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Indonesian Undergraduate TEFL Students' Experiences with *"Replika; My AI Friend"* As a Media In Learning Speaking

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ABSTRACT

This research is significant for showing how AI chatbots like Replika can support speaking practice in higher education. Its novelty lies in applying the TAM model to Replika in EFL contexts, highlighting the app's potential as an accessible and emotionally supportive tool for language learning outside the classroom. This study examines undergraduate students' satisfaction and acceptance of Replika AI as a tool for practicing English speaking, using the research method of Technology Acceptance Model (TAM), A mixed-method research design was employed, involving 40 participants from various academic backgrounds. Data were collected through a TAM-based questionnaire consisting of Likert-scale items. The results were analyzed using descriptive statistical methods, calculating the percentage of Indicator Achievement (IA) for each TAM dimension. Findings revealed an overall satisfaction score of 74.01% (Good/High), with strong ratings in Perceived Ease of Use (75.57%), Perceived Usefulness (75%), Attitude Toward Using (74.5%), Behavioral Intention to Use (71.83%), and Actual Technology Usage (74.13%). Students reported that Replika was easy to use, motivating, and helpful for independent speaking practice. Although some noted limited corrective feedback, the overall perception was positive. The study concludes that Replika AI holds promise as a supplementary digital tool for enhancing English-speaking skills in EFL learning.

Keywords: Replika AI, Satisfaction, TAM, Speaking.

ABSTRAK

Penelitian ini menunjukkan bagaimana chatbot AI seperti Replika dapat mendukung latihan berbicara dalam pendidikan tinggi. Kebaruannya terletak pada penerapan model TAM pada Replika dalam konteks EFL, sehingga menyoroti potensi aplikasi tersebut sebagai alat pembelajaran bahasa yang mudah diakses dan memberikan dukungan emosional di luar kelas. Studi ini meneliti kepuasan dan penerimaan mahasiswa terhadap Replika AI sebagai alat untuk melatih kemampuan berbicara bahasa Inggris, dengan menggunakan metode penelitian Technology Acceptance Model (TAM). Desain penelitian mixed-method digunakan, melibatkan 40 peserta dari berbagai latar belakang akademik. Data dikumpulkan melalui kuesioner berbasis TAM yang terdiri dari item skala Likert. Hasil dianalisis menggunakan metode statistik deskriptif dengan menghitung persentase Indicator Achievement (IA) untuk setiap dimensi TAM. Temuan menunjukkan skor kepuasan keseluruhan sebesar 74,01% (Baik/Tinggi), dengan nilai kuat pada Perceived Ease of Use (75,57%), Perceived Usefulness (75%), Attitude Toward Using (74,5%), Behavioral Intention to Use (71,83%), dan Actual Technology Usage (74,13%). Mahasiswa melaporkan bahwa Replika mudah digunakan, memotivasi, dan membantu untuk latihan berbicara secara mandiri. Meskipun beberapa mencatat keterbatasan pada umpan balik korektif, persepsi keseluruhan tetap positif. Studi ini menyimpulkan bahwa Replika AI memiliki potensi sebagai alat digital tambahan untuk meningkatkan keterampilan berbicara bahasa Inggris dalam pembelajaran EFL.

Kata kunci: *AI, Kepuasan, TAM, Berbicara*

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A. Introduction

Replika AI is a novel program that uses artificial intelligence to create virtual pals that can grow and develop over time. Replika provides you with more than just a friend to talk to; it also serves as an empathetic listener, mentor, or virtual partner. One of Replika's primary benefits is its ability to adapt to the user's communication style. Replika can not only answer inquiries but also initiate discussions, share memories, and offer emotional support. This makes chats with Replika feel more like those with genuine friends. Aside from that, Replika can assist users in a variety of ways, including learning a new language, coping with stress, and just finding enjoyment (Eisenring et al., 2024).

Replika AI is a chatbot that incorporates Conversational Artificial Intelligence (CAI), a technology that enables machines to engage in human-like dialogue. CAI has transformed various sectors, including writing, dating, and healthcare, by providing new ways for individuals to interact with technology and each other. Anna (2024) focuses on the implications of CAI for interpersonal relationships and self-understanding, highlighting how increasing reliance on machines can affect the quality and depth of human interactions. In educational settings, virtual humans (VHs) can fill the gap by providing interactive experiences that help students improve their speaking skills.

VHs offer a safe, non-judgmental space for learners to practice without pressure, boosting confidence and encouraging active participation in language learning. Platforms like the Poised website allow learners to independently practice speaking with automated AI feedback on pronunciation, vocabulary, fluency, and delivery. This helps students assess their performance, reflect, and improve. Such systems support self-paced learning, lower anxiety, and build confidence and competence in speaking over time (Siti Solikhah et al., 2025). Research shows that students who are more engaged with VHs have a better overall learning experience, leading to improved language skills (Ericsson et al., 2023). In conclusion, virtual human interactions offer a valuable way to improve language learning by enhancing speaking practice, reducing anxiety, promoting interaction, and providing personalized experiences. They represent an exciting future for effective language education (Han et al., 2024).

