

UTILIZING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) TO ALLEVIATE SPEAKING ANXIETY AMONG EFL STUDENTS

Nanda Allya Putri

Department of Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia
E-mail: nandaa@student.ub.ac.id

Putu Dian Danayanti Degeng

Department of Language Education, Faculty of Cultural Studies, Universitas Brawijaya, Indonesia
E-mail: dian_degeng@ub.ac.id

APA Citation: Putri, N. A., & Degeng, P. D. D. (2024). Utilizing Mobile-Assisted Language Learning (MALL) to alleviate speaking anxiety among EFL students. *English Review: Journal of English Education*, 12(1), 125-136. <https://doi.org/10.25134/erjee.v12i1.9352>

Received: 12-10-2023

Accepted: 24-12-2023

Published: 28-02-2024

Abstract: This study employs a sequential explanatory mixed-methods case study approach to examine the effectiveness of Mobile-Assisted Language Learning (MALL) applications in reducing speaking anxiety among English as a Foreign Language (EFL) learners. The research targeted 17 twelfth-grade science students, comprising ten males and seven females aged 17 to 19, using a combination of web-based surveys and semi-structured interviews for data collection. The findings underscore significant positive outcomes, highlighting the substantial role of MALL applications in enhancing students' proficiency in English. Notably, an analysis of responses to survey item number 22 shows that 64.7% of students agree that MALL applications have been instrumental in alleviating their speaking anxiety. This study provides valuable contributions to the field of language education by presenting evidence-based practices that leverage MALL applications to lower speaking anxiety and boost EFL learners' speaking skills, proposing innovative and effective approaches for language learning.

Keywords: *educational technology; EFL learners; language proficiency; Mobile-Assisted Language Learning (MALL); speaking anxiety.*

INTRODUCTION

Since it was first introduced by Chinnery (2006) to propose the practice of using mobile devices as pedagogical instruments for language acquisition, the term "Mobile-Assisted Language Learning" (MALL) has grown in popularity. However, according to Burston (2013), research and publications on the usage of mobile devices in foreign language teaching and learning have been documented since 1994. This is compatible with the view put forward by Aliakbari & Mardani (2022), according to which mobile devices have given rise to a brand-new area of research called Mobile-Assisted Language Learning (MALL), which is concerned with language learning and mobile technology. MALL is a cutting-edge learning method that enhances language learning through the use of mobile devices like smartphones, laptops, and tablet computers. In the case of the line, by offering a more individualized and comfortable environment for learners, MALL has dissolved the distinctions between learning that exist between the classroom and the home, as well as between computers and mobile devices. An approach

instrument that leverages Information Technology (IT) to improve teaching and learning is known as mobile learning. Therefore, MALL is recognized for utilizing a variety of mobile technologies to facilitate the acquisition of the English language and to create a learning environment in EFL more convenient and pleasant (Zhen & Hashim, 2022).

MALL is an instructional strategy that supports both in-class and outside-of-class learning. It is mostly utilized by teachers who need to improve students' speaking abilities. Students might have a wide range of personalities, and not all of them are courageous when speaking English. Students who are anxious when speaking English tend to perform poorly in EFL classes because they frequently behave passively and tend to avoid activities that may help them enhance their English language proficiency. However, numerous studies have been done to explore the possibility of using MALL to enhance the teaching and learning processes in EFL speaking activities, particularly to assist students overcome their speaking anxiety. The following statement from Aliakbari

& Mardani (2022, p. 7) demonstrates the strong connection between the use of MALL and speaking anxiety, it says students often feel quite anxious while participating in activities that demand productive abilities, such as when conditions require them to speak English as a foreign language. The findings of the study pointed to mobile devices in utilizing MALL as a potential solution since it proved to reduce speaking anxiety and stress among students, increasing their desire to participate in class discussions. Shamsi, Altaha, & Gilanlioglu's (2019, p. 280) further demonstrates that MALL considerably reduces students' anxiety when speaking English as a foreign language.

Several methodologies have been used in secondary and tertiary education to critically analyze and solve problems on the use of MALL on the speaking anxiety of EFL learners. There are several instances of research methodologies that have been employed, including those who used a systematic review (Rajendran & Yunus, 2021; Zhen & Hashim, 2022), mixed method (Shamsi, Altaha, & Gilanlioglu, 2019; Aratusa, 2022), purposive sampling to comparable groups (Aliakbari & Mardani, 2022), achievement test (Mohammadi & Masoumi, 2021), online questionnaire (Salieva, 2020); Assapari & Hidayati, 2023), and random sampling method (Dong L et al., 2022). Through the employing of a mixed-methods case study approach to analyze the significance of MALL in alleviating speaking anxiety among EFL learners, this study seeks to offer fresh insights into existing research. Filling a notable research gap that has seen limited attention directed toward the reduction of English speaking anxiety, the study endeavors to accomplish this objective by analyzing the outcomes stemming from the utilization of various MALL applications and monitoring student advancement.

