

The Use of ChatGPT AI Audio in Mastering Arabic Speaking Skills at the Beginner Level

Wan Mohd Hamdi Bin Wan Nordin@Wan Ghazali, Adhanawati Abd Rapa*, Ijlal Saja

Academy of Language Studies, University of MARA Technology, Melaka Branch, Malaysia

*Corresponding author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.910000006>

Received: 29 September 2025; Accepted: 04 October 2025; Published: 01 November 2025

ABSTRACT

Mastering speaking skills in Arabic is a major challenge among students in Malaysia, as traditional teaching approaches emphasize grammar and translation more than oral communication. This study evaluates the impact of using ChatGPT AI Audio in enhancing students' speaking skills through interactive conversation practice, pronunciation correction, and grammar feedback. A total of 60 public university students were selected as respondents, using a mixed-methods design involving quantitative questionnaires, semi-structured interviews, and written reflections. Descriptive analysis showed a high level of acceptance with an overall mean score of 4.12, while the speaking confidence item recorded the highest average ($M=4.35$). Thematic analysis identified five main themes: increased confidence, phonetic awareness, technical constraints, cultural sensitivity, and dependence on AI. The findings indicate that ChatGPT AI Audio can serve as an effective support tool to enhance students' confidence, fluency, and phonetic awareness, although it remains limited by digital infrastructure issues and cultural understanding constraints. This study recommends the gradual integration of AI into Arabic language pedagogy as a complement to traditional methods.

Keywords— ChatGPT AI Audio, Arabic speaking skills, foreign language learning, mixed methods, and higher education

INTRODUCTION

Arabic holds a special position in Malaysia. It is not only the language of Islam used in the Qur'an and in worship, but also a language of knowledge, culture, and international diplomacy. Although many students study Arabic at the primary, secondary, and even university levels, the greatest challenge often mentioned is the mastery of speaking skills. Many students are able to read Arabic texts or understand grammar in theory, yet fail to convey messages orally with fluency.

One contributing factor is the teaching approach that places greater emphasis on grammar (nahu), morphology (sarf), and text translation rather than oral interaction (Al-Sobhi & Preece, 2018). This situation results in students having fewer opportunities to actively practice speaking in Arabic. Furthermore, limitations in the learning environment mean that students rarely hear native speakers' pronunciation, making it difficult for them to imitate the correct intonation.

In the era of the Fourth Industrial Revolution (IR 4.0), the use of artificial intelligence (AI) has begun to attract attention in the field of education. One of the latest innovations is ChatGPT with audio functions, which enables real-time conversational interaction. ChatGPT audio can serve as a "virtual dialogue partner" that corrects pronunciation, improves sentence structure, and suggests vocabulary in specific contexts. This technology has the potential to reduce foreign language anxiety often experienced by students (Horwitz, 2016) and create opportunities for more flexible self-directed learning.

This study was conducted to evaluate the effects of using ChatGPT AI audio in mastering Arabic speaking skills in Malaysia. It focuses on two main aspects: quantitative analysis based on surveys of 60 respondents, and qualitative analysis based on students' reflections and interviews.

LITERATURE REVIEW

A. Previous studies

Previous studies have shown that non-native learners often face difficulties in phonetics, intonation, and sentence structure when speaking Arabic. Habash (2010) emphasizes that Arabic has a complex morphology system based on root words, making it different from Malay and English. In addition, the wide variation of dialects adds to the difficulty, as students are exposed to Modern Standard Arabic (MSA) in the classroom but hear Egyptian, Levantine, or Gulf dialects through media (Alqudsi et al., 2014).

Foreign language anxiety has also been identified as a major obstacle. Horwitz (2016) notes that students often feel afraid of making mistakes, which leads them to remain silent. This situation reduces their opportunities to practice actively.

