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Mobile Assisted Language Learning (MALL) to Enhance Students Speaking

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ABSTRACT

This research concerned and focused on the effect of the implementation of MALL on the students' speaking achievement and find out whether or not the students are interested in learning English speaking comprehension through SpeakingPal Application as a part of Mobile Assisted Language Learning (MALL). This research employed a quasi-experimental research method. The instrument of this research involved a speaking test, questionnaire, and interview. This research used a purposive sampling technique. The respondents of this research were from two different classes and each class was assigned to two different groups which were Experimental and Control groups. Each group consists of 25 students. The Experimental group was the group that was given the treatment by using Mobile Assisted Language Learning (MALL) while the control group was given the Conventional teaching and learning method. The effectiveness of the treatment was determined by comparing the post-test scores of both groups. The data regarding students' speaking achievement was collected by speaking tests, questionnaires, and interviews were used to collect the data regarding with the student's interest. The result of this study showed that there was a significant difference between the students' scores taught by using SpeakingPal and the conventional method. It was proven by the mean score of the experimental group After the treatment applied the difference scores of the posttest between experimental and control group were huge. It means that there was an impressive improvement after treatment applied for experimental group. The mean score of the students" pretest of experimental group was 10.20 with standard deviation 1.53; meanwhile the mean score of the students" pretest of control group was 8.20 with standard deviation 1.66. And the mean score of the students" posttest of experimental group was 14.12 with standard deviation 2.33; while the mean score of students" posttest of control group was 10.36 with standard deviation 1.73. It means that the mean score of posttests from both groups were higher than pretest (10.20<14.12) and (8.20<10.36). The test result indicated that the implementation of SpeakingPal had a significant effect in improving students' speaking achievement. From the questionnaire and interview the data showed that 64% of students were categorized as highly interested and 32% of students were categorized as interested level. So, it can conclude that the implementation of SpeakingPal positively affected the students' speaking achievement and the students were highly interested in learning to speak by using the SpeakingPal application.

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1. Introduction

In teaching speaking, there are a lot of methods or approaches applied. These methods or approaches have their characteristics and circumstances to apply, but the common obstacles found in teaching speaking on the previous method are the limited time and places to practice, for instance, most of the students in Indonesia only had two meetings in English class for a week, and in learning language, we need more than that. People change, and the environment of learning evolves, as Researchers and teachers need to evolve too that is why we need to consider applying technology in our classes (Al-Obaydi et al., 2022; Said et al., 2021; Rahman, 2017). That is why many teachers and researchers who are aware of the opportunities provided by technology have begun to apply and collaborate their previous methods with technology in teaching which were known as the teaching approaches under the discipline of Information Communication

and Technology (ICT) in teaching and learning (Yaumi et al., 2024; Sukmawaty et al., 2022; Weda et al., 2022). For instance Research by (Murphy and Greenwood, 1998) the title "Effective Integration of Information and Communications Technology in Teacher Education" states that ICT can be used to present information in new ways which helps students understand more.

One of the popular methods under the line of ICT is the use of Computer Assisted Language Learning (CALL). This teaching approach requires both teachers and students to use a computer desktop in conducting the teaching and learning process, where in fact, its portability mostly remains an obstacle for those educational users because even notebooks or laptops are not always available for several conditions. That is why some scholars try to find other alternatives to developing ICT in the teaching and learning process. In line with that, the rapid increase of mobile technology ownership attracts the scholars to began develop research in applying mobile technology in educational field. The use of mobile technology in the teaching and learning process is called mobile learning or m-learning, and m-learning can be considered as the next generation of learning.

The transition from computer-assisted language learning (CALL) to mobile-assisted language learning (MALL) marks a significant shift in how language learning is approached and experienced. CALL, which emerged in the 1980s, relied heavily on desktop computers to deliver interactive language lessons. While it was a revolutionary step, offering multimedia resources and automated feedback, its use was often restricted by the need for a computer and a stable internet connection, limiting learners to specific locations and times.