Speaking is one of the fundamental abilities in teaching and learning English, thus it is important for students to have a strong foundation in this skill. However, in reality, several studies have found that a large percentage of students are, among other things, anxious, frightened, insecure, or ashamed. As a result, in practice, it becomes the hardest skill for students to master. When given the chance to speak and express themselves in front of a big audience, students often frequently lose focus and exhibit poor performance from a lack of vocabulary, grammar, and pronunciation. Either favorably or adversely, anxiety can affect how well an

individual learns. In addition, through interference with the learner's intellectual and psychological or mental health, anxiety has the potential to degrade learning quality. On the other hand, anxiety can boost learners' drive to study by instilling a sense of pressure. Their anxiousness has a substantial impact on their mastery of the English language making this a highly relevant issue to be explored.

This study focused on how MALL applications can help reduce students' speaking anxiety in speaking English as a foreign language. The expanding research that necessitated examination is something that the current mixed methods case study research intends to address. As a result, the following questions are addressed in this study as follow:

1) (What are EFL learners' perceptions toward the use of MALL apps to reduce speaking anxiety?)
2) What kind of MALL features can be used to reduce EFL learner's speaking anxiety?

The theoretical framework of this study is anchored in the utilization of MALL applications, supplemented by research on student anxiety, student comprehension of MALL, student motivation, the efficacy of specific features within MALL applications, and their effectiveness in reducing EFL learners' speaking anxiety. Through the application of this framework and by elucidating the relationship among these variables, this study intended to contribute to an innovative and creative approach to language learning for EFL learners by offering fresh insights through efficient practices for reducing speaking anxiety and stimulating students' speaking ability, particularly through the use of MALL applications. The researcher also anticipated that this present study would aid in the development of more effective interventions, particularly pedagogical innovation, by academics and teachers seeking to understand the elements that affect language learning results. Additionally, the researcher hoped that understanding how to support students' emotional and cognitive needs during the language learning process would be beneficial for teachers in both the present and the future, based on the findings of this study.

The case study research frequently concentrates on a handful of factors, which might restrict the range of the research's conclusions. As a result, this study is limited to the use of the researcher's intentionally selected mobile-assisted language learning applications that can be used on speaking practice to reduce speaking

anxiety. Another limitation of the study is that it only focuses more on students' speaking anxiety. Additionally, the study solely involves 12th-grade science students from SMA Widyagama Malang in the first semester of the academic year 2023–2024. These limitations are acknowledged to ensure the provision of precise and dependable data for the benefit of future readers. Moreover, the researcher intends to prioritize a comprehensive understanding of the participants' experiences and progress.

METHOD

In seeking a comprehensive understanding of the stated problem, the researcher anticipated that combining quantitative and qualitative data would provide a more full and thorough picture. Hence, opting for a mixed methods case study research (MMCSR) approach seemed most fitting. A mixed methods case study design is a sophisticated research approach that amalgamates quantitative and qualitative data to craft comprehensive cases for comparative analysis or to furnish detailed evidence for specific instances. This method involves the meticulous collection, analysis, and fusion of both types of data to offer a rich and multifaceted exploration of the subject matter at hand (Creswell & Plano Clarke, 2018, p. 116). In the researcher's view, this method appeared better suited to unravel how the students perceived the MALL concept.

Case studies are detailed analyses that are centered on a specific person, group, community, organization, circumstance, or event. Consider the phenomenon under examination as a crucial initial stage in initiating an understanding of the elements representing a case. In order to proceed, it is imperative to carefully identify the subject matter we seek to comprehend and the methodology through which we will analyze it. This may involve either causal explanation or the description of observed phenomena. Regardless of the situation, there always exists a story to be shared. Indeed, the case study approach necessitates a comprehensive explication of the subject matter at hand. (Takahashi & Araujo, 2020). In order to persuade respondents or interviewees to respond appropriately, the case study focuses on the experiential knowledge of the case and close attention to the influence of its social, political, and other contexts. These factors can only be uncovered by experience and tact on the part of the researcher.

Explanatory sequential designs are used in mixed methods of data collection (Figure 1). This

is carried out as part of the analysis to clarify the connection between the variables the researcher finds and to comprehend cause and effect within the framework of the case under investigation. A greater comprehension of the dynamics and variables influencing the topic under study may be obtained by employing this design. Quantitative data stemmed from a web-based survey, while qualitative insights were derived from semi-structured interviews. Initially, web-based surveys were sent by the researcher over WhatsApp. After completing the form, students were required to take a screenshot of the completed page as verification of their involvement. Afterward, separate analyses were conducted for each data type. The researcher then chose the students best suited for interviews after a comprehensive review of all the responses. Descriptive statistics were used for the quantitative data, while qualitative data was subjected to content analysis. Following these distinct analyses, the results were compared side by side. Lastly, as per the necessity, findings were presented either independently or merged, based on the integration of both data types.

The average of a data collection may be found using the 'mean'. The following formula may be used to get the mean score (Figure 2).

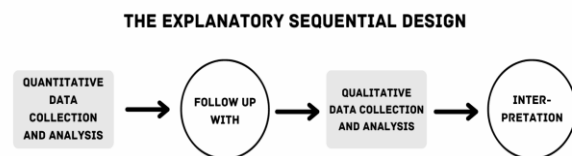


Figure 1. *Explanatory sequential design*

$$MX = \frac{\sum X}{N}$$

Figure 2. *Mean formula*

Notes:

Mx = mean

X = total of scores

N = number of responses

The data sources were determined by the specific research questions and study objectives. It is crucial to make sure that the information gathered supports the study's main findings and conclusions and is pertinent to the research questions. According to the University of Virginia, data sources might include data that has already been acquired as well as data that will be obtained throughout the course of the study. Data Sources are terms that may be used to describe various data-collecting techniques and/or

instruments. Therefore, the data source for this study included one class of 12th-grade students. The writer aimed to mitigate biases or limitations inherent in a singular data source, facilitating a more stringent and comprehensive examination of the research questions.

