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Research Article

USING THE RELEVANT PERSON'S EXPERIENCE AND THE ARTIFICIAL INTELLIGENCE-DERIVED MATERIALS TO IMPROVE SPEAKING DURING DISCUSSIONS

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ABSTRACT

Oral communication of ideas appears to be challenging for English as a Foreign Language learners. 17 pupils participated in the speaking class to deal with this problem. They volunteered to participate in the teaching and learning process. The instructor prepared in order to begin. He developed a platform for idea sharing in the classroom. The WhatsApp group is the main focus. The artificial intelligence (AI)-sourced conversation content was displayed on the screen. The pupils acquired the ability to understand it. The instructor then asked the class to have a discussion about the material's content. When expressing their viewpoints, the students include a few examples from their own experiences. After the discussion period, the instructor presented the feedback. A qualitative examination of the information obtained from the process of instruction and learning. It has been determined that enhancing the conversation themes by integrating the students' pertinent experiences with the AI-derived resources helps them become more proficient speakers. These kinds of findings could be modified by the instructor to teach the pertinent subjects. It also encourages other researchers to make more thorough observations.

Keywords: Artificial intelligence-derived material, Experience material, Speaking, Vocabulary, Writing.

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INTRODUCTION

Speech is an essential communication skill that has a big impact on both one's personal and professional life (Ataullayeva, 2024). Innovative techniques to enhance this ability have been made possible by the development of artificial intelligence (AI), especially through the use of personalized experiences and AI-generated content. Understanding each person's unique experiences is generally the first step in developing speech skills. Each person has a unique collection of experiences that have shaped their viewpoint and manner of speaking. We can modify our method of teaching and practicing communication to make it more successful and relatable by accepting these variations. For example, someone who has regularly spoken in front of an audience can benefit from sharing their stage fright management techniques, which could encourage others who are struggling with the same issue (Suseno, 2021a).

There are numerous ways to improve speech skills with AI-generated content. These technologies can create practice settings, mimic interactions, and offer tailored feedback. The creation of conversational partners is among the most exciting uses of AI in this field. People can rehearse their speech in a dynamic setting by conversing with these AI beings on a variety of subjects (Burriss and Leander, 2024). AI is also capable of analyzing speech patterns, pinpointing problem areas, and offering solutions to increase persuasiveness and intelligibility. AI-generated resources and human experiences work together to provide a potent synergy that has the potential to completely transform speech training. People connect with others more deeply and have more interesting and meaningful conversations when they use their individual experiences as a basis for learning. At the same time, AI-generated content has the potential to push the limits of practice by introducing students to difficult situations and a variety of viewpoints that they might not otherwise meet in casual talks (Suseno, 2021b).

Both components must be carefully integrated to apply this strategy successfully. Speech training programs might include sections in which participants talk about their own experiences, followed by exercises produced by AI that expand on these stories (Bozkurt *et al*., 2024). A thorough learning experience that takes into account each learner's unique needs can be produced by combining qualitative and quantitative approaches (Suseno, 2023).

One of the biggest challenges faced by English as a Foreign Language (EFL) learners is their incapacity to express themselves verbally. The lack of delivery templates in text, which act as a guide for clear spoken communication, is the root cause of this difficulty (Ukrainetz, 2024). When it comes to speaking English fluently, EFL learners are left in a state of confusion due to the lack of a clear delivery template in text materials. They frequently struggle to express themselves well, which frustrates them and makes them unconfident when speaking orally. The dearth of useful resources that teach students how to properly arrange their speech is just as much of a problem as language proficiency (Suseno, 2024a).

According to Hibatulloh *et al*. (2024), there is now more emphasis on language skills, especially speaking, as a result of the need for English proficiency in international communication. With a focus on speaking abilities, this study investigates the use of the task-based method in EFL programs in secondary schools in Indonesia. The study, which draws from a thorough literature analysis, focuses on three main areas: The practice of teaching speaking through the task-based approach, how teachers and students see the task-based approach, and the creation and assessment of task-based speaking resources. The results demonstrate the task-based approach's broad use in a variety of educational settings and demonstrate how well it works to improve students' speaking abilities. However, issues such as lack of time, trouble pronouncing words correctly, and occasional boredom have been identified. Positive opinions are typically held by students, who report gains in vocabulary, pronunciation, and general enthusiasm for studying English. Despite recognizing the benefits, teachers report that they require more training and struggle to identify assignments that are appropriate for a variety of student backgrounds. The study also emphasizes the creation of task-based speaking resources that accommodate various learning preferences and educational objectives. Its long-term success depends on ongoing modification, teacher preparation, and the creation of resources that are pertinent to the

setting. For English teachers, curriculum designers, and legislators looking to maximize language instruction in the Indonesian setting, the study offers insightful information.