With the rise of smartphones and mobile devices in the 2000s, MALL began to gain prominence. Mobile-assisted language learning capitalizes on the portability and accessibility of mobile technology, allowing learners to study anytime and anywhere. This shift has made language learning more flexible, enabling learners to integrate it into their daily routines, whether during commutes, waiting in line, or even while traveling abroad. MALL also benefits from the wide variety of language-learning apps and resources designed specifically for mobile devices. These apps offer features such as gamification, voice recognition, and real-time communication, which enhance learner engagement and provide more personalized learning experiences. Furthermore, mobile devices support a range of multimedia formats, including videos, podcasts, and social media interactions, enriching the language learning environment.

Another advantage of MALL is its ability to foster more immediate feedback. For instance, language apps often use AI to analyze pronunciation and grammar in real-time, giving learners instant corrections and suggestions. This quick response system helps maintain motivation and aids in reinforcing new language skills effectively. Overall, the shift from CALL to MALL represents a move towards more interactive, accessible, and learner-centered language learning, reflecting the increasing ubiquity and power of mobile technology in education.

Research on mobile-assisted language learning (MALL) has consistently highlighted its potential to enhance language acquisition through accessibility, flexibility, and interactivity. Early studies focused on the advantages of mobile devices for delivering language content on-the-go, allowing learners to practice language skills in diverse contexts, from daily commutes to real-world environments. A notable study by (Kukulska-Hulme, 2012) emphasized the mobility factor, suggesting that MALL fosters learning opportunities outside traditional classroom settings, encouraging authentic language use.

Other research has explored specific features of mobile learning tools. For instance, gamification in language learning apps, such as Duolingo, has been found to increase learner engagement and motivation. Studies by (Rosell-Aguilar, 2018) noted that these apps utilize spaced repetition and gamified elements to improve vocabulary retention and user consistency. Additionally, mobile devices' ability to support multimodal resources, including audio, video, and interactive tasks, has been linked to improved pronunciation, listening skills, and cultural competence. Real-time feedback mechanisms, another hallmark of MALL, have been shown to accelerate learning by providing immediate corrections, as highlighted by studies like (Viberg & Grönlund, 2013; Yaumi et al., 2023; Youngsun et al., 2024).

In relation to mobile learning in teaching and learning, the researcher has conducted a preliminary survey in four schools where the result revealed the data that the research is possible to be conducted at SMK N 8 MAKASSAR. In this school, the researcher found that most of the students already own smartphones which were powerful enough to process the application needed in this research. Besides that the teachers and students highly welcome the effort to know the effect of applying MALL in the teaching and learning process, because the researcher also found that the school is familiar with using ICT in the teaching and learning process the school even already implemented Computer Assisted Language Learning (CALL) and combined with the teachers' method for their classes. In addition, the researcher also found that although students have been learning English for approximately five years even more, there were still many students who

find practicing English speaking difficult. These facts attract the researchers's attention to apply an alternative way to cover the limited time in learning English. Based on that reason the researcher was interested in conducting research under the title "Mobile Assisted Language Learning (MALL) to Enhance Students Speaking".

2. Methodology

This research employed Quasi-experimental designs. In this research, the researcher uses a purposive sampling technique. The researcher takes two classes as the samples of the research. One class is an experimental class and the other is a control class. The samples of each class were 25 students. The experimental group was the group that was given the treatment by using SpeakingPal application, while the control group was a group that was given treatment using the usual teaching methods given by their teacher. The effectiveness of the treatment was determined by comparing the post-test scores of both groups. The two classes chosen as samples in this study were class XI. These two classes are used to learning using the computer-assisted language learning approach commonly used by their teachers. These two classes were also chosen because they have English class hours at different times so it is possible for researchers to conduct research in these two classes on the same day. Apart from that, the classrooms are not close together, thereby minimizing the occurrence of information leaks which are feared to affect research results.