The integration of technology in language learning has been proven to enhance motivation and learning effectiveness. Hashim and Yunus (2018) reported that the use of interactive applications in language learning in Malaysia increased students' interest and provided them with opportunities for self-directed learning. In the global context, AI technologies such as Google Translate, Microsoft Translator, and the more recent ChatGPT offer new platforms that not only translate text but also support voice conversations. Figure 1 illustrates ChatGPT AI Audio. Fig. 1 show ChatGPT AI Audio.



Fig. 1 ChatGPT AI Audio

One of its advantages is providing a safe interactive space where students can practice speaking without fear of

making mistakes or feeling embarrassed when corrected. This helps to reduce foreign language anxiety, which is usually a major barrier to speaking fluently (Horwitz, 2010). In addition, the audio capability of ChatGPT, which provides immediate feedback on pronunciation and intonation, enables students to identify and correct errors quickly—something that is sometimes difficult to achieve in traditional classrooms (Habash, 2010). In terms of flexibility, students are also free to use this technology anytime and anywhere, making learning more accessible and less monotonous (Hashim & Yunus, 2018). Moreover, ChatGPT can simulate various real-life situations such as making acquaintances, conversing in class, shopping, or discussing religious topics, thereby making practice more meaningful and relevant to daily life (Al-Sobhi & Preece, 2018).

Gao et al. (2023), through the SeamlessM4T study, emphasized that AI-based multimodal models are becoming increasingly effective in automatic translation and speech recognition. This opens up opportunities for applications such as ChatGPT to be used more widely in language learning, including Arabic. Nevertheless, specific research on the effectiveness of ChatGPT AI audio in mastering Arabic speaking skills in Malaysia is still limited. However, the use of AI must also comply with Shariah principles, meaning that it should not involve complete dependence nor replace the role of teachers (Rapa et al., 2024; Surtahman et al., 2025).

Theory

Communicative Language Teaching (CLT) is a language learning approach that emphasizes meaningful communication as the primary goal. It stresses that language mastery is not measured solely through grammar or vocabulary memorization, but through students' ability to use the language in real-life situations to convey and understand messages (Richards & Rodgers, 2014).

In the context of this study, ChatGPT AI Audio can be regarded as a medium for implementing CLT because it allows students to interact spontaneously in Arabic. ChatGPT audio functions as a “virtual dialogue partner,” giving students the opportunity to practice speaking without fear of making mistakes, while also providing real-time feedback on pronunciation and grammar. This interaction resembles authentic conversations, which are the core of CLT.

In addition, CLT emphasizes a variety of communicative contexts such as social conversations, marketplace transactions, classroom learning, and religious discussions (Littlewood, 2004). ChatGPT AI Audio enables the simulation of these various contexts, thereby providing a learning experience that is more enjoyable, meaningful, and authentic.

Therefore, the implementation of ChatGPT audio aligns with the principles of CLT, especially by providing a space for communication practice that prioritizes fluency over accuracy, with corrections occurring naturally through interactive feedback.

METHODOLOGY

This study employed a mixed-methods approach that combined both quantitative and qualitative analyses (Creswell & Plano Clark, 2018; Creswell, 2014). A total of 60 students from a public university in Malaysia who were enrolled in a communicative Arabic course were selected as respondents. The sample was chosen through purposive random sampling, taking into account students with basic to intermediate levels of proficiency (Cohen et al., 2018).

For the quantitative data, a structured questionnaire was used, consisting of three main sections: respondents' background, experience using ChatGPT audio, and perceptions of its effects on improving speaking skills. A five-point Likert scale (1 = strongly disagree to 5 = strongly agree) was employed to measure the level of satisfaction, as recommended in quantitative educational research (Creswell, 2014; Cohen et al., 2018).

For the qualitative data, semi-structured interviews and written reflections were employed. Students were asked to share their experiences using ChatGPT audio in speaking practice, including challenges, benefits, and suggestions for improvement. All qualitative data were analyzed using thematic analysis (Braun & Clarke, 2006; Flick, 2014) to identify recurring patterns.