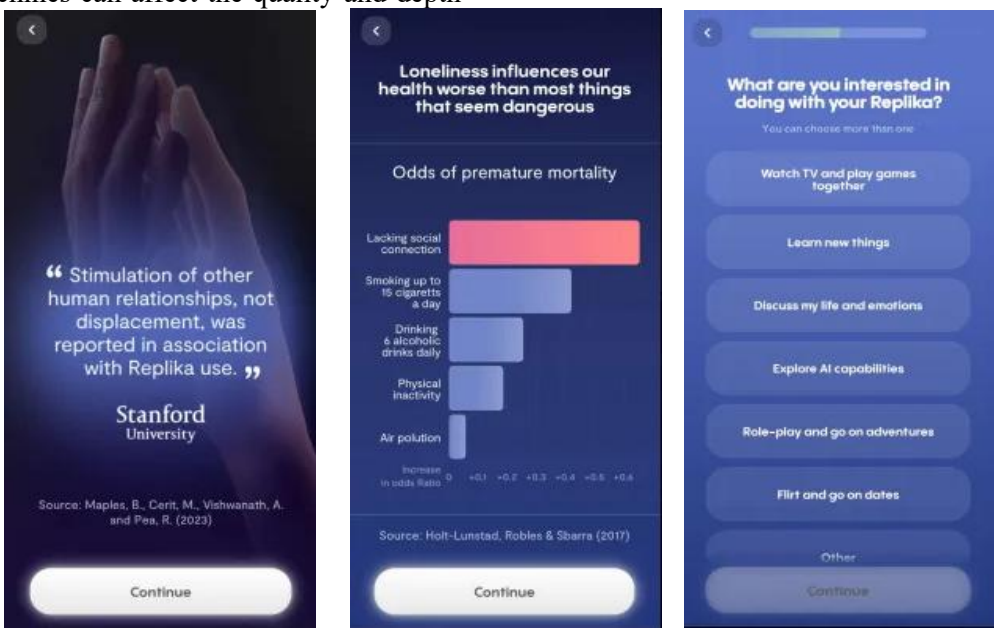

Figure 1. Replika AI Introduction

The above figure displays the first screen displays a graphic bar chart titled "Odds of premature mortality", which highlights how many factors influence health outcomes. "Lacking social connection" has been demonstrated to have the largest increase in mortality risk, greater than smoking, drinking, physical inactivity, or even exposure to air pollution. This function is more than just informative; it emphasizes Replika's fundamental purpose: to provide users with a form of social support, friendship, and connection in a world where loneliness has become a major health concern.

Replika positions itself as a solution to a deeply ingrained society problem by embracing this data from the start, making its mission immediately relevant and important. Following that, Replika's second picture emphasizes the possible positive impact of artificial intelligence in reducing social

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separation. According to Stanford University research, the use of Replika, an AI intended for companionship, was related with the stimulation of human connections rather than their displacement. According to Maples et al. (2023), Replika use may improve social engagement and emotional support, potentially serving as a supplement to traditional human connection rather than as a replacement.

Figure 2. Replika AI features

Evidently, Rianti (2022) stated that Replika AI is used as a conversation partner to help students practice English speaking. It shows that Replika can make students more confident and motivated because it responds quickly and encourages interaction. However, the research also notes problems such as irrelevant or confusing replies and content that may not be suitable for all learners. Therefore, while Replika can support speaking practice, it should be used carefully with guidance to ensure safe and effective learning. The study aims to provide insights into how chatbots can enhance student engagement and learning outcomes while emphasizing the importance of developing ethical and privacy-compliant chatbot systems in education (Risang, 2023).

The study regarding Replika highlights several issues, including the need for further research to determine the long-term sustainability of improvements in English proficiency resulting from the use of AI chatbots like Replika. It remains uncertain whether the positive outcomes observed are influenced by the novelty factor of the technology. Additionally, while many studies report positive effe cts, some have noted potential negative aspects, such as students finding AI chatbots intimidating and stressful, as well as parental concerns regarding highly autonomous AI bots (Belda-Medina et al., 2022). Kherraz et al. (2024) say that social chatbots today are not only made for emotional support, but also to help with daily tasks like answering questions, giving information, and supporting users. This shows that AI is expected to talk naturally and be reliable in everyday situations. In this case, Replika AI could be helpful because it offers conversation and personal support that make users feel comfortable when practicing language. However, the authors also say that problems like accuracy, trust, and safety need to be improved. This means Replika will only be useful if developers can fix these issues and make the system safe and effective for users.be a valuable tool in aiding Indonesian students' learning and self-development processes if approached correctly.

This research aims to find out whether Replika AI can help students improve their English speaking skills by supporting vocabulary, grammar, fluency, and confidence through regular conversation practice (Muazarah & Putri, 2025). The study also explores how students respond to the chatbot and whether it can act as a supportive speaking partner that makes learning more comfortable and enjoyable.