However, students can make their views more memorable, accessible, and engaging by including personal experiences into their speeches (Hisey *et al*., 2024). This can improve the audience-student relationship while also providing valuable insights into the student's emotions and experiences. There are several benefits to using personal experiences in speaking training. Students benefit from having a broader perspective on the subject matter. By fusing their personal experiences with the AI-generated content, their speech concepts will be refined. By practicing, they are able to minimize delivery delays because of the memories they have saved (Suseno, 2024b). If used in the teaching and learning process, as in the study by Hibatulloh *et al*. (2024), this type of technique could finish the previous research.

The purpose of this study is to determine how the instructor uses the experiences of the students to improve their speaking skills through the use of AI-derived materials. A research topic that serves as direction to keep the study on course must be maintained to achieve this purpose. It reads: "How does the instructor use the students" experiences to improve their capacity to communicate concepts using the AI-derived content? This question must be addressed to meet the study's findings. In addition, a qualitative approach is a way to analyze data to meet the study's objectives.

METHODS

17 EFL students volunteered to participate in the teaching and learning process to improve their capacity to convey ideas. They have trouble communicating their views to others. They participated in the speaking class as a result of this type of phenomenon. It is the application of personal experiences in relation to the content being addressed. The instructor prepared to begin. To share knowledge, he created a social media group. It all comes down to the WhatsApp group. Using it, the instructor and students were able to share resources to improve the teaching and learning process. He displayed certain materials on the screen to encourage the pupils to participate in class. The pupils acquired it by comprehending the subject matter. The instructor asked the class to have a discussion about the material's topic. It is the method used to guarantee that the pupils understand what they are reading. The teacher encouraged the students to speak up while they were rehearsing it. The instructor then requested the class to share their personal experiences related to the topic that was covered. Every student had one of their own. The teacher used feedback to help the students improve their ability to communicate concepts by sharing personal experiences. All of the activity on the screen, as well as the resources that the teacher and pupils uploaded, were recorded. They served as a means of addressing the research question. To achieve the study's objective, such data underwent qualitative analysis.

Findings

There are a few approaches to address the research question: How does the instructor use the students' experiences to improve their capacity to communicate concepts using the AI-derived content? It's critical to observe in depth how each phase is used in the teaching and learning process. Such insight demonstrates the teacher's attempt to participate in the educational process through the use of such a strategy. Applying it to thoughtful concepts helps pupils develop their speaking abilities as planned.

Enhancing the teaching-learning process through a WhatsApp group

In the current era of digitalization, technology has permeated every aspect of daily life, including education. WhatsApp groups are one example of a technological innovation that has completely changed the teaching–learning process. With the introduction of the well-known instant messaging software WhatsApp, communication has become simpler and more effective. This enables teachers to establish a virtual classroom atmosphere by creating a special group for their pupils. This technology makes it possible to communicate in real time, share educational resources, and even have virtual discussions – all of which improve the learning process. There are multiple processes involved in setting up a WhatsApp group for educational reasons. The teacher must first form a group and include the students in it. After the group is established, the instructor can begin disseminating pertinent learning materials, including lesson plans, homework, and even multimedia materials such as podcasts and videos (Suseno, 2024d).

WhatsApp groups also facilitate participatory conversations. Teachers can encourage students to interact with the material and with one another by posting discussion topics or questions. Students' critical thinking abilities are also developed, in addition to encouraging active learning. WhatsApp groups have many advantages, but it is crucial to remember that they also call for appropriate use. Teachers need to make sure that the group is used properly, with polite and helpful communication (Suseno, 2024c). There are 27 people, including the teacher, as shown in Fig. 1. The teacher can manage the participants' membership by adjusting such a menu on the page. It is the medium through which any participant can share his thoughts.

The role of AI in enhancing speaking development

Technology now permeates every element of our life in the modern world, impacting everything from learning to communication. AI is one such technical development that has completely changed how we acquire knowledge and abilities. This story will concentrate on how speaking development can be improved by AI-generated content. Speaking is an essential communication ability, and educational environments frequently place a high priority on its development. Speaking development has historically depended on practice, feedback, and human connection (Suseno, 2024b).