To collect the data, the researcher used three kinds of instruments namely a speaking test, a questionnaire, and an interview

2.1 Speaking Test

The researcher used the Speaking test to see whether or not the Implementation of Mobile Assisted Language Learning (MALL) had a positive effect on students' Speaking comprehension. It was administered in pre-test and post-test. The pre-test intended to find out the prior level of the students' Speaking comprehension achievement, while the post-test intended to find out whether or not there are improvements in students' speaking achievement after being given treatment.

Both experimental and control groups were given a pre-test. It was intended to see the prior knowledge of the students in speaking comprehension. In this case, both groups were given the speaking test; which consisted of the same question for each student. Then, after the treatment was carried out, the researcher gave a speaking test to the two classes. This aims to find out whether there is an improvement in students' speaking abilities after the treatment is carried out. All students from both classes received the same questions.

After the treatment was carried out, the pretest and posttest results that had been transcribed were then analyzed using the level of criteria introduced by (Heaton, 1988). After the transcription was analyzed the data were converted and classified based on the Students Scores Classification by (Pusat Kurikulum, 2006)

2.2 Questionnaire

This instrument is intended to find out students' interest in using SpeakingPal as a part of the implementation of Mobile Assisted Language Learning (MALL) in speaking classes. The questionnaire consists of 20 items with 10 positive statements and 10 negative statements.

2.3 Interview

Interviewing in this research was used to expose the students' interest in the use of SpeakingPal in speaking. In this research, the data found from interviews combined with the data gained from the questionnaire in order to have an in-depth understanding of the student's interest in the implementation of mobile-assisted language learning in speaking. Open-ended interviews were applied in this research.

3. Result

The findings that the researcher encountered in this research deal with the answers to the problem statements which are aimed to find out whether or not the implementation of a mobile application called SpeakingPal affects the students speaking achievement and to find out the students' interest in using mobile applications in learning speaking. In order to reveal the answer to the 1st research question in this section researcher explains the result description of the research through the scoring classification of pretest and posttest, mean score, and standard deviation of both experimental and control group. To analyze the data obtained from the test, the researcher applied the t-test analysis in SPSS 23.0, and also in this section, the researcher discusses the mean score of the students' questionnaire combined with the result of the interview found during the experimentation and used to answer the 2nd research question.

During the experimentation there were 6 meetings total applied in this research, there were two meetings for Pretest-posttest and four meetings for treatment. When the experimentation section was applied the researcher faced a couple of interesting events related to the students' reaction when they used a mobile application in speaking, in this case, SpeakingPal was the application used.

3.1 Students Speaking Achievement

a. Rate Percentage of Students Score in Pretest

After carrying out the pretest it was found that most of the students sampled in this research, both those in the experimental and control groups, still need to improve their speaking in various aspects, especially in their accuracy and fluency. For example,

Students RSY pretest Transcription:

> From my school, ***goo down gu dawun*** the main street and ***the go*** straight ***un until you fey, until you*** find mosque ***nest*** you can go straight ahead next you will find ***eeeee jest just apaa justiong andddddd*** then turn left ***andeee stat*** statue it is ***en your leb***

RSY's score was categorized as a "poor" score with 10 total points. RSY's Pronunciation was influenced by her mother tongue and several grammatical and lexical errors caused confusion so RSY categorized at level 3 of accuracy, and made an effort for much of the time several unnatural pauses and repeated words so RSY categorized at level 3 of fluency but her intention is clear so RSY categorized at level 4 of comprehension.

Afterward, the results of the speaking test on this pretest were transcribed and then analyzed using the (Heaton, 1988) criteria level and then converted and classified based on the student score classification by (Pusat Kurikulum, 2006). After being converted and classified, the frequency and percentage of pretest scores of experimental and control group students can be seen. The percentage of scores obtained by students on the pretest can be seen in the table below:

Table 1. The Frequency and Rate Percentage of the Students' Pretest Score of the Experimental and the Control Groups

Score	Classification	Experimental Group Pretest		Control Group Pretest	
		F	%	F	%
91-100	**Very Good**	0	0	0	0
76-90	**Good**	0	0	0	0
61-75	**Fair**	9	36	1	4
51-60	**Poor**	10	40	8	32
0-50	**Very Poor**	6	24	16	64
Total		25	100	25	100

Based on Table 1 above we can see that the result of the pretest in the experimental shows that most of the students in the experimental group were categorized as "poor". There were 6 students or 24% of the students in the experimental group were categorized as "very poor". There were 9 students or 36% of the students in the experimental group were categorized in the "fair" category. While in the control group, most of the students were categorized as "very poor" there were about 64% of the students in the control group. 8 students or 32% of the students in the control group were categorized in the "poor" category and there was 1 student or there were only 4% of the students in the control group was categorized as "fair".