The researchers aimed to identify the benefits and challenges associated with the use of AI Replika in enhancing speaking skills. Students provided valuable feedback regarding the integration of AI

Replika into language curricula, highlighting the need for clear guidance from instructors, incorporating peer speaking exercises alongside AI practice, monitoring student progress, providing constructive feedback, and imparting cultural knowledge. Encouragement from instructors was deemed essential to reinforce the value of practice with AI Replika.

Another related study, Romadhon (2025), employed a quasi-experimental design with two groups: an experimental group and a control group. Both groups received identical instruction over a period of 14 weeks, but the experimental group utilized the Replika AI chatbot for vocabulary learning. The effectiveness of the chatbot was evaluated based on the difference in post-test scores between the two groups, with statistical analyses conducted to determine significance and effect size along with the outcome showing that the chatbot was effective. Most students also reported that the chatbot was easy to use and helped them remember vocabulary better.

Current research reveals several limitations and challenges that point to the need for deeper investigation into the use of virtual humans (VHs) and AI chatbots in language learning. Although tools like Replika have shown short-term improvements in speaking skills, there is little evidence about whether these benefits last over time. It is unclear if the learning gains remain once the excitement of using a new technology fades. Learners also react differently to AI. While some students feel less anxious when practicing with chatbots, others find the experience uncomfortable or even stressful (Ericsson et al., 2023). This suggests that individual responses to AI learning tools must be better understood. In addition, the use of AI chatbots raises important concerns about data privacy, security, and ethical use in education. Other tools, such as Character AI, have also shown promise in improving speaking fluency, confidence, and flexible learning.

However, studies have reported ongoing issues. These include chatbots giving unclear or incorrect answers, struggling with grammar correction, and failing to understand context properly. Technical issues like poor pronunciation recognition and inconsistent speech responses also disrupt communication during practice. While AI tools can reduce anxiety and motivate learners, they cannot fully replace traditional instruction. As noted by Napitupulu et al. (2025), teacher guidance and structured support are still needed to ensure meaningful language learning. Furthermore, although some studies suggest that AI can increase student motivation, there is still limited understanding of what factors help maintain that motivation in the long term. More research is needed to explore how and why students continue to engage with AI tools over time.

This study aims to answer the following research question: “what are students’ perspectives in using Replika AI to learn to speak English?”. By filling the research questions above to complete investigations in order to reveal research target, aiming to provide satisfaction approval by exploring virtual humans' effectiveness in enhancing speaking skills among language learners in a certain platform that specifically refers to Replika AI. It aims to identify the benefits and challenges associated with their use of upgraded features, assess their impact on student engagement and motivation, and evaluate their integration with practical language learning methods. Furthermore, this study seeks to analyze the role of AI-driven language tools in fostering more inclusive and adaptive learning environment, where students of varying proficiency levels and learning styles can benefit equally.

Additionally, the research will investigate the potential of virtual humans in addressing linguistic and socio-cultural barriers, ultimately promoting cross-cultural communication skills. By examining these tools' long-term sustainability, ethical considerations, and pedagogical implications, this study aspires to contribute meaningful insights that can enhance digital learning strategies and inform the future development of AI-assisted education.

B. Research Method

This study method will provide mixed method of qualitative and quantitative while according to Guangxiang Leon Liu et al. (2024) stated that this approach combined quantitative and qualitative data collection to provide a comprehensive understanding of learners' acceptance and usage of AI technologies for informal language learning. The study utilized a Technology Acceptance Model (TAM) framework, collecting data through an adapted TAM questionnaire completed by the EFL learners and this quantitative analysis aimed to elucidate the relationships between perceived ease of use, perceived usefulness, intention to use, and actual use of AI technologies. Following the survey, 40 participants engaged in post-survey interviews.

This qualitative data provided deeper insights into learners' attitudes and practices regarding AI-mediated informal learning, allowing for a richer understanding of their experiences and perceptions. This mixed-method approach enabled the researchers

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to validate their findings and construct a conceptual model explaining the significant changes in actual usage of AI technologies in informal language learning contexts.

The Technology Acceptance Model (TAM) indicates that learners exhibit positive attitudes towards the ease of use and perceived usefulness of AI tools like chatbots. This acceptance is crucial, as learners who find these technologies easy to navigate are more likely to engage with them consistently. For instance, learners frequently utilize AI for collecting learning materials and proofreading, which not only enhances their language skills but also encourages a more interactive and enjoyable learning experience (Musa, H. G. et al., 2024). Furthermore, the ability to engage in personalized conversations with chatbots allows learners to practice language skills in a low-pressure environment, thereby increasing their motivation and willingness to learn.

