

# Students' Speaking Practices through Beelinguapp in an Islamic Senior High School

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## A B S T R A C T

Although speaking is a crucial skill for English as a Foreign Language (EFL) learners, students often have limited opportunities to practice it in classroom settings. While previous studies have highlighted the potential of Mobile-Assisted Language Learning (MALL), few have examined how specific applications such as Beelinguapp support speaking practices in real classroom contexts, particularly in low exposure environments. This study aims to explore students' speaking practices using the Beelinguapp application in an Islamic Senior High School. A qualitative case study was conducted involving 20 eleventh-grade students, with three students and one English teacher selected through purposive sampling for in-depth interviews. Data were collected through one classroom observation and semi-structured interviews. The findings show that students practiced speaking through listening, repetition, and story retelling. The application supported pronunciation, vocabulary development, and engagement, although challenges such as limited vocabulary and exposure remained.

**Keywords:** *Speaking Practice, Beelinguapp, Mobile-Assisted Language Learning (MALL), EFL Students, Mobile Learning Applications*

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## INTRODUCTION

In the current era of globalization, English has become an essential means of communication in academic, social, and professional contexts. For students in English as a Foreign Language (EFL) setting, speaking plays a crucial role in expressing ideas, participating in discussions, and interacting effectively with others. It enables learners to use language actively rather than merely understanding written texts. However, developing speaking skills remains challenging for many EFL learners, as it requires spontaneous language production, sufficient vocabulary, and confidence during interaction. According to (Bygate, 1987), speaking involves both language production and interaction in real communication, meaning that learners must be able to organize and express their ideas appropriately during conversation.

Speaking is also considered a key indicator of communicative competence, as it reflects learners' ability to use language meaningfully in real contexts (Richards, 2008). It not only involves producing accurate linguistic forms but also requires the ability to convey meaning effectively in interactive situations. Therefore, successful speaking performance depends on both linguistic knowledge and the ability to use language appropriately in different social contexts. This highlights the central role of speaking in achieving successful language learning outcomes.

Despite its importance, speaking remains one of the most difficult skills for students to master. In many classrooms, English interaction still emphasizes grammar explanation, reading activities, or written exercises rather than communicative speaking practice. As a result, students often have limited opportunities to practice speaking and develop oral fluency. Previous studies indicate that EFL learners frequently face challenges such as limited vocabulary, pronunciation difficulties, and lack of confidence when speaking English (Purwati

et al., 2023). In addition, the lack of authentic exposure to spoken English reduces students' opportunities to engage in meaningful communication. From a language learning perspective, speaking development requires repeated opportunities to produce language and use it actively. (Swain, 1985) explains that language production helps learners notice gaps in their linguistic knowledge and gradually improve their ability through practice.

Recent research further shows that speaking anxiety and fear of negative evaluation significantly affect students' willingness to communicate in EFL contexts (Dewaele et al., 2023). Learners who experience anxiety tend to avoid speaking opportunities, which limits their practice and slows down their progress. In addition, pronunciation difficulties and limited exposure to authentic spoken English further contribute to students' low confidence in speaking. These challenges suggest the need for more supportive and engaging learning environments that can encourage students to practice speaking more actively.

Along with the development of educational technology, digital learning tools have become increasingly important in supporting language learning. One approach that has gained attention is Mobile-Assisted Language Learning (MALL), which allows learners to access learning materials through mobile devices anytime and anywhere. Mobile learning provides opportunities for repeated listening, imitation, and independent practice beyond the classroom. (Kukulka-Hulme & Shield, 2008) state that MALL creates a flexible and contextual learning environment in which learners can interact with language more frequently. Recent studies have also highlighted the potential of digital tools in enhancing learning engagement and communication skills. (Zakariya & Ibrahim, 2025) found that mobile learning applications can increase students' participation and motivation, while (Murad & Assadi, 2023) reported that technology-assisted environments support more active and independent language practice.

Furthermore, recent studies indicate that MALL can significantly support speaking development by providing interactive features such as audio input, repetition, and immediate feedback, which help learners improve pronunciation and fluency (MacIntyre & Gregersen, 2022). These features allow learners to engage in continuous speaking practice beyond the limitations of classroom time. In addition, mobile applications provide flexible learning environments where students can practice at their own pace, which is particularly beneficial for learners who need more time to build confidence in speaking.