Students were given a thoughtfully designed web-based survey containing 24 questions, adapted from the questionnaire developed by Dr. Amira Desouky Ali (2022). This comprehensive survey was organized into three distinct sections, ensuring a thorough exploration of various aspects pertinent to the study. The first section is devoted to collecting the students' self-identity. The second section delves deeper, exploring the experience of students' encounters with speaking English while contending with feelings of apprehension or fear (speaking anxiety). The purpose of the third section is to ask students questions concerning the items or data that are required for this study. The web-based survey was designed and modified for this case study using items that were utilized and evaluated in other research surveys. Previous research has established that these questionnaires are valid techniques for measuring the relevant components. Advanced translation techniques were used to translate the items so that participating students could understand them. In order to determine the most suitable answer based on students' individual opinions and experiences, a five-point Likert scale (1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree) was utilized to evaluate the variable "speaking anxiety" and "the use of MALL applications has been effective in reducing students' anxiety when speaking English".

Additionally, the responses from the students were divided into three categories: disagreement, neutrality, and agreement. On the questionnaire, the students' answers to "Strongly agree" and "Agree" were categorized as agreement, while their answers to "Strongly disagree" and "Disagree" indicated disagreement, and "Neutral" (neither agree nor disagree) showed neutrality.

A total of seventeen 12th-grade science students willingly participated in this research, engaging specifically in completing web-based surveys. Among them, ten were boys and seven

were girls, with ages spanning from 17 to 19 years. The analysis focused on examining the reliability of items and scales within the quantitative survey. The decision to focus on 12th-grade science stemmed from a direct directive from the English teacher at the school. The researcher was instructed to teach both core and elective English subjects for the 12th-grade science class during the P4 activities. The Learning Introduction and Management Program (P4) is a practical work-study program integrating school-based service. This activity commonly known as PPL (Field Experience Practice), merges community engagement with practical teaching experience, allowing students to apply their learning in real school environments following prior teaching experiences on campus.

Five students were specifically selected for semi-structured interviews due to their readiness to openly share their experiences and emotions. Importantly, these students, who actively participated in the initial survey, exhibited a notable interest in the research focus, making them the most responsive candidates. This choice harmonizes with the research's core objective which is to investigate the potential of MALL applications in reducing English speaking anxiety among EFL learners. Following an extensive analysis, each dimension—which includes, among other things, students' comprehension of the MALL application utilized, the features or menus in the application, its effectiveness, and commitment or motivation for the future—is used to categorize the answers. During the in-person interview, a total of six items were utilized from the open-ended question list to gather qualitative data. The interview was conducted in Indonesian to facilitate understanding of the answers. Subsequently, the content was translated into English to aid the coding process and to align with the research objectives.

RESULTS AND DISCUSSION

The results offered a detailed breakdown of five dimensions, derived from an in-depth analysis of the gathered quantitative and qualitative data, as follows:

Table 1. *Descriptive statistics of students' anxiety when speaking English*

No.	Items	Percentages			
		Means	Agree ment	Neutral	Disagree ment
1.	I performed well in the English class.	3.64	47%	52.9%	0%
2.	Even if I am well prepared to speak in English classes, I feel anxious about it.	3.52	52.9%	35.3%	11.8%
3.	I always think that other students speak English better than I do.	3.88	76.4%	17.6%	5.9%
4.	I can feel my heart pounding when I'm going to be called on to speak in English classes.	3.29	47%	29.4%	23.6%
5.	When I have to speak English without preparation, I begin to feel panicked.	3.64	17.7%	23.5%	58.8%
6.	It embarrasses me to volunteer to speak in my English classes.	2.64	23.5%	35.3%	41.1%
7.	I get nervous and confused when speaking in English classes.	3.11	47.1%	23.5%	29.4%
8.	I feel confident when I speak in English classes.	3.41	41.1%	41.2%	17.6%
9.	I don't worry about making mistakes when I speak in English.	3.41	35.2%	52.9%	11.8%
10.	When I study English, I feel afraid/anxious.	2.11	5.9%	47.1%	47.1%
11.	I tend to avoid eye contact with the teacher whenever questions are asked in English, as it triggers my anxiety.	1.94	5.9%	29.4%	64.7%

This could be the evidence that students frequently encounter anxiety when required to speak English, significantly disrupting their learning activities. This anxiety not only irritates them but also profoundly impacts their efforts and performance in mastering the target language. According to Noviyanti (2022), speaking anxiety is referring to the individual being afraid to speak in front of a large audience.

People become fearful and mentally chaotic when they are anxious. Table 1 highlights a considerable number of students experiencing anxiety when speaking English. Specifically, in item number 7, "I get nervous and confused in English classes", 47.1% or 8 students indicated feeling this way.