So Based on the frequency score and the rate percentage of the students from both groups, they were shown that the low achievers were bigger than the high achievers. It indicated that the students' speaking achievement is steel needed to be improved.

b. Rate Percentage of Students Score in Posttest

In this classification, the researcher presents the frequency and percentage of the students' pre-tests of the experimental and control groups. The rate percentage of students' scores in the pretest can be seen in Table 8 as follows:

Table 2. The Frequency and Rate Percentage of the Students' Posttest Score of the Experimental and the Control Groups

Score	Classification	Experimental Group Posttest		Control Group Posttest	
		F	%	F	%
91-100	**Very Good**	3	12	0	0
76-90	**Good**	15	60	2	8
61-75	**Fair**	4	16	12	48
51-60	**Poor**	1	4	4	16
0-50	**Very Poor**	2	8	7	28
Total		25	100	25	100

Table 2 shows that most of the student's scores in the experimental group improved after treatment. There were 3 students or 12% of the students in the experimental group were categorized in "very good", 15 students or there were about 60% of the students of experimental group categorized as "good", 4 students, or 16% of the students of the experimental group were categorized in "fair", 1 student or 4% of the students of the experimental group were categorized in "poor", and there were 2 students or 8% of the students of the experimental group were categorized in "very poor". While in the control group, no student was categorized as "very good ", there were 2 students, or 8% of the students in the control group were categorized as "good", and 12 students or there were about 48% of the students of the control group were categorized in "fair", 4 students or 16% of the students of the control group were categorized in "poor", and there were 7 students or 28% of the students of the control group were categorized in "very poor".

As shown above, the scores of the experimental and control groups in the posttest showed a difference from the pretest, which means that the student's scores from both the experimental and control groups had an improvement. However, based on the data the students' scores of the experimental group who were treated by using the *SpekingPal* application improved higher than the control group.

c. The Mean Score and Standard Deviation of the Students' Pretest and Posttest

As it has been stated above after tabulating the frequency and the rate percentage of the student's scores, the researcher calculated the mean score and the standard deviation of the student's scores in the experimental and control group. The mean score and standard deviation of both the experimental and control groups are shown in the following table:

Table 3. The Mean Score and Standard Deviation of the Students' Pretest and post-test

	N	Mean	Std. Deviation
Experimental Pretest	25	10.20	1.53
Experimental Posttest	25	14.12	2.33
Control Pretest	25	8.20	1.66
Control Posttest	25	10.36	1.73
Valid N (listwise)	25		

The data from Table 4.3 shows that the mean scores of the experimental group and control group were different before treatment. After the treatment was applied the difference scores of the post-test between the experimental and control group were huge. This means that there was an impressive improvement after the treatment was applied to the

experimental group. The mean score of the students' pretest of the experimental group was 10.20 with a standard deviation of 1.53; meanwhile, the mean score of the students' pretest of the control group was 8.20 with a standard deviation of 1.66. The mean score of the students' posttest of the experimental group was 14.12 with a standard deviation of 2.33; while the mean score of the students' posttest of the control group was 10.36 with a standard deviation of 1.73. It means that the mean score of the posttest from both groups was higher than the pretest (10.20<14.12) and (8.20<10.36).

In order to identify which group is better and to answer the 1st research question shown below, the researcher used the mean score of both groups from the post-test.

1. 1st research question:

Does the use of *SpeakingPal* affect the students' speaking achievement?

