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Using Speechace Web to Help EFL Learners Improving Speaking Skill

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ABSTRACT

Technology is increasingly being used in EFL classrooms and has also changed the interaction between teachers and students. Especially in English-speaking countries, AI innovation has progressively coordinated dialect learning and appraisal, advertising productivity and locking in the environment. One of the easiest to use and most widely used from a practical perspective is the web-based one called Speechace, which uses speech recognition to assess and train English-speaking skills to provide immediate feedback and has guided practice that can be done at any time. This study seeks to investigate the efficacy of Speechace in developing EFL learners' speaking skills through a literature review. Following the literature review method, the authors reviewed books, journal articles, and reputable online sources that clearly explain how the platform helps students' pronunciation, fluency, and motivation in learning English. The findings show that Speechace's immediate individual feedback allows learners to self-identify and self-correct their mistakes and improve their general speaking skills. In addition, consistent use of the technology-enabled platform also encourages self-directed learning and builds learners' confidence and insight in speaking English. Findings show that when non-native speakers use Speechace consistently, treating it as a daily practice buddy for students reluctant to speak English, the program fits more good and naturally into regular EFL classes.

Keywords:
Speechace, Technology-based tools, English Speaking Skills, Fluency, Pronunciation

Introduction

In the last two decades, the development of information and communication technology has had a significant impact on the world of education, especially in learning English as a foreign language (EFL). Technology is not only used as a teaching aid, but has also become an interactive medium that changes the way students learn and teachers teach. This development allows for personalization of learning, increased learning motivation, and access to wider and more authentic learning resources (Chapelle, 2010).

The integration of technology into EFL learning includes the use of various digital platforms, artificial intelligence-based applications, and speech recognition software that can provide automatic feedback to learners. One increasingly popular approach is the use of mobile technology and web-based tools such as Speechace, which utilizes speech recognition technology to help students practice speaking skills independently and interactively (Alnafisah, 2022). Through the use of this tool, students can practice pronunciation and fluency in speaking English without having to rely entirely on direct interaction with teachers or classmates.

This digital transformation has also changed the pattern of interaction between teachers and students in EFL classrooms. The role of teachers is no longer limited to being the only source of information, but has shifted to being a facilitator who accompanies students in accessing, evaluating, and utilizing digital learning resources independently. Meanwhile, students are required to be active learners who are involved in a more flexible and technology-based learning process (Lai & Morrison, 2013; Hampel & Stickler, 2012). This change opens up opportunities for the integration of various intelligent applications based on artificial intelligence (AI) into language learning, especially speaking skills which have been a challenge for many EFL learners.

One of the AI-based technologies that is starting to be widely used is Speechace, a web platform that uses speech recognition technology to assess and train English speaking skills. Speechace offers pronunciation, fluency, and intonation training features with instant feedback that allows students to recognize and correct their mistakes independently (Alnafisah, 2022). This technology also allows flexible use in and out of the classroom, making it a daily speaking partner that supports continuous learning.

This study aims to explore the effectiveness of using Speechace in improving EFL students' speaking ability. Using the library research method, the researcher reviewed various relevant scientific literature to understand the extent to which Speechace can improve students' pronunciation, fluency, self-confidence, and learning motivation in the context of learning English as a foreign language

Method

This study primarily uses a literature review approach to investigate how effective the Speechace platform is in enhancing the speaking abilities of EFL (English as a Foreign Language) students. Because it enables researchers to gather conceptual and theoretical understandings based on widely accessible secondary data—found in scholarly publications, scientific journals, and reliable online sources pertinent to the research topic—this strategy is deemed appropriate. In order to gather information, researchers looked up numerous scholarly works that address the application of artificial intelligence

(AI)-based tools for learning English, with a particular emphasis on Speechace's characteristics and advantages.

The literature reviewed was selected selectively from academic databases such as Google Scholar, ResearchGate, ERIC, and institutional journal portals, with the criteria of publication in the last five years, relevance to speaking skills, and a focus on aspects of pronunciation, fluency, learning motivation, self-confidence, and independent learning.