Data collection was conducted over four weeks. In the first week, students were briefed on the use of ChatGPT audio and instructed to use it for at least 15 minutes daily. During the second and third weeks, students were asked to use the audio conversation function in three stages: basic sentences, themed conversations, and advanced discussions. In the fourth week, questionnaires were distributed and interviews were conducted. Quantitative data were analyzed using descriptive statistics (Cohen et al., 2018), while qualitative data were analyzed manually through open coding, theme categorization, and final theme determination (Braun & Clarke, 2006; Flick, 2014).

FINDINGS

A. Quantitative Analysis

The survey findings from TABLE I indicated a positive level of acceptance toward the use of ChatGPT AI audio. The overall mean score was high ($M = 4.12$), suggesting that students welcomed the use of ChatGPT audio in speaking practice. The highest-rated item was “AI audio increases speaking confidence” with an average of 4.35. However, 60% of respondents reported internet connectivity issues as the main limitation.

TABLE I QUANTITATIVE ANALYSIS

Item Statement	Mean (M)	Standard Deviation	% Agree/ High
AI audio increases my confidence to speak in Arabic	4.35	0.58	86.7% (52 students)
AI audio helps me correct pronunciation and phonetics more quickly	4.28	0.62	81.7% (49 students)
Conversation practice with AI is more engaging compared to traditional methods	4.12	0.71	76.7% (46 students)
I can use AI audio independently without teacher guidance	3.95	0.69	68.3% (41 students)
There are technical constraints (internet/access) when using ChatGPT AI audio	3.88	0.73	60.0% (36 students)

Qualitative Analysis

This study involved a total of 60 university students enrolled in a communicative Arabic course. The survey results from TABLE II indicated a positive acceptance of using ChatGPT AI audio to enhance speaking skills. Overall, the mean score was high at 4.12, suggesting that the majority of students agreed on the effectiveness of this application in oral proficiency.

The item with the highest score was “*AI audio increases my confidence to speak in Arabic*”, with a mean of 4.35 and a standard deviation of 0.58. A total of 86.7% or 52 students expressed agreement. These findings demonstrate that the use of ChatGPT audio has a positive psychological effect on students, particularly in reducing the fear of making mistakes when speaking. Increased confidence is an important factor in foreign language learning, consistent with Horwitz’s (2016) view that foreign language anxiety is a major barrier to speaking confidence.

In terms of phonetics and pronunciation, the item “*AI audio helps me correct pronunciation and phonetics more quickly*” obtained a mean score of 4.28, with 81.7% agreement (49 students). This indicates that audio interaction

with AI enables students to hear the correct pronunciation and practice repeating it without feeling embarrassed. These findings reinforce Habash's (2010) argument that the main challenge for non-native Arabic learners lies in the ability to accurately imitate phonetics.

Next, items related to motivation and enjoyment also showed positive effects. The statement *"Conversation practice with AI is more engaging compared to traditional methods"* recorded a mean of 4.12, with 76.7% agreement (46 students). This highlights that ChatGPT audio introduces interactive and enjoyable elements, in contrast to traditional face-to-face learning, which is more formal and less flexible.

However, there were also findings that highlighted challenges. The item *"I can use AI audio independently without teacher guidance"* obtained a mean of 3.95, with 68.3% (41 students) agreeing. While the majority of students acknowledged their ability to learn independently, this data suggests that some still feel more confident with teacher support. Meanwhile, technical issues were identified as the main limitation. The item *"There are technical constraints (internet/access) when using ChatGPT AI audio"* recorded the lowest mean of 3.88, with 60% (36 students) acknowledging this. This indicates that digital infrastructure factors play a decisive role in determining the effectiveness of this technology.