Previous studies have examined the use of mobile applications in language learning. (Godwin-Jones, 2018) explains that mobile language-learning applications enable learners to access authentic language content through portable devices, providing more opportunities to practice listening and reading outside the classroom. Such exposure helps learners become more familiar with pronunciation patterns and vocabulary in meaningful contexts. More recent research also highlights the potential of digital applications to support speaking development. (Rahmawati et al., 2023) found that applications combining audio and written text can encourage learners to practice pronunciation and build confidence in using English. However, most studies focus on mobile learning applications in general, with limited attention to how specific applications are used to support speaking practices in real classroom contexts.

In addition, limited research has explored the implementation of specific applications such as Beelinguapp in EFL classrooms, particularly in contexts where students have minimal exposure to English, such as Islamic boarding school environments. Most previous studies tend to examine mobile learning in general rather than focusing on how particular applications are used to facilitate speaking practice. Therefore, there is a need to investigate how Beelinguapp specifically supports students' speaking activities and learning experiences in real classroom settings.

Therefore, this study aims to explore students' speaking practices through the use of the Beelinguapp application in an Islamic Senior High School. By examining how students engage with the application during speaking activities, this research seeks to provide insights into how Mobile-Assisted Language Learning can support speaking development and promote more active language use among EFL learners.

**METHOD****Respondents**

The participants of this study were eleventh-grade students at Ahmad Syarifuddin Islamic Senior High School in Pakuniran, Probolinggo. The school represents an English as a Foreign Language (EFL) context where students have limited exposure to English outside the classroom. A total of 20 eleventh-grade students and one English teacher participated in this study. A purposive sampling technique was used to select students who were willing to share their learning experiences. The selected participants (S1-S3) were chosen because they represented different levels of participation in speaking activities (active, hesitant, and encouraged participation). In addition, an English teacher was involved as an informant to provide further insight into students' speaking abilities and classroom learning conditions.

Table 1. Participants of the Study

Participant Code	Role	Description
S1	Student	Active student who participated in speaking practices.
S2	Student	Student who participated in speaking activities but showed hesitation.
S3	Student	Student who attempted speaking with peer encouragement.
T1	English Teacher	Teacher who provided information about students' speaking ability and classroom learning process.

**Instruments**

This study employed classroom observation, semi-structured interviews, and supporting documentation as the main instruments. Classroom observation was conducted to examine how speaking activities were carried out during the implementation of the Beelinguapp application. Interviews were used to explore students' experiences, challenges, and perceptions in more depth. Supporting documentation was collected to complement the observational and interview data. According to (Denzin, 2009) qualitative data collection allows researchers to obtain detailed information through direct interaction with participants in natural settings. These instruments were selected to obtain comprehensive data from multiple sources.

**Procedures**

The data collection process was conducted in several stages. First, a classroom observation was carried out during English learning activities in which Beelinguapp was introduced as a learning medium. The observation was conducted during one classroom meeting lasting approximately 90 minutes (one session). During the activity, students listened to audio stories and followed the text, then practiced speaking by repeating sentences, reading aloud, and discussing the story with peers. Second, semi-structured interviews were conducted with selected students and the teacher to gain deeper insights into their experiences. The interviews were conducted after the classroom activity to capture participants' reflections on the speaking practice. All data were systematically documented for further analysis.

**Data Analysis**

The data were analysed using qualitative analysis procedures adapted from (Patton, 2002). The analysis consisted of three stages. First, data reduction was conducted by selecting and organizing relevant information from observation notes, interview transcripts, and documentation. Second, the data were displayed in descriptive categories to identify patterns related to students' speaking practices. Finally, the researcher interpreted the findings and drew conclusions regarding how the Beelinguapp application supported speaking practice in the classroom. The data were analysed using thematic analysis, which involved coding the

data, categorizing them into themes, and interpreting patterns related to speaking activities, benefits, and challenges.

