepared to handle more complex conversational situations. Important language skills such as interpreting indirect speech, adjusting tone based on context, or responding appropriately to cultural cues are difficult to acquire through chatbot interaction alone (Jeon & Lee, 2024; Wiboolyasarini et al., 2024).

Furthermore, excessive reliance on chatbots for speaking practice may unintentionally condition learners to expect structured and predictable interactions, which contrasts sharply with the unpredictable nature of real-world conversations. This could lead to an overemphasis on rehearsed language patterns and reduce the learner's ability to think critically and respond creatively in

spontaneous communication. Research has shown that learners who engage primarily with chatbot-based practice tend to develop surface-level fluency, where they are comfortable with common phrases but struggle with flexibility, nuance, and improvisation (Huang et al., 2024). To address this, it is important for educators and developers to carefully evaluate how chatbot systems are designed and implemented in language learning environments. Enhancing chatbot design with more responsive, context-aware features and incorporating human feedback may help bridge the gap between artificial and real conversational competence. Ultimately, understanding these limitations and addressing them through thoughtful integration is key to ensuring that chatbots truly support, rather than hinder, the development of genuine conversational fluency.

Despite the challenges associated with chatbot used in language learning, it is important to recognize that these tools also offer several meaningful benefits. Chatbots, particularly those powered by advanced AI algorithms, have been shown to reduce affective barriers such as language anxiety and fear of making mistakes (Crowder, 2024; Ebadi & Amini, 2024). For many learners especially beginners the pressure of speaking with a teacher or native speaker can be intimidating. In contrast, chatbots provide a low-stress environment where students can experiment with language without fear of judgment. This encourages risk-taking, which is a critical part of language development. Furthermore, because chatbots are available at any time, learners can practice at their own pace and convenience, which increases exposure and reinforces learning through regular use.

Another advantage of chatbot interaction is the provision of immediate feedback. Many AI-powered language bots are programmed to offer corrections, suggestions, or model answers in real time, which can help learners recognize and fix their errors quickly (Jeon, 2024). This kind of instant response is especially beneficial in the early stages of language acquisition, when learners are building foundational skills in vocabulary, grammar, and sentence structure. In addition, chatbots often use controlled language that aligns with learners' proficiency levels, reducing the cognitive load and helping users focus on specific learning targets. These structured environments can serve as scaffolding to gradually prepare students for more complex and spontaneous language use.

Moreover, recent advances in conversational AI technology have begun to address some of the limitations seen in earlier chatbot models. Innovations such as emotionally intelligent chatbots which can recognize and respond to the emotional tone of the user and context-aware systems that adjust language used based on the situation, show promise in creating more engaging and realistic interactions (Chiu et al., 2024). These developments aim to make chatbots more human-like in their communication patterns, thereby improving the user experience and potentially enhancing learning outcomes. By simulating emotional cues and adjusting conversational flow, newer chatbot models may better support the development of pragmatic and sociolinguistic skills.

However, the dual nature of chatbot use in language education, its strengths and limitations, highlights the need for deeper investigation into its real-world impact. While quantitative studies have established the effectiveness of chatbots in improving vocabulary acquisition and speaking accuracy, qualitative research

on learner experience remains limited (Hwang & Chang, 2023; Wiboolyasarini et al., 2024). Understanding how students actually perceive and engage with chatbots whether they find the interaction natural, whether it motivates them, or whether it feels artificial is essential for improving the design and pedagogical use of such tools. User satisfaction, emotional connection, and long-term engagement are all crucial factors that influence learning outcomes but are often overlooked in large-scale quantitative evaluations.

In addition, comparative research between chatbot-based and human-facilitated learning environments has shown that while chatbots offer efficiency, accessibility, and consistency, they still fall short in terms of adaptability and emotional intelligence (Jeon & Lee, 2024). Teachers can adjust their feedback, language level, and interaction style based on the learner's emotional state, cultural background, or communicative goals capabilities that most chatbots still lack. Therefore, it is unlikely that chatbots will fully replace human instruction in the near future. Instead, their role may be best envisioned as a complementary tool within a blended learning model, where learners benefit from both automated practice and meaningful human interaction. Future research should explore how to best integrate chatbot technologies into curriculum design in a way that maximizes their strengths while compensating for their weaknesses.

This study aims to better understand how English learners used chatbots to improve their speaking skills. While many past studies have looked at how well chatbots work or how they improve grammar and vocabulary, not much is known about how learners actually feel when using them. To explore this, the study was used interviews, conversation analysis, and learner feedback to learn about the

real experiences of students. It was look at what problems they face when talking with chatbots, how they react to chatbot responses, and what they think helps or does not help their learning. By focusing on learners' personal stories and opinions, the study hopes to find out what works well and what needs to be improved in chatbot-based learning.

The main goal of this research is to help make better chatbot tools for language learning. Chatbots should not only sound like people but also help learners speak English in a natural, real-world way. To do this, future chatbots need to understand more than just grammar they should also respond in ways that match the situation, show emotion, and support flexible, two way conversations. This study was give ideas on how chatbot technology can be improved and better usedd in schools or language programs. In the end, it hopes to support the development of chatbot systems that truly help learners become more confident and fluent English speakers.

B. Research Questions

Based on the background presented, the following research questions are proposed:

1. What specific challenges do English language learners face when practicing conversation through chatbots?
2. How effective is the chatbot in helping learners improve their ability to engage in English conversation?

C. Research Objectives

Based on the research question above, the researcher intended to find out the objective:

1. To identify the specific challenges faced by English language learners when using chatbots to practice conversational skills.
2. The effectiveness of chatbots in helping learners improve their ability to engage in English conversations.

D. Significance of the Research

This research are expected to provide significant contribution both theoretically and pratically.

1. Theoretical Significance

This study was help us better understand how chatbots, which used artificial intelligence, affect the way people learn to speak English. By looking closely at how learners used chatbots, we can learn more about how these tools help with not just grammar, but also using English naturally in real conversations. The research was also add new information about how people feel and think when practicing with chatbots, which is something that has not been studied much before. This knowledge can help other researchers and teachers understand how technology can support language learning better.

2. Practical Significance

This research was also give useful advice to teachers, schools, and people who create chatbot programs. It was show what problems learners have when practicing speaking with chatbots, like finding it hard to handle real conversations or understand the meaning behind what people say. Knowing these problems can help teachers create better lessons and help developers make chatbots that work better for learners. For example, chatbots could be improved to understand emotions, respond in different situations, and make conversations feel more natural. In the end, this study was help make chatbot tools more helpful for learners to speak English confidently in everyday life.

E. Scope of the Research

This study focuseds on exploring how undergraduate English language learners engage with chatbot technology to enhance their conversational competence. It specifically investigates students' experiences, perceived challenges, and attitudes when interacting with chatbots as a tool for practicing spoken English. The research aims to examine the extent to which chatbot-mediated interaction supports natural, spontaneous, and contextually appropriate English conversation, as well as to identify the technological and pedagogical limitations of current chatbot systems in second language acquisition.

The scope of this research is limited to undergraduate students enrolled in higher education institutions who independently incorporate chatbots into their English-speaking practice outside the boundaries of formal instruction. Data was

be collected through semi-structured interviews and qualitative analysis of learners' interaction histories with chatbot platforms. The study does not include other forms of artificial intelligence technologies, nor does it address language skills beyond speaking, such as reading, writing, or listening.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There Several recent studies have investigated the integration of AI-powered chatbots in English as a Foreign Language (EFL) learning, particularly in the context of enhancing speaking competence among university-level learners. These studies have revealed both promising potentials and practical limitations associated with chatbot-based interactions, especially regarding learner engagement, fluency development, and contextual adaptability. Chatbots are generally praised for their availability and low-pressure environment, though critiques often center on their inability to replicate the complexity of authentic human conversation.

Xiao and Zhi (2023), in a qualitative study conducted at a top-tier Chinese university, explored the used of ChatGPT among five undergraduate EFL learners. The study revealed that students found the chatbot helpful in building fluency, reducing anxiety, and supporting autonomous learning. ChatGPT's instant responses and non-judgmental nature made students feel more confident during speaking practice. However, some participants noted that interactions sometimes became mechanical or lacked meaningful conversational flow. Moreover, concerns were raised regarding critical thinking erosion and overreliance on AI-generated language. The study employed semi-structured interviews and analysis of usedr-chatbot transcripts as its main data collection techniques.

In a large-scale review, Wu and Li (2024) conducted a meta-analysis of 21 peer-reviewed empirical studies published between 2008 and 2023 to investigate the effects of chatbots on language acquisition. Focusing specifically on speaking proficiency, the analysis demonstrated moderate to high effect sizes (Cohen's $g = 0.65\text{--}0.81$), particularly in fluency and pronunciation. The findings indicated that chatbot design—such as interface, tone, and interactivity—and session duration significantly moderated the learning outcomes. Most participants in the aggregated studies were undergraduate students, and the meta-analysis utilized statistical effect size comparisons drawn from experimental and quasi-experimental designs.

Xu et al. (2024) conducted a systematic literature review of 42 studies using the PRISMA framework to evaluate the use of chatbots in both K–12 and tertiary EFL settings. The review highlighted that while chatbot interactions encouraged consistent speaking practice, most systems still lacked the ability to personalize responses based on learner proficiency or sociocultural context. University-level learners often found the pre-scripted or generic replies disruptive to the flow of authentic conversation. The studies reviewed employed diverse data collection techniques, including classroom observations, learner diaries, and usability surveys, illustrating a clear trend toward mixed-method approaches.

Another relevant investigation was published in ReCALL by Kim and Park (2023), which focused specifically on voice-enabled chatbots used to develop oral proficiency. This meta-synthesis reviewed over 25 studies and concluded that voice-based AI systems helped learners build speaking confidence and improve pronunciation accuracy. However, the lack of emotional sensitivity and empathy

in these systems often resulted in artificial-feeling interactions. Additionally, students noted that cultural references and idiomatic expressions were frequently misunderstood by the chatbot, which sometimes led to communication breakdowns. The research designs analyzed ranged from action research and case studies to classroom trials, primarily involving undergraduate EFL learners.

A study published in *Frontiers in Psychology* (2023) offered a cross-national perspective by synthesizing data from 668 university students across seven countries. The findings confirmed that chatbots generally contributed to improved learner motivation and reduced speaking anxiety. However, students with limited access to digital infrastructure or low digital literacy levels experienced significant barriers to consistent chatbot use. Furthermore, issues such as accent recognition and conversational turn-taking remained unresolved. The study employed quantitative surveys and follow-up interviews, making it one of the few investigations to connect socio-technical factors with second language speaking development.

Across these studies, several similarities can be observed: participants were predominantly undergraduate EFL learners; the primary research focus centered on chatbot-supported speaking development; and methodologies frequently combined qualitative, quantitative, or mixed-method approaches. Common data collection techniques included interviews, chatbot interaction logs, performance assessments, and surveys. All studies reported that chatbots could enhance learner confidence and support autonomous speaking practice. However, differences emerged in research scope—from small-scale qualitative inquiries (e.g., Xiao & Zhi, 2023) to large-scale meta-analytic reviews (e.g., Wu & Li, 2024)—as well as

in the specific variables measured (e.g., fluency, vocabulary, cultural adaptability) and technological formats employed (text-based vs. voice-enabled chatbots). Furthermore, regional disparities in digital infrastructure and sociocultural alignment influenced chatbot effectiveness in different learning contexts.

In summary, these empirical findings indicate that while AI-powered chatbots can serve as meaningful tools for English speaking practice—particularly in reducing anxiety and increasing learner autonomy—they remain limited in replicating human-like, context-sensitive, and emotionally responsive conversation. Persistent challenges such as inadequate feedback, unnatural dialogue flow, and limited recognition of accents and idiomatic expressions suggest the need for further innovation. Future research should therefore prioritize the development of adaptive, culturally responsive, and pedagogically integrated chatbot systems, evaluated through large-scale, longitudinal, and methodologically rigorous studies.

B. Pertinent Ideas

A chatbot is an artificial intelligence (AI)-powered program designed to simulate human conversation through text or voice interactions. In the context of language learning, especially for English as a Foreign Language (EFL) learners, a chatbot functions as a virtual conversational partner that enables learners to practice speaking and writing in a more flexible, accessible, and personalized way.

According to Pérez et al. (2023), chatbots in education are often integrated into mobile apps, websites, or learning platforms to provide instant responses to

learners inputs. These bots can carry out role-plays, simulate real-life situations (like ordering food or job interviews), and offer vocabulary or grammar prompts. Some advanced chatbots, powered by large language models (such as ChatGPT), can even provide contextual, coherent, and grammatically correct responses that mimic human interaction.

However, it is important to note that chatbots are not human beings. They rely on pre-programmed scripts or machine learning algorithms to generate responses. This means their ability to handle spontaneous, emotionally rich, and culturally nuanced conversations is still limited compared to real human interlocutors (Ahmad & Lee, 2022).

In the specific context of developing English conversational competence, chatbots are used as tools to help learners improve their speaking fluency, accuracy, turn-taking ability, and confidence through regular practice. They are considered valuable for providing a safe and judgment free environment, especially for shy or anxious learners who hesitate to speak in front of others.