Table 1. Demographic profile of the participants (N = 40)

Characteristic	Detail	*F*	%
Majority	English Education	5	12,5%
	English Literature	5	12,5%
	Math	6	15%
	Economy	6	15%
	Administration	5	12,5%
	Informatics engineering	7	17,5%
	Secretarial	6	15%
Semester	1st	1	2,5%
	2nd	2	5,1%
	3rd	1	2,5%
	4th	6	15,4%
	5th	4	10,3%
	6th	10	25,6%
	7th	5	12,8%
	8th	11	28,8%
Gender	Female	29	72,5%
	Male	11	27,5%
University	Private University.	2	5%
	Public University.	38	95%

This study consists of 40 undergraduate students, the majority of whom speak English, and any additional instances in which Replika AI interaction platforms have been used during the interview process will take a month to complete the data needs that have been specified. For data collection, questionnaires were administered via online forms, particularly Google Forms, with wide access so that anyone, not only undergraduate students in English education at a specific university, but also other majors from another university involved with Replika AI platforms, could provide their impressions to speed up task completion and show fair answers in any type of student perception. The questionnaires in total will be 30, which combines Likert Scale and Open-ended questions, which consist of 25 multiple choices whether they prefer between two AI platforms in the efficient use of features, and 5 short-essay questionaries and a few ratings referring to their experiences after having small interaction tests with the AI Avatars, whether it brings them satisfaction or the opposite results.

The design of research findings will be presented using the Technology Acceptance Model (TAM) framework method. When using an information system, a user must consider a variety of factors, including the system's utility, benefits, and convenience. This study used five perceptions of the Technology Acceptance Model (TAM) method: Perceived Ease of Use, Perceived Usefulness, Attitude Toward Using, Behavioral Intention To Use, and Actual Technology Usage. After acquiring each value for each perception, the following step is to compute using a descriptive analysis approach, which includes statistics usually used to characterize or describe a study object using sample or population data. This method is done out by reporting or explaining the collected data as it is, with no intention of drawing broad conclusions or making generalizations.

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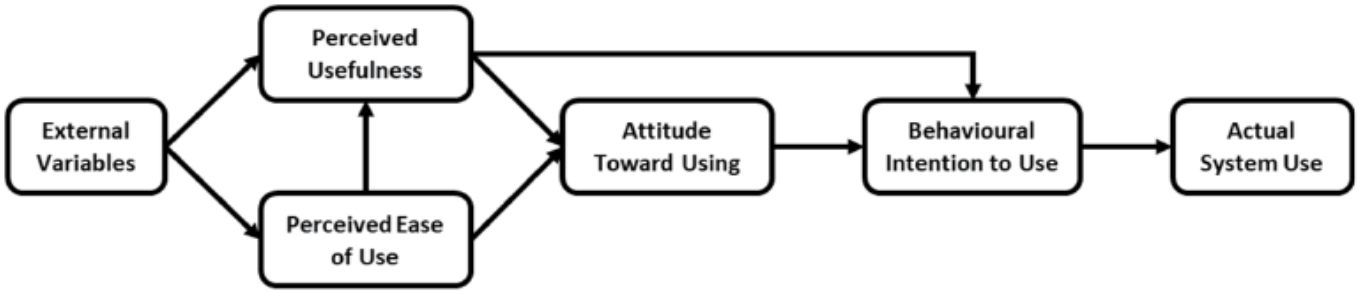

Figure 3. The Technology Acceptance Model (TAM) by Davis (1989)

The assessment of survey responses is based on the formula "IA = NR/IS x 100" which has three core components: Indicator Achievement (IA), Number of Respondent Answers (NR), and Ideal Score (IS). Indicator Achievement represents the total score accumulated from participants' responses to a specific item or feature, reflecting the overall level of satisfaction or effectiveness as perceived by the users. The Number of Respondent Answers indicates how many individuals participated in the survey, while the Ideal Score is determined by multiplying the highest possible rating by the total number of respondents, serving as the maximum benchmark score for each indicator.

To evaluate the results, the percentage of the Indicator Achievement relative to the Ideal Score is calculated. This percentage is then interpreted using a categorical scale to determine the level of achievement. A result between 0% and 20% is considered Not Good or Very Low, suggesting poor reception. A score ranging from 21% to 40% falls under the Poor or Low category, indicating limited effectiveness. Scores between 41% and 60% are labeled Quite Good or Quite High, showing moderate approval. A percentage between 61% and 80% is categorized as Good or High, reflecting a generally positive response. Finally, scores between 81% and 100% are categorized as Very Good or Very High, indicating strong acceptance and satisfaction. This scoring method provides a clear and structured way to interpret survey results and understand the impact of tools such as Replika AI on students' speaking practice (Umanailo et al., 2022).

C. Result and Discussion

This study adopted a quantitative approach using a structured questionnaire based on the Technology Acceptance Model (TAM) to evaluate undergraduate students' satisfaction with Replika AI as a tool for practicing English speaking. The questionnaire has 30 questions in total, contains Likert scale that has 25 multiple choices questions combined with 5 open-ended questions measuring five core dimensions: Perceived Ease of Use, Perceived Usefulness, Attitude Toward Using, Behavioral Intention to Use, and Actual Technology Usage. The data collected from 40 participants indicated a consistently positive response, with an overall satisfaction score of 74.01%, classified as Good/High.