Overall, the quantitative results show that ChatGPT AI audio was well received by the students. It not only enhanced their confidence but also proved effective in supporting phonetics, motivation, and opportunities for self-directed learning. However, technical aspects and pedagogical support remain complementary factors that need to be emphasized.

TABLE II Qualitative Analysis

Theme/Subtheme	F	%	Sample Respondent Quotes (Random R1–R60)
Increased Confidence	48	80.0%	R7: "I am not embarrassed to speak with AI even if I make mistakes, because the AI immediately corrects me." R15: "With AI, I can repeat many times without feeling embarrassed." R32: "Practice with AI makes me more confident to speak in front of friends." R2: "I used to be afraid of making mistakes, but now I am braver." R46: "AI helps me speak more fluently even though my vocabulary is limited." R19: "I find it easier to start speaking because the AI is friendly and patient." R58: "AI reduces the psychological pressure when learning to speak." R21: "I feel more confident answering questions in class after practicing with AI." R50: "AI is like a chat companion that never gets tired of my mistakes." R9: "My confidence increased because I can practice at any time."
Phonetic Pronunciation Awareness &	44	73.3%	R29: "I used to avoid using the letter ع, but with AI I dared to pronounce it after repeated practice." R4: "AI taught me the difference between the pronunciation of ق and ك." R41: "When I listen to AI, I can imitate the intonation better." R10: "I began to realize the mistakes in the sound of the letter ح, which

			I often confused.” R33: “AI helps me understand the length and shortness of vowel markings (harakat).” R48: “I can improve the pronunciation of the letter غ, which is difficult.” R22: “AI practice is very helpful for the letters ص and س.” R36: “AI gives me the opportunity to hear authentic pronunciation.” R5: “I realized that the sound of the letter ض is different from ذ after using AI.” R53: “AI gives immediate correction if my pronunciation is wrong.”
Technical Constraints	36	60.0%	R14: “If the internet is slow, the practice gets interrupted and I lose the mood to continue.” R25: “Sometimes AI responds slowly because of a weak connection.” R60: “I can only use it on campus; at home the internet is unstable.” R8: “AI cannot function well when the connection is interrupted.” R42: “Technical disruptions reduce my motivation.” R11: “Sometimes the application freezes because of a weak internet connection.” R34: “I need fast Wi-Fi to use AI effectively.” R18: “If I use mobile data, my quota runs out quickly.” R57: “I prefer to practice in the lab because the connection is more stable.” R23: “Sometimes the AI’s voice is unclear when the internet connection is weak.”
Literal Translation / Cultural Context	22	36.7%	R6: “AI sometimes translates religious phrases literally, whereas the actual meaning is deeper.” R37: “I feel that AI does not fully understand the Arab cultural context.” R28: “Some du’a (supplications) are translated in a rough/literal manner” R12: “The translation of Qur’anic verses is too literal and inappropriate.” R47: “AI uses language that is not always used by native speakers.” R16: “There are expressions whose meanings are different but translated directly.” R55: “Religious language requires sensitivity, but AI is rather mechanical.” R30: “I am afraid of misunderstanding the meaning of certain du’a (supplications).” R43: “AI is good for practice, but it cannot replace the interpretation of scholars.” R20: “I hope AI can be more sensitive to the Islamic context.”

Dependence on AI	18	30.0%	R38: “If I get too used to AI, I might feel less confident speaking with real people.” R13: “I feel that AI is not the same as real-world communication.” R26: “AI is only a support tool, not a replacement for teachers.” R49: “If I am always with AI, I might become lazy to interact with friends.” R17: “I am afraid of becoming too dependent until I forget reality.” R44: “AI cannot teach me body language when speaking.” R31: “I also need practice with real people.” R52: “Speaking with AI is easy, but it lacks emotion.” R24: “I need to balance between AI and the teacher.” R40: “AI is suitable for initial practice, but not for every situation.”
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1) Increased Confidence: This theme emerged as the most dominant, with 48 respondents (80%) reporting that the use of ChatGPT AI audio increased their confidence in speaking Arabic. Respondent statements such as “I am not embarrassed to speak with AI even if I make mistakes, because the AI immediately corrects me” (R7) and “I feel more confident answering questions in class after practicing with AI” (R21) illustrate how AI provides a practice space free from the fear of embarrassment or ridicule. These results are consistent with the quantitative findings, where the item “AI audio increases my confidence to speak in Arabic” recorded the highest mean ($M = 4.35$, $SD = 0.58$), with 86.7% of students agreeing. Clearly, affective aspects such as courage and self-confidence constitute the most significant impact of this technology.

