



Perceptions of Using Fluentpal to Enhance EFL Students' Speaking Ability

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Article Info	Abstract
Received: 2026-08-13 Revised: 2026-08-19 Accepted: 2026-08-19 Keywords: <i>Students' Perception, Fluentpal Application, Speaking Ability</i> DOI: 10.24256/ideas.v14i1.12274 Corresponding Author: Intan Siti Nurkhaliza intan0304213122@uinsu.ac.id Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara, Indonesia	<i>This qualitative descriptive study examines EFL (English as a Foreign Language) students' perceptions of using the Fluentpal app to improve their English speaking skills in a 10th-grade class at a Madrasah Aliyah in Medan, Indonesia. Methodologically, 28 students were selected through purposive sampling to complete online questionnaires, followed by semi-structured interviews with five selected participants after a two-week usage period. Data were analyzed using descriptive statistics and thematic coding. The findings reveal highly positive perceptions; quantitatively, a significant majority of students strongly agreed that the app is highly engaging, while most respondents also strongly agreed that it effectively improved their classroom speaking skills and served as a useful practice tool. Qualitative data categorized these impacts into three themes: high usability (simple interface), pedagogical benefits (increased confidence, vocabulary acquisition, and reduced anxiety through gamification), and technical constraints (strict internet dependency and premium feature restrictions). In conclusion, Fluentpal serves as a pedagogically valuable platform that effectively supports communicative competence and learner autonomy. Despite its technical limitations, the application successfully acts as an interactive tool to complement classroom instruction and reduce learning anxiety</i>

1. Introduction

In the era of globalization, English proficiency has become essential for individuals and nations to compete internationally, particularly in fields such as business, science, technology, and education (Rizky, 2021). Strengthening English education in Indonesia is therefore crucial to preparing students for global challenges, as it not only enhances their intellectual capacity but also develops critical and analytical thinking skills that improve their prospects in the international job market (Mauliska & D'Angelo, 2024).

However, despite these recognized advantages, the Indonesian education system continues to grapple with various obstacles, including limited access to high-quality English instruction particularly in remote areas and the insufficient use of engaging, technology-based learning strategies. These issues are underscored by the implementation of the 2013 national curriculum, which although prioritizing English education, has exposed ongoing disparities in educational outcomes across different regions. According to (Pustika, 2021), the English language is used in many facets of human life, such as education, technology, travel, health, and the economy, illustrating how ingrained it is in daily life.

Technology has transformed education by expanding access to information and enabling innovative learning methods. Through the internet and digital devices, students can reach global educational resources anytime, enhancing flexibility and learning quality. UNESCO (2020) emphasizes that ICTs are essential in improving access and educational outcomes. Online learning allows students to study remotely and manage their own pace. However, challenges remain, including the digital divide that limits access for some and potential distractions from misuse. Therefore, both educators and learners must use technology wisely to maximize its benefits in the learning process.

Additionally, technology can enhance student engagement in English learning, yet many still struggle to use it effectively. Speaking skills are crucial for academic and professional success, but students often face challenges such as low confidence, limited vocabulary, and anxiety in real communication (Rahman et al., 2022; Hossain et al., 2023; Lasekan et al., 2024). These issues hinder their ability to express ideas clearly. However, studies show that technology-based applications can boost motivation and reduce anxiety, providing a more supportive environment for speaking practice (Alharbi, 2022; Alharbi & Ismail, 2023).

Although Indonesian students have studied English for years, speaking remains a major challenge due to anxiety and lack of confidence (Sari & Hidayati, 2020). This often hinders their ability to communicate effectively. Applications like Fluentpal offer innovative solutions through interactive exercises and instant feedback, helping students practice speaking in a supportive environment. Pratiwi and Rahmawati (2021) also highlight that technology in language learning increases student motivation and independence. Thus, using such digital tools not only improves students' speaking skills but also addresses Indonesia's growing educational demand for effective English communication in a globalized world. This research contributes to understanding how digital platforms can support speaking skill development in EFL contexts.

Fluentpal is an innovative and interactive digital platform designed to enhance students' English-speaking skills through AI-driven conversations, real-life scenarios, and personalized feedback. With over 500,000 users globally (Fluentpal, 2023), the app offers features such as pronunciation feedback, scenario-based dialogues, and voice recording for self-assessment. These tools create an engaging and immersive learning environment that improves fluency, accuracy, and student motivation. Supported by studies from Smith and Johnson (2021) and Junaidi (2023), Fluentpal is proven to significantly increase learner engagement and speaking performance compared to traditional methods, making it a highly effective and accessible resource for modern English language education.