1. Importance of Interaction in Language Learning

Interaction plays a very important role in learning how to speak a language well. When learners talk with other people, they get a chance to practice many communication skills that are needed in real conversations. These skills include knowing when to speak and when to listen, answering in a way that fits the situation, and keeping the conversation going smoothly.

Talking with others helps learners understand how conversations naturally flow. For example, in a real conversation, people take turns

speaking, ask questions, give opinions, and change topics. These actions make conversations interesting and effective. Without practicing these skills, learners may find it hard to talk comfortably in English outside the classroom.

Chatbots are designed to help learners practice speaking anytime they want without feeling embarrassed or judged. This is especially useful for learners who feel shy or nervous about speaking with real people. Chatbots give learners a safe place to try out their English and make mistakes without worrying about being corrected by others.

However, conversations with chatbots are often different from talking with humans. Chatbots sometimes respond in ways that feel unnatural or robotic. They may not understand all the details of what learners say, and their replies can be repetitive or too formal. Because of this, chatbot conversations do not always provide the same kind of lively and flexible practice that learners get from real human interaction.

This lack of natural flow in chatbot conversations can make it difficult for learners to develop their English speaking skills fully. To become good at speaking English, learners need to practice with real, unpredictable conversations where they must think quickly and respond naturally. While chatbots offer helpful practice, they cannot completely replace real human conversations.

2. Limitations of Chatbot Responses

Teaching One of the main challenges in using chatbots for developing English conversational competence is the limitation in the quality and

variety of their responses. Many chatbots are programmed using fixed scripts or rely on artificial intelligence models that do not fully understand the complexities of human language. As a result, their replies often become repetitive, overly formal, or even irrelevant to the learner's input (Rahayu & Pratama, 2023).

Repetitive responses make conversations predictable and boring, which can reduce learners' motivation to continue practicing. When learners repeatedly receive similar answers, they lose the chance to engage in dynamic dialogues that involve changing topics, expressing emotions, or negotiating meaning — all important aspects of real-life conversations (Nguyen, 2022). This limitation also restricts learners from practicing how to respond to unexpected or complex questions, which is crucial for spontaneous speaking ability.

Furthermore, chatbots may generate responses that feel too formal or artificial because they often do not adjust their language style to match the learner's proficiency or conversational context. For instance, chatbots may use vocabulary or sentence structures that are either too advanced or too basic, which can confuse learners or fail to challenge them appropriately (Park, 2020). This mismatch affects learners' confidence and engagement.

Another issue is the chatbot's limited capacity to interpret the meaning behind learners' input accurately, especially when dealing with slang, idioms, or cultural references. Because chatbots lack genuine understanding and common sense, their replies can sometimes seem irrelevant or disconnected from the flow of conversation (Nguyen, 2022).

This disrupts the natural progression of dialogue and reduces the authenticity of the learning experience.

Improving chatbot response systems to produce more varied, context-aware, and natural replies is essential. Recent advances in natural language processing (NLP) and machine learning show promise, but current chatbot technologies still face challenges in fully simulating human-like conversations (Zhang et al., 2024). Until these issues are addressed, learners may find it difficult to use chatbots as effective tools for developing conversational English skills.

3. Lack of Effective Feedback and Error Correction

One of the most significant challenges learners face when developing English conversational competence through chatbot interaction is the lack of effective feedback and error correction. In language learning, feedback plays a crucial role in helping learners recognize their mistakes and understand how to improve. Without clear, timely, and specific feedback on grammar, pronunciation, vocabulary, and overall communication, learners struggle to identify errors and consequently, their speaking skills may stagnate or develop incorrectly (Smith & Lee, 2022).

Most current chatbots are designed primarily to simulate conversation but are not equipped with advanced capabilities to detect and correct errors effectively. They often provide generic or non-specific responses instead of explicit corrections. For example, if a learner mispronounces a word or uses incorrect grammar, the chatbot may respond without addressing the

error or may simply ignore it (Chen et al., 2023). This lack of corrective feedback prevents learners from gaining awareness of their mistakes, which is essential for self-improvement and building language accuracy.

Moreover, the absence of detailed explanations for errors reduces the learning value of chatbot conversations. Research shows that learners benefit more when feedback is not only corrective but also explanatory, helping them understand why something is incorrect and how to say it correctly (Johnson & Wang, 2023). Unfortunately, many chatbots fail to provide this level of detailed feedback due to technical limitations and the complexity of natural language understanding.

Another issue is that chatbots often struggle to provide feedback on pronunciation, which is a critical part of speaking competence. Pronunciation errors can hinder communication and lead to misunderstandings. However, speech recognition technologies embedded in chatbots still have difficulties accurately detecting and analyzing non-native accents or pronunciation mistakes (Alhassan & Ahmed, 2021). Consequently, learners do not receive useful corrective feedback in this area, which limits their ability to improve their spoken English.

Furthermore, delayed or absent feedback can negatively impact learner motivation. When learners do not know whether they are speaking correctly, they may feel uncertain and lose confidence. This can lead to reduced willingness to practice speaking, which further slows down progress (Garcia & Kim, 2024). Providing timely and constructive feedback is therefore essential to keep learners engaged and motivated.

Recent advances in artificial intelligence and machine learning offer potential solutions. Some modern chatbots are beginning to incorporate error detection and corrective feedback features powered by sophisticated natural language processing (NLP) algorithms (Zhang et al., 2024). These systems aim to identify grammatical errors, suggest corrections, and even provide pronunciation guidance. However, these technologies are still in development and have yet to become widely available or fully reliable.

In conclusion, the lack of effective feedback and error correction remains a major barrier to using chatbots as tools for developing English conversational competence. Enhancing chatbots with better error detection, detailed explanations, and pronunciation support is crucial for making chatbot-based language learning more effective and meaningful.

4. Cultural and Contextual Awareness

Developing conversational competence in English is not only about mastering grammar, vocabulary, and pronunciation but also deeply understanding the cultural norms and contextual meanings embedded in everyday language used. Language and culture are closely intertwined, as communication often involves idiomatic expressions, humor, politeness strategies, gestures, and social conventions unique to a particular culture (Lee & Chen, 2023). Without this cultural and contextual awareness, learners may struggle to engage in meaningful and natural conversations, even if their linguistic skills are technically correct.

One of the challenges when using chatbots for language learning is that most chatbot systems lack a sophisticated understanding of cultural

contexts. These AI tools are typically programmed to respond based on linguistic patterns rather than cultural nuances (Martínez & Singh, 2024). For example, chatbots may fail to recognize and appropriately use idioms, slang, or culturally specific references that native speakers use regularly in conversation. This can cause chatbot interactions to feel artificial, robotic, or out of touch with real-life communication.

Additionally, chatbots often do not account for the varying social contexts in which language is used. In real conversations, people adjust their language style depending on the situation, the relationship between speakers, and cultural expectations of politeness or formality (Nguyen, 2022). Chatbots, however, usually respond in a uniform manner regardless of these contextual factors. This limitation can confuse learners or teach them inappropriate language use that may not fit certain social settings.

The lack of cultural awareness in chatbots also restricts learners' exposure to pragmatic aspects of communication, such as how to make requests politely, how to express disagreement respectfully, or how to use humor effectively (Lee & Chen, 2023). These skills are vital components of conversational competence and often require nuanced understanding beyond grammar and vocabulary.

Furthermore, cultural misunderstandings may arise if learners rely solely on chatbot interactions. Without exposure to authentic cultural contexts, learners might misinterpret or fail to recognize the intended meaning behind certain expressions or behaviors, which can hinder their real-world communication skills (Martínez & Singh, 2024).

Recent research suggests integrating cultural content and pragmatic teaching into AI language learning tools to improve this gap. Advances in natural language understanding are beginning to enable chatbots to better simulate culturally appropriate interactions, but these developments are still in early stages and require further refinement (Zhang et al., 2024).

In summary, cultural and contextual awareness is a critical component of conversational competence that current chatbot technologies struggle to fully address. For learners to become truly proficient English speakers, they need opportunities to engage with the cultural and social dimensions of language, which chatbot interactions alone may not sufficiently provide.

5. Emotional Engagement and Learner Motivation

Emotional engagement is a fundamental aspect of effective language learning, especially in developing conversational competence. Human conversations are naturally rich with emotional cues such as encouragement, empathy, humor, and enthusiasm, which play a crucial role in motivating learners to continue practicing and improving their skills (Brown & Larson, 2023). These emotional interactions create a supportive and stimulating environment, helping learners feel confident, valued, and connected.

In contrast, most chatbots respond in neutral, repetitive, or mechanical ways, lacking the emotional warmth and responsiveness found in human interactions. This limitation makes chatbot conversations feel less personal and engaging, which can lead learners to lose interest or feel disconnected during practice sessions (Kim & Park, 2022). When learners do not

experience emotional feedback like praise or empathy, they may become discouraged or less motivated to persist in their language learning journey.

Motivation is a key factor that influences how much time and effort learners invest in practicing a language. Emotional support from conversation partners often encourages learners to take risks, make mistakes, and learn from them without fear of judgment (Garcia & Thompson, 2024). Without this emotional reinforcement, learners might hesitate to speak freely or reduce the frequency of their practice, negatively impacting their progress.

Furthermore, chatbots' inability to detect and respond to learners' emotional states limits their capacity to provide personalized encouragement or adapt their responses to maintain motivation (Lee et al., 2023). For example, if a learner shows signs of frustration or confusion, a human partner might offer reassurance or adjust the conversation to be simpler and more supportive. Most current chatbots, however, cannot recognize these emotional cues, resulting in interactions that feel cold or unresponsive.

Recent developments in affective computing and emotional AI are beginning to address this gap by enabling chatbots to recognize and respond to users' emotions more effectively (Zhang et al., 2024). These technologies aim to create more empathetic and engaging conversational agents, which could enhance learner motivation and emotional connection in future language learning applications. However, such advancements are still emerging and are not yet widely implemented in current chatbot systems.

In summary, emotional engagement and learner motivation are critical to successful language learning, but current chatbot interactions often lack the emotional depth and responsiveness that human conversations provide. Improving chatbots' ability to support learners emotionally was be essential for making AI- driven language practice more effective and enjoyable.

6. Technical Issues

Technical difficulties pose a considerable challenge for learners using chatbots to develop English conversational competence. Even though chatbot technology has advanced rapidly, issues such as unstable internet connections, limited device capabilities, and inaccuracies in speech recognition software continue to hinder effective interaction.

Firstly, reliable internet access is fundamental for chatbot used, especially since many operate via cloud-based platforms. Learners in regions with poor or intermittent internet connectivity experience frequent disruptions, which negatively impact the continuity of conversations and the overall learning experience (Kumar & Singh, 2023). Such interruptions reduce learner engagement and can caused frustration, discouraging consistent practice.

Secondly, the hardware and software limitations of learners' devices influence their ability to interact smoothly with chatbots. Devices with low processing power or inferior microphones may caused audio lag, poor sound quality, or failure in speech input recognition (Oliveira & Santos, 2024). These issues can make chatbot interactions awkward and less effective,

particularly for oral language practice where clarity and timing matter greatly.

Another major concern is the challenge chatbots face in accurately recognizing and interpreting non-native accents and spontaneous speech. Research shows that speech recognition systems often perform poorly with diverse accents, dialects, or speech rates, leading to misunderstandings and inappropriate responses (Rodriguez & Lopez, 2023). For example, a learner's mispronunciation or regional accent may not be correctly processed, resulting in chatbot confusion and breakdowns in conversation flow.

Moreover, background noise and environmental factors frequently interfere with voice recognition accuracy during chatbot use, especially in non-controlled settings like homes or public places (Ahmed et al., 2022). This technical limitation further complicates communication and may frustrate learners who struggle to be understood.

In addition, many chatbots lack the capability to handle the complexity of natural spoken language, such as interruptions, false starts, or code-switching, which are typical in real conversations (Choi & Park, 2023). The inability to manage these features limits the authenticity of chatbot interactions and reduces learners' opportunities to practice realistic English conversations.

Efforts to overcome these technical barriers are ongoing. Innovations in adaptive speech recognition, edge computing, and noise-cancellation technologies are promising developments that could improve chatbot

reliability and accessibility (Fernandez & Kim, 2024). However, widespread implementation of these advancements remains limited, especially in resource-constrained settings.

7. Learner Anxiety and Confidence

Learner anxiety is a common psychological barrier that affects many individuals when practicing a foreign language, including English. Anxiety can arise from the fear of making mistakes, being misunderstood, or feeling judged by others, which often leads to reduced willingness to speak or engage in conversations (MacIntyre & Gregersen, 2023). While chatbots provide a non-judgmental environment that theoretically should lower anxiety, many learners still experience nervousness or lack confidence during chatbot interactions.

One reason for this persistent anxiety is that even though chatbots do not criticize or interrupt learners, the artificial nature of the interaction can feel unfamiliar or intimidating. Learners may worry about whether their responses are correct or whether the chatbot was understand them (Tran & Pham, 2022). This uncertainty can lead to hesitation, shorter responses, or avoidance of more complex language used, limiting opportunities for meaningful practice.