Based on the data output that was calculated on SPSS 23, the mean score of the experimental group was higher than the mean score of the control group. It indicates that the treatment given in the experimental group in this case using *SpeakingPal* as a part of Mobile Assisted Language Learning (MALL) in teaching speaking has a positive effect on the students as illustrated in the table below.

Table 4. Both groups Students' posttest mean score

	N	Mean
Experimental Posttest	25	14.12
Control Posttest	25	10.36
Valid N (listwise)	25	

Based on the data from Table 4.5 shown above the researcher concluded that the hypothesis of Ho is rejected and H1 is accepted. This means that using *SpeakingPal* significantly affects the students' speaking achievement.

3.2 Students Interest

In order to find out and identify students' interest in using the *SpeakingPal* application the researcher used a questionnaire and to support the data gained from the questionnaire the researcher interviewed the students related to their interest in using *SpeakingPal* application.

a. Students' Questionnaire

The Questionnaires were distributed to the students to find out their interest in learning speaking by using the *SpeakingPal* application. The data showed that the use of the *SpeakingPal* application could enhance the interest of the students. This was indicated by the student's scores on the questionnaire as shown in table 4.6 as follows:

Table 5. Students' Interest Frequency and Percentage

Score	Classification	F	%
85-100	Strongly Interested	16	64
69-84	Interested	8	32
52-68	Moderate	1	4
36-51	Uninterested	0	0
20-35	Strongly Uninterested	0	0
	Total	25	100

The table shows the data on the student's interest in using *SpeakingPal* in speaking. It shows that there was no student or 0 % out of twenty-five students was categorized into strongly uninterested classification, there was no student, or 0 % was categorized into uninterested classification, only 1 student or 4 % was categorized into moderate classification,

8 students or 32 percent students were categorized into the interested classification, and 16 students, or 64 percent students were categorized into the strongly interested classification. To answer the second research question shown below, the researcher used the data from questionnaire and interview

1. 2nd research question

Are the students interested in learning English speaking through the use of *SpeakingPal*?

Based on Table 4.6 above it is shown that most of the students from the experimental group were categorized into interested and strongly interested classifications, so the researcher concluded that the students from the experimental group were interested in using the *SpeakingPal* application in learning speaking.

b. Students Interview

The interview was taken on 17, February 2024 the researcher interviewed the students to have an in-depth understanding of the students' interest in using the *SpeakingPal* application, and the result of the students' interview was used to support the data gained from the questionnaire.

In line with the data gained from the questionnaire, after reducing and discarding irrelevant data by using the coding technique, the researcher found that the data gained from the interview section showed a similar result to the data gained from the questionnaire, by using NVivo software researcher classified the frequency of the students who had an interest in using the *SpeakingPal* and their reasons related to their interest, the data gained from interview had shown that there are two general opinion related to using *SpeakingPal* in learning speaking.

1. The Superiority of *SpeakingPal*

Based on the interview results, all interviewees showed positive responses related to the idea of using *SpeakingPal* as a supporting media in learning to speak.

Useful and interesting Features

Based on the data taken from the interview, the students were interested in using *SpeakingPal* in speaking because the students said that this mobile application is useful and has various interesting features. The transcription of the interview about the learners' opinions can be seen in the following interview quotes:

Student opinion related to the idea that *SpeakingPal* is a useful application

> [….. Because we can find out our own mistakes.].
>
> (interview of RSM, 17, February 2024).

A similar opinion stated that:

> [Oh very very useful because ee in that *SpeakingPal* feature there is a conversation, and we can see how we made our mistakes in pronouncing or speaking in the English language].
>
> (the interview of AMR, 17, February 2024).

Another student's opinion related to the various features of *SpeakingPal*

> […… Because we can directly talk with bule (English native speaker)].
>
> (the interview of ALA, 17, February 2024).

Similar opinions from other students stated that

> […. Because we can see a real person with a real face, not a cartoon…].
>
> (the interview of EAD, 17, February 2024).

Another opinion that related to the Voice Recognition feature of the application, stated that.