2) Phonetic and Pronunciation Awareness: A total of 44 respondents (73.3%) emphasized that AI helped them recognize phonetic differences in Arabic. For example, “AI taught me the difference between the pronunciation of ق and ك” (R4) and “I realized that the sound of ض is different from ذ after using AI” (R5) indicate that this technology functions as a consistent “pronunciation tutor.” This is supported by the quantitative findings for the item “AI audio helps me correct pronunciation and phonetics more quickly,” which obtained a high mean ($M = 4.28$, $SD = 0.62$), with 81.7% of students agreeing. Indirectly, AI audio not only provides exposure to authentic pronunciation but also builds stronger phonological awareness among Malay learners, who often struggle with certain Arabic letters.

3) Technical Constraints: Despite the significant positive impact, 36 respondents (60%) reported technical issues as the main challenge. Respondents mentioned problems such as weak internet connections, application freezes, or unclear AI voice. Sample responses include: “If the internet is slow, the practice gets interrupted and I lose the mood to continue” (R14) and “If I use mobile data, my quota runs out quickly” (R18). These findings align with the quantitative results for the item “There are technical constraints (internet/access) when using ChatGPT AI audio,” which recorded the lowest mean ($M = 3.88$, $SD = 0.73$) with 60% agreement. This indicates that although AI is effective as a learning tool, digital infrastructure remains a key barrier to ensuring a smooth learning experience.

4) Literal Translation and Cultural Context: A total of 22 respondents (36.7%) reported weaknesses in AI’s ability to understand cultural and religious contexts. Responses such as “AI sometimes translates religious phrases literally, whereas the real meaning is deeper” (R6) and “Religious language requires sensitivity, but AI is rather mechanical” (R55) illustrate that the technology still has limitations in terms of cultural sensitivity. Although this issue was not highlighted in the quantitative survey, the qualitative findings add value by revealing a deeper aspect—that AI still requires contextual adaptation to avoid misunderstandings, especially in the translation of religious texts.

5) *Dependence on AI*: The final theme revealed that 18 respondents (30%) expressed concerns about the risk of

overreliance and dependency on AI. Sample quotes include: “If I get too used to AI, I might feel less confident speaking with real people” (R38) and “AI is suitable for initial practice, but not for every situation” (R40). This highlights that while AI helps improve oral proficiency, it cannot replace real human interaction, which involves body language, emotions, and social context. Therefore, AI should be used as a complement rather than a substitute for traditional methods and authentic interaction.

This is the content and modules used for the conversation between students and AI audio on TABLE III.