Table 2. *The distribution of students using various Mobile-Assisted Language Learning (MALL) applications in percentages*

No.	Items	Percentages			
		Duolingo	Busuu	Memrise	Google Translate
1.	Which MALL application do you use? a) Duolingo b) Busuu c) Google Translate d) Memrise	35,3%	17,6%	23,5%	23,5%

Table 2 displays the percentage breakdown of students utilizing different Mobile-Assisted Language Learning (MALL) applications, categorized into four groups:

(a) Duolingo is used by 35.3% or approximately 6 students. (b) Memrise is utilized by 23.5% or roughly 4 students. (c) Busuu is used by 17.6% or about 3 students. (d) Google Translate is accessed by 23.5% or approximately

4 students.

The allocation of application usage was randomized, with a higher distribution of the Duolingo application due to some students encountering difficulties during the download process. Consequently, students who were facing issues had the option to download and utilize the Duolingo application.

Table 3. *Descriptive statistics of students' comprehension of the MALL application being used*

No.	Items	Percentages
-----	-------	-------------

		Means	Agreement	Neutral	Disagreement
3.	I'm genuinely interested in using the MALL app to practice speaking English.	4.35	82.3%	17.6%	0%
4.	I sometimes forget to use the MALL application during the term.	3.64	58.8%	29.4%	11.8%

According to Table 3, it corresponds with the extent of students' comprehension when utilizing the MALL program. Students are interested in utilizing the MALL program to practice speaking English, as seen by the 82.3% agreement rate on item number 3. Conversely, the disagreement rate was 0%, indicating that no students were involved or found the material to be uninteresting. This may demonstrate how, as technology advances throughout time, so does the way that people use their lifestyles in their daily lives. The positive impact of students' involvement with the MALL application is reinforced by interviewees' statements. They provided insights into their English speaking experiences before and after using the app, underscoring its beneficial influence. Some of

their expressed sentiments encompass:

“Before discovering Duolingo, my English fluency was lacking. However, after getting acquainted with the app, it immensely helped me. It taught me proper spelling, accurate reading, and provided English conversation practice, enhancing my skills.” (Respondent A)

“I find myself more confident as I expand my vocabulary. English wasn't my favorite, but once I started learning through the Busuu app, my confidence in speaking the language significantly boosted.” (Respondent D)

“Google Translate has helped me improve my English pronunciation compared to before.” (Respondent E)

Table 4. *Descriptive statistics of student's motivation and commitment in using MALL application*

No	Items	Percentages			
		Means	Agreement	Neutral	Disagreement
5.	The MALL app I've been using boosts my motivation to speak English.	4.29	82.4%	17.6%	0%
6.	I will continue to use the MALL application after the term period is complete.	3.52	53%	41.2%	5.9%

Motivation stands as a critical factor shaping student success, encapsulating the inner drive to reach specific goals. Fostering motivation becomes a key strategy in enhancing both the capacity and willingness to engage in the learning process, ultimately influencing the outcome and depth of learning experiences. Table 4 illustrates that the highest proportion of agreement is found. This indicates that utilizing the MALL application can significantly boost their enthusiasm for speaking English. This is unquestionably true, as seen by the presentation of those who disagree, which displays a percentage rate of 0%. Additionally, the students' commitment to using the MALL application has shown to be very strong as evidenced by the agreement percentage of 53%, which indicates that about 9 students will use the application to continue learning English, particularly to practice speaking the language after the term period has ended. However, this aspect requires careful consideration, as emphasized in the prior study

conducted by Taufan & Wicaksono (2020), which highlighted the significance of acknowledging that motivating students to use mobile-based language learning apps is not solely the responsibility of the students themselves. It's equally essential for teachers to understand the possible benefits of the applications used.

Students' dedication and enthusiasm towards using the MALL application are backed by statements from interview respondents. A few of these statements include:

“Yes, definitely. English is a universal language spoken across countries. I aspire to speak English fluently, and this application helps me achieve that goal. Whenever I have the chance or free time, I will use this app for learning.” (Respondent A)

“Yes, certainly, Miss. I will consistently learn on Duolingo, and it's been somewhat helpful for my English, Miss. I plan to keep using it, even though the network's somewhat difficult.”

(Respondent B)

“Yes, absolutely. The Busuu app significantly enhances my language skills, especially in speaking English. Learning through Busuu is enjoyable because it makes the process engaging and far from boring.” (Respondent C)

“Yes, I’d like to keep using it as I’m eager to learn English. It’s great for acquiring new vocabulary that I haven’t encountered before. I’m keen on learning more.” (Respondent D)
 “Yes, because it helps me quickly translate and comprehend unfamiliar words.” (Respondent E)

Table 5. *Descriptive statistics of practical features or menus within the MALL application in use*