Additionally, Fluentpal is an application designed to enhance students' English-speaking abilities through a variety of interactive features, including AI-driven conversations, personalized feedback, and speaking exercises tailored to learners' proficiency levels. Studies have shown that Fluentpal significantly improves speaking skills through technology-enhanced learning environments (Huang & Li, 2020; Junaidi, 2023). Godwin-Jones (2018) also emphasized that mobile apps offer learners practice opportunities and feedback not always available in traditional classrooms.

By allowing students to practice independently outside formal class hours, Fluentpal makes learning more flexible and enjoyable. Within classroom settings, the app fosters an innovative and immersive environment that increases student engagement and deepens understanding (Smith & Johnson, 2021).

This study investigates students' perceptions of Fluentpal's usability, emotional impact, and effectiveness in building speaking confidence, as well as its integration into the curriculum. The findings aim to guide educators in applying digital tools more adaptively and offer recommendations for optimizing language learning through mobile-assisted technologies in the Indonesian EFL context.

While there are studies showing the effectiveness of apps such as Fluentpal in improving speaking skills, there are still limitations in understanding how students utilize these apps in their learning process. Therefore, this study aims to analyze the strategies students use in improving their speaking skills through Fluentpal apps. By exploring students' perceptions of this app, this study is expected to provide valuable insights for educators in designing teaching strategies that are more effective and responsive to students' needs in the global era. Meanwhile, in the process of language learning in particular, the author has discussed the effectiveness of the Fluentpal application in the context of English language learning. Further research is needed to provide strong empirical evidence regarding the use of the "Fluentpal" application to improve students' speaking skills. With the latest research conducted by the researchers, a more in-depth evaluation of the application's use was carried out.

This research aims to analyze students' speaking ability strategies using the Fluentpal application in English language learning, specifically to understand how the interactive features in the application, such as virtual conversations, digital learning like listening, reading, translating, practicing, and giving suggestions, work. This study seeks to address the following research question: How do students use and perceive the Fluentpal application in improving their English-speaking skills?

2. Method

This study used qualitative methods to explore EFL students' perceptions of using the Fluentpal app to improve their English speaking skills. Conducted at a Madrasah Aliyah (Islamic high school) in Medan, the study involved 28 students selected through purposive sampling based on their availability and willingness to use the app. Data were collected using questionnaires and semi-structured interviews, focusing on confidence, vocabulary, pronunciation, fluency, and overall usability of the app. Participants used Fluentpal for 5–10 minutes daily for two weeks, engaging in AI-based speaking tasks and pronunciation exercises.

Data were analyzed through quantitative descriptive analysis and thematic coding for qualitative insights. Triangulation, researcher validation, and member checking were applied to ensure credibility and accuracy. This study highlights a positive student reception toward Fluentpal as a complementary tool for EFL speaking, emphasizing its ability to foster vocabulary, fluency, and confidence in a low-anxiety environment. However, its effectiveness is somewhat hindered by internet dependency and limited premium access. Ultimately, the results warrant wider, long-term research to determine how the app influences broader language competencies.

The steps in the data collection process in the above study were: first, students were given questions from Google form online, then they answered each question based on their experience using the app. Afterward, the researchers conducted face-to-face interviews with several students, who answered the questions based on their direct experiences in the classroom. In collecting data, two main research instruments were used: an online questionnaire and a semi-structured interview guide. The questionnaire included both closed and open-ended items to measure students' experiences using Fluentpal, covering aspects such as grammar improvement,

vocabulary acquisition, speaking confidence, and app usability. Five Likert-scale statements were used to quantify responses, while open-ended items captured qualitative perspectives. After reviewing the responses, five students were selected for follow-up interviews to gain deeper insights into their learning experiences and emotional engagement (Creswell, 2014).

The data collection procedure began with a brief orientation session in which participants were introduced to Fluentpal and its features. They were asked to use the application independently for 5 to 10 minutes daily over a two-week period. During this time, students engaged with AI-driven speaking scenarios and pronunciation tools. Following the usage period, the questionnaire was distributed via Google Forms in both English and Bahasa. Observations were also conducted to monitor student engagement and ensure data accuracy. Subsequently, interviews were conducted in person to explore key themes that emerged from the survey data (Pratiwi & Rahmawati, 2021).