Furthermore, the absence of emotional support and encouragement, which are typically present in human interactions, can reduce learners' confidence. In face-to-face conversations, positive feedback, smiles, or nods help build learners' self-assurance, encouraging them to take risks and experiment with language (Li & Wang, 2024). Chatbots often lack these

supportive cues, making it harder for learners to feel motivated and confident.

Additionally, learners who experience high anxiety may focus excessively on avoiding mistakes rather than communicating effectively. This focus can result in slower speech, reduced fluency, and reluctance to try new expressions, which slows down their overall progress (Chen & Liu, 2023). Without overcoming this anxiety, chatbot practice may not reach its full potential in improving speaking skills.

Recent studies suggest that designing chatbots with more interactive and encouraging features, such as positive reinforcement and personalized feedback, can help reduce anxiety and boost learner confidence (Gonzalez & Martinez, 2023). Including adaptive responses that acknowledge learners' efforts and gently guide corrections may make chatbot conversations feel safer and more supportive.

C. Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design to explore the challenges faced by learners in developing English conversational competence through chatbot interaction. According to Sugiyono (2017), qualitative research is suitable for understanding phenomena in depth, especially when investigating complex human behaviors and experiences in natural settings. The research adopted a case study approach to provide a detailed and contextualized examination of learners' experiences with chatbots. This approach allowed for exploring the real-life context and provides rich data about the challenges encountered (Yin, 2017). Purposive sampling was used to select participants who had prior experience interacting with chatbots for English speaking practice. The participants of this study were undergraduate students (S1) enrolled in the English Education Study Program at Universitas Muhammadiyah Makassar. These students were considered suitable for this study because they have used chatbot tools as part of their informal or formal language learning practices. Data was collected through semi-structured interviews, observations of chatbot sessions, and document analysis of chatbot logs or learner notes.

B. Subject of the Research

The subjects of this study were English Department learners who actively engage in practicing their English conversational skills through chatbot

interaction. Participants were selected using purposive sampling, focusing specifically on learners who have direct experience using chatbot applications for spoken English practice.

A total of 15 subjects were involved, representing diverse ages, genders, and English proficiency levels. This diversity was intended to capture a wide range of perspectives on the challenges encountered while developing conversational competence via chatbot used.

Participants were recruited from formal EFL learning environments such as university language programs or language training centers where chatbot- assisted speaking practice is incorporated into the curriculum or offered as an additional learning resource.

The inclusion criteria for participants were:

1. Having at least one month of experience using chatbots specifically for practicing English speaking.
2. Wasingness to participate in interviews and observation sessions.
3. Possessing sufficient English proficiency to engage meaningfully in chatbot conversations and provide reflective feedback during data collection.

This carefully selected group ensured the collection of authentic and rich data to thoroughly explore the complexities and challenges learners face in developing their English conversational competence through chatbot interaction.

C. Research Instrument

This study used two simple tools to find out the problems learners face when practicing English speaking with chatbots:

1. Interview

The researcher asked participants some easy and open questions about their experience using chatbots to practice speaking English. The questions were focused on what problems they had, how they felt, and what made it hard to speak with chatbots.

The interview instrument consisted of approximately 10 to 15 open-ended questions that were designed to explore three main aspects of the participants experience: (1) technical and linguistic challenges faced during chatbot interaction; (2) emotional and psychological responses, such as confidence, anxiety, or motivation; and (3) perceptions of the chatbot's usefulness, naturalness, and limitations in supporting spoken English practice. The aim of these questions is to gain deep insights into the learners' difficulties and expectations when engaging in English conversation with AI-based chatbots. All questions were be constructed in a semi-structured format, allowing the researcher flexibility to probe further based on participants responses while maintaining consistency in the core themes addressed.

2. Observation

The researcher watched how participants talk with the chatbot. The researcher looked for moments when learners have trouble, hesitate, or get confused while chatting. This helped to see real problems during the conversation.

To support this process, an observation checklist was be used as an instrument to systematically record learners' behaviors and interactional

difficulties. The observation sheet included indicators such as: (1) frequency of hesitation (e.g., paused or delays in responses), (2) instances of misunderstanding or miscommunication between learner and chatbot, (3) visible signs of frustration or disengagement, (4) repetition or rephrasing of questions by the learner, and (5) number of times the learner asks the chatbot for clarification. The checklist was also including space for descriptive notes to capture contextual observations that are not covered by predefined indicators. This structured approach enabled the researcher to gather consistent and objective data during live or recorded chatbot interactions.

These two tools helped the researcher understand the difficulties learners have when learning to speak English using chat.

3. Document Analysis

The researcher also analyzed written documents related to the participants' chatbot interactions. These documents may included saved chatbot conversation logs, learner journals or notes, and screenshots of chatbot sessions.

The purpose of document analysis was to examine authentic records of learners' communication with chatbots to identify patterns of challenges in vocabulary used, grammar accuracy, coherence, and interaction breakdowns. The analysis focused on the following elements: (1) frequency of grammatical or lexical errors that are not addressed by the chatbot, (2) instances of repeated or circular dialogue, (3) learner attempts to clarify or reformulate questions, (4) absence or presence of feedback from the chatbot,

and (5) expressions of confusion or frustration noted in learners' personal reflections or logs. These documents serve as supporting data to validate findings from interviews and observations and help to provide a more comprehensive picture of learners' real experiences.

D. Procedures of Data Collection

1. The Selecting Participant

First, the researcher chose 10 to 15 learners who had experience using chatbots for practicing English speaking. The selection was based on who was using and met the criteria.

2. Conducting Interviews

Next, the researcher interviewed each participant using simple questions to learn about their experiences, difficulties, and feelings when using chatbots to practice speaking English.

3. Observing Chatbot Interaction

The researcher then observed the participants as they talked with the chatbot. This helped to see real problems like confusion or hesitation during the conversation.

4. Organizing Data

Finally, all information from interviews and observations were collected and organized carefully to prepare for analysis.

This procedure ensured that the researcher gathered complete and accurate data about the challenges learners face in developing English conversational skills through chatbot interaction.

E. Technique of Data Analysis

In In this study, the researcher used a qualitative descriptive analysis technique to analyze the data collected through interviews and observations. This technique was based on the model proposed by Miles and Huberman (1994), which includes three main steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction was the first step in the analysis process. After collecting data from interviews and observations, the researcher selected and focused on the most important information that related directly to the research objectives—specifically, the challenges learners face when developing their English conversational skills through chatbot interaction. This step involved summarizing, choosing relevant data, and removing unnecessary or repetitive information. By doing this, the researcher could simplify the data without losing its meaning, making it easier to manage for the next steps.

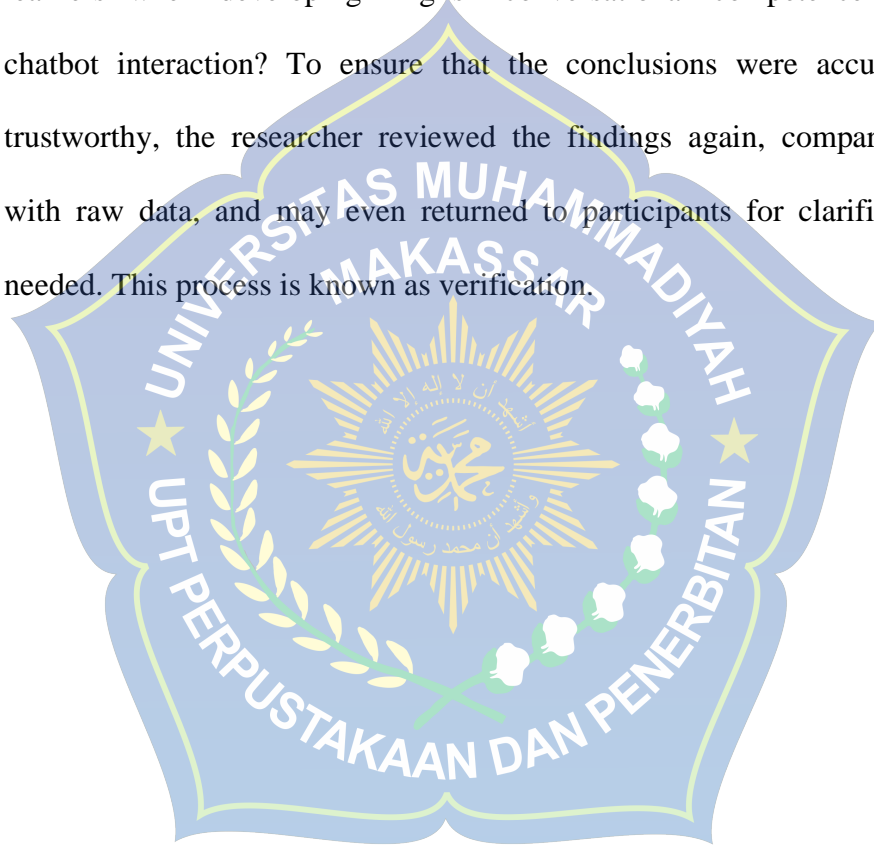
2. Data Display

After reducing the data, the next step was to present it in an organized way. The researcher arranged the selected data into a clear format, such as narrative descriptions, charts, or tables. In this study, the data was mostly displayed in the form of text that highlights important themes, patterns, or categories. For example, responses from interviewees were grouped under specific challenges such as "lack of feedback", "technical problems", or "low motivation". This organized display allowed the researcher to

understand the data more deeply and to identify links between different findings.

3. Conclusion Drawing and Verification

The final step was to draw conclusions from the data. Based on the patterns and themes found in the display stage, the researcher interpreted what the data means in relation to the research questions. This step helped to answer the main question of the study: What are the challenges faced by learners when developing English conversational competence through chatbot interaction? To ensure that the conclusions were accurate and trustworthy, the researcher reviewed the findings again, compared them with raw data, and may even returned to participants for clarification if needed. This process is known as verification.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The objective of this research aimed to identify the specific challenges faced by English language learners when practicing conversational skills through chatbots and to evaluate the effectiveness of chatbot interaction in improving their speaking competence. The result of this objective is presented in the research findings below:

1. Student's challenges faced by English language learners when practicing conversational skills through chatbots.

The Based on the data collected from interviews, classroom observations, and document analysis of chatbot interaction logs, several key challenges were identified that affected the participants' ability to develop conversational competence. These challenges can be categorized into three main aspects: technical difficulties, linguistic limitations, and emotional or motivational barriers.

a. Technical difficulties

Technical problems were a major obstacle for many participants. Several learners reported that their experience with chatbot practice was often interrupted by unstable internet connections or slow system responses, which caused the conversation flow to break. Some participants also mentioned that voice recognition did not always detect

their pronunciation accurately, especially when they spoke with hesitation or with a local accent. This technical limitation often forced participants to repeat their sentences multiple times or switch to typing instead of speaking, which reduced the naturalness of the interaction.

The findings of this study indicate that technical problems were one of the most significant barriers faced by participants during chatbot-based speaking practice. Several learners reported that unstable internet connections and slow system responses frequently interrupted their conversations, breaking the natural flow of interaction. In addition, the voice recognition features often failed to detect learners' pronunciation accurately, especially when they spoke with hesitation or carried a local accent. These limitations forced participants to repeat their sentences multiple times or switch from speaking to typing. As a result, the practice sessions lost their naturalness, and learners felt that the interaction became less effective for improving spontaneous speaking competence.

b. Linguistic limitations

Linguistic challenges were frequently mentioned. Most participants expressed that the chatbot responses were often too formal, repetitive, or lacked variety, which made the conversations feel robotic and less engaging. Learners also struggled with vocabulary and sentence structures used by the chatbot, as some expressions were either too advanced or not contextually appropriate for casual conversation. Another recurring problem was the lack of explicit feedback and error

correction. When participants made grammar or pronunciation mistakes, the chatbot often continued the conversation without correcting the error. This led to uncertainty about whether they were speaking correctly and limited their learning progress, especially in improving accuracy.

The findings also highlight that linguistic challenges significantly affected learners' experience with chatbot interaction. Participants reported that many of the chatbot's responses were overly formal, repetitive, and lacked variety, which made conversations feel robotic rather than natural. Learners further struggled with some of the vocabulary and sentence structures used by the chatbot, as these expressions were sometimes too advanced or not appropriate for casual conversation. Another major limitation was the absence of explicit feedback and error correction. When participants made grammatical or pronunciation errors, the chatbot usually continued without addressing them. This lack of corrective support created uncertainty about accuracy and restricted learners' opportunities to improve, particularly in developing precise grammar and pronunciation.

c. Emotional or motivational barriers

Emotional and motivational factors also emerged as significant challenges. While chatbots provided a low-pressure environment compared to speaking with a teacher or peers, some participants still experienced hesitation and mild anxiety when the chatbot failed to understand their input. Several learners admitted feeling bored and

demotivated after repeated interactions, as the monotonous and predictable nature of the chatbot responses reduced their interest to continue practicing. A few learners reported that they felt more confident at the beginning, but over time, the lack of emotional engagement and supportive feedback made them less eager to maintain regular practice sessions.

In the interview section, the researcher explored the experiences, feelings, and difficulties of ten participants who used chatbots to practice English conversation. The interviews, combined with observations sheet revealed that participants encountered several obstacles that affected their ability to develop natural conversational competence. These challenges are grouped into three categories: technical difficulties, linguistic limitations, and emotional or motivational barriers.

