VOLUME 7 NOMOR 1 TAHUN 2025
ISSN: 2685-810X

MOBILE APPLICATION USE IN ENGLISH LANGUAGE LEARNING AT ENGLISH EDUCATION DEPARTMENT UNIVERSITAS BORNEO TARAKAN

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ABSTRACT

Mobile applications offer adaptable, interactive, and accessible tools that improve the learning experience for English language learners by providing tailored practice, immediate feedback, and multimedia materials at any time and location. This article examines the research findings about the use of mobile applications in English language acquisition at the English Education Department of Universitas Borneo Tarakan. The researchers analysed the implementation and efficacy of mobile applications in English language acquisition, along with students' perspectives after utilizing these applications for learning English. The research employed a convergent parallel mixed techniques design. The researchers gathered qualitative and quantitative data to provide thorough and significant conclusions. The subjects of this study comprised 39 students from the English Education department at Universitas Borneo Tarakan. The data collected in this research included a document analysis form, tests (pre-test and post-test), an observation sheet, and an interview guideline. The data was analysed statistically using a paired t-test and qualitatively by coding. The implementation of mobile application use in English language learning was conducted in four meetings with four different mobile applications (Duolingo, Cake, Elsa, and Busuu). Paired t-test finding showed that the two-tailed P value was less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant, which means that the use of mobile application in teaching of speaking skill can help the students improve their skill. Students typically have favourable views regarding the utilization of mobile applications for English language acquisition, highlighting advantages such as accessibility, flexibility, involvement, and improved language proficiency. Mobile applications offer students avenues for autonomous learning, immediate feedback, and engagement with genuine content, thereby enhancing their listening, speaking, and vocabulary proficiency. Nonetheless, difficulties such the absence of in-person interaction, insufficient content for advanced learners, and possible diversions from other applications must not be disregarded. Instructor assistance is crucial for optimizing student utilization of mobile learning resources and for incorporating mobile applications into a holistic educational framework.

Keywords: Mobile Application, Speaking Skill, Duolingo, Cake, Elsa, Busuu

INTRODUCTION

In the contemporary globalised landscape, the significance of media in the educational process is unequivocal, especially for English language learning (ELL). The emergence of digital technologies and social media platforms has transformed communication and generated many learning possibilities for English language learners (ELLs). As the globe grows more interconnected, competency in English is more than just an academic requirement, it is an essential tool for communication, access to information, and involvement in global discourses. Incorporating media into English language instruction offers students a comprehensive and diverse method for language acquisition, involving multiple media formats like television, radio, newspapers, social media, and digital information. This essay analyses the significance of integrating media into English language instruction, assessing its advantages, obstacles, and the pivotal function it serves in improving language proficiency. Furthermore, it utilises

contemporary academic research to emphasise how media in educational settings promotes language acquisition and cultural comprehension.

A principal benefit of incorporating media into English language instruction is that it offers students exposure to real language usage. Media outlets, including films, podcasts, news programs, and social media, showcase English in its authentic form, as utilised by native speakers in real-world situations. This exposure is essential as it allows learners to comprehend language within its social, cultural, and pragmatic settings (Thorne, 2020). For instance, learners can hear native speakers employing idiomatic phrases, slang, and colloquialisms frequently absent from conventional textbooks. The actual language portrayed in media allows students to better understand the intricacies of English, including intonation, emphasis, and pronunciation, as well as its casual and formal registers. (Jablonka, 2021) research emphasises that media enables learners to experience a diverse array of English accents, dialects, and registers, hence enhancing the dynamism and authenticity of language acquisition. Engaging with realistic media content enhances learners' vocabulary and deepens their comprehension skills through exposure to diverse linguistic structures and real-life contexts.

Media is essential for enhancing listening and speaking abilities. Engaging with native speakers through television programs, news broadcasts, and interviews aids learners in comprehending various accents, speech tempos, and intonations. Moreover, interactive media, like podcasts and online chats, enables learners to practise listening to diverse speech patterns and respond accordingly, so promoting active involvement in communication (Vanderplank, 2020). Moreover, media intake enables students to emulate and exercise contextual speaking. For instance, individuals can replicate phrases or sentences from films or YouTube videos, so enhancing their pronunciation and fluency. Participating in these exercises enables students to cultivate a more authentic and assured speaking style. A study by (Choi & Lee, 2019) indicates that media-driven activities, such as role-playing based on movie or TV show scripts, markedly enhance students' oral communication abilities and their capacity to participate in meaningful conversations in English.