But a new way to improve this ability has emerged with the introduction of AI. AI can provide content that mimics actual talks, giving students a special chance to hone their speaking abilities. AI can, for example, produce dialogs, role-plays, and even full discussions that students can participate in. This makes it possible for students to get better at vocabulary, grammar, pronunciation, and fluency in a more dynamic and interesting way. In addition, information generated by AI can be customized to meet the needs of each learner. It can modify the dialog's level of difficulty according to the learner's present proficiency, offering a challenge that is neither too simple nor too complex. This individualized method has the potential to greatly accelerate learning and enhance speaking development efficacy. It is crucial to remember that, even if AI can be a great help, human interaction is still essential for speaking growth. AI is still unable to completely imitate emotional expressiveness, peer and instructor feedback, and cultural awareness. As a result, AI-derived materials should be utilized in addition to conventional teaching techniques rather than in instead of them (Suseno, 2024e). The instructor gave out a piece of content from the AI assistant, as seen in Fig. 2. Enhancing the creative activity was discussed. It is evident that the content provided an illustration of a previous creative endeavor. Reading such content encourages pupils to examine their thoughts to identify related concepts. Students came up with a ton of words to give when it was implemented in the speaking lesson. It aids in the improvement of their speaking abilities.

Enhancing speaking development through material-related experiences and AI integration

Speaking development is a crucial aspect of language acquisition that frequently calls for a fusion of cutting-edge technologies and conventional approaches. This story examines how speaking development can be greatly accelerated by fusing AI-generated information with experiences related to materials. A new era of individualized education has begun with the use of AI into language acquisition. AI systems are able to evaluate a learner's preferences, shortcomings, and capabilities to provide engaging and pertinent instructional materials. An AI system might, for example, evaluate a student's pronunciation in a classroom context and

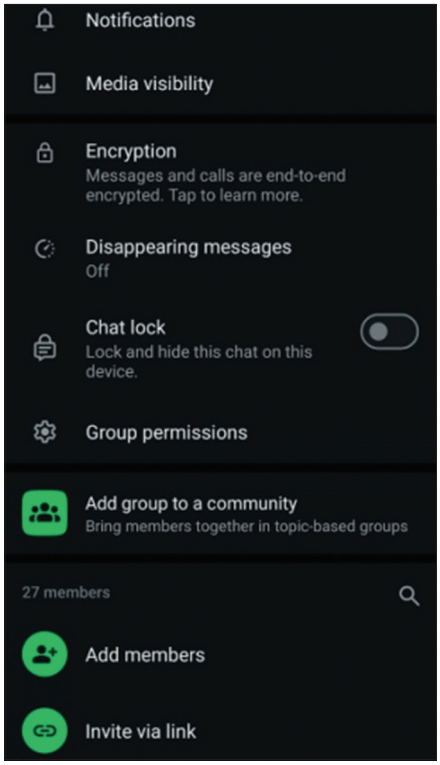


Fig. 1: The page of WhatsApp group

Title: The Journey of Unfolding Creativity
Content:
Creativity is not just a skill; it's a journey. It's the process of discovering new ideas, new ways of looking at the world, and new ways of expressing ourselves. My journey into developing my creative skills began when I was a child, playing with colors and shapes, imagining worlds beyond my backyard.

Fig. 2: Artificial intelligence-derived material

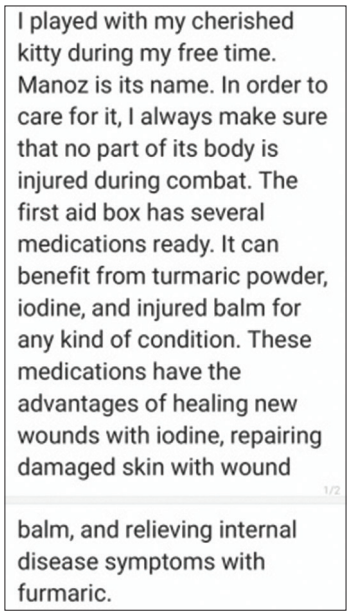
provide targeted speaking activities. In addition to increasing learning effectiveness, this individualized method gives students a stronger sense of agency as they take control of their own growth. Speaking development is significantly influenced by experiences that are material in nature (Twyford and Dean, 2024). From group projects and class discussions to in-person contacts and cultural immersion, these experiences cover a broad spectrum of activities. Every one of these encounters offers students a different chance to practice speaking, which strengthens their comprehension of the language and its usefulness. The outcome is a comprehensive learning environment that covers both the theoretical and practical facets of language acquisition when these experiences are coupled with AI-driven resources (Suseno, 2024f).