> [….. It was the first time us to find that kind of application, which could recognize the way we speak in the English language].

(the interview of EAD, 17, February 2024).

Efficient

SpeakingPal was also stated as an efficient application, especially for school students who had limited time to learn English at school. The reason why they stated that it is efficient is because it is a mobile application and it means this application can be used anywhere and everywhere. Here are some statements:

[…… Save more time….].

(the interview of FTR, 17, February 2024).

And same student also stated that

[…..because the language was easier to remember and the vocabularies it was easier to pronounce…].

(the interview of FTR, 17, February 2024).

And another student who has a similar opinion stated that.

[...When we are at home and have spare time, we can practice on our own].

(the interview of MTE, 17, February 2024).

2. The weakness of *SpeakingPal*

Besides the positive points of the application, unfortunately, the data gained from class observation during the treatment process and also gained from interviews showed that there was an issue and considered as the weakness of the application faced by the students in using the *SpeakingPal* application. This obstacle related to the interactive video exercises that used voice recognition technology to interact with the users in this case the application ended up to unable to identify or recognize the students' voice. Some students said that:

[…. Because the situation was too noisy it's disturbed me using *SpeakingPal*].

(the interview of SNT. 17, February 2024).

Another similar opinion said that:

[…. Sometimes our voice cannot be recognized because of the noise…]

(the interview of EAD, 17, February 2024).

The second issue found from the interview was that there were some students

[…. Sometimes when we use the application, the connection becomes very slow..]

(the interview of NSD, 17, February 2024).

Even though there was an issue that affected the treatment processes, the researcher helped the students by suggesting they use an additional tool by using their phones' headsets so the applications were able to recognize students' voices and all the treatment stages were successfully fulfilled.

In line with that based on the data gained from the questionnaire and supported by the data gained from the interview, the researcher concluded that the students were interested in using the *SpeakingPal* application in order to improve their speaking achievement.

4. Discussion

4.1 Students Speaking Achievement

In this section, the discussion deals with the effect of the implementation of *SpeakingPal* as a part of Mobile Assisted Language Learning (MALL) in teaching speaking. The description of the data collected through the speaking test covers accuracy, fluency, and comprehensibility. The findings showed that the implementation of *SpeakingPal* was effective as an approach to teaching speaking. It was proven by the mean score of the students' posttest was 14.12 and the students' pretest was 10.20. It shows that after treatment, the result of the experimental group on the mean score is higher. It proves that the treatment with *SpeakingPal* gives improvement to students' speaking achievement. After analyzing the result of

the posttest of the data analysis, the researcher found that P-value was lower than α (0.000<0.05). It can be seen the P-value (0.00) at the level of significance (0.05), the degree of freedom was 24 (appendix VI). It indicates that the alternative hypothesis (H1) is accepted and, of course, the null hypothesis (H0) is rejected.

Based on the data of the students' mean scores gained from both groups and explained in the previous section it can be seen that using the *SpeakingPal* application positively affects the students' speaking achievement, especially in their fluency and comprehensibility. Also, it can be seen that the mean score of the experimental group was higher than the mean score of the control group. The mean score of the students' pretest from the experimental group was 10.20 and the standard deviation was 1.53, while in the control group, the mean score of the students' pretest was 8.20 and the standard deviation was 1.66. Therefore, the students' posttest mean scores from both groups were increased after the experiment was conducted. The mean score of the students' posttest from the experimental group after treatment was 14.12 with a standard deviation was 2.33, in contrary the mean score of the students' posttest from the control group was 10.36 with a standard deviation of 1.73 and it can be seen that the students' posttest mean score from experimental group higher than control group (14.12 > 10.36). Based on the data gained and explained in the previous section that data gained in this research shows us there is a correlation between using *SpeakingPal* in learning speaking and the improvement of the students' speaking, so the researcher concluded that *SpeakingPal* is an effective mobile application that can be used as a part of mobile assisted language learning (MALL) as supporting media or an alternative approach in teaching and learning speaking.