Media literacy which has the capacity to access, analyse, evaluate, and produce media content is an essential talent in the 21st century. Instructing media into English language education enhances students' linguistic abilities while simultaneously cultivating critical thinking and analytical capabilities. Media frequently convey information with certain objectives or biases, making it imperative for learners to assess and interrogate the content they engage with. Through interaction with diverse media, children can develop the ability to critically evaluate the quality and trustworthiness of information, identify bias or propaganda, and formulate educated judgements. (Pahl & Rowsell, 2019) assert that media literacy is crucial for students to engage as active and informed participants in the digital realm. Incorporating media literacy into language education fosters critical thinking regarding encountered content and enhances students' abilities to articulate their perspectives in English, so refining their writing, speaking, and arguing competencies.

The swift progression of mobile technology has revolutionised almost every facet of contemporary life, particularly in our approach to education. With the proliferation of smartphones and tablets, mobile applications have emerged as potent instruments in the domain of language acquisition, encompassing English as a Foreign Language (EFL) and English as a Second Language (ESL). The extensive utilisation of mobile devices, along with the growing accessibility of educational applications, has resulted in substantial advancements in learners' engagement with language acquisition. Mobile applications allow learners the ability to practise language skills at any time and in any location, facilitating a more tailored and participatory method of language acquisition. This essay examines the possible advantages and obstacles of utilising mobile applications in English language learning (ELL), referencing recent research and actual instances.

A primary advantage of mobile applications in language learning is their accessibility and flexibility. Mobile devices are portable, allowing learners to access language resources at their convenience, unbound by time or location. This is especially crucial for English language learners (ELLs) who may lack access to formal educational environments or cannot adhere to a rigid timetable. A study by (Chen & Huang, 2020) indicates that mobile learning enables students to incorporate language acquisition into their regular activities. For example, learners can enhance their vocabulary while commuting or listen to podcasts while leisure, so reinforcing their learning across several contexts. The capacity to learn dynamically enables students to sustain continuous exposure to English, essential for language retention and proficiency. Moreover, applications like Duolingo, Babbel, or Memrise allow learners to customise their educational experience based on personal preferences and skill levels, hence promoting a more individualised learning environment (Lai & Hwang, 2020).

Mobile applications frequently integrate interactive and gamified elements, which can substantially improve the learning experience. Gamification, which is the incorporation of game-design features like rewards, levels, and challenges, has demonstrated efficacy in enhancing student motivation and engagement. Research has shown that mobile applications with gamified features might enhance learners' motivation for studying by rendering the educational experience entertaining and rewarding (Elkhani & Khoshsima, 2021). Applications such as Duolingo and Busuu employ a points-based system and leader boards to foster a competitive and engaging environment, motivating learners to advance through levels and challenges while honing various language skills, including reading, listening, and speaking. Moreover, interactive elements, like quizzes, flashcards, and spaced repetition systems (SRS), facilitate active recall and enhance memory retention. (Zhang & Zhang, 2020) discovered that incorporating SRS in language learning applications effectively enhances learners' retention of vocabulary and grammatical structures over time. These interactive technologies enable learners to cultivate language abilities in a more dynamic and engaging manner than conventional approaches, which tend to be passive and less customised to individual requirements.

A notable attribute of mobile applications is their capacity to deliver real-time feedback. Feedback is essential in the language acquisition process, as it enables learners to recognise and promptly rectify errors. Numerous mobile applications, such English Grammar in Use and HelloTalk, provide immediate feedback on users' responses to exercises or language output, enabling learners to continuously evaluate their progress. Moreover, adaptive learning technologies are progressively integrated into mobile applications, facilitating a more tailored learning experience. Adaptive learning denotes the application of algorithms to modify the complexity of tasks according to the learner's performance, so ensuring that students are perpetually pushed without experiencing overload. (Tran & Pham, 2020) conducted a study demonstrating that adaptive learning features in mobile applications markedly improved vocabulary acquisition and retention among learners. Applications such as Rosetta Stone and Babbel employ adaptive algorithms to evaluate the learner's ability and modify the lessons accordingly, so providing a customised learning trajectory that maintains learner engagement and challenge.

