

REFERENCES

- Agustina, V., Thamrin, N. R., & Oktoma, E. (2024). The Role of English Language Proficiency in the Global Economy and Business Communication. *International Journal Administration, Business & Organization*, 5(4), 82–90. <https://doi.org/10.61242/ijabo.24.423>
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. 84–85.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Longman.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education. 308.
- Canale, M., & Swain, M. (2003). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. 1(1), 1–47.
- Chaney, A. L. (1998). Teaching Oral Communication in Grades K–8. Allyn & Bacon. Chaney, A. L.
- Chapelle, C. A. (2010). *The spread of computer-assisted language learning*. Language Teaching.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- El-Kayed Bahasht, D., & Kadir, S. (n.d.). Culture, languages and media Independent Project with Specialization in English Studies and Education The Influence of Chatbots on English Oral Communication Skills in EFL Learners in upper secondary school Påverkan av chatbotar på engelska muntliga kommunikationsfärdigheter hos EFL-elever i gymnasieskolan.
- Gao, J. , & Zhang, H. (2023). The role of AI-powered language tools in developing EFL learners' speaking skills: A systematic review. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*. 13(2), 1–18.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. 18(1), 59–82.

- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman.
- Hockly, N. (2019). *Technology-enhanced language learning*. *ELT Journal*.
- Hwang, G. J., & Wang, Y. Y. (2024). A systematic review of using AI chatbots for language learning: Exploring educational design, efficacy, and future directions. *Interactive Learning Environments*. 32(1), 1–25.
- Iskandar, A. (2025). *The effectiveness of ChatGPT in improving university students' speaking performance in Indonesia: A quasi-experimental study*. *Journal of English Language Teaching and Applied Linguistics*.
- Kang, S., & Sung, M.-C. (2013). EFL students' self-directed learning of conversation skills with AI chatbots. In *Language Learning & Technology* (Vol. 2024, Issue 1). <https://hdl.handle.net/10125/73600>
- Kashefi, P., & Nejad, M. S. (2023). *ChatGPT as an authentic interlocutor: Examining its effectiveness in developing EFL learners' pragmatic and conversational skills*.
- Li, H., Chen, X., & Wang, Y. (2024). *Integrating Large Language Models (LLMs) into language teaching: Opportunities and challenges for intensive and extensive speaking practice*. *TESOL Quarterly*.
- Li, J., & L. H. (2024). *AI-driven conversational agents in language learning: Opportunities and challenges*. *ReCALL Journal*.
- Li, S. (2012). *The importance of speaking skills in EFL*. *English Language Teaching*. 5(4), 57.
- Li, S., & Zhang, H. (2024). *Exploring the efficacy of generative AI on EFL speaking anxiety and motivation: A pilot study*. 10(1), 30–45.
- Liu, Y., Z. Q., & C. H. (2023). *Conversational AI in language learning: Opportunities and challenges*. *Educational Technology Research and Development*.
- Lo & Jong, M. S. yung. (2024). Exploring the application of ChatGPT in ESL/EFL education and related research issues: a systematic review of empirical studies. In *Smart Learning Environments* (Vol. 11, Issue 1). Springer. <https://doi.org/10.1186/s40561-024-00342-5>
- Mingyan, C. (2025). *Enhancing oral proficiency through AI-powered speaking applications: Evidence from Chinese EFL learners*. *Asian EFL Journal*.

- Nunan, D. (2018). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed). SAGE Publications.
- Peña-Acuña, B., & Corga Fernandes Durão, R. (2024). Learning English as a second language with artificial intelligence for prospective teachers: a systematic review. In *Frontiers in Education* (Vol. 9). Frontiers Media SA. <https://doi.org/10.3389/feduc.2024.1490067>
- Rahmawati, D. , & P. M. A. (2024). *Language Learning through AI Chatbots: Effectiveness and Cognitive Load Analysis*.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press. 5.
- Richards, J. C. (2015). Key Issues in Language Teaching. Cambridge University Press. Richards, J. C. (n.d.). Key Issues in Language Teaching. Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Pearson Education. 2(1), 195.
- Salsabil, N. , & R. D. (2025). Integrating AI chatbots in EFL classrooms: Effects on Indonesian students' speaking fluency. *Indonesian Journal of English Language Teaching and Linguistics*,.
- Tai, M. (2024). AI chatbot-mediated speaking practice for EFL learners: Quantitative insights from Taiwan. *Language Learning & Technology*,.
- Thornbury, S. (2005). *How to Teach Speaking*. Longman. 10.
- Üstünbaş, Ü. (2024). Hey, GPT, Can We Have a Chat?: A Case Study on EFL Learners' AI Speaking Practice. *International Journal of Modern Education Studies*, 8(1). <https://doi.org/10.51383/ijonmes.2024.318>
- Wang, H., Abdul Aziz, A., & Kutty, F. M. (2025). Integrating AI into Asian Tertiary EFL Learners' Speaking Instruction: A Systematic Literature Review. In *Forum for Linguistic Studies* (Vol. 7, Issue 3, pp. 104–119). Bilingual Publishing Group. <https://doi.org/10.30564/fls.v7i3.8263>
- Wang, H., Abdul Aziz, A., & Kutty, F. M. (2025). Integrating AI into Asian Tertiary EFL Learners' Speaking Instruction: A Systematic Literature Review. In *Forum for Linguistic*

Studies (Vol. 7, Issue 3, pp. 104–119). Bilingual Publishing Group.
<https://doi.org/10.30564/fls.v7i3.8263>

Wang, R. (2023). *Mitigating foreign language anxiety with generative AI: A study of Chinese EFL learners' speaking performance*. 36(1), 205–228.

Wang, Y. , L. X. , & L. Z. (2025). *Exploring the impact of AI chatbots on EFL learners' speaking fluency and engagement*. *Computer Assisted Language Learning*.

Wang, Y., & Sun, Y. (2024). *The role of large language models in promoting EFL speaking fluency through task-based interaction*. 28(1), 1–25.

Wang, Z. , L. J. , & Z. M. (2025). *Enhancing EFL speaking proficiency through AI chatbot interaction: A systematic review*. *Computers & Education*.

Yang, Y., & Ma, X. (2023). *Using Generative AI to enhance students' oral presentation skills: A focus on feedback provision for extensive speaking*. *Journal of Educational Technology Development and Exchange (JETDE)*. 16(1), 1–20.

Yaumil Izza Ismi Fauziah. (2025). *Students' Challenges in English Conversational Competence Through Chatbot Interaction (A Qualitative Study)*.

Young, J. C. (2024). *Evaluation of Speech Recognition, Text-to-Speech, and Generative Text Artificial Intelligence for English as Foreign Language Learning Speaking Practices* DISSERTATION.

Zhou, Q., Hashim, H., & Sulaiman, N. A. (2025). Supporting english speaking practice in higher education: the impact of AI chatbot-integrated mobile-assisted blended learning framework. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-025-13401-2>