These findings are similar to several previous studies that discussed and explored mobile devices including all features such as a mobile application in teaching and learning, for instance In (José Antonio Mompean and Jonás Fouz-González, 2016) research also found that X (Twitter) based instruction in teaching pronunciation had a beneficial effect on the students another study by (Liu, 2016) the researcher found that the concept-mapping approach by using mobile technology provided more efficient memorization tool for the students to organize and represent their vocabulary knowledge. A study by (König et al., 2016) also explored a similar mobile-based application called FLAX Reader and found that their project with FLAX raises the possibility of monitoring the acquisition of vocabulary at an even more fine-grained level of detail. And a study conducted by (Agca & Özdemir, 2013) they found that the Mobile Assisted Learning Environment has increased students' level of vocabulary, and the students' opinions supported the findings.

4.2 Students Interest

Based on the data of the questionnaire gained and also combined with the result of the students' interview it can be seen that the students were highly interested in using *SpeakingPal* in learning speaking. In this study, the students were expected to have a high interest in using the *SpeakingPal* application in learning speaking because the students' interest is a part of the consideration to find out whether or not the *SpeakingPal* application is a good supporting media in learning speaking.

From the questionnaire data gained it can be seen that most of the students were strongly interested in using the SpeakingPal application, the data showed that 1 student, or 4% of the students was categorized into moderate classification, 8 students, or 32% of the students were categorized into interested classification, and 16 students or 64% of the students were categorized into strongly interested classification.

In line with that, the researcher also conducted an interview to gain a more in-depth understanding related to students' interest in using the *SpeakingPal* application, and from the interview result, the researcher found several factors that attract students' interest in using the *SpeakingPal* application.

The first factor is that the *SpeakingPal* application has various interesting features that attract students' attention or even students' interest. The researcher found that interactive video exercises that used voice recognition technology became the most attractive and interesting features of the application, another feature that attracted students' interest was the application has an easy-to-understand materials.

Another factor that gained the students' interest is that *SpeakingPal* is an efficient mobile application which means, all students who own a smartphone can install the application, and access the application on their smartphone anywhere, and anytime they want to. And this finding is in line with (Kukulska-Hulme & Shield, 2008) they noted that MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access and interaction across different contexts of use.

In contrast, there were also a couple of minor issues experienced by the students when using *SpeakingPal*. Based on the previous findings, it was found that sometimes in the interactive video exercise the voice recognition technology

was unable to recognize the students' voices, it was found that it happened when it became too noisy the voice recognition technology would capture more than one person's voices, so the only way to pass this issue sometimes the students need to answers the question given from the application by using additional tools, in this case, a headset. Another issue encountered by the students was related to the connection issues, even though as explained in the previous section mobile connections have grown rapidly for the past few years and in line with that based on the preliminary survey, it was measured that most of the students' smartphone that participate in this research already supported 3G or even 4G LTE bands which are known as the fastest connections available in Indonesia.

4. Conclusion

Based on the research findings and discussion, the researcher comes to the conclusions. They are as follows:1) The use of the SpeakingPal application as a part of Mobile Learning Assisted Language Learning (MALL) significantly affects the students' speaking achievement. It can be seen from both groups' scores on the posttest. The mean score of the experimental was higher than the mean score of the control group (14.12 > 10.36). This means that the treatment given to the experimental group has a positive effect on students' speaking achievement.

2) Based on the questionnaire and interview section of the research and the data obtained during the research, the researcher revealed that the SpeakingPal application as a part of Mobile Assisted Language Learning (MALL) in learning to speak is a good and efficient supporting media since the students used the application all the time during the research, the students even used it not only in the class but they practiced with the application during the break time outside the class and at home, which indicates mobile learning can be used anywhere, anytime with limitless resources. Another point that the researcher revealed from the research that SpeakingPal application becomes a highly interesting supporting media in learning speaking not only because of the variety of the available features it has, but the form of the whole learning activity inside the application design looks like we are learning and playing mobile games at the same time, and all of that completed with thousands of learning materials and topics that can be choose.

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