Mobile applications facilitate learners' practice of English in contextual and authentic scenarios, which is crucial for cultivating practical communication skills. Numerous applications include dialogues, authentic settings, and interactive simulations that enable learners to practise speaking, listening, and writing in realistic contexts. Applications such as HelloTalk and Tandem facilitate connections between learners and native speakers, offering opportunity for genuine language interaction. Students can engage in dialogue with native English speakers via text, voice, or video messaging, enhancing their conversational abilities and cultural comprehension. Moreover, mobile applications frequently grant learners access to

multimedia resources, like movies, podcasts, and articles, which familiarise students with diverse accents, dialects, and cultural subtleties in English. A study by (Sun, 2021) indicates that exposure to authentic information via mobile applications improves language learners' comprehension abilities, enabling them to understand colloquial expressions, slang, and cultural references absent in conventional textbooks. This exposure to genuine English fosters a comprehensive approach to language acquisition, as learners are motivated to engage with many forms of language usage.

A further advantage of utilising mobile applications in language acquisition is their capacity to promote collaborative learning and peer engagement. Numerous language learning applications incorporate community-oriented functionalities, including forums, discussion boards, and peer-to-peer feedback systems, facilitating collaboration, information sharing, and mutual learning among learners. Applications such as Memrise and Busuu enable learners to engage with peers, pose enquiries, and obtain feedback regarding their advancement. Collaborative learning cultivates a sense of community and drive, since participants perceive themselves as members of a collective striving towards a shared objective. This peer engagement can augment language acquisition by offering a social context for language utilisation and enabling learners to practise speaking and writing in a more informal environment. (Alshahrani, 2020) research demonstrates that the community elements of mobile applications enhance language proficiency and bolster learners' confidence in utilising English, especially during interactions with peers from varied linguistic origins.

Although the prospective advantages of mobile applications in language acquisition are considerable, there are also problems that must be confronted. A significant worry is the digital divide, wherein learners with restricted access to smartphones or dependable internet connections may be marginalised from mobile learning options. In these instances, educational policies and institutions must guarantee that mobile learning is available to all students, irrespective of their socioeconomic status (Zhao & Li, 2021). A further concern is the excessive dependence on mobile applications, potentially resulting in diminished face-to-face connection with educators and colleagues. Although mobile applications offer beneficial language practice, they cannot substitute the intricate and dynamic discourse that takes place in conventional classroom environments. An integrated approach that combines mobile learning with traditional classroom instruction is essential for optimal language learning outcomes (Duman, 2021).

Mobile applications possess significant potential to augment English language acquisition by offering learners adaptable, engaging, and tailored educational experiences. The availability of mobile devices, combined with the interactive and gamified elements of language learning applications, allows students to engage in language practice in a more dynamic and fun manner. Moreover, mobile applications provide instantaneous feedback, personalised learning, and avenues for genuine language practice, enhancing language acquisition and fluency. Notwithstanding the obstacles associated with accessibility and excessive dependence on technology, the utilisation of mobile applications in language acquisition signifies a transformational change that can enhance conventional approaches and assist learners at all proficiency levels in attaining their linguistic objectives. As mobile technology advances, the potential for creative language learning applications will increase, offering learners greater possibilities to interact with English in significant ways.

This article discusses the research findings on the utilisation of mobile applications in English language learning at the English Education Department of Universitas Borneo Tarakan. The researchers examined the deployment and usefulness of mobile applications in English language learning, as well as students' perceptions following their use of these applications for learning English.

METHOD

The research employed a convergent parallel mixed techniques design (Creswell, 2014). The researchers gathered qualitative and quantitative data to provide thorough and significant conclusions. The subjects of this study comprised 39 students from the English Education department at Universitas Borneo Tarakan. The instruments employed in this research included a document analysis form, tests (pre-test and post-test), an observation sheet, and an interview guideline. The researchers analysed the syllabus and learning materials for the first data collection. The researchers conducted pre-test and post-test to see the effectiveness of mobile application use. The researchers focused on fluency, pronunciation, vocabulary, grammar and comprehension in assessing students' speaking skill. During the treatments the researchers observed the implementation of mobile application in teaching of speaking skill (Duolingo, Cake, Elsa, and Busuu). The last data collection, the researchers conducted interview with the students about their opinion, challenges, suggestions, and potential use of mobile application in learning English. The data was analysed statistically using a paired t-test and qualitatively by coding.