Table 2. Percentage Result of the Analysis

Result		
No.	**Analysis**	**Score**
1.	Perceived Ease of Use	**75,57%**
2.	Perceived Usefulness	**75%**
3.	Attitude Toward Using	**74,5%**
4.	Behavioral Intention to Use	**71,83%**
5.	Actual Technology Usage	**74,13%**
Average		**74,1%**
Goal		**Good**

Students found Replika AI to be easy to use, helpful in building confidence, and supportive of independent speaking practice. The application provided a low-pressure environment that encouraged learners to communicate in English more freely. The findings also showed that students were generally willing to continue using Replika AI and considered it beneficial for their learning process. The lack of significant negative responses further reinforced the tool's acceptance among users which means Replika AI is perceived as an effective, accessible, and user-

friendly platform for enhancing English speaking skills. The positive outcomes of this study highlight its potential as a valuable resource in language education, particularly for fostering autonomous and engaging speaking practice. It has been proven by the data calculation of each five core dimensions below.

Table 3. Percentage Result of Perceived Usefulness

	SCORE	*Perceived Usefulness*							Total
		1	**2**	**3**	**4**	**5**	**6**	**7**	
Very agree	5	7	6	8	8	7	8	8	
Agree	4	20	21	10	12	18	15	19	
Netural	3	12	13	22	20	15	7	13	
Disagreed	2	1	0	0	0	0	0	0	
Very disagreed	1	0	0	0	0	0	0	0	
NR		153	153	146	148	152	151	155	**1058**
IS		200	200	200	200	200	200	200	**1400**
IA (%)		**75,57%**							
Goal		**Good / high**							

Based on the questionnaire responses from 40 participants, the majority of students stated that the use of Replika AI was highly useful (perceived usefulness) in improving their English speaking skills. The data analysis showed an Indicator Achievement (IA) score of 75.57%, which falls into the Good / High category. This indicates that most respondents experienced a significant positive impact from using Replika AI as a speaking practice tool.

One respondent from the English Education department, with the initial N, shared that Replika AI greatly helped improve their speaking fluency, expand their vocabulary, and build confidence to speak without fear of making mistakes. According to N, the AI provides an enjoyable and flexible practice experience, as it can be accessed anytime without pressure, and presents relevant and engaging topics. N felt that practicing with Replika made them more prepared to engage in real-life English communication.

However, there was one minority voice from a Mathematics Education student, with the initial M, who selected "disagree" on one of the perceived usefulness indicators. M stated that the interaction with Replika felt less effective because the AI does not provide direct corrections or grammar explanations, which led to a sense of limited benefit. M preferred learning methods with human guidance that could offer clearer feedback and immediate assessment. This highlights that not all users share the same learning preferences, and perceptions of usefulness may vary depending on individual expectations and academic backgrounds.

Overall, the majority of respondents gave positive feedback on the perceived usefulness of Replika AI as a speaking practice tool. With an IA score of 75.57%, Replika is seen as effective, flexible, relevant, and motivating by most students. However, the presence of one respondent who did not feel helped indicates the importance of developing more adaptive and personalized features to accommodate diverse learning needs. This serves as an important reminder that the success of educational technology should still account for individual experiences to ensure its inclusive and optimal use.

Table 4. Percentage Result of *Perceived Ease of Use*

	SCORE	*Perceived Ease of Use*						Total
		7	**8**	**9**	**10**	**11**	**12**	
Very Agree	5	7	7	8	5	7	7	
Agree	4	21	15	12	19	14	14	
Neutral	3	12	18	20	16	19	19	
Disagree	2	0	0	0	0	0	0	
Very Disagree	1	0	0	0	0	0	0	
NR		155	149	148	149	148	151	**900**
IS		200	200	200	200	200	200	**1200**
IA (%)	**75%**							
Goal	**Good / high**							

Based on the questionnaire responses, students' overall attitude toward using Replika AI for English speaking practice shows a generally positive tendency. Indicators such as enjoyment, comfort, and engagement while using the app reflect that most students welcomed the experience. The calculated Indicator Achievement (IA) score for this component is 75% which is in the Good / High category, indicating that the majority responded with favourable attitudes toward using the AI for learning.

A respondent from the Management department, with the initial A, expressed a clearly positive attitude toward using Replika AI. A shared that the app made speaking practice feel more casual and motivating. The friendly interface, combined with the freedom to speak without fear of being judged, helped A feel more confident and encouraged to practice regularly. A mentioned that the experience felt "light but productive," contributing positively to their learning experience.

In contrast, a respondent from the Political Science department, with the initial R, expressed a neutral attitude. R acknowledged that while Replika AI might help practice spoken English, the interaction did not feel particularly impressive or deeply engaging. R felt that the experience was acceptable but not outstanding, suggesting that the tool could be suitable in certain situations but may not fully replace human interaction. While R did not reject its usefulness, they remained undecided about continuing to use the app long-term.