No.	Items	Percentages			
		Means	Agreement	Neutral	Disagreement
7.	I find that using the MALL application is particularly helpful in enhancing my English, especially in reducing my anxiety while speaking.	4.23	82.4%	17.6%	0%
8.	I would recommend using the MALL app to other EFL learners.	4.17	82.4%	17.6%	0%
9.	I have difficulty using the MALL application.	1.82	0%	11.8%	88.2%
10.	I have difficulty remembering what activities I have done when using the MALL application.	2.52	5.9%	47.1%	47.1%
11.	Using the MALL application to learn English, especially to reduce anxiety about speaking English, feels boring to me.	2.70	17.6%	35.3%	47%
12.	When using the MALL application, I find familiar words and phrases which help me to be more confident and not feel anxious when speaking English.	4.23	82.4%	17.6%	0%
13.	When using the MALL application, I learn unfamiliar words and phrases that can help me understand new vocabulary, making me more confident and less anxious when speaking English.	4.35	88.3%	11.8%	0%
14.	I felt good when I could upgrade my level on MALL apps.	4.29	76.4%	23.5%	0%
15.	I felt bad when I couldn’t upgrade my level on MALL apps.	3.29	41.2%	35.3%	23.5%
16.	I always want to continue using the MALL application even though I failed at several stages.	4.17	5.9%	23.5%	0%
17.	I always want to stop using the app when I fail at some stage.	1.88	5.9%	17.6%	76.5%
18.	I found myself using mobile apps unconsciously.	3.58	47%	47.1%	5.9%

The functional aspects and menus within the MALL application serve as essential components, primarily aimed at enhancing user accessibility. Moreover, these practical features play a critical role in not only attracting and retaining users but also delivering substantial added value. Thoughtfully designed features significantly elevate the user experience, rendering it more enjoyable and, consequently, elevating user engagement levels. Hence, when observing the percentages presented in Table 5, it becomes evident that the MALL applications utilized by students incorporate practical features and menus. Notably, considering items 7 and 8, student responses are more likely to agree. Specifically, 82.4% of the 17 students concur that the MALL application assists them in learning English, particularly in reducing English speaking anxiety. This signifies the effective

contribution of the MALL application towards enhancing their English speaking skills. Additionally, the absence of disagreement, represented by 0% in both statements, indicates unanimous support among students for these assertions. This data is then supported by well-analyzed statements from interview results in the qualitative data, as follows:

“I used the MALL app called Duolingo, which offers interactive lessons, progress tracking, diverse oral and writing training, and listening practices. This app has been highly effective for me. I’ve noticed significant changes before and after using it. Earlier, I lacked fluency in English speaking, but with this app’s guidance, I learned proper pronunciation and spelling, which significantly improved my English lessons.” (Respondent A)

“The first feature is text-based, which helps with vocabulary acquisition. My ability to speak is improved by the second feature, which is audio. The last one is listening to stories. It made quite a difference in my anxiety relief.” (Respondent B)

“The first section includes the puzzle I previously mentioned. Following that, there’s a listening test and a pronunciation section. Lastly, in the final chapter, there’s an assessment. If the test results are good, I can proceed to the next chapter.” (Respondent C)

“In the Busuu app feature, we attempt to articulate sentences similar to the example questions. Additionally, there’s a correction feature, enabling us to review our work once the activity is finished.” (Respondent D)

“The feature in Google Translate can only translate vocabulary and sentences, and to know about the pronunciations, Miss. In my opinion, its effectiveness is limited as it only performs translations and pronunciations, so it’s not very exciting.” (Respondent E)

Table 6. Descriptive statistics of the efficiency of using the employed MALL application

No.	Items	Percentages			
		Means	Agreement	Neutral	Disagreement
19.	The MALL application contributed greatly to my ability to speak English.	4,23	82,4%	17,6%	0%
20.	I recommend the MALL application that I use to friends.	4,29	82,4%	17,6%	0%
21.	Thanks to the MALL application, I can practice speaking English more.	4,17	88,2%	11,8%	0%
22.	Thanks to the MALL application, my anxiety in speaking English has proven to be reduced.	4	64,7%	35,3%	0%
23.	Thanks to the MALL app, I communicate in English more often than usual.	3,05	35,3%	35,3%	29,4%
24.	Thanks to the MALL app, I can gain confidence in speaking English in front of small or large groups or even just the two of us.	3,76	52,9%	41,2%	5,9%

Effective learning applications streamline the delivery of educational content, enabling users to learn at an accelerated pace or within a condensed time frame. Moreover, these applications offer seamless accessibility, allowing users to engage in learning anytime and anywhere. They possess the capability to adapt to individual user needs by providing tailored content aligned with their knowledge level, presenting appropriate challenges, and offering assistance as required.

This efficacy of learning apps is underscored in Table 6, affirming their effectiveness in practice. It reflects that the MALL applications utilized have notably contributed to enhanced English speaking practice, resulting in a proven reduction in speaking anxiety. Specifically, 52.9% of students, as indicated by item number 24, concurred that utilizing the MALL application supported their confidence in speaking English, be it in large groups, small groups, or even one-on-one interactions. This substantial progress marks a positive stride for the students. Continuing from there, in agreement with item number 19 where

the respondent highlighted the MALL application’s contribution on English speaking abilities, the respondents expressed the following:

“Duolingo facilitates direct interaction with native speakers, yet real-world speaking practice remains crucial in reducing anxiety when speaking in English.” (Respondent A)

“The contribution is found in the structured exercises involving repetition, ensuring predictability in the next exercises. Additionally, there’s a reciprocity part and it was a low-pressure training activity. It’s relaxed and comfortable as it doesn’t involve direct interaction with people, Miss. It helps me to reduce my anxiety.” (Respondent B)

“The contribution is beneficial. It helps in pronunciation and understanding a wide range of vocabulary. Consequently, I no longer struggle with determining the meaning of

English words.” (Respondent C)

“The contribution I gained was a better understanding of a wide range of vocabulary. The Busuu application has been truly helpful in reducing anxiety while speaking English.” (Respondent D)

“The contribution I receive from using Google Translate is making my task easier, particularly when faced with unfamiliar languages or vocabulary that I don’t understand.” (Respondent E)

The researcher thoroughly reviewed the results related to the problem addressed in this study, uncovering appropriate and highly correlated answers that resonate with the set research queries. The results lean significantly towards positivity, demonstrating a noteworthy influence on students learning English as a foreign language. This is in direct alignment with the researcher’s objectives, analyzing the MALL applications’ ability to reduce English-speaking anxiety among these students.