To ensure the trustworthiness of the findings, this study applied criteria such as credibility, transferability, dependability, and confirmability, as proposed by (Lincoln, 1985). Credibility was ensured through data triangulation by comparing findings from observations, interviews, and documentation. Member checking was also conducted by confirming the interview results with participants to ensure the accuracy of the data. In addition, qualitative research is considered appropriate for examining participants' experiences and classroom interactions in natural settings (Dodgson, 2017). The thematic analysis followed systematic steps, including data coding, categorization, and theme development to ensure clear interpretation of the findings.

## FINDINGS AND DISCUSSION

### Theme 1: Students' Speaking Practice through Listening, Repetition, and Story Retelling

The first finding of this study shows that students practiced speaking through listening activities, sentence repetition, and story retelling when the Beelinguapp application was used during the English lesson. During the classroom activity, students listened to an audio story provided in the application while simultaneously following the written text. This activity helped students become familiar with the pronunciation of English words and the meaning of unfamiliar vocabulary before attempting to speak. The combination of audio and written text created a supportive learning environment where students could observe how English was pronounced while understanding the content of the story.

Based on classroom observation and interview results, students actively practiced speaking by repeating the sentences they heard from the audio story. This repetition process helped them recognize pronunciation patterns and encouraged them to participate in speaking activities. Although many students still had limited vocabulary, the activity allowed them to practice speaking gradually by repeating words and short sentences from the story. Student 1 explained that she listened carefully to the story before attempting to repeat the sentences. She stated that repetition helped her become more confident when speaking English. During the interview, she explained:

*"I listen to the story first, then I try to repeat the sentences. Sometimes I repeat it several times so I can speak more smoothly." (Student 1, Interview)*

She further explained that repeating the sentences helped her understand how English words should sound. However, she admitted that she sometimes still mixed Indonesian and English expressions when trying to explain the story. She mentioned that this strategy allowed her to continue speaking even when she did not know the exact English vocabulary.

A similar response was expressed by Student 2, who mentioned that the audio feature in the application helped her hear the correct pronunciation of English words. After listening to the audio, she tried to imitate the pronunciation and repeat the words together with her classmates. She explained:

*"When I hear the audio, I try to follow the pronunciation. Sometimes I repeat the words together with my friends so we can practice speaking." (Student 2, Interview)*

She also stated that listening to the audio helped her recognize how certain words were pronounced because previously she had only seen them in written form. However, she admitted that speaking English was still challenging because she was afraid of mispronouncing unfamiliar words.

Student 3 described a slightly different experience. At the beginning of the activity, she felt shy about speaking English in front of her classmates. However, after listening to the audio story and reading the text provided in the application, she began to feel more confident. She explained:

*"At first I was shy to speak English, but after listening to the story I tried to retell it using simple sentences." (Student 3, Interview)*

She further mentioned that the translation feature in the application helped her understand the story more clearly. Because of this support, she felt more confident when attempting to retell the story, even though her sentences were still simple and sometimes mixed with Indonesian expressions. Listening-based speaking activities supported by digital applications can provide meaningful opportunities for students to practice speaking. The process of listening to the audio, repeating sentences, and retelling the story allowed students to engage with the language gradually. Instead of being required to produce long sentences immediately, students began with simple repetition and short expressions before attempting to express their ideas independently.

From a pedagogical perspective, these findings highlight the importance of language input in speaking development. The findings are consistent with previous studies which emphasize the role of audio input in improving pronunciation and speaking fluency (Krashen, 1982). The results occurred because students were first exposed to comprehensible input through audio and text before producing language, which reduced cognitive load and speaking anxiety. As a result, students were able to build confidence gradually rather than being forced to speak immediately.

### **Theme 2: Students' Perceptions and Benefits of Using Beelinguapp**

The second finding of this study relates to students' perceptions and learning experiences when the Beelinguapp application was used during speaking activities. The interview results indicate that most students responded positively to the use of the application because it created a different and more engaging learning experience compared with their usual English lessons.

Student 1 stated:

*"I feel happy because I can learn new words while listening to the story."*  
(Student 1, Interview)

Student 2 explained:

*"Learning with the application is more interesting."* (Student 2, Interview)

Student 3 added:

*"The translation helps me understand the story."* (Student 3, Interview)

These responses indicate that the combination of audio text helped students recognize new vocabulary while simultaneously observing pronunciation patterns. As a result, students felt more motivated to participate in speaking activities during the lesson.