For data analysis, both quantitative and qualitative approaches were applied. Quantitative data from the Likert-scale responses were analyzed using descriptive statistics to determine trends and general perceptions. The qualitative data from open-ended responses and interviews were analyzed using grounded theory and thematic coding to identify recurring themes such as increased confidence, improved fluency, and app usability. This involved a three-stage process: open coding (initial categorization of responses), axial coding (grouping codes into broader categories), and selective coding (formulating central themes that align with the research objectives) (Williams, 2021).

In improving the trustworthiness and credibility of the findings, triangulation techniques were used. Data triangulation involved comparing information from questionnaires, interviews, and classroom observations to confirm consistency. Investigator triangulation was also applied, where multiple researchers were involved in coding and interpretation to reduce individual bias and ensure reliability of thematic patterns. Additionally, member checking was conducted by sharing summaries of the findings with selected participants to confirm that their responses were accurately interpreted. (Cohen, Manion, & Morrison, 2011). This mixed approach provided a holistic understanding of how Fluentpal contributes to speaking skill development and offered evidence-based insights for integrating digital tools into language learning curricula. The findings also support broader efforts to promote technology-enhanced learning in Indonesian EFL education.

3. Result

The participants in this study were 28 students were given a questionnaire via Google Form and 5 students were selected to be interviewed offline at school. The questionnaire and interview were used to determine the percentage of students' perceptions of speaking learning through the Fluentpal application. Below is a table presenting the result of the questionnaire.

Table.1 Effectiveness of Speaking Application "Fluentpal" Based on Questionnaire's Respons

Statements	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I find the features of the Fluentpal app easy to use for learning English.	57,14%	35,71%	7,14%	0%	0%
2. I feel that the Fluentpal app helps me learn English vocabulary.	57,14%	28,57%	10,71%	3,57%	0%

3. I feel that the Fluentpal app helps me improve my English grammar skills.	39,28%	46,43%	14,29%	0%	0%
4. I feel that the Fluentpal app helps me improve my speaking skills in class.	60,72%	32,14%	3,57%	3,57%	0%
5. I recommend Fluentpal as an app that helps me practice my English speaking skills.	67,86%	25,00%	7,14%	0%	0%
6. I feel that the Fluentpal app helps me understand English sentence structures.	32,15%	50,00%	10,71%	7,14%	0%
7. I find the Fluentpal app helpful for practicing my speaking skills.	60,72%	35,71%	3,57%	0%	0%
8. I find the Fluentpal app very interesting for learning English.	71,43%	21,43%	7,14%	0%	0%
9. I find the Fluentpal app more effective than other apps.	35,72%	39,28%	17,86%	3,57%	3,57%
10. I feel that the Fluentpal app makes me much more active in the classroom.	53,57%	32,14%	14,29%	0%	0%

Based on the questionnaire distributed to 28 students regarding the use of the Fluentpal application, the data reveals highly positive responses for each individual statement. For the first statement regarding the application's usability, the results show that 57.14% of the students strongly agreed and 35.71% agreed that the features of the Fluentpal app are easy to use for learning English, while the remaining 7.14% felt neutral. In the second statement focusing on vocabulary acquisition, 57.14% of the respondents strongly agreed and 28.57% agreed that the app helps them learn English vocabulary, whereas 10.71% were neutral and 3.57% disagreed. For the third statement concerning grammar development, 39.28% of the students strongly agreed and 46.43% agreed that the Fluentpal app helps them improve their English grammar skills, while 14.29% maintained a neutral stance.

Moving on to the fourth statement about classroom performance, 60.72% of the students strongly agreed and 32.14% agreed that the app helps improve their speaking skills in class, with only 3.57% choosing neutral and another 3.57% choosing the disagree option. For the fifth statement regarding user recommendation, a significant majority of the respondents showed high satisfaction, with 67.86% strongly agreeing and 25.00% agreeing to recommend Fluentpal as an app that helps practice English speaking skills, while only 7.14% remained neutral. Next, the sixth statement indicates that 32.15% of the students strongly agreed and 50.00% agreed that the app helps them understand English sentence structures, while 10.71% felt neutral and 7.14% disagreed.