The following were the results of interviews with the first informant, a student with average English-speaking ability who used a chatbot for conversational practice. Based on the research objective to identify the specific challenges in practicing English conversation using a chatbot, three main types of difficulties were revealed: linguistic limitations, affective or motivational factors, and grammar-related challenges.

The first difficulty experienced by the informant relates to vocabulary and sentence construction. During the interview and chatbot observation, the student frequently paused, used Indonesian, or

simplified responses because they lacked sufficient vocabulary to express ideas fluently. This limited their ability to engage in natural conversation with the chatbot.

This finding aligns with the research objective that identifies specific barriers in conversational practice. The lack of vocabulary resulted in repetitive, short answers and occasional silence during the interaction. Even though the chatbot provided prompts, the student often hesitated because they could not retrieve the right words, indicating that lexical mastery is essential for effective chatbot used.

The second difficulty concerns emotional barriers and low confidence. Although the chatbot provides a non-judgmental environment, the informant admitted that fear of

This supports the research objective by showing that chatbots can reduce some anxiety, but not entirely eliminate affective barriers. The lack of variety and emotional feedback in chatbot responses also caused boredom and reduced motivation. As a result, the student used the chatbot less frequently over time, which affected the potential improvement in speaking competence.

The third challenge reported was difficulty in arranging sentences with correct grammar. Even though the chatbot rarely corrected mistakes, the student hesitated when unsure about sentence structure, which affected fluency.

During observation, the informant once said “learn easy” instead of “easy to learn”. This illustrates that grammatical insecurity can disrupt

fluency and caused communication breakdowns, which aligns with the first research objective of identifying challenges in speaking practice with chatbots.

The participant with lower-than-average English speaking ability experienced three main challenges in practicing conversation with a chatbot: limited vocabulary, low confidence, and grammar insecurity. Limited vocabulary made it difficult to understand and respond to slightly advanced words, often resulting in paused, short answers, or silence, which supports Nation's (2013) view that vocabulary mastery is essential for fluent communication. Low confidence and mild anxiety, consistent with Horwitz et al.'s (1986) concept of foreign language anxiety, reduced the willingness to speak, especially when the chatbot failed to understand responses. Grammar insecurity, as noted by Richards and Renandya (2002), led to the use of overly simple sentences and avoidance of complex structures. These combined factors resulted in hesitant, short, and unnatural speech, confirming previous research that linguistic, affective, and grammatical barriers significantly hinder speaking competence in digital conversational practice.

The third informant is a female student with moderate English speaking ability who practiced conversation using a chatbot. Based on the interview and observation, she experienced several specific difficulties that directly relate to the first research objective.

During the interaction with the chatbot, the informant often struggled with vocabulary. She paused frequently and sometimes

switched to Indonesian when she could not find the right words. Limited vocabulary made it difficult for her to create complete sentences, which resulted in short and repetitive answers. Alright — here are Informant 1 and Informant 3 rewritten in the same direct summary style as P2, with simplified wording and expert references. Limited vocabulary often caused paused, used of Indonesian, and simplified responses, reflecting Nation's (2013) assertion that a strong lexical base is vital for fluency. Despite the chatbot's non-judgmental nature, low confidence and nervousness persisted, aligning with Horwitz et al.'s (1986) foreign language anxiety theory. Grammar insecurity, in line with Richards and Renandya's (2002) observations, led to hesitation and disrupted fluency when unsure of sentence structure. These combined difficulties resulted in repetitive, short, and sometimes incomplete interactions, supporting earlier findings that linguistic, affective, and grammatical barriers can limit the effectiveness of chatbot-assisted speaking practice.

The participant with moderate English speaking ability experienced vocabulary gaps, hesitation due to low confidence, and grammar insecurity during chatbot conversations. Frequent paused and occasional switching to Indonesian occurred when the right words could not be recalled, supporting Nation's (2013) view that vocabulary mastery underpins effective communication. Feelings of shyness and fear of mistakes reduced fluency, consistent with Horwitz et al.'s (1986) foreign language anxiety framework. Uncertainty in grammar used, as

noted by Richards and Renandya (2002), caused slow and cautious speech. Together, these factors produced short, repetitive, and less natural interactions, confirming previous research that both linguistic and psychological challenges can limit speaking improvement through chatbot-based practice.

The fifth informant is a female student with slightly below-average English speaking ability who used a chatbot as a tool to practice conversation. Through interviews and observation, several challenges emerged that directly align with the first research objective, which is to identify the specific difficulties students face in practicing conversational English using chatbots.

The first major difficulty for this informant was limited vocabulary. During chatbot sessions, she often responded with very short phrases or paused for long periods when she could not recall the right words. On multiple occasions, she switched to Indonesian or used filler words while thinking about her next response. She stated in the interview

“When I try to speak, I always forget some words, and I feel stuck because I don’t know what to say next.”

This illustrates that insufficient vocabulary disrupted the natural flow of conversation and limited her ability to respond to the chatbot effectively. The lack of vocabulary also prevented her from expanding her sentences, which made the interaction less engaging.

The second challenge was related to emotional or affective factors. Although the chatbot does not provide judgment or criticism, the student still felt nervous and hesitant when speaking, particularly when she was uncertain about the correctness of her answer.

“I feel afraid to speak because maybe my sentence is wrong, and I feel shy even though it is only a chatbot.”

Observation confirmed that she frequently paused before answering and sometimes avoided eye contact with the screen while speaking, reflecting discomfort and low confidence. This emotional barrier led to hesitant and fragmented speech, which made the conversation less fluent.

The third difficulty involved grammar and sentence structure. The informant often struggled to arrange words correctly and hesitated when forming longer sentences.

“I want to speak more, but I think too much about the grammar, so my speaking becomes slow.”

This grammatical insecurity caused her to rely mostly on simple sentences, which limited her ability to engage in meaningful conversation with the chatbot. Misplacement of words or incomplete sentences occasionally caused the chatbot to give irrelevant or repetitive responses, which further interrupted the flow of interaction.

From the interview and observation, it can be concluded that Informant 5 experienced challenges in three key areas: vocabulary limitation, emotional hesitation, and grammar-related insecurity. These

factors made her chatbot conversations slow, hesitant, and less interactive. Her experience reflects the specific challenges that the first research objective aimed to identify, emphasizing that effective conversational practice with chatbots still depends heavily on vocabulary mastery, emotional readiness, and the ability to construct grammatically correct sentences.

The sixth informant is a male student with moderate English speaking ability who used a chatbot to practice English conversation independently. Based on the interview and observation during his chatbot sessions, he experienced several challenges that are directly related to the first research objective, which is to identify the specific difficulties in developing conversational competence through chatbot interaction.

The first challenge he encountered was vocabulary limitation. During the chatbot practice, he frequently paused, repeated the chatbot's question to himself, or used Indonesian words when he could not find the appropriate English expression. His responses were usually short, and he often hesitated before starting to speak.

"Sometimes I stop speaking because I forget the English word, and I just wait or try to say another simple word."

This indicates that limited vocabulary restricted his ability to maintain a natural conversation with the chatbot and reduced the variety of his responses. Vocabulary gaps also caused the conversation to become repetitive and less interactive.

The second challenge was related to emotional and affective factors. Even though he was aware that the chatbot does not provide criticism or judgment, he still experienced hesitation and nervousness, particularly when he was unsure of the correctness of his sentences.

“I feel a little nervous because I don’t want to make a mistake, and sometimes I just stop speaking to think first.”

This feeling of self-consciousness slowed down his responses and led to long pauses during the conversation. Observation confirmed that he sometimes lowered his voice and avoided eye contact with the screen while speaking, reflecting a lack of confidence in his speaking ability. This emotional barrier made his interaction with the chatbot less smooth and less spontaneous.

The third challenge was grammar-related. He often felt uncertain when arranging words into proper sentences. While he could produce basic sentences, he hesitated to form longer or more complex sentences because he feared that the grammar would be wrong.

“I think too much about grammar when I speak, so I talk slowly and sometimes forget what I want to say.”

This grammatical insecurity led to fragmented speech and prevented him from practicing English in a natural conversational flow. Additionally, misplacement of words sometimes caused the chatbot to misinterpret his response or repeat its question, which disrupted the practice session.

From the interview and observation, it can be concluded that Informant 6 faced three major challenges in practicing English conversation through chatbots: vocabulary limitation, emotional hesitation, and grammar insecurity. These challenges resulted in slow, hesitant, and less interactive conversations. His experience reflects the type of difficulty that the first research objective aimed to identify, demonstrating that vocabulary mastery, emotional readiness, and grammatical confidence are essential for effective chatbot-based speaking practice.

The seventh informant is a female student with moderate English speaking ability who used a chatbot to practice conversational skills. Through interviews and observation of her chatbot interaction sessions, it was found that she experienced several difficulties that align with the first research objective, which is to identify the specific challenges faced by students when practicing English conversation through chatbots.

The first difficulty she encountered was related to vocabulary. During the chatbot practice, she often paused for a few seconds before answering and sometimes repeated the chatbot's question to herself in Indonesian. Her responses were mostly short because she struggled to find the right words to express her ideas.

“When I speak English, sometimes I forget the words, and I just stop talking because I don't know what to say next.”

This shows that limited vocabulary interrupted the flow of conversation and made the interaction less natural. Without sufficient vocabulary, she often simplified her sentences, which prevented her from expressing more complex ideas.

The second difficulty was connected to emotional or affective factors. Although the chatbot provided a safe and non-judgmental environment, she still felt nervous and hesitant to speak, especially when she was unsure about her sentence.

“I feel shy to speak because I am afraid it is wrong, so I usually speak very slowly.”

Observation confirmed that she often spoke softly and paused several times before completing her answer. This indicates that low confidence and fear of mistakes still influenced her performance, even in a context where there was no human listener. This emotional barrier made the practice less effective because she avoided longer or more detailed responses.

The third difficulty was related to grammar. She admitted that arranging words into proper sentences was challenging, and she often worried about using incorrect grammar. This hesitation caused her to speak slowly and break her sentences into shorter fragments.

“I always think about the grammar first, and then I forget what I want to say.”

This grammatical insecurity affected the natural flow of conversation and sometimes caused the chatbot to respond irrelevantly because the sentence structure was not clear.

Based on the interview and observation, Informant 7 faced three main challenges in practicing English conversation using a chatbot: limited vocabulary, emotional hesitation due to low confidence, and grammar-related insecurity. These factors made her conversation slow, fragmented, and less interactive. Her experience reflects the specific difficulties that the first research objective aimed to identify, emphasizing that effective chatbot-based speaking practice requires sufficient vocabulary, emotional readiness, and grammatical confidence.

The eighth informant is a female student with average English speaking ability who regularly used a chatbot to practice speaking English outside of class. Based on the interview and observation, she experienced several challenges that are directly connected to the first research objective, which is to identify the specific difficulties faced by students in practicing English conversation through chatbots.

The first challenge she faced was vocabulary limitation. While interacting with the chatbot, she often paused for several seconds before answering and occasionally laughed at herself when she could not recall the right word. She admitted that sometimes she replaced English words with Indonesian or simply stayed silent. She shared in the interview

“Sometimes I want to say something, but I don’t know the word in English. I just stop and think... and then the conversation feels broken.”

Observation showed that she often resorted to very simple sentences to keep the conversation going. This indicates that a lack of vocabulary not only interrupted the flow of communication but also forced her to simplify her thoughts, making the practice less effective in improving her fluency.

The second challenge was emotional hesitation and low confidence. Although the chatbot cannot judge or laugh, she still felt self-conscious and hesitant to speak. Interestingly, she described her feeling as if she were “competing” with the chatbot, worried that her answer might not make sense. She expressed this by saying

“I feel like the chatbot is waiting for my answer, and I get nervous because I don’t want to say something wrong. Sometimes I even delete my answer and try again.”

This shows that emotional barriers remain present even in a non-threatening environment. Her nervousness sometimes made her stop speaking midway or avoid giving longer responses, which limited her opportunity to practice speaking fluently.

The third challenge was related to grammar and sentence construction. She often thought too much about the correctness of her sentences before speaking, which caused long pauses. In the interview, she admitted

“I always think first, like... is my sentence correct or not? Sometimes I try to make a long sentence, but I change my mind and just say something short.”

Observation confirmed that she frequently rephrased her sentences while speaking and avoided complex structures to prevent mistakes. This hesitation due to grammar insecurity disrupted the natural flow of conversation and made the interaction less spontaneous.

In conclusion, Informant 8 faced three major challenges in using chatbots for English speaking practice: limited vocabulary that caused her to pause or simplify her responses, emotional hesitation that led to nervousness and short answers, and grammar-related insecurity that interrupted the flow of conversation. Her experience clearly illustrates the type of difficulties that the first research objective aimed to identify. It shows that even with the convenience of chatbot practice, developing fluent conversational skills requires not only regular practice but also confidence, adequate vocabulary, and comfort in using grammar spontaneously.

The ninth informant is a female student with slightly above-average English speaking ability who used a chatbot for conversational practice both at home and during her free time at school. From the interview and observation, several specific challenges were revealed, in line with the first research objective to identify the difficulties students face in using chatbots to practice English conversation.