Exploring students’ worries and discomfort (anxiety) when speaking English

The ability to speak English as a foreign language effectively is crucial for EFL learners, therefore in accordance with the statement of Darmawati (2018) that says it’s necessary that students practice as frequently as they can, which is made feasible by the availability of technological equipment. Language competency allows for the expression of concepts, ideas, thoughts, and emotions. In practice, however, it is obvious that EFL learners frequently suffer nervousness or anxiety while speaking in front of others in a foreign language. As a result, some of them choose not to speak in order to suppress these anxious feelings. Nevertheless, there are several ways to overcome this issue.

This assertion is corroborated by the data presented in the results, where 52.9% of students acknowledged experiencing anxiety despite their preparedness to engage in speaking English during classes. Such anxiety significantly impacts the continuous learning process.

Students’ comprehension of The Mall application being used

According to a study by Darsih & Asikin (2020), there are several kinds of English mobile applications that students in higher education utilize, as well as showing their opinions on how helpful and simple mobile apps are to use when learning English. The data analysis findings indicate practically all participants use MALL by downloading and using English-language mobile applications to support their learning.

Table 3 illustrates the students’ comprehension of

the MALL application being used. While item 3 demonstrates positive agreement, there’s a contrasting rate in the negative agreement for item number 4. The agreement rate indicates that 58.8% of students occasionally forgot to utilize the MALL application throughout the term. In contrast, 11.8% of students consistently remembered to use it for English language practice, particularly for speaking exercises. The consistent utilization of the MALL application is anticipated to yield favorable results and undoubtedly influence the academic advancement of students.

The motivation and commitment of students in using the mall application

Mobile-Assisted Language Learning (MALL) is a popular movement that brings together digital technology and language learning. MALL generally refers to mobile device-based language learning activities that are not constrained by time or place and may be done flexibly which means at any time and anywhere (Gonulal, 2019). Mobile-Assisted Language Learning (MALL) is a method for learning English as a foreign language that is appropriate in educational circumstances as a promising technology for teaching a language referring to its accessibility and universality. MALL is related to the use of technology, particularly that of mobile devices in the area of language acquisition (Nuraeni & Nurmalia, 2020). There has also been a great deal of research on how mobile devices might be integrated to help language learning and practice. Technology advancements have made m-learning accessible on a variety of mobile devices, including PDAs, mobile phones, tiny tablets, MP3/MP4 players, iPod touches, e-book readers, IC recorders, gaming consoles, digital dictionaries, and so on. Mobile device popularity has increased significantly as a result of the wide range of sizes, designs, and operating systems that are rapidly evolving to serve different needs and preferences. These devices allow people from all walks of life to connect via Bluetooth, Wireless Fidelity (Wi-Fi), 3G or 4G, GPRS, and other wireless communication technologies, allowing them to experience the digital revolution (Çakmak, 2019).

This pertains to the first research question, exploring how EFL learners perceive the MALL application as a medium to reduce speaking anxiety through engaging in English speaking practices within the app. The results indicate students’ keen interest in using the MALL app, serving as a motivational catalyst for more frequent English study, particularly in addressing their language apprehensions. A positive perception emerges as students gain confidence through fresh learning resources accessed through the MALL application, resulting in an evident uptick in their English language proficiency. Additionally, the utility of the application lies in its ability to rectify speech, identify and amend errors, and introduce an array of new vocabulary. Consequently, these aspects significantly strengthen students’ confidence when

speaking in English compared to their pre-application usage period.

Practical features within the MALL application in use

The visionary strategy of mobile-assisted language learning (MALL) makes it easier to offer instructional materials and promote learning outside of the traditional classroom environment. The instructional models, objectives, and features of MALL applications are highly different. Some are intended to be level-based, while others are merely for conversing, and others have courses broken down into sections with various grammatical and semantic exercises (Alnufaie, 2022).

The study's result addresses the second research question, which concerns the effectiveness of specific features within the MALL application in reducing speaking anxiety among students learning English as a Foreign Language (EFL). The results comprehensively address this query, substantiated by strong data. Many students articulated that the MALL application is very helpful in profoundly reducing their anxiety when speaking in English, attributing this to its efficacy in enhancing their speaking skills. This effectiveness stems from diverse features within the app, such as conversational exercises and voice recording for pronunciation enhancement, accompanied by corrective feedback for pronunciation errors, enabling them to refine their spoken English. Additionally, the application assists in restoring previously forgotten vocabulary, serving as a valuable learning medium, especially when faced with unclear or insufficient explanations from school teachers. As a result, employing the MALL application emerged as a practicable alternative, significantly contributing to the reduction of English-speaking anxiety among EFL learners. However, mobile applications (apps) are important resources for achieving and acquiring particular learning, and their importance cannot be understated when discussing mobile devices and its closer connection to teaching-learning innovation. In addition, teachers should also recognize the potential of smartphones (accessibility, affordability, and usefulness) and become familiar with a range of EFL-friendly applications and programs that can be used independently or as complementary tools in learning activities to help students become more proficient in all four areas of English proficiency, particularly speaking.