Table 5. Percentage Result of *Attitude Toward Using*

	SCORE	***Attitude Toward Using***				
		13	**14**	**15**	**16**	
Very Agree	5	7	6	6	7	
Agree	4	15	16	15	18	**Total**
Neutral	3	18	18	19	15	
Disagree	2	0	0	0	0	
Very Disagree	1	0	0	0	0	
NR		149	148	147	152	**596**
IS		200	200	200	200	**800**
IA (%)	**74,5%**					
Goal	**Good/high**					

The use of technology in language education continues to evolve, including the adoption of artificial intelligence such as Replika AI. This application allows users to practice speaking English independently through conversations with an AI designed to simulate human interaction. Based on survey results from TEFL (Teaching English as a Foreign Language) students, it is evident that respondents' attitudes toward using Replika AI are generally positive, particularly in the "agree" category.

Most respondents stated that they agree Replika AI helps them improve their speaking skills, provides an enjoyable experience, and boosts their confidence in using English. For instance, N, a student from the Acounting department, shared that Replika AI made speaking practice more interesting and motivating. In each statement measuring attitude such as enjoyment, comfort in speaking, and engagement. the number of "agree" responses exceeds those who were neutral. Meanwhile, a few respondents gave neutral responses, such as S from the Management department, who mentioned that although Replika AI is not yet fully optimized, it still offers benefits for speaking practice. This shows that the application has already succeeded in gaining interest from students of various academic backgrounds.

Based on the respondents' answers, it can be concluded that the attitude toward using Replika AI is predominantly positive, with "agree" responses outnumbering neutral ones. Respondents feel supported and motivated to continue using Replika AI as a tool for speaking practice. These findings highlight the potential of Replika AI as an effective learning aid in English language education flexible, enjoyable, and aligned with current technological developments.

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Tabel 6. Percentage Result of *Behavioral Intention to Use*

	SCORE	*Behavioral Intention to Use*			Total
		19	**20**	**21**	
Very Agree	5	5	5	6	
Agree	4	15	12	13	
Neutral	3	19	23	21	
Disagree	2	1	0	0	
Very Disagree	1	0	0	0	
NR		144	142	145	**431**
IS		200	200	200	**600**
IA (%)	**71,83%**				
Goal	**Good / High**				

Based on the analyzed data, it can be concluded that the majority of respondents hold a positive attitude toward using Replika AI in speaking practice. Around 45–50% of respondents expressed an intention to continue using, recommending, and trusting the long-term benefits of Replika AI, while more than half chose a neutral stance, indicating that most are still in the exploratory phase or are cautiously evaluating its effectiveness. A positive opinion was expressed by a respondent with the initial H from the *Management* major, who felt that Replika AI helped improve speaking confidence through natural interactions with the AI. On the other hand, a less enthusiastic response came from a respondent with the initial N from *Informatics Engineering*, who found the AI's replies too monotonous and lacking in meaningful feedback.

Overall, Replika AI is seen as a promising yet not fully optimized tool, with significant potential to evolve into an effective media for speaking practice especially if supported by feature improvements and broader user understanding.

Table 7. Percentage Result of *An Actual Technology Usage*

	SCORE	*Actual Technology Usage*				Total
		22	**23**	**24**	**25**	
Very Agree	5	7	5	6	7	
Agree	4	14	19	16	12	
Neutral	3	19	15	18	20	
Disagree	2	0	1	0	1	
Very Disagree	1	0	0	0	0	
NR		148	144	148	153	**593**
IS		200	200	200	200	**800**
IA (%)	**74,13%**					
Goal	**Good / high**					

Based on the data and analysis from Table 5, it can be concluded that students' actual use of technology in learning is categorized as good/high, with an Ideal Achievement (IA) score of 74.13%. Most respondents selected "Agree" and "Neutral" on the Likert scale, indicating that while technology is already integrated into learning practices, many students are still in the process of adapting and may not yet be using it to its full potential. A positive response was shared by R from the Secretarial Studies department, who stated that technology particularly AI-based tools like Replika AI, made it easier and more engaging to practice speaking skills. She felt that the simplicity and accessibility of the technology boosted her confidence and motivation to learn. On the other hand, a more critical view came from A in the Informatics Engineering department. Despite his technical background, he felt that Replika and similar tools lacked complexity and human-like interaction. For him, the experience was too repetitive and less effective compared to traditional learning methods such as group discussions or hands-on projects.

These differing perspectives highlight that the effectiveness of technology in learning varies greatly depending on the learner's background, expectations, and personal experience. While some students thrive with digital tools, others may find them limiting or

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insufficient. Therefore, to ensure that the integration of educational technology is meaningful and impactful for all students, institutions must provide ongoing support, hands-on training, and continuous development of more adaptive, interactive, and personalized learning platforms. This will help maximize the benefits of technology and make it a truly inclusive tool across diverse academic fields.