TABLE III content and modules

Dialog	Arabic Text	Transliteration	English Translation	Notes
1: Greeting & Introduction	Student: السلام عليكم، كيف حالك اليوم؟ AI: وعليكم السلام، أنا بخير، شكراً. وأنت؟ Student: أنا أيضاً بخير. اسمي أحمد، وأنت؟ AI: اسمي علي. تشرفت بلقائك يا أحمد.	Student: Assalāmu ‘alaikum, kaifa ḥāluka al-yawm? AI: Wa ‘alaikumussalām, anā bikhayr, shukran. Wa anta? Student: Anā ayḍan bikhayr. Ismī Aḥmad, wa anta? AI: Ismī ‘Alī. Tasharraftu biliqā’ika yā Aḥmad.	Student: Peace be upon you, how are you today? AI: And peace be upon you, I am fine, thank you. And you? Student: I am also fine. My name is Ahmad, and you? AI: My name is Ali. I am pleased to meet you, Ahmad.	Basic practice for greetings and self-introduction. Suitable for beginners.
2: In the Classroom	Student: أستاذ، هل تستطيع أن تشرح هذا الدرس مرة أخرى؟ AI: نعم، بالطبع. هذا الدرس عن الأفعال الماضية. Student: شكراً، الآن أفهم. AI: ممتاز! هل تريد أمثلة إضافية؟	Student: Ustādh, hal tastaṭī‘ an tashraḥ ḥādhā al-dars marraḥ ukhrā? AI: Na‘am, bilṭab‘. Ḥādhā al-dars ‘an al-af‘āl al-māḍiyah. Student: Shukran, al-ān afhamu AI: Mumtāz! Hal turīd amthilah idāfiyyah?	Student: Teacher, can you explain this lesson again? AI: Yes, of course. This lesson is about past tense verbs. Student: Thank you, now I understand better. AI: Excellent! Do you want additional examples?	Academic setting dialogue. Encourages students to ask questions and understand responses.
3: Shopping at the Market	Student: كم سعر هذا الكتاب؟ AI: سعره خمسون رينجيت. Student: هل يمكنك أن تخفض السعر قليلاً؟ AI: حسناً، أربعون رينجيت.	Student: Kam si‘ru ḥādhā al-kitāb? AI: Si‘ruhu khamsūn ringgit. Student: Hal yumkinuka an tukhafiḍa as-si‘r qalīlan? AI: Ḥasanan, arba‘ūn ringgit.	Student: How much is this book? AI: Its price is fifty ringgit. Student: Can you lower the price a little? AI: Okay, forty ringgit.	Practical communication practice in a market setting. Trains numbers and bargaining skills.
4: Basic Religious	Student: متى نصلي صلاة المغرب؟	Student: Matā nuṣallī ṣalāt al-maghrib?	Student: When do we pray Maghrib?	Religious context dialogue.

Conversation	AI: نصلي بعد غروب الشمس مباشرة. Student: وكيف عدد ركعاتها؟ AI: ثلاث ركعات.	AI: Nuṣallī ba‘da ghurūb ash-shams mubāsharatan. Student: Wa kaifa ‘adad rak‘ātihā? AI: Thalāth rak‘āt.	AI: We pray right after sunset. Student: And how many units (rak‘ah) are there? AI: Three units (rak‘ah)	Links language learning to daily worship practices.
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Dialogue 1, Greeting and Introduction: This dialogue focuses on the use of basic phrases in social encounters, such as greeting, asking about well-being, introducing oneself, and giving polite responses. The student greets, asks about well-being, and introduces their name, while the AI provides appropriate replies. The analysis shows that this dialogue is highly relevant for beginner students as it emphasizes routine expressions used in daily communication. The use of simple language structures, basic vocabulary, and greetings as an entry point to communication makes this practice suitable for building students’ confidence. From a pedagogical perspective, it provides space for students to practice the intonation of greetings and the construction of short sentences, which are the foundation of speaking skills.

Dialogue 2, In the Classroom: The second dialogue illustrates a formal situation in the classroom, where the student asks a question to the teacher (acted by the AI) to request further explanation about the lesson. The AI’s response contains a brief explanation of the grammar topic, namely the past tense, before the student expresses their understanding. This exercise trains students to be confident in asking questions and expressing understanding, two essential components of active learning. From a pedagogical perspective, it not only emphasizes two-way communication but also sharpens the use of academic vocabulary such as “درس” (lesson) and “الأفعال الماضية” (past tense verbs). This situation familiarizes students with the instructional language they will encounter in formal learning contexts.