The improvement of learner motivation is among the most important advantages of this integrated strategy. Routine drills and rote memorization are common in traditional speaking development approaches, which can be tedious and discouraging. On the other hand, the learning process gains a sense of freshness and excitement when AI is combined with experiences that are tied to materials. AI is able to produce dynamic, interactive information that enhances the enjoyment and engagement of learning. In addition, learners may establish their own objectives and monitor their progress because of AI-driven education's individualized nature, which increases their incentive to learn. Although AI and experiences related to materials can greatly improve speaking growth, it is crucial to remember that they should be used in conjunction with human interaction. Technology by itself cannot replace the social component of language learning. Thus, educators should work to establish a well-rounded learning environment that incorporates possibilities for in-person interaction and human feedback with the advantages of AI and material-related experiences. As illustrated in Fig. 3, a student shared a story about Manoz, his cat. In his spare time, he engaged in this activity. His storyline appears to be consistent with the example's plot. He is prompted to act similarly by the AI-derived stuff. The pupil talks a lot as a result of practicing it. The AI-derived material's example appears to be a role play that the learner may modify. Both AI and experience-based materials help students broaden their perspectives and improve their speaking abilities (Suseno, 2024g).

The synergy of human experience and AI in fostering inclusive discussions

The incorporation of AI into our material-related experiences has become a revolutionary force in the changing terrain of information sharing and discourse. This story examines how debates in a variety of topics might be improved by combining traditional human views with AI-driven information, making them more thorough, inclusive, and perceptive. Any discussion's core is the variety of viewpoints it brings to the table. There are many subtleties in human experiences, which are influenced by feelings, cultural upbringings, and individual histories. These components frequently result in deeper insights and creative fixes. But the addition of AI to our conversations adds a new level of size and objectivity. AI is able to analyze enormous volumes of data, spot trends, and offer accurate information that may be missed or underrepresented in conversations that are primarily focused on humans. The ability to close knowledge gaps is one of the biggest advantages of fusing AI with human experiences. The combination of human intuition with AI's data-driven analysis can produce more impartial and knowledgeable results in domains such as engineering, law, and health where choices have broad ramifications. For example, combining a physician's expertise with AI's capacity to evaluate medical imagery can result in more precise diagnoses for complicated medical conditions. Furthermore, bringing up AI in conversations democratizes information. It enables people from all over the world to make significant contributions, irrespective of their level of education or access to resources. They may now make well-researched, data-supported arguments that were previously the purview of academics or specialized specialists thanks to AI-assisted tools (Suseno, 2024f).

However, it is important to approach this integration critically. The necessity of ethical considerations should not be overshadowed by the optimism around AI. It is crucial to make sure that AI systems are open, comprehensible, and equitable. They must be made to enhance human judgment rather than take its place, particularly in fields that call for moral thinking and empathy. The students must also think about the educational ramifications as they traverse this new landscape of integrated human-AI interactions. Future generations must be prepared to work with AI in an efficient manner, comprehending both its advantages and disadvantages. By doing this, they will be able to fully utilize AI while preserving the human element that is essential to effective conversation. The teacher and students engaged in a discussion session, as illustrated in Fig. 4. To share thoughts, each


I played with my cherished kitty during my free time. Manoz is its name. In order to care for it, I always make sure that no part of its body is injured during combat. The first aid box has several medications ready. It can benefit from turmaric powder, iodine, and injured balm for any kind of condition. These medications have the advantages of healing new wounds with iodine, repairing damaged skin with wound

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balm, and relieving internal disease symptoms with furmaric.