For the seventh statement, which measures the app's usefulness for practicing speaking skills, 60.72% of the students strongly agreed and 35.71% agreed with the statement, leaving a minimal 3.57% who felt neutral. The eighth statement demonstrates high student engagement, where a striking 71.43% of the respondents strongly agreed and 21.43% agreed that the Fluentpal app is very interesting for learning English, with only 7.14% being neutral. When comparing the platform to other alternatives in the ninth statement, 35.72% of the students strongly agreed and 39.28% agreed that the app is more effective than other apps, whereas 17.86% were neutral, 3.57% disagreed, and 3.57% strongly disagreed. Finally, the tenth statement highlights classroom dynamics, showing that 53.57% of the students strongly agreed and 32.14% agreed that the Fluentpal app makes them much more active in the classroom, while 14.29% of the respondents maintained a neutral stance.

To complement the quantitative findings from the questionnaire and attain a more comprehensive understanding, semi-structured interviews were conducted with five selected students. Although the statistical results generally indicated a high level of agreement regarding the app's efficacy and usability, the interviews allowed participants to elaborate on their personal experiences in greater detail. These qualitative findings not only validate but also enrich the preceding numerical data. To provide a structured analysis, the interview insights are categorized into three major sub-themes: Usability, Benefits, and Constraints. These findings are elaborated in the following sections.

Usability

The first dimension evaluated in this study focuses on the technical usability and user interface of the Fluentpal application. Based on the questionnaire results, a substantial majority of the participants expressed that the application is highly accessible and easy to operate. This quantitative trend is strongly mirrored in the qualitative interview data. Students consistently emphasized that the app's layout is straightforward and intuitive, requiring no steep learning curve. This is consistent with Student's statement, which describes this ease in detail:

"The app is simple and very easy to use, and the exercises aren't complicated." **(Student 2, interview)**

"Fluentpal is an effective tool for classroom learning. It loads quickly and is simple enough for anyone to use immediately." **(Student 3, interview)**

This user-friendly nature allows students to focus entirely on the learning content rather than struggling with technical navigation. Furthermore, the operational efficiency of the app contributes significantly to a seamless learning experience, especially when integrated into a tight classroom schedule. Student 4 reinforced this aspect by highlighting the app's performance and accessibility:

"This app is really great for learning English in class. It loads quickly, and the learning method is both easy and effective. Anyone who uses it will be able to get the hang of it right away because it's that simple, and the texts included in the app really help me while I'm learning." **(Student 4, interview)**

Consequently, the combination of a simple interface, rapid loading times, and uncomplicated exercises establishes Fluentpal as a highly practical tool for high school students.

Benefits

Beyond its usability, Fluentpal demonstrated a profound positive impact on the students' English language skills, particularly in expanding vocabulary and enhancing speaking confidence. The integration of gamified elements within the application successfully transformed the traditionally rigid language learning environment into an engaging experience. Students reported that the interactive nature of the application lessened their anxiety when practicing oral communication. This is consistent with Student's statement, which describes this ease in detail:

"I highly recommend this app for studying in class or at home because every feature includes speaking and vocabulary practice." **(Student 3, interview)**

"I think this app is fun and makes learning to speak less boring because it's like playing a game. I feel really comfortable using it. Learning through games like this really does make class more interactive. I've become more confident speaking English and have learned new vocabulary that I didn't understand before." **(Student 1, interview)**

Additionally, the pedagogical design of Fluentpal supports cognitive reinforcement by allowing students to acquire new linguistic knowledge while simultaneously retaining previous lessons. This dual benefit was highly appreciated by the participants. Then, Student 2 added the following opinion:

"This app is really helpful for practicing speaking. It lets you learn new words while reviewing material you've already studied. The app is simple and very easy to use, and the exercises aren't complicated." **(Student 2, interview)**

By providing continuous speaking exercises and interactive contextual texts, the application serves as an effective pedagogical bridge that boosts both the students' productive skills (speaking) and receptive mastery (vocabulary and sentence structure) during classroom activities.