Dialogue 3, Shopping at the Market: The third dialogue involves a practical situation, that is bargaining at the market. The student asks for the price of a book, attempts to bargain, and accepts the new price offered by the AI. From a linguistic perspective, the dialogue emphasizes the use of numbers, vocabulary related to transactions, and the structure of price inquiries. This context is important because it connects language learning with real-life situations. With such practice, students can master functional language for daily needs. In addition, this dialogue encourages students to practice polite request intonation, which is highly relevant in Arab culture where bargaining is a common social practice.

Dialogue 4, Basic Religious Conversation: The final dialogue touches on a religious theme, namely the time of the Maghrib prayer and the number of rakaat. The AI provides a brief, accurate, and context-appropriate response. This dialogue demonstrates that the integration of Arabic is not limited to social and academic communication but also encompasses spiritual practices that are closely connected to the lives of Muslim students in Malaysia. From an analytical perspective, this exercise is highly significant as it integrates language mastery with religious appreciation. Students not only learn to pronounce words such as “المغرب” (Maghrib) and “ركعة” (rakaat), but also understand the contextual use of the language in daily life. This aligns with the principle of meaningful learning, where language is acquired within contexts that are relevant and valuable to students.

CONCLUSIONS

Overall, the findings of this study demonstrate that the use of ChatGPT AI audio has a positive impact on the mastery of Arabic speaking skills among university students in Malaysia. These findings can be analyzed through several key dimensions: self-confidence, phonetic mastery, learning motivation, technical constraints, as well as cultural sensitivity and dependence on technology. This discussion is also supported by the findings of previous studies outlined in the literature review.

Firstly, self-confidence emerged as the most dominant effect. A total of 80% of respondents reported that they became more willing to speak after practicing with AI. This can be linked to the findings of Horwitz (2016), who emphasized that foreign language anxiety is often the main barrier for students in foreign language communication. ChatGPT audio, with its non-judgmental nature, provides a safe space to practice without social

pressure. This phenomenon resembles the findings of Hashim and Yunus (2018), who found that the use of interactive applications increased students' motivation and reduced their fear of making mistakes. Thus, AI functions not only as a technological tool but also as a psychological mechanism that strengthens students' confidence.

Secondly, improvement in phonetic and pronunciation awareness also received strong support from the data. A total of 73.3% of respondents stated that they became more sensitive to sound distinctions, for example differentiating the pronunciation of ق (qāf) and ك (kāf). This is in line with Habash's (2010) view, which emphasizes the complexity of the Arabic phonological system based on root words, often posing challenges to non-native speakers. The interactive audio practice offered by ChatGPT helps address this issue as it provides instant input and can be repeated without limits. These findings are also consistent with Gao et al. (2023), who demonstrated the effectiveness of AI multimodal models in speech recognition and translation.

Thirdly, in terms of learning motivation and enjoyment, the majority of respondents stated that conversation practice with AI was more enjoyable compared to traditional methods. This is consistent with the findings of Hashim and Yunus (2018), which reported that the integration of technology can enhance student engagement in language learning. ChatGPT audio not only provides a variety of conversational contexts such as greetings, classroom learning, shopping, and religious discussions, but also creates authentic experiences that are closer to students' real lives. Hence, this AI offers students the opportunity to practice language in meaningful contexts, as emphasized by constructivist learning theory.

However, technical constraints are an issue that cannot be overlooked. A total of 60% of respondents reported problems with internet access and application instability. This reflects the challenges of digital education infrastructure in Malaysia, where the effectiveness of technology use is highly dependent on the quality of infrastructure. Without stable internet connectivity, the advantages of AI audio cannot be fully utilized. These findings indicate that education policymakers must give serious attention to improving digital access, particularly in the context of language learning, which requires continuous interaction.