Fig. 3: The student's experienced material

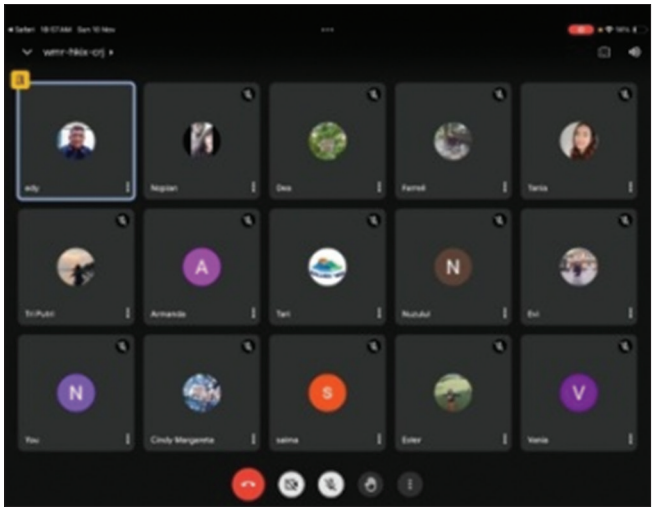

Fig. 4: The page of discussion display

participant might switch his microphone on and off. The conversation appears to be taking place offline. To ensure a good discussion, the teacher managed the conversation's flow (Suseno and Purwati, 2020).

Enhancing teacher feedback with AI-assisted material experiences

Teachers are always looking for new and creative ways to improve their students' educational experiences in the ever-changing field of education. The use of AI in the classroom is one such strategy that has drawn a lot of interest. It is intriguing to see how speaking fluency can be greatly increased by fusing material-related experiences with AI-generated information, which in turn improves the caliber of feedback that teachers provide. AI integration in education goes beyond simply using technology for its own purpose. It involves utilizing AI's potential to supplement and improve conventional education techniques. AI presents special possibilities for speaking fluently. It can model fluent conversation, give prompt responses, and pronounce words correctly – all of which are essential for language development. Effective teaching is based on experiences relating to materials. They assist the application of knowledge, allow for better understanding, and offer context. Teachers can build a more dynamic and interactive learning environment by combining these experiences with AI-generated content. This method enhances the feedback process in addition to helping students improve their speaking abilities (Suseno and Setiawan, 2020).

An essential part of the learning process is feedback. It assists pupils in recognizing their areas of strength and growth. However, it can be difficult for teachers to provide constructive criticism, particularly when they are working with big classes or students who have different learning styles. By offering prompt and helpful feedback based on AI-generated content, AI-assisted technologies might lessen this load. Furthermore, the human element is not diminished when AI is used to provide feedback. With the help of AI-generated insights, educators may still offer tailored criticism. The learning process may be improved by the mix of AI-driven analysis and human intuition, which may result in more thorough and accurate feedback (Suseno *et al*., 2023). The students expressed their opinions in writing, as seen in Fig. 5. It is to give the teacher a detailed view of the students' opinions. The teacher would not be hindered by the students' poorer pronunciation if they practice it. The pupils used both written and spoken language to convey their ideas. It is crucial that the instructor provides appropriate feedback.

DISCUSSION

Effective discussion participation is a critical skill in the field of EFL instruction. It is essential to use AI-generated resources and pertinent personal experiences to help EFL learners talk more effectively during discussions. It is impossible to overestimate the significance of debate abilities in EFL. In addition to improving language skills, these exchanges promote critical thinking and cultural awareness. However, many EFL students frequently face a lack of speaking practice opportunities, which impairs their fluency and confidence in conversation. Integrating personal experiences into language acquisition is a useful tactic to get past this obstacle. Learning becomes more significant and memorable when students use their personal experiences to relate new language concepts to situations they are already familiar with. Personal narratives can be excellent resources for demonstrating genuine language use since they give instances of how grammar and vocabulary are used in everyday contexts (Suseno *et al*., 2024a). Furthermore, using resources generated by AI offers a fresh method of improving conversational abilities. These resources provide a wealth of dialogs and conversation exercises that are suited to varied situations, giving students the chance to experience a variety of vocabulary and speaking styles. AI systems can mimic interactive conversations and provide real-time feedback and correction, which is crucial for language development. A dynamic learning environment that replicates real-world talks is produced by combining AI-derived resources with personal experiences. Because students are inspired by the genuineness and applicability of the material they interact with, this combination promotes engagement and ongoing development. One may argue that for EFL learners hoping to succeed in debate skills, utilizing the distinctive insights gleaned from individual experiences and the cutting-edge resources offered by AI technology is essential. Students can close the gap between classroom education and real-world application by including these components into their study schedule, which will ultimately lead to improved English communication skills (Suseno *et al*., 2024b).