RESULTS/FINDINGS

The implementation of Mobile Application Use in English Language Learning

The implementation of mobile application use in English language learning was conducted in four meetings with four different mobile applications (Duolingo, Cake, Elsa, and Busuu).

Duolingo Application

Enhance vocabulary, grammar and sentence formation

Steps:

1. **Assign a Specific Skill or Unit:**
   Examples: "Food Vocabulary," "Present Tense Verbs," or "Common Phrases."
   Let students work on 1–2 Duolingo lessons related to today's topic.
2. **Independent Learning:**
   Students use their own devices or school-provided tablets/PCs.
   Encourage focus on listening, speaking, and sentence formation.
3. **Pair Work / Peer Review:**
   Pair students to quiz each other based on what they learned.
   Example: "Ask your partner 3 questions using new vocabulary."

Cake Application

Improve students' listening and speaking skills using real-life English videos

Steps:

1. **Choose a Video Clip or Theme:**
   Select a short clip (30–60 seconds) based on the lesson's theme (e.g., **greetings**, **restaurant conversation**, **expressing emotions**).
   Or let students choose from a list of pre-approved clips.
2. **Watch and Listen:**
   Students watch the clip 2–3 times, focusing on understanding.
   Use subtitles if needed, then watch without them.
3. **Repeat and Speak:**
   Use the **"Speak" or "Shadowing"** feature to repeat lines out loud.

Encourage students to mimic intonation and pronunciation.
Have students practice 3–5 key sentences from the video.

4. **Pair Practice:**
   Students work in pairs to act out a short dialogue from the clip.
   Add gestures and expressions for fun and engagement.

ELSA Application

Improve students' pronunciation, fluency, and confidence

Steps:

1. **Assign a Topic or Skill:**
   Choose a focus such as **daily conversations**, **job interviews**, or **specific sounds (like /th/ or /r/).**
2. **Students Log In and Practice:**
   Use school devices or personal phones.
   Assign 1–2 ELSA lessons (e.g., "Talking about your hobbies" or "Pronouncing difficult consonants").
   Encourage them to repeat and improve based on ELSA's feedback score (aim for 80%+ accuracy).
3. **Partner Speaking Practice:**
   After app use, pair students to practice what they learned using similar dialogues or questions.
   Example: "Tell your partner about your favourite hobby using full sentences."

Busuu Application

Enhance students' vocabulary, grammar, and writing through interactive lessons and feedback

Steps:

1. **Assign a Lesson or Unit:**
   Choose a topic aligned with the class curriculum (e.g., "At the supermarket," "Describing your home," "Using present simple").
   Students log in and complete the assigned lesson individually.
2. **Complete Activities:**
   Students work through the interactive content, including:
   Vocabulary practice (flashcards and matching)
   Grammar explanation
   Fill-in-the-blanks or sentence construction
   Short writing task (often with the option to submit for feedback)
3. **Speaking Practice:**
   Some lessons offer speech recognition or peer recording.
   Let students try the speaking tasks or practice aloud with a partner.

The effectiveness of Mobile Application Use in English Language Learning

The researchers conducted pre-test and post-test on students' English speaking skill. The students were given several daily topics to be chosen and described. The researchers focused on fluency, pronunciation, vocabulary, grammar and comprehension in assessing students' speaking skill. The followings are the statistical analysis findings from students' pre-test and post-test result. The following is the data (Table 1).

Table 1. Data

Group	Pre-test	Post-test
Mean	74.13	76.92
SD	5.68	5.63
SEM	0.91	0.90
N	39	39

P value and statistical significance:
The two-tailed P value is less than 0.0001
By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:
The mean of Pre-test minus Post-test equals -2.79
95% confidence interval of this difference: From -3.44 to -2.15

Intermediate values used in calculations:
t = 8.8334
df = 38
standard error of difference = 0.316

The Students' Perception of Mobile Application Use in English Language Learning

Students generally have positive perceptions of using mobile applications for English language learning, citing benefits such as accessibility, flexibility, engagement, and enhanced language skills. Mobile apps provide students with opportunities for self-directed learning, real-time feedback, and interaction with authentic content, which improves their listening, speaking, and vocabulary skills. However, challenges such as the lack of face-to-face interaction, limited content for advanced learners, and potential distractions from other apps should not be overlooked. Teacher support remains essential in helping students make the most of mobile learning tools and in integrating mobile apps into a comprehensive learning approach. Overall, mobile applications represent a valuable and flexible tool in English language learning, but their success depends on how they are used in conjunction with other teaching methods and resources.