The first difficulty she experienced was vocabulary limitation, especially when the chatbot used uncommon or slightly advanced words. During one observed session, she started answering confidently but suddenly stopped mid-sentence, smiled, and said in Indonesian that she had “lost the word.” She explained in the interview

“Sometimes I start speaking, and suddenly the word disappears from my mind. I just say... ‘uh... what is it?’ and I feel stuck. Then I change my sentence to something simple.”

This demonstrates that even students with decent English skills can experience interruptions in fluency when their active vocabulary is limited. Observation confirmed that she frequently replaced difficult words with simpler alternatives, which made the conversation less natural and repetitive.

The second difficulty was emotional hesitation. Interestingly, she described feeling nervous not because of fear of being judged, but because she wanted to “perform well” in front of the chatbot, as if the chatbot were a teacher. She shared

“I know it’s only a chatbot, but when I see the question, I feel like I must answer correctly. If I hesitate, I feel embarrassed, even though no one is watching me.”

This shows that self-consciousness can still appear in low-pressure digital environments. This emotional barrier sometimes led her to paused for several seconds before speaking and to avoid attempting longer, more expressive sentences.

The third challenge involved grammar and sentence construction. She often overthought her sentences, rearranging the words mentally before speaking. In the interview, she admitted

“I try to make my sentence perfect, but when I think too long, I forget what I want to say. Sometimes I just give a short answer so I can continue.”

Observation confirmed that she occasionally began a sentence, stopped, and restarted it using simpler words. This reflects a common challenge where the desire for grammatical correctness hinders fluency and spontaneity in conversation.

From these findings, it can be concluded that Informant 9 experienced three main challenges in using chatbots for speaking practice: limited active vocabulary that disrupted her fluency, emotional hesitation caused by self-consciousness, and grammar-related overthinking that led to paused and short answers. Her experience reflects the difficulties targeted by the first research objective, showing that even students with relatively good English skills can struggle to maintain natural conversation when they lack sufficient active vocabulary, emotional comfort, and grammatical confidence.

The tenth informant is a female student with moderate English speaking ability who used a chatbot for her speaking practice, mainly during evenings at home when she had free time. The interview and observation revealed several specific difficulties that directly correspond with the first research objective, which is to identify the

challenges faced by students when practicing conversational English using chatbots.

The first difficulty she experienced was related to vocabulary. During the practice session, she often began a sentence confidently but stopped halfway because she could not recall the next word. Sometimes she laughed at herself or whispered in Indonesian before continuing. In the interview, she said

“I want to speak fluently, but suddenly I forget the English word. I stop, think, and then I just say something very simple to continue.”

This shows that vocabulary limitation directly interrupted the flow of her conversation, forcing her to shorten her responses and avoid more complex sentences. Limited vocabulary also made her repeat the same expressions several times, which made the conversation less varied.

The second challenge was emotional hesitation and low confidence. She explained that even though the chatbot does not judge her, she still felt shy and sometimes worried about making mistakes. She shared

“I know the chatbot was not laugh at me, but I feel shy, like someone is listening. I become nervous and speak very slowly.”

Observation confirmed that she often paused for several seconds before answering and sometimes looked away from the screen when thinking. This emotional barrier reduced her fluency because she

avoided taking risks in her speech, preferring to give short and simple responses rather than trying to speak more naturally.

The third difficulty she faced was grammar and sentence construction. She often thought too much about how to arrange words correctly, which caused her to hesitate and sometimes lose her original idea. She admitted during the interview

“When I speak, I always think about the grammar first, and then I forget what I want to say. Sometimes I just change my answer to something short so I don’t make a mistake.”

In conclusion, Informant 10 experienced three main challenges during her chatbot-based speaking practice: vocabulary limitation that caused paused and short answers, emotional hesitation that reduced her usingness to speak freely, and grammatical insecurity that slowed down her speech and disrupted the flow of conversation. Her experience reflects the specific difficulties targeted by the first research objective, showing that successful chatbot-based conversational practice requires not only access to the technology but also confidence, sufficient vocabulary, and comfort in using grammar naturally.

First, limited vocabulary was the most common problem. All informants struggled to recall or understand certain words, which caused long paused, code-switching into Indonesian, or short and repetitive answers. This finding aligns with Nation (2013), who emphasized that vocabulary mastery is the foundation of fluent communication. Similarly, Alemi, Meghdari, and Ghazisaedy (2015)

found that chatbot interactions often reveal students' limited vocabulary, which can hinder smooth conversation.

Second, lack of confidence and hesitation remained even when practicing with a chatbot, despite its non-judgmental nature. Some students still felt nervous, shy, or afraid of making mistakes, leading them to speak less or avoid more complex sentences. This supports Krashen's (1982) Affective Filter Hypothesis, which states that anxiety can block language acquisition. Fitria (2021) also noted that using digital tools like chatbots cannot always eliminate psychological barriers to speaking.

Third, uncertainty in grammar caused students to avoid longer sentences, relying instead on short and simple structures. Ellis (2008) explained that focusing too much on grammatical accuracy can disrupt fluency, while Harmer (2015) pointed out that fear of grammatical errors can slow down conversation. Similarly, Chen et al. (2020) found that grammar-related anxiety persists in chatbot-based speaking practice, especially when there is no corrective feedback.

In conclusion, while chatbots offer a safe and accessible space for English practice, they cannot fully address fundamental issues such as vocabulary limitations, low confidence, and grammar uncertainty. To maximize their effectiveness, chatbot practice should be complemented with targeted vocabulary development, confidence-building activities, and guided grammar instruction.

2. The Effectiveness of Chatbot Interaction in Improving English Speaking Skills

The In this part, the researcher presents the findings related to the second research objective, which is to evaluate the effectiveness of chatbots in helping students improve their English speaking competence. This evaluation is based on interviews with ten informants who used chatbots to practice conversational English, as well as observations conducted during their speaking sessions.

The findings indicate that the used of chatbots provides both benefits and limitations for students in their speaking development. On the positive side, chatbots create a low-pressure environment that encourages students to speak without fear of being judged. Many participants reported that they felt more confident and motivated to practice English because the chatbot was always available, allowing them to practice anytime and anywhere without requiring a conversation partner. This increased their speaking frequency, which is essential for fluency development.

However, the findings also revealed that the effectiveness of chatbots is limited in some important aspects. Several participants shared that the chatbot responses are often repetitive and lack emotional engagement, which makes the conversation feel unnatural and sometimes boring. Additionally, chatbots rarely provide corrective feedback on grammar or pronunciation errors, which means that while students improve their confidence and fluency, their accuracy and sentence structure may not progress significantly without additional human guidance.

Overall, the evaluation shows that chatbots can serve as a supportive tool for English speaking practice, particularly in building confidence and regular speaking habits, but cannot fully replace human interaction for comprehensive conversational skill development. The following section presents interview results with each informant,

The participant with average English-speaking ability reported that chatbot-based practice offered notable benefits in confidence building, practice frequency, and basic fluency, but had limitations in natural conversation development and grammar improvement. The low-anxiety environment provided by the chatbot allowed the participant to speak without fear of judgment, supporting Harmer's (2015) and Horwitz et al.'s (1986) findings that reduced anxiety increases willingness to communicate. Observation confirmed that after initial interaction, responses became smoother and more fluent, reflecting Nation and Newton's (2020) emphasis on the value of frequent, low-pressure speaking opportunities.

The participant also valued the chatbot's flexibility, enabling short, regular practice sessions at any time, even for just a few minutes, which reinforced the idea from Nation and Newton (2020) that consistent exposure is key to maintaining language used. However, limitations emerged in the depth and variety of conversation. Repetitive and predictable chatbot responses reduced engagement, aligning with research by Fryer and Carpenter (2006) that AI-driven conversation can feel less authentic compared to human interaction.

Another significant limitation was the lack of corrective feedback. The chatbot's inability to point out grammatical errors meant that mistakes persisted unnoticed, supporting Richards and Renandya's (2002) assertion that explicit feedback is essential for accuracy development. As a result, while the chatbot effectively increased confidence and encouraged regular speaking, it was less effective in refining grammatical accuracy or fostering spontaneous, natural dialogue.

Overall, the participant's experience suggests that chatbots function well as a supplementary speaking tool, enhancing confidence and fluency in a low-pressure setting, but they cannot fully replace human feedback and interaction for comprehensive language skill development.

The second informant is a female student with lower-than-average English speaking ability who practiced English conversation with a chatbot mostly during the evenings after finishing her schoolwork. The interview and observation revealed both the advantages and limitations of chatbot used in improving her speaking skills.

She explained that using the chatbot made her feel less anxious and more using to speak English.

"When I speak with the chatbot, I feel safe. I don't worry about making mistakes because no one was laugh at me."

This shows that the chatbot created a low-pressure practice environment, which is particularly beneficial for students who are shy or hesitant in classroom situations. During observation, she was able to answer

more quickly after a few minutes, indicating that the chatbot helped her overcome initial nervousness and encouraged her to speak.

The chatbot also increased her motivation to practice regularly because of its availability and flexibility.

“I like that I can practice anytime. Sometimes, even if I only practice for five or ten minutes, I feel like I am learning and improving.” This demonstrates that the chatbot can effectively promote consistent practice, which is essential for the gradual development of fluency.

However, she also experienced some limitations while using the chatbot. One of the main issues was that the conversation often felt repetitive and less engaging. She explained, “Sometimes I get bored because the chatbot repeats similar questions or gives short answers. It doesn’t feel like a real conversation with a person.”

This limitation shows that while the chatbot can help with practice frequency, it is less effective for developing spontaneous and interactive speaking skills that require more dynamic responses.

Another limitation was the lack of corrective feedback. She admitted, “I don’t know if my sentence is correct because the chatbot just answers. Even if I am wrong, it continues the conversation.” This reflects that the chatbot is more effective for building confidence and fluency than for improving accuracy and grammar, as it does not provide explicit correction.

In conclusion, Informant 2 felt that the chatbot was effective for increasing her confidence and encouraging regular speaking practice, but less effective for developing natural conversational ability and improving

grammatical accuracy. Her experience illustrates the second research objective by highlighting that chatbots can serve as supportive tools for speaking practice, but they cannot fully replace human interaction in helping students achieve comprehensive speaking proficiency.

The third informant is a female student with moderate English speaking ability who used a chatbot as part of her daily practice routine, usually during breaks between classes or at home in the evenings. The interview and observation provided insight into both the benefits and limitations of chatbot-based speaking practice in improving her conversational skills.

She explained that the chatbot helped her become more confident in speaking English because it removed the fear of judgment

“When I used the chatbot, I feel free to speak. I don’t feel scared because even if I make mistakes, nothing bad happens.”

This shows that the chatbot effectively creates a safe and supportive environment, allowing her to practice speaking more openly than she would in front of classmates or teachers. During observation, she gradually increased the length of her responses after a few minutes, suggesting that this sense of comfort encouraged her to speak more fluently.

She also found that the chatbot supported her consistency in practicing English. She said, “I can practice whenever I want. Sometimes I just open it for a short conversation, but at least I practice speaking every day.” This highlights the advantage of chatbot availability and flexibility, which motivated her to develop a habit of speaking regularly, an essential factor in improving fluency and confidence over time.

However, she also identified some limitations that affected her learning experience. The first limitation was the repetitive and somewhat mechanical nature of the chatbot's responses.

“After a few minutes, I feel bored because the chatbot asks similar questions and the answers are not very natural.”

This made her less engaged in longer practice sessions and limited her opportunity to practice spontaneous speaking skills that come from more dynamic human interactions.

The second limitation was the absence of explicit correction or feedback. She admitted, “Even if I make a grammar mistake, the chatbot just continues the conversation. I don't know if my sentence is really correct.” This reflects that while the chatbot is helpful in encouraging fluency and confidence, it is less effective for improving grammatical accuracy and more complex speaking skills because it does not provide corrective input.

In summary, Informant 3 found that the chatbot was effective in improving her confidence, fluency, and usingness to practice regularly, but it was less effective in providing natural conversational experiences and helping her correct grammatical errors. Her experience reflects the findings of the second research objective, showing that chatbots are valuable as a supportive tool for daily practice but cannot fully replace interactive speaking with humans for complete skill development.

The fourth informant is a female student with average English speaking ability who often used a chatbot to practice speaking, usually in the

evenings after finishing her schoolwork. The interview and observation provided clear insights about how the chatbot supported and limited her English speaking development.

She explained that using the chatbot helped her feel more confident and less afraid to speak English.

“When I talk to the chatbot, I feel like I can say anything. I don’t feel shy because it’s only a program, and it was never laugh at me.”

This shows that the chatbot provided a low-anxiety environment where she could practice freely. Observation during her session showed that she started with short answers but gradually moved to longer responses, suggesting that her fluency improved once she felt comfortable.

She also said that the chatbot encouraged her to practice more often because it was available anytime.

“I can practice at night before sleeping or in the morning before school. Even if I only speak for a few minutes, I feel like I’m improving little by little.”

This reflects that the accessibility of the chatbot helped her develop a habit of practicing English regularly, which is important for gradual fluency improvement. She even mentioned that she enjoyed the independence of being able to practice without waiting for a partner or a class session.