Constraints

The final sub-theme examines the students' overall evaluation of Fluentpal and the challenges encountered during its implementation. Given the perceived benefits, a high percentage of students strongly recommended the application for wider academic use, both for individual practice and structured classroom instruction. This is consistent with Student's statement, which describes this ease in detail:

"I highly recommend this app for studying in class or at home. That's because every feature includes speaking exercises and vocabulary practice. The app's interface is simple and easy to use, so it's perfect for helping you study." **(Student 3, interview)**

This indicates a strong willingness among learners to adopt the app as a permanent fixture in their autonomous learning routines. However, a comprehensive evaluation requires acknowledging the technical limitations raised by the users. The primary constraint identified by the participants was the application's absolute dependency on internet connectivity, which poses a challenge for students with limited data packages or poor regional signals. Student's articulated this shared concern critically:

"Even though the app is great, if you run out of data or have a poor signal, you can't use it."

(Student 5, interview)

"Fluentpal is great for practicing speaking, but it has just one drawback: the app requires an internet connection." **(Student 1, interview)**

"In my opinion, Fluentpal is great for practicing speaking, but it has just one drawback: the app requires an internet connection. My friends feel the same way. Even though the app is great for practicing speaking, if you run out of data or have a poor signal, you can't use it. So, that reliance on the internet is a bit of a hassle." **(Student 5, interview)**

This technical hurdle underscores that while Fluentpal is highly effective pedagogically, its successful deployment heavily relies on supportive digital infrastructure, such as stable school Wi-Fi or equitable internet access for all students.

The views expressed by all students highlighted the positive impact of the whole Fluentpal application which can improve their English speaking skills. And many students feel that the Fluentpal application is interesting, fun, and effective in improving their speaking skills. They also mentioned that with the available features such as gamification tasks, vocabulary, and challenges, the learning process becomes fun and interactive. They also appreciate the intuitive design of Fluentpal and the user-friendly interface, which simplifies the learning process and helps reinforce students' knowledge while introducing new words effectively. The availability of many exercises and simple tasks further supports the retention of speaking skills and motivates students to learn more consistently.

In addition, some students emphasized that there is an important role in the Fluentpal application, this application can also increase their learning motivation and can facilitate them with vocabulary acquisition and can improve English speaking skills. Students can also explain how the application features are interesting and can encourage them to set daily learning goals and can improve their English speaking skills. Additionally, the fun learning environment of the Fluentpal app, especially during class activities, was found to be a major contributor to a positive learning experience for students. However, some students noted challenges such as the reliance on internet connectivity, which they considered a limitation. However, this did not detract from the overall benefits of the app.

Although many students stated that the Fluentpal application is very good to use in improving students' English speaking skills. However, it does not mean that this application has no shortcomings, some students stated that the features of the application are inadequate, there are many application features that need to be updated, and some applications are not all accessible, some are paid. This also burdens students in fully accessing English speaking learning. However, these shortcomings do not prevent students from meeting the standards of the learning process, In fact, this situation encourages students to think critically about how to hone their English speaking skills using the available features. However, they still feel somewhat burdened by the application's shortcomings.

4. Discussion

This study set out to examine how students utilize the Fluentpal application to improve their English-speaking skills, and how their perceptions reflect its effectiveness as a technology-assisted learning tool. Based on the results of the questionnaire distributed to 28 students, the majority of respondents gave very positive feedback regarding the benefits of the Fluentpal app. The highest level of satisfaction was shown regarding the app's appeal, with 71.43% of students (equivalent to 20 students) stating they "Strongly Agree" that Fluentpal is very engaging for learning English, followed by 67.86% of students who strongly agree that they would recommend this app.

Meanwhile, regarding improvements in speaking skills, 60.72% of students strongly agreed that using Fluentpal effectively improved their speaking skills in class and was very useful as a practice tool.

On the other hand, the percentage of students who rated Fluentpal as less suitable or less effective compared to other alternative tools was very minimal, at only 7.14% (a combination of “Disagree” and “Strongly Disagree” responses regarding the comparison of effectiveness). Overall, this data demonstrates that Fluentpal is considered highly beneficial and has successfully made a significant positive impact on the majority of students.

These results reinforce prior research by Junaidi (2023), who found that mobile learning platforms with interactive features significantly enhance students’ oral proficiency and self-confidence. Similarly, Smith and Johnson (2021) emphasize that interactive technology can improve student engagement and facilitate faster comprehension. The findings of this study add depth to such claims by showcasing specific student preferences such as gamified tasks and voice playback as concrete elements that sustain learner attention and reduce speaking anxiety, aligning with theories of learner autonomy and communicative competence (Little, 1991; Nunan, 1999).