Opinion

Student 1: *I really like using mobile apps. They make it easy to learn anytime, anywhere. I can practice English on the bus or when I'm waiting for class. It's very flexible.*
Student 2: *Yeah, I agree. The apps are quite engaging. There are games and quizzes, and they give you immediate feedback, so I know if I'm getting something right or wrong. It helps me improve my vocabulary and listening skills a lot.*
Student 3: *For me, the interaction with real-life content is the best part. Some apps have videos, news, or conversations that feel authentic, which makes learning more interesting and practical.*

Challenges

Student 1: *Sometimes, I miss talking face-to-face with a teacher or classmates. The apps don't really replace that personal interaction, which is important for practicing speaking.*
Student 2: *Also, I think the apps don't always have enough advanced content. Once you reach a certain level, it feels like the material gets too easy or repetitive.*
Student 3: *And honestly, sometimes I get distracted by other apps or notifications on my phone while I'm trying to study. It's hard to stay focused all the time.*

Suggestion

Student 1: *I think teachers are really important to guide us on how to use the apps effectively and to explain difficult parts. They can also suggest which apps are best for our level and goals.*
Student 2: *Yes, and combining the apps with classroom learning makes a big difference. The apps help us practice on our own, but the teacher helps connect everything together.*
Student 3: *I agree. Teacher support makes mobile learning more meaningful and structured.*

Valuable Tools

Student 1: *Definitely. They're flexible and fun, and they help me practice a lot.*
Student 2: *For sure, but they work best when used alongside other learning methods.*
Student 3: *Yes, they're a great resource, but we still need teachers and real interaction to really improve.*

DISCUSSION

The integration of mobile applications into language acquisition has grown more common, especially in improving English speaking abilities among learners. Mobile applications allow students the convenience to practice English speaking skills at any time and in any location. This accessibility is especially advantageous for learners in distant regions or those with restricted access to conventional language learning resources. A study by (Idrus et al., 2024) revealed that junior high students utilizing AI-based mobile applications had substantial enhancements in their speaking skills relative to peers receiving traditional teaching. Numerous mobile applications provide customized learning experiences via features such as adaptive learning pathways and immediate feedback. These attributes accommodate distinct learning velocities and modalities, augmenting involvement and retention. The interactive and gamified components of mobile applications might enhance student motivation and engagement.

Although mobile applications provide convenience, they may not facilitate opportunities for real-life conversational practice, essential for achieving fluency. (Lo et al., 2023) observed that certain students perceived Duolingo's restricted topic range and absence of authentic conversational contexts as disadvantages. An excessive dependence on mobile applications without enough guidance may result in superficial learning. (Abugohar et al., 2021) underscored the necessity for educators to proficiently incorporate mobile applications into the curriculum and furnish required support to optimize their advantages.

Mobile applications demonstrate potential in improving students' English speaking abilities by providing accessible, individualized, and engaging learning experiences. To optimize their efficacy, it is crucial to include these technologies judiciously into the educational framework, ensuring they enhance traditional teaching techniques and facilitate real-life engagement. Future study ought to concentrate on tackling the problems inherent in mobile learning and investigating techniques to surmount them.

The utilization of mobile applications such as Duolingo, Cake, ELSA, and Busuu in English language education demonstrates significant potential for enhancing students' speaking skills across various domains, including vocabulary expansion, pronunciation, fluency, and listening comprehension. A research by (Lo et al., 2023) indicated that Thai EFL university students perceived Duolingo's interactive exercises and audio features as beneficial for enhancing their listening and speaking skills. Duolingo's incorporation of speech recognition technology enables students to refine their pronunciation and speaking abilities. A study conducted by (Amaniarsih et al., 2024) at Universitas Potensi Utama Medan revealed a considerable enhancement in students' speaking skills following the utilization of Duolingo, with completion rates rising from 30% in the pre-test to 74% in the post-test. The enhancement was ascribed to the application's interactive workouts and prompt feedback systems.