Furthermore, this study explored undergraduate students' acceptance and satisfaction with using Replika AI as a tool for improving English speaking skills. Guided by the Technology Acceptance Model (TAM), the research focused on five dimensions: *Perceived Ease of Use, Perceived Usefulness, Attitude Toward Using, Behavioral Intention to Use*, and *Actual Technology Usage*. The overall average score was 74.01%, indicating a generally high level of acceptance among students. In terms of Perceived Ease of Use (75.57%), students appreciated how simple and intuitive the interface was, even for those without advanced technical skills. This ease of use helped reduce obstacles and allowed learners to focus more on practicing English rather than navigating the app. The Perceived Usefulness (75%) was also rated highly, as students felt that Replika contributed to improvements in fluency, vocabulary, and speaking confidence. Its ability to provide continuous, natural, and low-pressure conversation made it particularly effective for self-paced learning.

Students showed a positive attitude toward using the app (74.5%), describing Replika as enjoyable, supportive, and motivating especially for shy or anxious learners. This emotional comfort made the learning experience more engaging and less intimidating. With a Behavioral Intention to Use score of 71.83%, most students indicated a willingness to continue using the app and recommend it to others. Though some were still assessing its long-term value, the overall response was open and optimistic. Finally, Actual Technology Usage (74.13%) confirmed that students were actively using the app, often outside classroom hours. This highlights Replika's role in promoting flexible and autonomous language practice. Whe can conclude that Replika AI was found to be a useful, accessible, and enjoyable tool for enhancing English speaking skills. Its positive reception across all TAM indicators suggests strong potential for broader implementation in language education, especially for encouraging independent and confident speaking practice.

The study by Rania et al. (2025) applied a statistical model (VB-SEM) to examine AI voice assistants among vocational students. Their research confirmed that enjoyment and trust significantly influenced students' acceptance, with all TAM-based hypotheses supported and no major negative feedback reported. However, the study's focus was narrow, limited to one academic program, which affects its generalizability. In contrast, the current Replika AI study used a mixed-method approach, combining quantitative scores with qualitative responses to gain a deeper understanding of user experience. While it also found high satisfaction in ease of use and usefulness, it revealed challenges such as limited grammar correction, miscommunication, and varied emotional responses. Unlike Rania's study, which focused on system performance and validation, the Replika study emphasizes emotional engagement, learner autonomy, and flexible speaking practice. Although both studies support the value of AI in language learning, Replika provides broader insight into real learning experiences beyond technical acceptance.

This finding is consistent with a cerrtain previous study by Kingsley Ofosu et al. (2023) looked at ChatGPT from wide perspective. It focused on how students accept AI tools in general, using a detailed method (PLS-SEM) to study things like how useful, trusted, and innovative ChatGPT is. It also talked about serious concerns, like cheating, privacy, and how ready schools are to use AI. In contrast, the Replika AI study focused more on students' real experiences in the classroom. It looked at how EFL students used Replika to practice speaking. Students said Replika was easy to use, fun, and helped them feel more confident. But some also mentioned problems, like repeated answers and little grammar feedback. Both studies agree that AI tools can help students learn. However, Ofosu's study focuses more on the system and school policies, while the Replika study looks closely at what students actually feel and experience when learning with AI. This shows that good use of AI in education needs both strong tools and support for students' real learning needs.

Unlike the study by Octavia et al. (2024), which focused on AI voice assistants like Google Assistant and Siri, the Replika AI study looked at a conversational chatbot used specifically for language learning. Octavia's research studied how

vocational high school students used voice assistants to complete tasks and support their studies. It used a detailed statistical method (VB-SEM) and found that trust and enjoyment had a strong effect on how useful and easy the tools felt, which then influenced students' willingness to use them. In contrast, the Replika study focused on university students using AI to practice English speaking. It explored how Replika supported students emotionally, increased motivation, and helped build confidence during self-practice. While both studies showed that ease of use and usefulness are important, they focused on different tools for different purposes. Voice assistants were judged more on speed and efficiency, while Replika was valued for its role in improving language skills and providing a more personal, supportive learning experience.

Furthermore, there is a theoretical and conceptual contrast with current research based on the the study by Liu et al. (2024), which is more about theory and ideas, the Replika study is based on real student experiences. Pham & Wu created a model to explain how students might accept AI chatbots in English classes. Their model adds new things to the usual TAM, like enjoyment, trust, and social influence from others (e-WOM). However, their study does not use actual student's data, it is a plan for future research. On the other hand, the Replika study looks at what students really felt while using the chatbot to practice speaking. It shares real feedback about what students liked, such as how easy and helpful Replika was, and what problems they had, like repeated responses. Both studies agree that ease of use and usefulness are important, but they focus on different things. Liu et.al (2024) focused on building a complete theory that covers emotions and social factors, while the Replika study shows what actually happens in real use. This means the Replika study is useful for understanding real student experiences, and Liu's model can be used in the future to study those experiences in more detail.