In comparison with other language learning apps, such as Duolingo, ELSA Speak, or Wordwall, Fluentpal appears equally effective in promoting oral practice. However, consistent with Halim (2023) and Luthfi (2024), this study also identifies limitations that these tools share: limited feedback depth, premium-only content, and dependency on internet access. Some students noted that lack of offline access and difficulty in navigating certain features hindered consistent use. This highlights the importance of not just the content quality, but also the accessibility and usability of educational technology particularly in contexts with unstable digital infrastructure.

These observations echo Lestari’s (2022) concern regarding the digital divide, particularly in Indonesian secondary education, where access and equity remain pressing issues. Moreover, compared to other language learning apps like ELSA Speak and Duolingo, Fluentpal offers a more balanced focus on speaking fluency and learner engagement. ELSA specializes in precise pronunciation feedback, while Duolingo emphasizes gamified grammar and vocabulary drills. Fluentpal, by contrast, combines AI-driven conversation, real-life scenarios, and instant feedback, making it suitable for contextual speaking practice.

However, unlike ELSA’s phoneme-level correction, Fluentpal provides more general feedback. Its open structure also contrasts with Duolingo’s linear progression. While each app serves different pedagogical functions, Fluentpal’s strength lies in supporting spontaneous communication and speaking confidence (Godwin-Jones, 2018; Halim, 2023). Evaluating these findings through a pedagogical lens, Fluentpal does not merely function as a speaking aid it acts as a bridge between classroom instruction and independent learning. Its application supports task-based learning and constructivist approaches, where learners actively participate in language use through contextualized activities. This directly addresses the research question of how students perceive and utilize the app to develop their speaking skills. Student responses revealed that features such as conversation scenarios and real-time feedback were especially effective in reducing anxiety and increasing speaking frequency. These strategies are consistent with affective-filter theory (Krashen, 1982), which posits that motivation and low anxiety facilitate better language acquisition.

The significance of this research lies in its empirical insight into how EFL students in Indonesian secondary schools engage with mobile-assisted speaking tools. While many studies have examined app efficacy in general terms, few have focused on student strategies and emotional responses in authentic classroom settings. This study fills that gap by demonstrating that Fluentpal promotes not only linguistic development but also socio-emotional learning through confidence-building and learner autonomy. Furthermore, it contributes to the design of more responsive teaching strategies that incorporate digital tools without replacing teacher mediation.

This study has limitations that may affect result interpretation. The small, localized sample limits generalizability, and self-reported data may reflect bias. The two-week usage period also restricts insights into long-term effects. Additionally, without a control group, improvements cannot be solely attributed to Fluentpal. Future research should involve larger samples, longer durations, and comparative designs for more robust conclusions. In conclusion, this study justifies the use of Fluentpal as a pedagogically valuable platform for improving EFL speaking skills. It affirms prior research on digital learning efficacy while offering a more nuanced view grounded in real classroom data. By connecting student perceptions, behavioral patterns, and technological features, this research provides a well-rounded foundation for educators and developers to further enhance language learning through digital innovation.

5. Conclusion

This study concludes that the use of the Fluentpal application significantly supports the development of English-speaking skills among EFL students by offering an interactive, engaging, and learner-friendly environment. The app's features such as AI-based conversation practice, gamified tasks, and immediate feedback positively influenced students' motivation, vocabulary acquisition, pronunciation, and fluency. Despite certain limitations, such as the requirement of a stable internet connection and the restriction of some features to premium users, the free version of Fluentpal still provides valuable learning opportunities that promote student autonomy and confidence in speaking. These findings confirm that digital applications, when effectively integrated, can complement classroom instruction and enhance students' communicative competence.

Based on these insights, several recommendations can be offered. For students, it is important to use Fluentpal consistently and purposefully by setting daily speaking goals and actively engaging with its interactive features. For teachers, integrating applications like Fluentpal into speaking practice can enrich the learning experience and accommodate diverse learner needs, especially when supported with reflective discussions or speaking assessments. Developers are encouraged to refine the app's offline capabilities and provide more accessible features for broader use.

Future research should explore Fluentpal's impact across different language skills (e.g., listening or grammar), compare its effectiveness with other learning apps, and investigate its long-term effects on language acquisition in varied educational settings. This research contributes to a deeper understanding of mobile-assisted language learning and provides a foundation for more inclusive, innovative, and pedagogically sound digital learning practices.

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