The efficiency of using the employed MALL application

A research by Shamsi et al. (2019) demonstrates that speaking anxiety and Mobile-Assisted Language Learning (MALL) are related, particularly in utilizing a mobile device to learn to speak can help learners feel less anxious and encourage them to speak in front of others. The outcomes reveal that the course created for this purpose greatly reduced the participants' anxiety

levels.

Applications for educational purposes have been made and put into use more easily because of the widespread use of MALL devices (such as smartphones and tablets). The results of the study carried out by Setiyanti et al. (2022) demonstrate that EFL learners successfully improve their speaking skills in terms of pronunciation, vocabulary, grammar, smoothness, and anxiousness after utilizing MALL applications in combination with a process speaking approach.

A comparative research was undertaken by Aliakbari & Mardani (2022) in order to ascertain the effects of mobile learning courses on the improvement of speaking mastery and participation in class discussions among English as a Foreign Language (EFL) learners. The study's results showed that mobile learning classes were more effective than face-to-face sessions for enhancing the speaking abilities of EFL learners, who performed better than their face-to-face counterparts. The study's findings showed that mobile learning classes were superior to face-to-face sessions for EFL learners in terms of performance and that MALL also helped students speak more fluently. This clearly demonstrates that if learning environments are conducted utilizing mobile-assisted language learning (MALL) or M-Learning, apprehensive or anxious reactions when speaking English will be reduced.

The results from this study align with previous research, confirming positive outcomes. Through a percentage analysis of item number 22, a great majority of students actively approve of the MALL applications' efficacy in considerably reducing speaking anxiety in English, with a student agreement rate of 64,7%.

Furthermore, the results also present potential implications for MALL application-based teaching methods. This aligns with earlier findings from Solodka et al. (2022), which emphasize that a key aspect of the MALL as a tool for language learning is the involvement of students in designing instruction that is centered around their needs. The MALL design concept offers flexible learning opportunities across various places, allowing students to grasp the essential objective of using the MALL application that develop effective communication in real-life situations beyond the confines of the classroom. Students are more likely to appreciate the chance to practice outside of class and learn English at their own pace. Additionally, they express a desire to focus on improving listening comprehension, expanding vocabulary, mastering specific terminology, refining pronunciation, and enhancing intercultural communication skills during their learning. This proves highly beneficial in alleviating students' anxiety towards speaking English.

CONCLUSION

The progression of our modern era underscores the

importance of English proficiency, especially for students. Proficient English skills significantly enhance students' career prospects. Furthermore, confidence in spoken English not only sharpens critical thinking but also enhances social interaction skills and deepens overall language comprehension. One approach is to utilize existing MALL applications, enabling students to engage in consistent practice to enhance their memory retention. These applications include evaluation sessions for completed exercises, allowing students to evaluate their progress and grasp of the material. This approach is particularly beneficial in English language learning due to its flexibility, enabling adapted lessons aligned with the class curriculum.

The integration of MALL applications into language learning environments necessitates meticulous planning and deliberation of learning objectives, and student requirements to ensure that the used MALL applications are suitable for implementation in learning. Choosing the proper application can enhance students' learning experience, making it more engaging and effective. This is particularly important in alleviating students' speaking anxiety.

Based on the results and discussion presented in this research, it is evident that the collected data thoroughly addresses all the research inquiries. Specifically, it extensively investigates whether the MALL application can effectively reduce students' anxiety in speaking English. Applications such as Duolingo, Busuu, Memrise, and Google Translate showcased a positive impact in nurturing students' skills, especially their speaking skills. This positive impact is notably fueled by motivation, representing students' drive to engage in learning activities toward achieving their goals. Examining the data percentage-wise, the majority of students agree and support the notion that the MALL application significantly reduces anxiety when speaking English. Considering the thorough scope of this study conducted over 4 weeks, the outcomes are quite satisfactory for the researcher, despite acknowledged gaps. This study still has several limitations that need to be addressed in future research. For instance, future studies could consider selecting participants with more diverse criteria and exploring a wider range of MALL applications. This would allow for a more comprehensive and effective understanding of the subject under investigation. It's important to keep in mind that research demands a precise and detailed analytical approach. Therefore, the researcher anticipates that future researchers will leverage these identified gaps to devise capable solutions in their research endeavors.

ACKNOWLEDGMENT

Gratitude fills my heart as I reflect on my journey thus far, and I extend my deepest gratitude to Allah SWT for blessing me to this moment. My heartfelt

appreciation goes out to my beloved family, friends, colleagues, and all those who have been there to support me throughout this journey. Your massive and unwavering support, heartfelt prayers, and outpouring of genuine love have been a source of immense strength and encouragement. I am beyond grateful for the endless kindness you all have bestowed upon me.