However, she also faced some limitations when using the chatbot. One problem was that the conversation sometimes felt repetitive and predictable, which reduced her motivation. She explained, “At first I am excited, but after a while I know what the chatbot was ask, and it becomes boring. I want

a real conversation that surprises me.” This shows that while the chatbot is effective for basic practice, it is less effective for developing spontaneous and natural speaking skills.

Another limitation was the lack of feedback on grammar and pronunciation. She admitted, “Even when I make a mistake, the chatbot doesn’t tell me. I wish it could correct me because sometimes I don’t know if I’m saying it right.” This indicates that while the chatbot helps with fluency and confidence, it does not effectively improve accuracy because it does not provide corrective feedback.

In summary, Informant 4 experienced that the chatbot helped her become more confident and motivated to practice regularly, but the practice felt repetitive and lacked correction. Her experience reflects the second research objective by showing that chatbots are useful for building speaking habits and reducing anxiety, but they cannot fully replace human conversation for natural and accurate speaking development.

The fifth informant is a female student with slightly below-average English speaking ability who used a chatbot to practice speaking, mostly at home in the evenings after completing her schoolwork. The interview and observation sessions provided a detailed view of how the chatbot helped her and where it fell short in improving her speaking skills.

She explained that the chatbot gave her the courage to speak English more freely without worrying about being laughed at.

“I feel brave to speak with the chatbot because it never judges me. Even if my sentence is wrong, I don’t feel embarrassed.”

This shows that the chatbot helped create a safe environment that reduced her anxiety and allowed her to practice more openly. During observation, she initially spoke in very short answers, but as she became more comfortable, she tried to produce slightly longer sentences, which showed an improvement in her usingness to speak.

She also noted that the chatbot motivated her to practice more often because she could access it anytime she wanted.

“I like that I can talk to it whenever I want. Even when I only talk for a short time, I feel I am practicing and not forgetting my English.”

This reflects that the availability of the chatbot encouraged regular and independent practice, an important aspect of building fluency over time. The convenience of practicing without waiting for a class session or a partner gave her more confidence to used English daily, even if only for a few minutes.

Despite these benefits, she recognized some limitations that reduced the effectiveness of chatbot practice. The first limitation was the lack of variety in conversation. She explained, “After some minutes, I already know the type of questions the chatbot was ask, so I feel a little bored. It doesn’t feel like a real conversation with a person.” This repetitive interaction limited the development of spontaneous speaking skills, as natural conversation usually requires unexpected and dynamic responses.

Another limitation was the absence of direct correction. She admitted, “Sometimes I make a grammar mistake, but the chatbot just continues. I wish it could tell me my mistake so I can learn.” This shows that while the

chatbot was effective in helping her speak more frequently and confidently, it was less effective for improving accuracy because it did not provide feedback or correction.

In conclusion, Informant 5 experienced that the chatbot was helpful for building confidence and creating a habit of regular speaking practice, but it lacked conversational variety and corrective feedback. Her experience illustrates the second research objective by showing that chatbots can serve as supportive tools for encouraging fluency and practice, but they cannot fully replace human interaction for developing natural, accurate, and complex speaking skills.

The seventh informant is a female student with moderate English speaking ability who often used a chatbot to practice English conversation, usually in the afternoon after school. The interview and observation revealed how the chatbot helped her develop her speaking skills and what limitations she encountered while using it.

She explained that the chatbot made her feel more confident to speak English because it removed the fear of being judged.

This shows that the chatbot created a safe environment for her to practice, allowing her to speak more openly without anxiety. Observation showed that she started the conversation slowly, but after a few minutes, she became more comfortable and produced longer responses, which indicates a positive effect on her fluency.

She also highlighted that the chatbot encouraged her to practice more often because it was always available whenever she wanted. She shared, “I

like that I can practice at any time, even at night before I go to sleep. Sometimes it is just a short conversation, but at least I am using English every day.” This reflects that the flexibility of the chatbot supported her habit of consistent practice, which is crucial for improving speaking skills over time.

However, she also recognized some limitations of using the chatbot. The first limitation was that the conversation often felt repetitive and lacked emotional engagement. She explained, “After some time, I get bored because the questions are similar, and the chatbot does not feel alive. It is not the same as talking with a real person.” This repetition reduced her motivation for longer practice sessions and limited the development of spontaneous conversation skills that come from dynamic human interactions.

Another limitation was the absence of correction or feedback on her mistakes.

“I know sometimes my sentence is wrong, but the chatbot just continues. I want to know my mistakes so I can learn, but it doesn’t tell me.”

This shows that while the chatbot was helpful for building confidence and fluency, it was less effective for improving accuracy and grammatical understanding.

In summary, Informant 7 experienced that the chatbot was effective for building her confidence and encouraging her to practice English regularly. However, the lack of conversational variety and corrective feedback limited its ability to help her develop natural and accurate speaking skills. Her

experience reflects the second research objective by showing that chatbots are valuable supplementary tools for speaking practice but cannot fully replace the benefits of interactive human conversations

The eighth informant is a female student with average English speaking ability who regularly practiced English with a chatbot, usually in the evening while relaxing after finishing her assignments. The interview and observation sessions provided insights into how the chatbot supported her speaking development and where its limitations appeared.

She explained that the chatbot made her feel comfortable and encouraged her to speak without fear of making mistakes.

“I feel like I can speak more when I talk to the chatbot because I don’t have to worry about people judging me. Even if I say something wrong, nothing bad happens.”

This illustrates how the chatbot provides a low-anxiety environment that allows learners to focus on practicing fluency without the social pressure of speaking in front of others. During observation, she started her session with short responses but gradually formed longer sentences as her comfort increased, showing that the chatbot effectively encouraged her to speak more freely.

She also noted that the chatbot motivated her to practice consistently because it was always available and did not require scheduling.

“I can practice whenever I want, even just for five minutes. I feel happy because I can practice every day without waiting for anyone.”

This shows that the chatbot successfully supported the formation of regular speaking habits, which are essential for improving fluency and confidence over time.

Despite these benefits, she also recognized several limitations. One of the main issues was the repetitive and predictable nature of the chatbot's responses. She explained, "After some conversations, I already know what it was say. It makes me bored because it feels like the same conversation again and again." This indicates that while the chatbot is helpful for routine practice, it is less effective for developing spontaneous and natural conversational skills, which require unexpected interactions.

Another limitation was the absence of corrective feedback. She said, "Sometimes I make a mistake, but the chatbot doesn't tell me. I wish it could show me the correct sentence so I can improve." This shows that the chatbot was useful for improving her fluency and confidence but less effective for accuracy and grammar development because it did not provide direct correction.

In conclusion, Informant 8 experienced that the chatbot was effective for encouraging daily practice and reducing her fear of speaking English, but it lacked conversational variety and corrective feedback. Her experience reflects the second research objective, showing that chatbots are useful supplementary tools for building confidence and speaking fluency but cannot fully replace the role of human interaction in developing natural and accurate communication skills.

The ninth informant is a female student with slightly above-average English speaking ability. She preferred using the chatbot at night, often while listening to music or after finishing her school assignments. Her experience using the chatbot for speaking practice revealed both interesting benefits and some clear limitations.

She shared that the chatbot gave her a sense of freedom to experiment with English without pressure.

“When I speak to the chatbot, I can try new words or sentences without feeling scared. If I make a mistake, it’s okay because no one is there to laugh at me.”

This statement reflects that the chatbot successfully created a space where she could take risks in speaking, which helped her improve her fluency. During observation, she sometimes smiled or laughed at her own mistakes but continued speaking, showing that the low-pressure environment encouraged her persistence.

She also mentioned that the chatbot helped her turn English speaking into a daily habit, even in short sessions. She explained, “Sometimes I only talk for five minutes before going to bed, but I still feel it keeps my English alive. I don’t forget how to speak.” This illustrates that the chatbot effectively supported consistent practice and kept her connected with the language outside the classroom, which contributed to maintaining and slightly improving her fluency over time.

However, she also felt that after some sessions, the conversation became predictable and less exciting. She shared an anecdote, “One night I

was bored, and I tried to joke with the chatbot. It just gave a strange answer that didn't make sense. I laughed but then I stopped using it because I wanted a real reaction." This experience shows that while chatbots are useful for mechanical practice, they lack the emotional engagement and spontaneity of human conversations.

Another limitation she experienced was the lack of feedback for her mistakes. She said, "Sometimes I know my sentence is not perfect, but the chatbot keeps answering like everything is okay. I feel like I'm talking, but I don't really learn the right way." This demonstrates that the chatbot mainly supports fluency and confidence but does not significantly help with accuracy or grammar improvement.

Overall, Informant 9 felt that the chatbot was valuable for maintaining her speaking habit, boosting confidence, and allowing her to experiment with English. However, the repetitive responses and lack of meaningful feedback limited its role in helping her achieve more natural and accurate speaking skills. Her experience shows that while chatbots can be engaging tools for self-practice, they work best as a complement to real human interaction.

The tenth informant is a female student with moderate English speaking ability who often used the chatbot for evening practice while relaxing after completing her school activities. Her experience revealed a mixture of excitement, comfort, and certain frustrations in using the chatbot as a speaking practice tool.

She described that the chatbot gave her confidence to speak without the fear of judgment.

“When I speak to the chatbot, I don’t feel the pressure I feel in class. I can say anything, and if I make a mistake, it doesn’t matter because the chatbot never laughs at me.”

This shows that the chatbot created a safe environment for her to practice freely, which allowed her to explore speaking without hesitation. During observation, she sometimes giggled when she hesitated or repeated a word, but she kept going, showing that she felt more relaxed than in a formal learning setting.

She also explained that the chatbot helped her maintain a regular speaking habit. She said, “I like that I can talk to it anytime. Even if I only speak for a few minutes before sleeping, I feel like I am using my English and not forgetting it.” This demonstrates how the accessibility of the chatbot encouraged consistent engagement with English, which is essential for keeping her speaking skills active.

Despite these benefits, she admitted that the chatbot sometimes failed to keep her motivated in longer sessions. She shared, “After a while, I get tired because the conversation feels the same. Sometimes I try to tell a story or ask a joke, but the chatbot gives strange or unrelated answers.” This highlights a limitation of chatbots: they provide mechanical interaction and lack the natural flow and emotional response of human conversation, which are important for developing spontaneous speaking skills.

Another clear limitation was the absence of corrective feedback. She said, “I know sometimes my sentence is wrong, but the chatbot never corrects me. I just keep speaking, but I don’t learn the right way to say it.” This indicates that while the chatbot is useful for building fluency and confidence, it does not significantly improve accuracy or grammar because it does not guide learners to correct their mistakes.

In conclusion, Informant 10 found the chatbot effective in helping her speak more frequently, maintain a practice habit, and feel comfortable using English. However, the repetitive interaction and lack of feedback limited its ability to help her achieve natural, accurate, and interactive communication skills. Her experience reflects the second research objective by showing that chatbots can support fluency and confidence but should be combined with human interaction for comprehensive speaking skill development.

The findings show that chatbots can be effective in improving students’ confidence and fluency in speaking English. Many students reported that using a chatbot created a safe, low-pressure environment where they could practice without fear of judgment. This environment encouraged them to try new vocabulary, experiment with sentence structures, and speak more freely. Harmer (2015) and Fitria (2021) support this view, noting that low-stress speaking conditions help learners build confidence and increase their willingness to communicate.

Observations revealed that some students became more talkative after a few minutes of chatbot interaction, producing longer and more complex sentences. This aligns with Nation and Newton’s (2020) argument that

regular exposure to speaking opportunities helps maintain and develop fluency. The accessibility of chatbots also meant students could practice anytime and anywhere, even for short daily sessions, which supports continuous learning.

However, the study also found that chatbots were less effective in improving grammatical accuracy and natural conversational flow. This is in line with Chen et al. (2020), who observed that chatbots often lack the ability to provide adaptive or corrective feedback, making it harder for learners to improve accuracy and nuanced speaking skills.

In short, chatbots are useful as a supplementary tool for building confidence and maintaining fluency, but they are not sufficient for comprehensive speaking improvement without additional teacher guidance and targeted practice.

B. Discussion

This study was conducted at Universitas Muhammadiyah Makassar to explore students' experiences in practicing English speaking using chatbots.