Findings and Discussion

Immediate Feedback From Speechace Helps With Proper Pronunciation

One of the main advantages of the Speechace platform is its ability to provide immediate feedback on user pronunciation. This feature allows students to immediately find out errors in word pronunciation, intonation, and syllable stress. Through speech recognition technology, Speechace can analyze the user's voice and compare it to the pronunciation of a native speaker. The results of this analysis are then presented in the form of a pronunciation score and highlights on the parts that are not correct.Research by Zainuddin and Mohamad (2024) shows that students respond positively to this instant feedback feature because they can find out mistakes without having to wait for an evaluation from the teacher. In the study, students stated that Speechace made them more aware of pronunciation errors and motivated to correct them independently. Thus, automatic feedback not only functions as a correction, but also as a reflection tool that encourages active learning.

A similar finding was also found in a study by Budiyono and Romadhoni (2024), who noted that students who used Speechace regularly showed significant improvements in pronunciation accuracy. In the study, students were quicker to recognize phoneme errors and learned from corrections provided visually and audibly. The color-coded feedback feature—which highlights areas that need improvement—helped students focus on their weakest areas. The effectiveness of this immediate feedback contributed greatly to overall improvement in speaking ability, especially for students who were previously reluctant or unconfident in speaking English.

Encouragement For Independent Learning And Self-Reflection Through Speechace

The use of Speechace in English learning not only focuses on improving speaking skills but also indirectly encourages students to develop self-directed learning and self-reflection skills. By providing flexible access to practice, students have full control over when, how, and how often they want to practice their speaking skills. This allows them to learn at their own pace and needs, which is the essence of self-directed learning.

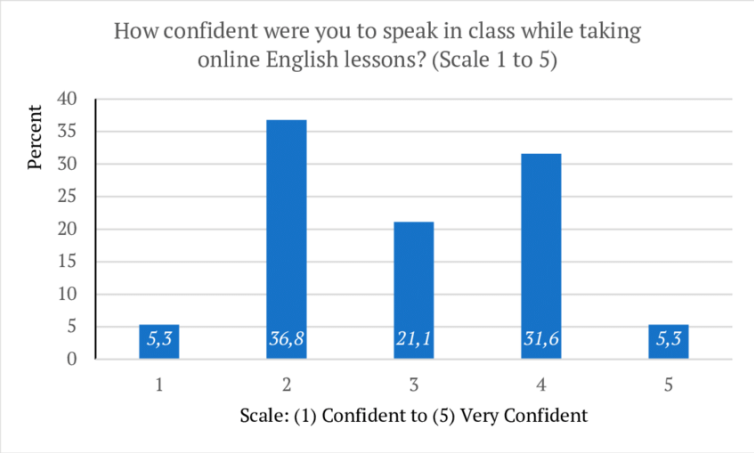
Research conducted by Redjeki and Muhajir (2022) shows that technology such as AI-based applications, including Speechace, is very effective in supporting independent learning. In their study, students developed independent learning habits because they could set personal targets, evaluate their own progress through automatic scoring, and adjust learning strategies as needed. Students also reported that the use of technology made them feel more responsible for their own learning process. In addition, a study by Lai, Saab, and Admiraal (2022) found that when students used digital platforms for

speaking practice, they naturally developed self-reflection skills. This is because the system provides immediate feedback that encourages students to reflect on their mistakes and try new strategies to improve them. This reflection is important in the learning process because it helps students realize their strengths and weaknesses in language, as well as increasing metacognitive awareness.

Overall, Speechace features such as automatic assessment, progress tracking, and flexibility of use have been shown to encourage more independent and reflective learning patterns. In the context of EFL learning, this is especially important, considering that speaking skills often require consistent practice that cannot always be facilitated directly by teachers in the classroom. Therefore, Speechace acts as an effective tool in shaping the character of independent and reflective learners.

Increased Student Confidence And Motivation In Speaking English.

Recent research results show that the use of AI-based technology, such as



Speechace, makes a significant contribution to increasing students' self-confidence and motivation in practicing speaking English independently. A quantitative study by Fitrah et al. (2025) showed that there was a significant influence of self-confidence and motivation on speaking performance, with a sig. < 0.001, indicating a strong positive relationship. This means that students who feel more confident and motivated are able to speak more fluently and accurately.

This support is reinforced by the study of Hidayatulloh, Tahir, and Bakri (2025), which found that learning interventions that encourage self-affirmation and reduce speaking anxiety significantly improve students' oral performance. This suggests that Speechace, with its immediate feedback and automatic evaluation features, has the potential to be an important tool in helping students build self-confidence through continuous practice and objective progress monitoring. As a visual example, a graph from Choice's (2021) study on student confidence in online classes shows that the majority of students (around 40–45%) felt either fairly confident or very confident when speaking. In the context of Speechace, this figure is in line with the finding that the platform can move students from the "less confident" to "confident" category, thanks to its fast and clear feedback mechanism—which ultimately increases their motivation to continue speaking English.