REFERENCES

- Aliakbari, M., & Mardani, M. (2022). Mobile-assisted language learning and its effects on learners' speaking development. *Education Research International*, 1–14. <https://doi.org/10.1155/2022/9043326>
- Alnufaie, M. R. (2022). Mobile-assisted language learning applications: Features and characteristics from users' perspectives. *Studies in Self-Access Learning Journal*, 13(3), 312–331. <https://doi.org/10.37237/130302>
- Aratusa, Z.C. (2022). Students' perceptions on the use of mobile-assisted language learning (mall) in learning pronunciation. *International Journal of Current Science Research and Review*, 05(07). <https://doi.org/10.47191/ijcsrr/v5-i7-50>
- Assapari, M. M., & Hidayati, R. (2023). EFL speaking student readiness to use mobile-assisted language learning. *LLT Journal: A Journal on Language and Language Teaching*, 26(1), 365–378. <https://doi.org/10.24071/llt.v26i1.5240>
- Çakmak, F. (2019). Mobile learning and mobile assisted language learning in focus. *Language and Technology*, 1(1), 30-48.
- Darmawati. (2018). Improving speaking skill through Mobile-Assisted Language Learning (MALL). *Jurnal Teknologi Sistem Informasi dan Aplikasi*. 1. <https://doi.org/24.2010.32493/jtsi.v1i1.194>
- Darsih, E., & Asikin, N. A. (2020). Mobile assisted language learning: EFL learners' perceptions toward the use of mobile applications in learning English. *English Review: Journal of English Education*, 8(2), 183-194. <https://doi.org/10.25134/erjee.v8i2.2999>
- Dong L., Jamal Mohammed S., Ahmed Abdel-Al Ibrahim K., & Rezai A. (2022). Fostering EFL learners' motivation, anxiety, and self-efficacy through computer-assisted language learning- and mobile-assisted language learning-based instructions. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.899557>
- Dr. Amira Desouky Ali. (2022). Effects of a gamified MALL application on developing EFL preparatory school students' speaking and enjoyment and reducing speaking anxiety. *Occasional Papers*. 78.
- Gonulal, T. (2019) The use of Instagram as a mobile-assisted language learning tool. *Contemporary Educational Technology*, 10(3), 309–323. <https://doi.org/10.30935/cet.590108>
- Mohammadi E., & Masoumi A. (2021). The

- relationship between learning vocabulary via mobile (Mobile-assisted language learning) and Iranian EFL learners' social anxiety and loneliness. *Jordan Journal of Modern Languages and Literatures*, 13(4), 775–800. <https://doi.org/10.47012/jjml.13.4.10>
- Noviyanti, S. D. (2022). Speaking anxiety in online english class: causes and effects. *IJEAL (International Journal of English and Applied Linguistics)*, 2(1), 112-117. <https://doi.org/ijeal.v2i1.1431>
- Nuraeni, C., & Nurmalia, L. (2020). Utilizing WhatsApp application in English language learning classroom. *Metathesis: Journal of English Language, Literature, and Teaching*, 4(1), 89. <https://doi.org/10.31002/metathesis.v4i1.2289>
- Rajendran, T., & Yunus, M. M. (2021). A systematic literature review on the use of Mobile-assisted Language Learning (MALL) for enhancing speaking skills among ESL and EFL learners. *International Journal of Academic Research in Progressive Education and Development*, 10(1), 586–60. <http://dx.doi.org/10.6007/IJARPED/v10-i1/8939>
- Satya, T. I. (2022). Mobile Assisted Language Learning (MALL) untuk pembelajaran Bahasa Badan Pengembangan dan Pembinaan Bahasa. *Kemendikbudristek*.
- Setiyanti, A., Basit, A., & Suharsiwi, S. (2022). Observation and improvement to undergraduate student activities in English skill using mobile-assisted language learning. *English Language in Focus (ELIF)*. <https://jurnal.umj.ac.id/index.php/ELIF/article/view/12156>
- Shamsil, A. F., Altaha S., & Dr. Gilanlioglu I. (2019). The role of m-learning in decreasing speaking anxiety for EFL learners. *International Journal of Linguistics, Literature and Translation (IJLLT)*, 2(1), 276-282. <https://doi.org/10.32996/ijllt.2019.2.1.34>
- Solodka, A., Ruskulis, L., Demianenko, D., & Zaskaleta, S. (2022). MALL instructional course design: Constructing out-of-class experience. *Arab World English Journal (AWEJ) Special Issue on CALL*, (8) 40-55. <https://dx.doi.org/10.24093/awej/call8.3>
- Takahashi, A.R.W., and Araujo, L. (2020), “Case study research: opening up research opportunities”, *RAUSP Management Journal*, Vol. 55 No. 1, pp. 100-111. <https://doi.org/10.1108/RAUSP-05-2019-0109>
- Taufan, G. T., & Wicaksono, J. A. (2022). Students' prespectives of hellotalk application: A case study. *Journal of Language, Communication, and Tourism*, 1(1), 1–11. <https://doi.org/10.25047/jlct.v1i1.3548>
- Tra, P. T. (2019). Mobile-assisted language learning in a university context in Vietnam: Students' attitudes. *VNU Journal of Foreign Studies*, 36(1), 103-116.
- Zhen, L.S., & Hashim, H. (2022). The usage of MALL in learners' readiness to speak English. *Sustainability* 2022, 14(23), 142316227. <https://doi.org/10.3390/su142316227>