1. Students' Challenges in Practicing English Speaking Using Chatbots

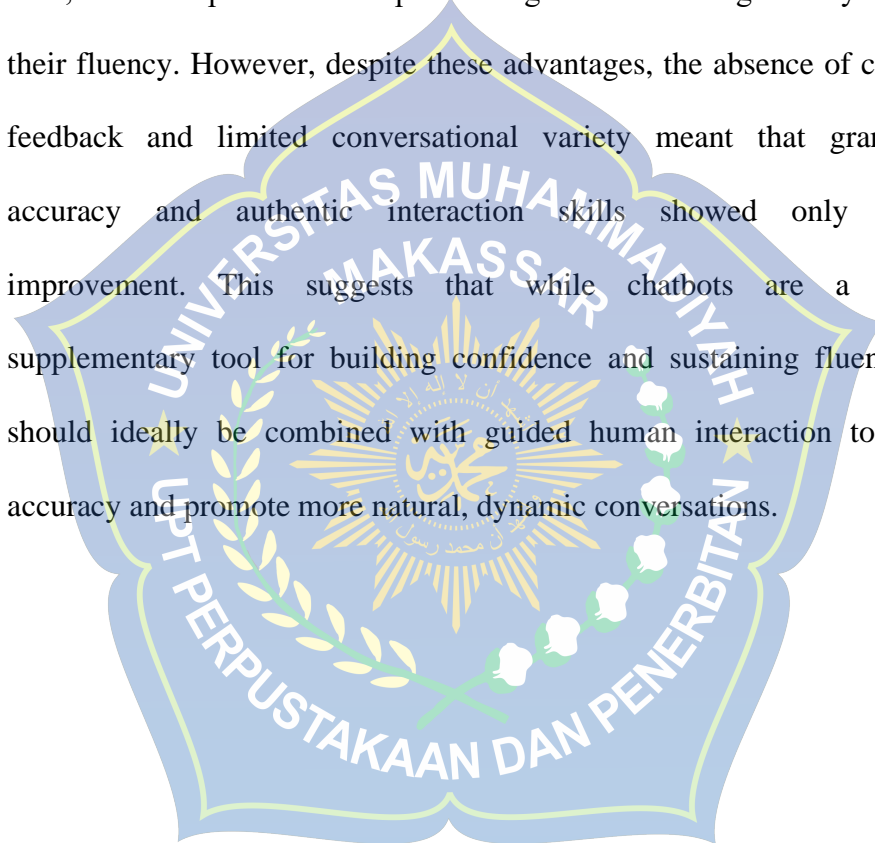
The findings revealed that students at Universitas Muhammadiyah Makassar faced three key challenges when using chatbots for English-speaking practice: limited vocabulary, emotional or affective barriers, and grammar-related hesitation. Limited vocabulary emerged as the most common difficulty, often resulting in short, repetitive exchanges and

frequent code-switching into Indonesian when students could not recall the appropriate English terms. This difficulty aligns with Nation's (2013) argument that vocabulary mastery is a fundamental pillar of oral fluency, as without an adequate lexical range, learners struggle to sustain meaningful and natural conversations. Emotional or affective barriers, such as shyness, nervousness, and fear of making mistakes, further restricted students' willingness to speak, especially during the initial minutes of interaction with the chatbot. These emotional constraints slowed their responses and reduced overall fluency, even though the chatbot posed no risk of ridicule or criticism. Grammar-related hesitation was also a significant issue, as many students spent excessive time formulating sentences in their minds before speaking. This often led to long pauses or oversimplified statements, which, over time, limited the complexity of their spoken output. Collectively, these challenges not only hampered their fluency and confidence but also prevented them from fully maximizing the potential benefits of chatbot-assisted speaking activities.

2. The Effectiveness of Chatbots in Improving English-Speaking Skills

The study also examined the effectiveness of chatbots in enhancing students' English-speaking abilities, with results indicating notable strengths in fostering confidence and fluency, but weaker impact on grammatical accuracy and natural conversational skills. One of the most significant benefits was the safe, low-pressure environment provided by the chatbot, which encouraged students to speak without fear of negative evaluation. This finding supports Harmer's (2015) observation that low-stress speaking

contexts enable learners to produce language more confidently, as they are less constrained by anxiety or self-consciousness. In this research, several students reported that they felt more comfortable experimenting with new vocabulary and sentence structures when interacting with the chatbot, knowing that mistakes would not be judged. Furthermore, the accessibility and flexibility of chatbot-based practice allowed students to engage in regular, short speaking sessions, both before classes and during their free time, which helped them “keep their English alive” and gradually improved their fluency. However, despite these advantages, the absence of corrective feedback and limited conversational variety meant that grammatical accuracy and authentic interaction skills showed only minimal improvement. This suggests that while chatbots are a valuable supplementary tool for building confidence and sustaining fluency, they should ideally be combined with guided human interaction to address accuracy and promote more natural, dynamic conversations.



CHAPTER V

CONCLUSION & SUGGESTIONS

A. Conclusion

This Based on the research finding and discussion, the writer draws conclusions as follows:

1. The challenges faced by students in practicing English speaking using chatbots

The study found that students faced several significant difficulties while practicing English speaking with chatbots. The most prominent difficulty was the lack of vocabulary. Students often paused, repeated words, or even switched to Indonesian because they could not find the appropriate English words to express their ideas. This limitation made conversations short, less meaningful, and hindered the natural flow of speech. Limited vocabulary directly affected their fluency and confidence when interacting with the chatbot.

Another difficulty was emotional and affective barriers. Even though the chatbot is non-judgmental and does not criticize mistakes, some students still felt shy, nervous, and hesitant to speak. This emotional hesitation often appeared at the beginning of practice, causing long paused and slower responses. Over time, repeated exposure helped some students feel more comfortable, but the initial anxiety still reduced the effectiveness of their speaking practice.

The last major difficulty was grammar-related hesitation. Students tended to overthink sentence structure before speaking because they were worried about making grammatical errors. Many students chose to use very short or simplified sentences to avoid mistakes. The lack of feedback from the chatbot worsened this issue because students were never sure whether their sentences were correct. These three factors limited vocabulary, emotional hesitation, and grammar-related insecurity combined to reduce students' fluency and confidence in using English with chatbots.

2. The effectiveness of chatbots in improving students' English speaking skills

The research also revealed that chatbots are effective in certain aspects of speaking improvement, but they have clear limitations. The most significant benefit is the increase in students' confidence. Speaking with a chatbot provided a low-pressure and non-judgmental environment, which allowed students to practice without fear of being laughed at or corrected harshly. This encouraged them to experiment with new words and produce longer sentences, which gradually supported the development of fluency.

Another strength is that chatbots promote regular practice. Students were able to use the chatbot anytime, whether at night, during short breaks, or before sleeping. Even short practice sessions helped students maintain their speaking habit and kept their English active outside the classroom. This regular exposure to speaking opportunities is essential for fluency development.

Despite these benefits, chatbots have important limitations. Conversations with the chatbot were often repetitive and predictable, which reduced students' motivation and limited the development of spontaneous speaking skills. Additionally, the chatbot provided little to no corrective feedback. Students continued speaking without knowing if their grammar was correct, which limited their improvement in accuracy and complex language used.

In conclusion, chatbots are effective as a supplementary tool for building confidence, encouraging frequent practice, and supporting fluency development. However, they cannot fully replace human interaction. For complete speaking mastery including accuracy, natural communication, and complex sentence production students still need teacher guidance and authentic peer interaction that provide meaningful feedback and real conversational experience.

B. Suggestion

1. For the teachers

Teachers are encouraged to integrate the used of chatbots or similar digital tools into English speaking activities as supplementary media for practice. Using chatbots can provide students with a low-anxiety environment to experiment with English, which helps them overcome fear and hesitation. Teachers are also suggested to give guidance on how to maximize chatbot used for speaking practice and to provide regular feedback on students' grammar and pronunciation, since chatbots often lack

corrective features. This combination of technology and teacher feedback was making speaking practice more effective and comprehensive.

2. For the students

Students are encouraged to actively used chatbots to practice English speaking outside the classroom because chatbots provide flexible and independent learning opportunities. To make their practice more effective, students should enrich their vocabulary, as mastering more words was make speaking easier and smoother. They can also form small English conversation clubs with classmates to discuss topics in English and combine chatbot practice with peer interaction. In this way, students can improve their fluency and confidence while still getting support from their peers.

3. For further researchers

Future researchers are encouraged to explore the used of chatbots in different contexts and with various levels of learners to understand their broader effectiveness in improving speaking skills. Further studies can also focus on integrating chatbots with other learning strategies, such as peer conversation or teacher-guided sessions, to investigate how technology and human interaction can complement each other. Expanding research to examine students' long-term improvement in fluency, accuracy, and confidence was provide more valuable insights for language teaching and learning development.

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APPENDICES



Appendix 1

Interview Questions

Challenges Faced by Students in Using Chatbots to Practice English Speaking

Section I: Technical and Linguistic Challenges

1. Could you describe your overall experience using chatbots to practice speaking English?
2. Have you encountered any technical issues while interacting with the chatbot? If so, could you explain what happened?
3. What usually happens when the chatbot does not understand what you are trying to say?
4. Have you ever felt confused by the vocabulary or sentence structures used by the chatbot?
5. How often do you find it difficult to understand or follow the chatbot's instructions in English?

Section II: Emotional and Psychological Responses

6. How confident do you feel when speaking English with the chatbot?
7. Have you ever felt anxious, nervous, or uncomfortable during conversations with the chatbot? If yes, can you explain why?
8. Has using the chatbot influenced your motivation to improve your English speaking skills? In what way?
9. What kinds of feelings or emotions do you usually experience during or after using the chatbot?

Section III: Perceptions of Usefulness and Limitations

10. In your opinion, how effective is the chatbot in helping you improve your spoken English?
11. Do you feel that the chatbot sounds natural or similar to a real conversation partner? Why or why not?
12. What features or aspects of the chatbot do you find most helpful or enjoyable?
13. What do you consider to be the main limitations or weaknesses of using a chatbot for speaking practice?
14. If you could improve the chatbot, what changes or additions would you suggest?
15. Would you recommend using chatbots for English speaking practice to other students? Why or why not?

Appendix 2

Observation sheet

Effectiveness of Chatbots in English Speaking Practice

Observer's Name:

Participant Code:

Date of Observation:

| No | Observation Indicator | Yes | No | Notes |
|----|---|-----|----|-------|
| 1 | The participant hesitates frequently or takes long pauses when responding | | | |
| 2 | There is misunderstanding or miscommunication between the participant and the chatbot | | | |
| 3 | The participant shows signs of frustration or disengagement (e.g., sighing, looking away) | | | |
| 4 | The participant needs to repeat or rephrase their input to be understood by the chatbot | | | |
| 5 | The participant explicitly asks the chatbot for clarification | | | |

Appendix 3

Transcript of Interview

Transcript of Interview - Informant 1

ZA

| Pertanyaan | Jawaban Informan |
|--|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I do not know many English words, so I stop speaking many times. I am afraid to make mistakes, even with the chatbot. I also think too long about grammar before I speak. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel a bit nervous but more confident than in class. It makes me dare to speak little by little. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, I feel my fluency is better, but my accuracy is still weak because the chatbot does not give feedback. |
| 4. How often do you use chatbots to practice speaking English? | I usually practice three or four times a week for several minutes each time. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | The chatbot should provide corrections and maybe give more interesting topics to discuss. |

Transcript of Interview - Informant 2

BA

| Pertanyaan | Jawaban Informan |
|---|--|
| 1. What difficulties do you face when speaking English using a chatbot? | I often stop in the middle of speaking because I don't know the vocabulary. I feel nervous too when I cannot answer quickly. Sometimes I just speak Indonesian because I forget the English words. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel more relaxed than speaking in front of friends. I am not worried that someone was laugh at me, so I can try to speak more freely. |

| | |
|--|--|
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, I can speak more fluently because I practice more often, but I am still not sure about my grammar because the chatbot doesn't correct me. |
| 4. How often do you use chatbots to practice speaking English? | Usually at night before I sleep, sometimes only five to ten minutes, but it makes me practice every day. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I hope the chatbot can correct my mistakes and give more different questions, so I was not feel bored and can learn more. |

Transcript of Interview - Informant 3

| Pertanyaan | Jawaban Informan |
|--|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I forget vocabulary very quickly, and I cannot make long sentences. I also feel shy and slow because I am afraid that my sentence is wrong. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel comfortable practicing alone without being laughed at. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, I can speak longer sentences now but I still need feedback. |
| 4. How often do you use chatbots to practice speaking English? | I practice mostly at night, almost every day. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I think the chatbot should give more random questions so I can practice various topics. |

Transcript of Interview - Informant 4
IZ

| Pertanyaan | Jawaban Informan |
|--|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I get nervous when I cannot find the right word. I paused a lot and sometimes I just say short sentences to avoid mistakes. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel a bit relaxed and enjoy practicing privately. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, my fluency is improving but I am not sure about grammar. |
| 4. How often do you use chatbots to practice speaking English? | I practice once a day in the evening for a short time. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I hope the chatbot can give pronunciation guidance or correction. |

Transcript of Interview - Informant 5
RH

| Pertanyaan | Jawaban Informan |
|--|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I often forget words, and I feel confused to make a correct sentence. I also feel shy at first, but after some time I can speak better. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel more confident after practicing a few times. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, I feel less afraid to speak and more fluent. |
| 4. How often do you use chatbots to practice speaking English? | I practice several times a week, usually at night. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I suggest adding features that can give a score or evaluate speaking. |

Transcript of Interview - Informant 6
AH

| Pertanyaan | Jawaban Informan |
|--|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I always think too much about grammar. When I do not know the vocabulary, I stop speaking. Sometimes I feel lazy because the conversation feels the same. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel more relaxed and free to speak with the chatbot. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, it makes me speak more often, but grammar improvement is small. |
| 4. How often do you use chatbots to practice speaking English? | I practice whenever I am free, usually 3-4 times a week. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I wish the chatbot could correct my grammar or show right sentences. |