The Cake program offers learners genuine English dialogues, facilitating the practice of pronunciation and speaking abilities. A study by (Hermawati et al., 2023) revealed that students

employing the Cake program exhibited considerable enhancement in their pronunciation abilities, as indicated by pre-test and post-test evaluations. (Rahmadani et al., 2023) similarly discovered that the program significantly improved students' speaking abilities, especially in pronunciation, via scheduled speaking exercises.

Pronunciation is an essential aspect of language acquisition, and the ELSA program has demonstrated a substantial enhancement in learners' pronunciation abilities. (Akhmad & Munawir, 2022) conducted a study revealing that the ELSA application significantly improved students' pronunciation skills, as seen by higher post-test scores relative to pre-test scores. Likewise, (Fauziah et al., 2024) discovered that the ELSA program significantly enhanced students' pronunciation skills, as demonstrated by improved test scores and favourable student feedback. The ELSA program additionally facilitates the enhancement of speaking proficiency. (Patmasari & Zaitun, 2024) indicated that students employing the ELSA application demonstrated enhanced speaking proficiency, as seen by post-test scores exceeding pre-test values. The improvement was statistically significant, demonstrating the application's efficacy in increasing speaking skills.

Listening comprehension is a crucial component of linguistic skill. Research has shown the effectiveness of the Busuu application in enhancing students' listening abilities. (Syafrizal & Septiawati, 2022) conducted a study with Indonesian EFL learners and observed substantial enhancements in listening abilities following the utilization of the Busuu application. The study revealed that the program offered stimulating and participatory listening activities, resulting in improved comprehension skills. (Nabila et al., 2024) examined the effect of the Busuu application on the listening comprehension performance of first graders. The results indicated a notable enhancement in listening abilities among students who employed the program, underscoring its efficacy as an adjunctive resource in language acquisition.

A substantial corpus of research underscores students' favourable evaluations of mobile applications in English Language Learning (ELL). Numerous studies highlight the ease, flexibility, and engagement provided by mobile applications. A study by (Lai & Hwang, 2020) indicated that students reported pleasure with the opportunity to learn English at their own speed, as mobile applications facilitate access to resources at any time and location. This adaptability is particularly advantageous for students with demanding schedules or those lacking access to conventional teaching environments. According to a study by (Alshahrani, 2020), students said that mobile applications increased their motivation and engagement through the integration of interactive features like as gamification, quizzes, and prizes. The gamified elements of mobile applications, such as point accumulation and progression, were identified as significantly motivating, enhancing the enjoyment of the learning experience. Furthermore, students valued the prompt feedback offered by the applications, which facilitated their comprehension of errors and monitoring of progress.

Moreover, the capacity to engage in interactive and dynamic language practice significantly contributed to students' favourable perceptions. According to (Chen & Huang, 2020), mobile applications incorporating multimedia elements like movies, audio recordings, and interactive activities stimulate many senses, hence enhancing learners' capacity to retain new vocabulary and grammar. Students in their research identified these attributes as useful in improving their listening and speaking abilities. Studies indicate that students regard mobile applications as excellent instruments for enhancing their English language proficiency. A study conducted by (Sun, 2021) revealed that students utilizing mobile applications for English listening comprehension practice had notable enhancements. The capacity to engage with genuine English information, including podcasts, films, and dialogues, enabled students to acclimate to diverse accents and colloquial expressions, so improving their listening skills.

Likewise, mobile applications utilizing speech recognition technology were highly regarded by students for enhancing their speaking abilities. Applications such as Duolingo and

Babbel employ speech recognition capabilities to enable learners to refine their pronunciation and fluency. A study by (Tran & Pham, 2020) indicated that students utilizing mobile applications with speech recognition experienced increased confidence in their English speaking abilities, as these programs offered immediate remedial feedback on pronunciation. This immediate feedback enabled students to rectify their mistakes and enhance their speaking abilities autonomously. Students' perceptions of mobile applications emphasize the significance of mobile learning in promoting autonomy and self-directed learning. (Duman, 2021) discovered that students valued the autonomy afforded by mobile applications about their learning schedule and tempo. In contrast to conventional classroom environments, where education is typically governed by a teacher's timetable and curriculum, mobile applications enable learners to establish their own objectives and concentrate on areas requiring enhancement. A multitude of students demonstrated a sense of ownership over their education, which enhanced their desire and self-assurance in their capacity to learn English autonomously.