Implication

Two important resources are frequently taken into consideration in the field of enhancing speaking abilities during discussions: AI-derived materials and the experiences of pertinent individuals. Both of these factors present certain benefits and difficulties that may affect how well a person communicates (Martini *et al*., 2024). It is necessary to examine the benefits and drawbacks of using these tools to provide educators and students with a balanced viewpoint. The genuineness and practical relevance that personal experiences offer to the educational process is one of the main advantages of integrating them. People give specific examples of how ideas are used in real-world scenarios when they talk about their experiences. This can be compelling proof of the usefulness of some communication techniques, which helps learners relate to and

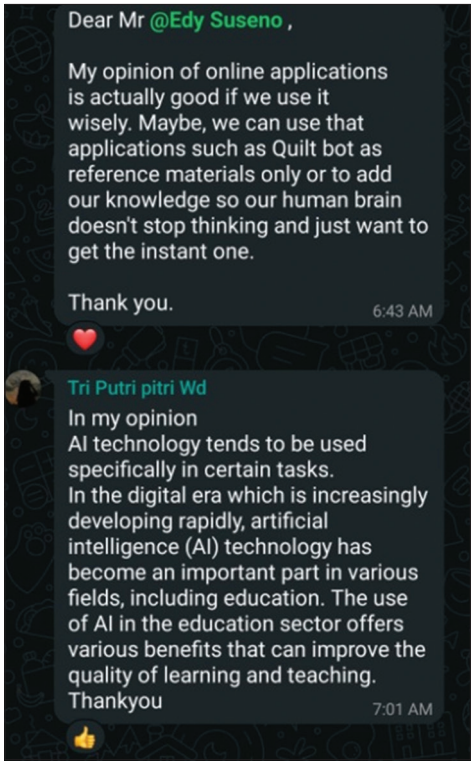

Fig. 5: The page of feedback display

comprehend them better. Furthermore, by enabling students to identify with the speaker's emotions and viewpoints, personal experiences can develop empathy and emotional intelligence while also improving the discussion process as a whole.

However, AI-derived materials provide a unique set of benefits, especially when it comes to personalization and accessibility. Large volumes of data can be processed by AI to produce a variety of practice scenarios and personalized feedback, which can be very helpful for customized learning routes. AI tools can also mimic different speaking scenarios, giving students a safe setting to rehearse their answers before participating in actual conversations and boosting their confidence (Alsager, 2024). Every resource, though, has disadvantages to take into account. Although personal experiences are priceless, they depend on people's desire to share them and on students' capacity to connect them to their own situations. This may not always be feasible or effective, especially in multicultural communities where cultural variations may affect the significance of some events. Even though AI-generated materials allow for customization, their lack of human delicacy can often limit the level of understanding and emotional connection that can be attained in real-world interactions.

Suggestion

It is critical to recognize the drawbacks of enhancing speaking abilities using AI-generated content and one's own experiences. The over-reliance on technology, which may inhibit natural human interaction, is one possible disadvantage. Furthermore, the incorporation of AI-generated content needs to be carefully planned so that it enhances rather than replaces the human component in conversations.

Teachers and facilitators should find a balance between using AI to provide pre-emptive insights and promoting real human participation in conversations to lessen these difficulties. By doing this, they may foster an atmosphere that values and incorporates both the breadth of human experience and the depth of knowledge. Enhancing speaking during conversations requires a well-balanced combination of AI-driven resources and human experiences. The benefits of improved comprehension, more knowledgeable contributions, and deeper conversations outweigh the associated difficulties. There is a lot of room for improvement in the students' communication abilities as they continue to work through the challenges of fusing technology and interpersonal connection.

CONCLUSION

Speaking more fluently during conversations can be achieved in two ways: by combining AI-generated content with personal experiences. It creates a solid and well-balanced way to contribute to conversations by fusing the relatability and warmth of personal storytelling with the objective, hard facts that AI provides. By embracing this blending of the old and the new, the conversation can be better equipped to build meaningful connections and communicate effectively as it continues to traverse the complexity of the modern world.

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AUTHOR CONTRIBUTIONS

PS came up with the idea for the study, gathered information, examined it, and produced some of the paper. MT wrote portions of the paper and gathered data. The final manuscript was examined and approved by him.

CONFLICT OF INTEREST

With regard to the research, writing, and publication of this paper, the author disclosed no conflicts of interest.

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