Transcript of Interview - Informant 7
AM

| Pertanyaan | Jawaban Informan |
|---|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I feel nervous and shy at first. I also cannot speak long because I forget words. I worry that my sentence is wrong, so I speak slowly. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel free from being judged and I can speak more confidently after some time. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, I can respond more smoothly now compared to before. |
| 4. How often do you use chatbots to practice speaking English? | I practice almost every night for a few minutes. |

| | |
|--|--|
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I suggest that the chatbot should provide fun games or scenarios to practice speaking. |
|--|--|

Transcript of Interview - Informant 8
JH

| Pertanyaan | Jawaban Informan |
|--|--|
| 1. What difficulties do you face when speaking English using a chatbot? | I forget vocabulary and cannot make a long conversation. I also paused a lot because I think about grammar and I am afraid to make mistakes. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel happy because I can practice without feeling shy. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, my fluency improves a little, but I am not sure about accuracy. |
| 4. How often do you use chatbots to practice speaking English? | I practice 4-5 times a week, mostly in the evening. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I hope the chatbot can ask different topics so I do not feel bored. |

Transcript of Interview - Informant 9
IM

| Pertanyaan | Jawaban Informan |
|---|--|
| 1. What difficulties do you face when speaking English using a chatbot? | Sometimes I don't know what to say because I forget words. I also laugh at myself because I cannot make long sentences. I am afraid if the grammar is wrong. |

| | |
|--|---|
| 2. How do you feel when using a chatbot to practice speaking English? | I feel relaxed and enjoy trying new words with the chatbot. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, I speak more often now and feel braver. |
| 4. How often do you use chatbots to practice speaking English? | I practice short sessions every day. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I suggest the chatbot can provide feedback or show example sentences. |

Transcript of Interview - Informant 10
KH

| Pertanyaan | Jawaban Informan |
|--|---|
| 1. What difficulties do you face when speaking English using a chatbot? | I always stop when I forget the vocabulary. I feel shy at first and only say short sentences. I want to speak better but it is hard without help. |
| 2. How do you feel when using a chatbot to practice speaking English? | I feel more brave to speak because the chatbot never laughs at me. |
| 3. Do you feel your speaking skills have improved after using the chatbot? Explain. | Yes, my confidence increases and I speak more, but grammar is still weak. |
| 4. How often do you use chatbots to practice speaking English? | I practice whenever I have free time, almost daily. |
| 5. What are your suggestions for making the use of chatbots more effective in improving speaking skills? | I hope the chatbot can give me correction and ask more challenging questions. |

Informant 1

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|--|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted fluently but paused before answering |
| 2 | Student speaks fluently without long pauses | | ✓ | Many pauses in speech |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Used basic words only |
| 4 | Student shows confidence while speaking | | ✓ | Looked shy during session |
| 5 | Student constructs sentences using correct grammar | | ✓ | Frequent grammatical errors |

Informant 2

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|------------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted chatbot quickly |
| 2 | Student speaks fluently without long pauses | | ✓ | Often silent after 2–3 words |
| 3 | Student uses appropriate vocabulary during the conversation | | ✓ | Limited vocabulary used |
| 4 | Student shows confidence while speaking | | ✓ | Seemed nervous and shy |
| 5 | Student constructs sentences using correct grammar | | ✓ | Incorrect sentence structure |

Informant 3

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted and responded well |
| 2 | Student speaks fluently without long pauses | | ✓ | Stopped multiple times while thinking |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Knew some basic words |
| 4 | Student shows confidence while speaking | | ✓ | Not confident initially |
| 5 | Student constructs sentences using correct grammar | | ✓ | Grammar mistakes frequently appeared |

Informant 4

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted chatbot clearly |
| 2 | Student speaks fluently without long pauses | | ✓ | Hesitated often |
| 3 | Student uses appropriate vocabulary during the conversation | | ✓ | Vocabulary very limited |
| 4 | Student shows confidence while speaking | | ✓ | Avoided speaking long sentences |
| 5 | Student constructs sentences using correct grammar | | ✓ | Used wrong verb forms |

Informant 5

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted naturally |
| 2 | Student speaks fluently without long pauses | | ✓ | Some pauses but improved later |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Used simple correct words |
| 4 | Student shows confidence while speaking | ✓ | | Smiled and more confident mid-session |
| 5 | Student constructs sentences using correct grammar | | ✓ | Made few sentence errors |

Informant 5

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted after delay |
| 2 | Student speaks fluently without long pauses | | ✓ | Spoke slowly with pauses |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Limited but relevant vocabulary |
| 4 | Student shows confidence while speaking | | ✓ | Looked uncomfortable |
| 5 | Student constructs sentences using correct grammar | | ✓ | Incorrect sentence order |

Informant 7

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted softly |
| 2 | Student speaks fluently without long pauses | | ✓ | Speech often broken |
| 3 | Student uses appropriate vocabulary during the conversation | | ✓ | Very few words used |
| 4 | Student shows confidence while speaking | | ✓ | Seemed anxious |
| 5 | Student constructs sentences using correct grammar | | ✓ | Grammar weak |

Informant 8

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|-----------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted politely |
| 2 | Student speaks fluently without long pauses | | ✓ | Stopped frequently |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Knew basic daily vocabulary |
| 4 | Student shows confidence while speaking | | ✓ | Confidence low |
| 5 | Student constructs sentences using correct grammar | | ✓ | Grammatical errors exist |

Informant 9

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted and smiled |
| 2 | Student speaks fluently without long pauses | | ✓ | Pauseds every few words |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Used correct simple words |
| 4 | Student shows confidence while speaking | | ✓ | Hesitant eye contact |
| 5 | Student constructs sentences using correct grammar | | ✓ | Wrong verb tense used |

Informant 10

| No | Observation Item | Yes | No | Notes |
|----|---|-----|----|---------------------------|
| 1 | Student greets and responds to the chatbot in English | ✓ | | Greeted after thinking |
| 2 | Student speaks fluently without long pauses | | ✓ | Multiple long pauses |
| 3 | Student uses appropriate vocabulary during the conversation | ✓ | | Knew 3–4 words for answer |
| 4 | Student shows confidence while speaking | | ✓ | Spoke softly with fear |
| 5 | Student constructs sentences using correct grammar | | ✓ | Grammar inaccurate |

Appendix 4

Observation Notes – Participant P1 (Low Ability)

Date: 08 August 2025

Observer: Researcher

- Frequently paused before answering; several answers were incomplete.
- Used Indonesian words when unable to recall vocabulary.
- Mispronounced “people,” repeated it three times before switching to typing.
- Showed nervous laughter when chatbot gave irrelevant replies.
- Often gave very short answers such as “yes” or “okay.”

Date: 10 August 2025

Observer: Researcher

- Long pauses observed in nearly every response.
- Pronunciation problem with “comfortable” not recognized by chatbot.
- Avoided eye contact with the screen, showing nervousness.
- Several sighs and frustrated expressions recorded.
- Mostly responded with short, fragmented phrases.

Observation Notes – Participant P3 (Moderate Ability)

Date: 12 August 2025

Observer: Researcher

- Paused frequently but tried to continue with simple sentences.
- Limited vocabulary forced her to repeat the same expressions.
- Mispronounced “culture”; chatbot ignored the mistake.
- Smiled nervously when unsure of grammar.

- Sometimes code-switched into Indonesian during hesitation.

Observation Notes – Participant P4 (Moderate Ability)

Date: 13 August 2025

Observer: Researcher

- Began answers confidently but stopped mid-sentence when forgetting a word.
- Repeated chatbot's questions softly in Indonesian before responding.
- Grammar hesitation observed; sentences simplified.
- Lowered voice and avoided screen during difficult parts.
- Typing was used twice after voice recognition failed.

Observation Notes – Participant P5 (Moderate Ability)

Date: 14 August 2025

Observer: Researcher

- Paused several times before speaking.
- Rephrased sentences into simpler words to avoid grammar mistakes.
- Mispronounced "learned," chatbot did not correct.
- Nervous smile when chatbot gave irrelevant responses.
- Repeated phrase "it is good" multiple times.

Observation Notes – Participant P6 (Moderate Ability)

Date: 15 August 2025

Observer: Researcher

- Vocabulary limitation observed; often stopped and replaced words with simpler ones.
- Long pauses before answering, showing hesitation.

- Looked away from screen while thinking.
- Mispronounced “environment,” repeated three times.
- Grammar insecurity slowed responses, producing fragmented speech.

Observation Notes – Participant P7 (Moderate Ability)

Date: 16 August 2025

Observer: Researcher

- Spoke softly with frequent pauses.
- Often shy and hesitant, saying “I don’t know” when unsure.
- Grammar insecurity visible; sentences were broken into shorter fragments.
- Smiled awkwardly when chatbot misunderstood her input.
- Limited vocabulary led to repetitive word choices.

Observation Notes – Participant P8 (Average Ability)

Date: 17 August 2025

Observer: Researcher

- Paused several times while searching for vocabulary.
- Occasionally replaced English with Indonesian words.
- Nervous tone as if “competing” with the chatbot.
- Deleted typed answers before re-sending, showing lack of confidence.
- Grammar concern made responses short and cautious.

Observation Notes – Participant P9 (Above Average Ability)

Date: 18 August 2025

Observer: Researcher

- Started fluently but sometimes forgot words mid-sentence.
- Replaced difficult words with simpler alternatives.
- Once laughed when chatbot gave irrelevant response.

- Overthought grammar, leading to slower speech.
- Checked sentences mentally before speaking, reducing spontaneity.

Observation Notes – Participant P10 (Moderate Ability)

Date: 19 August 2025

Observer: Researcher

- Started sentences confidently but often paused halfway.
- Limited vocabulary led to repetitive expressions.
- Looked away from the screen when thinking, showing shyness.
- Grammar insecurity slowed speech; sometimes lost original idea.
- Preferred short sentences to avoid making mistakes.



Appendix 5

Documentation













Appendix 6

Letter of research


MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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 Web : https://fkip.unismuh.ac.id

Nomor : 0529 /FKIP/A.4-II/VII/1447/2025
 Lamp : 1 Rangkap Proposal
 Perihal : Pengantar Penelitian

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 Ketua LP3M Unismuh Makassar
 Di,
 Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh
 Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa benar mahasiswa tersebut di bawah ini:

Nama : Yaumil Izza Ismi Fauziah
 NIM : 105351113228
 Prodi : Pendidikan Bahasa Inggris
 Alamat : Jl. BTN Andi Tonro
 No. HP : 082259831122
 Tgl Ujian Proposal : 18 Juli 2025

akan mengadakan penelitian dan atau pengambilan data dalam rangka tahapan proses penyelesaian Tugas Akhir Kuliah (Skripsi) dengan judul :
 "The Challenges in Developing English Conversational Competence Through Chatbot Interaction"

Demikian Surat Pengantar ini kami sampaikan kepada Bapak/Ibu, atas perhatian dan kerjasamanya ucapkan terima kasih
 Jazaakumullahu Khaeran Katsiraan.
Wassalamu Alaikum Warahmatullahi Wabarakatuh.

28 Muharram 1447 H
 Makassar
 23 Juli 2025

Dekan
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 Universitas Muhammadiyah Makassar,

 Dr. H. Baharullah, M. Pd
 NBM. 779 170


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Makassar, 11 Agustus 2025

Mengetahui,


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FKIP Unismuh Makassar


Dr. Ummi Khaerati Svami, S.Pd., M.Pd
 NBM. 977 807

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


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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Yaumil Liza Ismi Fauziah**
 NIM : **105351113218**
 Judul Penelitian : **The Challenges In Developing English Conversational Competence Through Interactions : A Qualitative Study**
 Tanggal Ujian Proposal : **18 Juli 2025**
 Tempat/Lokasi Penelitian : **Universitas Muhammadiyah Makassar**

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NIM : 105351113218
Program Studi : Pendidikan Bahasa Inggris
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Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

25 Syafar 1446 H

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BIOGRAPHY



Yaumil Izza Ismi Fauziah was born on 10 December 1999 in Selayar, South Sulawesi, Indonesia. She grew up in a supportive family environment as the beloved daughter of Mr. Saenal Abidin, S.Sos, and Mrs. Sitti Rahmah Rahman, who consistently encouraged her to pursue her dreams and value education as a foundation for her future. Her educational journey began at SDN Benteng 1 Selayar, where she completed her elementary studies and graduated in 2012. She then continued her education at SMPN 1 Benteng Selayar, successfully finishing junior high school in 2015. With determination to improve both academic and practical skills, she pursued her secondary education at SMKN 5 Selayar, from which she graduated in 2018. Driven by her passion for languages and teaching, Yaumil continued her studies at Universitas Muhammadiyah Makassar, majoring in English Education. During her university years, she developed a strong interest in exploring modern approaches to language learning, particularly the integration of technology in enhancing students' communication skills. This passion led her to conduct research for her undergraduate thesis entitled "Students' Challenges in English Conversational Competence through Chatbot Interaction." Her thesis examined the obstacles students face when practicing English speaking skills using chatbot applications, shedding light on the benefits and limitations of digital learning tools in fostering conversational competence. Through dedication, discipline, and perseverance, Yaumil successfully completed her undergraduate studies and defended her thesis. She aspires to continue contributing to the field of education by becoming a teacher who not only imparts knowledge but also inspires and motivates students to embrace English with confidence and enthusiasm. Her life journey reflects her commitment to continuous learning and her vision to make education a transformative force in society.