In addition, the theme of literal translation and cultural context also emerged from the qualitative analysis. Some students felt that AI is still unable to fully grasp the cultural nuances of Arabic and the sensitivity of religious contexts, particularly in translating Qur'anic verses or supplications. This finding is consistent with Alqudsi et al. (2014), who argued that dialectal variation and cultural context make Arabic more complex to understand literally. This indicates that although AI works well as a technical training tool, it still requires human guidance in addressing more subtle contextual aspects.

Finally, the issue of dependence on AI also emerged. Some respondents were concerned that excessive use of AI could reduce their confidence in speaking with real speakers. This reminds us that technology should be viewed as a support tool, not a complete replacement for teachers and human interaction. As noted by Al-Sobhi and Preece (2018), the effectiveness of language learning depends on a balance between theory, practice, and authentic interaction. Therefore, ChatGPT audio should be regarded as a complement to traditional teaching, not as an absolute substitute (Rapa et al., 2024; Surtahman et al., 2025).

Overall, this discussion shows that the study's findings are consistent with the majority of previous literature emphasizing the potential of technology in strengthening language learning. However, it also highlights that the effectiveness of ChatGPT AI audio in mastering Arabic speaking skills cannot be separated from broader psychological, technical, cultural, and pedagogical factors.

Limitation

Although this study provides positive insights into the use of ChatGPT AI audio in improving Arabic speaking skills, there are several limitations that should be noted. The first limitation is that the study involved only 60 students from a public university in Malaysia. This relatively small sample size may not reflect the wider population of Arabic language learners across other educational institutions, such as secondary schools, private colleges, or religious learning centers. Therefore, the generalization of the findings should be made with caution.

Another limitation concerns the intervention period, which was restricted to only four weeks. Although the findings showed significant changes in students' confidence, phonetics, and motivation, the long-term effects of using AI audio on communicative fluency and speaking proficiency cannot be determined. Further research with a longer intervention period is needed to evaluate the sustained effectiveness more accurately.

A further limitation relates to technical factors. A large number of respondents reported unstable internet access, which could disrupt the smooth use of the application. This indicates that the effectiveness of AI audio is highly dependent on reliable digital infrastructure. In the context of rural areas or communities with limited internet access, the effectiveness of using this technology may be lower compared to environments with high-quality broadband connectivity.

In addition, this study did not examine in detail the differences in students' levels of Arabic proficiency. Although the sample consisted of students with basic to intermediate levels, the analysis did not compare the effects of AI use across groups with different proficiency levels. More focused future research could provide more specific insights into how AI impacts learners differently according to their proficiency level.

Finally, the aspect of cultural and religious sensitivity was not examined in depth in the quantitative survey but only emerged in the qualitative findings. Although this issue was not dominant, it remains important because Arabic is closely tied to religious and cultural contexts. AI audio still has limitations in understanding these nuances, and this requires further attention to ensure that the technology is not misinterpreted or used in inappropriate contexts.

CONCLUSION

This study showed that the use of ChatGPT AI audio had a significant effect on the mastery of Arabic speaking skills in Malaysia. More than 80% of respondents reported improvements in confidence and phonetic proficiency, while technical issues, literal translation, and dependence on AI emerged as challenges. Therefore, several recommendations are proposed. Firstly, educational institutions should provide clear guidelines for the use of AI in Arabic language teaching. Secondly, the government and relevant authorities need to strengthen digital infrastructure to ensure stable internet access. Thirdly, teachers should be trained to guide students in using AI in a balanced way, especially concerning cultural and religious issues. Finally, further research should be conducted to evaluate the long-term effects of using AI audio on Arabic language proficiency in Malaysia. In conclusion, ChatGPT AI audio opens new opportunities in Arabic language pedagogy. It has the potential to serve as an effective support tool to enhance students' confidence, fluency, and phonetic awareness. However, its effectiveness depends on how it is integrated with traditional methods, as well as on comprehensive infrastructural and pedagogical support.

ACKNOWLEDGEMENT

Thank you to University Technology MARA for the support of this research.

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