Speechace's Natural Integration Into The EFL Class As A Daily Speaking Partner

In learning English as a foreign language (EFL), consistent speaking practice is one of the main challenges, especially when time constraints, large student numbers, and lack of speaking opportunities make it difficult for students to develop fluency and confidence. In this context, Speechace emerges as a practical and flexible solution because it can function as a daily speaking partner that can be accessed anytime and anywhere. The web-based nature of the platform allows for seamless integration into EFL learning, both in face-to-face and online learning scenarios. A study conducted by Zainuddin and Mohamad (2024) showed that Speechace was successfully integrated routinely into pre-university classroom activities. In the study, teachers used Speechace as part of their daily speaking practice, both in class and as homework. As a result, students felt more accustomed to hearing and pronouncing sentences in English without fear of mistakes, because they knew the system would provide objective and non-judgmental feedback. This built confidence and made speaking practice a part of students' daily routine.

Another study by Budiyono and Romadhoni (2024) corroborates these findings. They explain that Speechace features, such as real-time pronunciation evaluation and immediate correction of phonetic errors, help students form the habit of speaking independently every day. Some students even consider this platform a "virtual conversational friend" who is always ready to train them without any time limit. With this routine, speaking practice is no longer limited to class hours but becomes an ongoing habit that supports natural language acquisition. Speechace's natural integration into EFL classes is also supported by its flexibility of use. Teachers do not need to drastically change the curriculum structure to use this platform. Simply by inserting daily or weekly practice sessions using Speechace, students can gain long-term benefits in improving their speaking skills. Consistent use of this application allows the transition from directed learning to more independent, student-centered, and real-practice-based learning.

Critical Analysis Of The Effectiveness And Limitations Of Speechace In Practice

The use of Speechace in learning English as a foreign language offers a number of advantages that make it a promising tool in the digital era. One of its main strengths lies in its ability to provide immediate feedback on students' pronunciation. Through speech recognition technology, students can find out their specific mistakes, both in intonation, syllable stress, and pronunciation, so they can immediately correct them without having to wait for correction from the teacher. This is certainly very helpful in increasing phonological awareness and encouraging more independent learning (Zainuddin & Mohamad, 2024). In terms of effectiveness, this platform also allows flexible speaking practice, whenever and wherever students are. Budiyono and Romadhoni (2024) noted that students who use Speechace regularly show increased confidence when speaking in class because they are used to practicing speaking with non-judgmental virtual partners. Teachers also report that this tool helps them in monitoring student progress, because the system automatically saves practice results that can be re-evaluated at any time.

However, despite its many advantages, Speechace also has several limitations that need to be considered. One of its weaknesses is the lack of social context in communication. Because students only practice individually with a computer, they do not get aspects of interaction such as facial expressions, responsive intonation, or real

conversation dynamics that are generally found in face-to-face conversations. In addition, the accuracy of the speech recognition system is sometimes affected by the student's local accent, microphone quality, or noisy surroundings, so that the assessment results may not fully reflect the student's actual abilities (Hariri & Kafryawan, 2024). Some students also feel that the use of Speechace becomes monotonous if not combined with other learning strategies. Therefore, teachers still play an important role in designing varied and enjoyable classroom activities so that the use of this technology is not just a mechanical exercise but truly supports the achievement of communicative speaking competence. Therefore, Speechace should be used as a complement, not a substitute, in the process of teaching speaking skills.

Conclusion

Based on the results of the study that has been conducted, it can be concluded that the use of Speechace consistently has a positive impact on improving students' speaking skills in learning English. This application helps students practice pronunciation, intonation, and fluency in a more focused manner through a personal direct feedback feature. Flexible and accessible exercises allow students to learn independently while increasing their confidence in using English actively. In addition, because students can see their progress over time, their motivation to learn also grows. For EFL teachers, Speechace can be an effective tool if integrated into daily teaching.

Teachers can use it as part of weekly assignments, pronunciation exercises outside of class hours, or formative assessments of speaking skills. For optimal results, this technology should be combined with a communicative and interactive teaching approach in the classroom. In other words, the role of the teacher remains important in guiding, motivating, and evaluating students, while Speechace acts as a learning companion that facilitates continuous speaking practice.

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