A study by (Zhao & Li, 2021) shown that mobile applications facilitated students' accountability for their learning by allowing them to track their progress and evaluate their strengths and faults. A multitude of students indicated that the capacity to monitor their accomplishment, exemplified by progress charts or success badges, inspired them to persist in their English language acquisition and enhancement. Despite numerous favourable opinions, problems and adverse perceptions regarding the utilization of mobile applications for English language acquisition nonetheless exist. A prevalent concern expressed by students is the deficiency of direct engagement with educators and fellow students. A study by (Zhang & Zhang, 2020) indicated that certain students believed mobile applications could not adequately reproduce the interactive and social dimensions of classroom learning, especially for speaking and conversation practice. The lack of real-time interaction with educators and peers was perceived as an impediment to achieving fluency and communicative proficiency.

Additionally, several students articulated dissatisfaction with the restricted functionality of specific applications. A study by (Chen & Huang, 2020) revealed that although students valued the ease of mobile learning, they occasionally perceived the applications as lacking sufficient depth and context, particularly for advanced learners. A multitude of students indicated a must for more intricate activities or a broader array of studying materials, like extended texts or more demanding grammar sessions, to thoroughly enhance their language proficiency. Students have also articulated concerns regarding the possibility of distraction. Although mobile devices provide convenience, students occasionally struggle to maintain concentrate when utilizing applications, as the same device is also employed for social media, gaming, or entertainment. (Alshahrani, 2020) observed that certain students encountered difficulties in reconciling language acquisition with distractions from their mobile devices, which occasionally affected their overall efficacy and educational results.

CONCLUSION

The integration of mobile applications such as Duolingo, Cake, ELSA, and Busuu into English language learning exhibits significant potential for improving multiple facets of students' speaking skills, such as vocabulary enhancement, pronunciation accuracy, fluency, and listening comprehension. Each application possesses unique advantages: Duolingo facilitates vocabulary acquisition and grammar through gamified lessons; Cake improves listening and speaking skills via authentic video content; ELSA emphasises pronunciation accuracy and fluency with AI-generated feedback; and Busuu fosters comprehensive language development through structured lessons and peer evaluations. These tools enable students to study independently, adjust to individualised learning trajectories, and maintain engagement through interactive and stimulating content. However, whereas mobile applications offer flexibility and innovation, they possess inherent restrictions. The absence of genuine

conversational practice, restricted contextual richness, and the risk of superficial interaction require meticulous incorporation into comprehensive teaching methodologies. Educators are essential in instructing students on the proper use of these technologies and in integrating app-based learning with real-world communication and classroom engagement. The effective implementation of mobile applications in English language instruction will rely on a balanced strategy that maximises their advantages while mitigating their shortcomings through educated pedagogical assistance.

This study's results indicate that mobile applications significantly enhance students' speaking skills in English language acquisition. The analysis of pre-test and post-test scores demonstrated an elevation in the mean score from 74.13 to 76.92, signifying enhancement in critical domains including fluency, pronunciation, vocabulary, grammar, and understanding. The statistical analysis produced a two-tailed p-value below 0.0001, indicating that the observed difference is highly statistically significant. Moreover, the 95% confidence interval for the mean difference (ranging from -3.44 to -2.15) substantiates the validity of these results. The results indicate that mobile applications are useful instruments for enhancing English speaking skills when suitably integrated into educational settings. Nonetheless, although the enhancement is statistically significant, the average score gain of 2.79 points suggests that mobile applications should serve as supplementary tools rather than independent solutions. The ongoing utilisation of such tools, including interactive, real-world speaking chances and instructional support, may result in enhanced language competence improvements in subsequent research.

Students often possess favourable views on the utilisation of mobile applications for English language acquisition, valuing the accessibility, flexibility, and interactive attributes these tools provide. Mobile applications enhance self-directed learning, offer immediate feedback, and present learners with authentic content, so fostering advancements in listening, speaking, and vocabulary proficiency. Nonetheless, obstacles persist, such as the absence of in-person engagement, restricted advanced material, and possible diversions from other mobile device activities. These constraints underscore the enduring significance of educator engagement and the use of mobile applications within a holistic and well-rounded language acquisition framework. Mobile applications serve as valuable and adaptable tools that can substantially improve English learning when effectively integrated with conventional teaching techniques and practical communication experiences.

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