A more comprehensive study by Singh (2024) is very different from the Replika study because it focuses on how people use AI tools like ChatGPT, Claude, and Copilot at work, not in the classroom. Singh's study talks about things like training, company support, trust, and how important it is to understand how AI works. It also looks at problems like unclear AI answers, ethical risks, and the need for transparency when people rely on AI for serious tasks. In contrast, the Replika study is about students using AI to practice speaking English. It shares real feedback from students about how easy Replika is to use, how it helps them feel more confident, and how it supports learning. The Replika study is more focused on everyday student experiences, not big workplace or ethical issues. Even though the two studies are very different, both agree that people will use AI more if they find it useful, easy to use, and trustworthy. They both show that trust is very important whether it's students learning in class or workers using AI on the job.

As well has been stated by Liu & Ma (2023) is different from the Replika study because it looks at how students use ChatGPT to learn English on their own, outside of class. It used a full statistical method to study 405 Chinese EFL learners. The results showed that how easy ChatGPT is to use doesn't directly affect how students feel about it, but it does help by making the tool more useful. ChatGPT was used for many tasks like writing, reading, learning new words, and exploring culture, making it helpful for flexible, self-study learning. On the other hand, the Replika study focused on using AI in the classroom to practice speaking. It collected both numbers and student opinions to understand how learners feel about Replika. what they liked, what helped them, and what problems they faced. While both studies used the TAM model to understand how students accept AI, their settings are very different. Liu & Ma studied informal, independent learning at home, while the Replika study looked at classroom-based speaking practice. Also, Liu & Ma focused more on data and statistics, while the Replika study focused more on students' real experiences and feelings.

The study by Sardi et al. (2025) is different from the Replika study because it looks at how young people use AI chatbots on Shopee for online shopping, not for learning. The Shopee chatbot helps users with product info and buying steps. The study found that people liked the chatbot when it was easy to use, fast, and gave helpful answers. It also showed that if people think the chatbot is useful, they are more likely to keep using it. This study used full statistics to test and prove all the results. In contrast, the Replika study is about students using a chatbot to practice speaking English in class. It focuses on how the chatbot helps students feel confident, stay motivated, and improve their skills. Instead of shopping help, Replika gives learning support like a friendly partner to talk to. Both studies agree that ease of use and usefulness are very important. But their

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goals are different, Shopee's chatbot is for fast service, while Replika is for learning and personal growth. Also, Replika includes students' real opinions and feelings, while the Shopee study focuses more on numbers and charts.

In the main point, this study found that students had a positive experience using Replika AI to practice their English-speaking skills. They said the app was easy to use, helpful, and made them feel more motivated and confident, especially when practicing on their own. Unlike many other AI tools that are often used for shopping, writing, or self-study outside of school, Replika was used directly in a classroom setting to support real language learning. This made it more focused on personal improvement and emotional support rather than just completing tasks. While other studies often look at statistics or technical performance, this research paid attention to how students actually felt while using the AI. It showed that when AI is designed to be simple, friendly, and engaging, it can help students enjoy learning more and feel more confident in using English. This highlights the potential of AI tools like Replika to support both language development and emotional comfort in the learning process.

D. Conclusion and Suggestion

Based on the results of the general analysis of the questionnaire data obtained from 40 respondents regarding the use of Replika AI as a medium for speaking practice, it can be concluded that the respondents' responses showed a positive tendency. Most respondents felt that Replika AI was easy to use, fun, and helpful in improving their speaking skills. This is reflected in the average value of the achievement of the five main analysis aspects including Perceived Ease of Use (75.57%), Perceived Effectiveness (75%), Attitude Toward Use (74.5%), Behavioral Intention to Use (71.83%), and Actual Technology Usage (74.13%), with an overall average of 74.01% which is categorized as "Good."

Respondents also showed a strong intention to continue using Replika AI and recommend it to others. Although some respondents chose neutral answers in several aspects, there was no significant dominance of negative responses. This indicates that Replika AI has provided a fairly positive and valuable experience as a speaking practice tool, especially in the context of interactive and personal learning. Overall, the results of this study indicate that Replika AI can be an effective and attractive alternative technology in supporting the speaking learning process, especially in increasing students' motivation and comfort in practicing. However, for future optimization, improving the user interface and personalizing features can be aspects that are considered in order to achieve a higher level of satisfaction.

Replika AI has shown potential as a helpful tool for EFL students to practice English speaking in a comfortable, flexible, and self-paced environment. It allows learners to build confidence and improve fluency through natural conversation. Teachers are encouraged to integrate Replika alongside peer activities, monitor student progress, and guide ethical AI use. Future research should explore its long-term effects, how emotional engagement impacts motivation, and how well it works across different cultures. Comparing Replika with other AI tools and improving its feedback system are also important. Additionally, understanding teachers' readiness to use AI in teaching will support better classroom integration. In short, while Replika AI offers valuable support for language learning, its full benefits depend on thoughtful teaching strategies and continued research to ensure effective, ethical, and inclusive use.

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