The teacher also stated:

*"When digital media are used, students usually become more enthusiastic during the lesson."* (Teacher, Interview)

This suggests that the integration of digital learning tools can increase students' motivation and participation during classroom activities. This finding aligns with previous research which indicates that Mobile-Assisted Language Learning (MALL) can enhance students' engagement and motivation. The results occurred because multimedia features such as audio, text, and translation provided multimodal input, making the learning process more interactive and accessible for students with limited English exposure.

### **Theme 3: Challenges in Speaking Practice**

Despite the benefits, the findings also reveal several challenges faced by students. These include limited vocabulary, pronunciation difficulties, lack of confidence, and limited exposure to English outside the classroom.

The teacher explained:

*"Students' difficulties are mainly related to their limited vocabulary and their inability to spell or pronounce English words correctly."* (Teacher, Interview)

### **Overall Discussion**

Overall, the results of this study indicate that the use of Beelinguapp contributes to students' speaking practice by providing systematic input through audio and text, while simultaneously increasing student engagement in classroom activities. The combination of multimedia features makes learning more interactive, enabling students to participate more actively in speaking tasks.

The use of digital applications contributes to the creation of a more stimulating classroom environment and enhances students' attention and willingness to participate. Through interaction with audio and text materials, learners can experience language learning in a more meaningful way, which supports student engagement in EFL (English as a Foreign Language) classrooms (Stockwell & Hubbard, 2013). Educational technology also plays a crucial role in supporting student engagement and participation during language learning activities (Hwang et al., 2024).

From the perspective of improving speaking skills, repeated exposure to audio input allows students to recognize pronunciation patterns and gradually improve their oral expression. Continuous listening and interaction with language input help learners build fluency and confidence in speaking (Nation, 2007). Contextual exposure to language also supports the development of oral communication skills (Li, 2023).

Mobile learning provides flexible opportunities for students to access learning materials outside the classroom, enabling them to practice more frequently and increase their exposure to English beyond the confines of the classroom (Traxler & Kukulka-Hulme, 2007). It also supports learner autonomy and consistent practice, helping students gradually expand their vocabulary and build confidence in speaking (Chen & Lin, 2023). Repeated exposure through mobile applications further solidifies learning retention over time (Burston, 2015). Furthermore, communication-based learning strategies contribute to improving students' speaking skills and classroom interactions (Salviya & Zainuddin, 2025).

However, despite these benefits, the effectiveness of the app in this study was limited by the short duration of the intervention and the students' limited vocabulary acquisition. Therefore, continuous practice and teacher guidance remain essential to maximize the effectiveness of Mobile-Assisted Language Learning in developing students' speaking skills. This finding is consistent with previous studies which show that Mobile-Assisted Language Learning enhances speaking engagement and confidence among EFL learners.

## CONCLUSIONS

This study investigated how the Beelinguapp application supported students' speaking activities and explored their learning experiences during classroom implementation. The findings revealed that activities such as listening to audio stories, repeating sentences, and retelling stories provided meaningful opportunities for students to practice speaking skills. The integration of audio and written text assisted students in improving pronunciation awareness and understanding unfamiliar vocabulary before speaking. Consequently, students became more motivated and confident to participate in speaking activities, although difficulties related to pronunciation accuracy and limited vocabulary were still evident. Furthermore, the use of Beelinguapp created a more interactive and engaging classroom atmosphere that encouraged student participation. These findings indicate that Mobile-Assisted Language Learning (MALL) can positively support speaking development in EFL classrooms, particularly in contexts where students have limited exposure to English outside school. Practically, this study suggests that teachers and schools should integrate digital language-learning applications to provide more flexible and supportive speaking practice opportunities. Theoretically, this research contributes to the growing literature on MALL by highlighting the role of Beelinguapp in facilitating speaking practice in authentic classroom settings. Future studies are recommended to involve larger participant groups and longer observation periods to examine the long-term effects of mobile-assisted learning on speaking proficiency.

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