



MOBILE GAMIFIED CHUNKING STRATEGY TO IMPROVE EFL STUDENTS' SPEAKING ACCURACY: CLASSROOM ACTION RESEARCH

Achmad Rahman Iswanto¹, Lailatul Musyarofah²

Universitas PGRI Delta, Sidoarjo, Indonesia^{1,2}

e-mail: mrrahmaniswanto@gmail.com

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ABSTRAK

Akurasi berbicara masih menjadi tantangan utama di kelas-kelas Bahasa Inggris sebagai Bahasa Asing (EFL) di Indonesia akibat terbatasnya kesempatan untuk berlatih berbicara, metode pengajaran yang berpusat pada guru, serta tingginya tingkat kecemasan berbicara di kalangan siswa. Kondisi-kondisi ini sering kali mengakibatkan rendahnya penguasaan kosakata, seringnya kesalahan tata bahasa, dan keterbatasan kefasihan. Penelitian ini bertujuan untuk menyelidiki efektivitas Strategi Chunking Berbasis Permainan Seluler (MGCS) dalam meningkatkan akurasi berbicara siswa kelas XI di SMA Negeri 2 Sampang, Jawa Timur, Indonesia. Penelitian ini menggunakan desain Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus dengan melibatkan 30 siswa selama tahun ajaran 2025/2026. MGCS mengintegrasikan pengajaran lexical chunking, kegiatan pembelajaran gamifikasi menggunakan Wordwall, dan latihan berbicara berbantuan perangkat seluler melalui WhatsApp Voice Typing. Data dikumpulkan melalui tes berbicara yang dilaksanakan sebagai pra-tes, pasca-tes I, dan pasca-tes II, serta dianalisis secara deskriptif. Hasil penelitian menunjukkan peningkatan yang signifikan dalam akurasi berbicara siswa. Skor rata-rata total meningkat dari 15,5 pada pra-tes menjadi 23,6 pada pasca-tes II, yang menunjukkan peningkatan keseluruhan sebesar 52,3%. Peningkatan diamati pada semua komponen akurasi berbicara, termasuk akurasi tata bahasa (59,6%), akurasi kosakata (79,1%), dan kelancaran (61,8%). Siklus I menghasilkan peningkatan sebesar 29,7%, sedangkan Siklus II memberikan peningkatan tambahan sebesar 17,4%. Kesimpulannya, MGCS terbukti menjadi strategi pengajaran yang efektif, berbiaya rendah, dan relevan secara kontekstual untuk meningkatkan akurasi berbicara siswa EFL di lingkungan sekolah menengah Indonesia.

Kata Kunci: *Ketepatan Berbicara, Pengelompokan, Penelitian Tindakan Kelas*

ABSTRACT

Speaking accuracy remains a major challenge in Indonesian EFL classrooms due to limited opportunities for oral practice, teacher-centered instruction, and high levels of speaking anxiety among students. These conditions often result in low lexical control, frequent grammatical errors, and limited fluency. This study aimed to investigate the effectiveness of the Mobile Gamified Chunking Strategy (MGCS) in improving the speaking accuracy of eleventh-grade students at SMA Negeri 2 Sampang, East Java, Indonesia. This study employed a Classroom Action Research design conducted in two cycles involving 30 students during the 2025/2026 academic year. MGCS integrated lexical chunking instruction, gamified learning activities using Wordwall, and mobile-assisted speaking practice through WhatsApp Voice Typing. Data were collected through speaking tests administered as a pre-test, post-test I, and post-test II, and were analyzed descriptively. The results revealed a substantial improvement in students' speaking accuracy. The total mean score increased from 15.5 in the pre-test to 23.6 in post-test





II, representing an overall improvement of 52.3%. Improvements were observed across all components of speaking accuracy, including grammatical accuracy (59.6%), lexical accuracy (79.1%), and fluency (61.8%). Cycle I resulted in a 29.7% improvement, while Cycle II contributed an additional 17.4% improvement. In conclusion, MGCS proved to be an effective, low-cost, and contextually relevant instructional strategy for improving EFL students' speaking accuracy in Indonesian secondary school settings.

Keywords: *Speaking Accuracy, Chunking, Classroom Action Research*

INTRODUCTION

In the digital era, education must shape a competent generation with strong critical thinking and oral communication skills. In this context, English as a Foreign Language (EFL) learning emphasizes students' ability to use the target language meaningfully and appropriately within communicative contexts (Cretu & Popa, 2024). However, Indonesian EFL learners face significant challenges due to limited opportunities for authentic language use outside the classroom (Zou et al., 2025). This is evident at SMA Negeri 2 Sampang, where eleventh-grade students struggle with speaking accuracy and fluency despite having stronger reading and writing skills. Observations indicate that students rarely use spoken English daily, as learning environments often prioritize linguistic form over communicative function.

As a consequence, students face prolonged difficulties in speaking accuracy, manifested in limited vocabulary use, frequent grammatical errors, low fluency, and a lack of confidence during oral production. This linguistic inadequacy creates a cycle of avoidance due to fear of peer embarrassment, further restricting interpersonal skill development. This issue is exacerbated by educators who rely on traditional grammar-heavy and memorization-based approaches (Sharma et al., 2024). Students are positioned as passive recipients rather than active users who practice English based on their daily experiences (Aghaei Aghdam et al., 2025). To break this cycle, recent research emphasizes strategies integrating cognitive and affective dimensions (Lustiyantie et al., 2025). Specifically, lexical chunking is the use of meaningful word groupings (Mendoza & Zulueta, 2025). This technique improves accuracy by reducing cognitive load and enabling automated speech production (Martínez-Huamán et al., 2023; Zheng, 2023). Rooted in Miller's cognitive framework (Wang, 2023) and Lewis's Lexical Approach (Tangpijaikul, 2025), chunking allows learners to internalize prefabricated expressions in long-term memory (Bartsch & Shepherdson, 2023; Römer, 2024). Ultimately, optimizing learning by organizing information into manageable units for working memory, this aligns with Bannert's Cognitive Load Theory (Bannert, 2002).

Furthermore, the repeated use of accurate lexical chunks (Zheng, 2023) supports Schmidt's Paying Attention or Noticing Hypothesis (Szcześniak, 2024), which emphasizes the importance of learners' conscious awareness in language acquisition. Through repeated exposure and use, learners become more aware of grammatical patterns and collocational accuracy, leading to more accurate language production. However, cognitive support alone is insufficient if learners remain disengaged or anxious. To address these affective barriers, gamification has increasingly been incorporated into language learning contexts. Gamification involves the integration of game elements, such as points, challenges, competition, and rewards, into non-game learning environments (Triantafyllou et al., 2025). Empirical studies have demonstrated that gamification can enhance motivation, reduce anxiety, and encourage learners to take risks in using the target language (Hellín et al., 2023; Oliveira et al., 2023).



Digital platforms such as Wordwall facilitate the application of gamification by providing interactive, competitive, yet collaborative activities that reinforce lexical chunk recognition (Khasyi, 2024). These activities offer immediate feedback, which accelerates learners' transition from declarative knowledge to procedural language use (Prasetya & Syarif, 2022). To further extend learning beyond the classroom, Mobile-Assisted Language Learning (MALL) has been adopted as a practical solution, particularly in contexts where smartphones are deeply embedded in students' daily lives (Noor & Islam, 2024; Zhen & Hashim, 2022). In this study, smartphones were utilized through the WhatsApp application, specifically its Voice Typing feature, which allows students to record, replay, and analyze their spoken output through automatic transcription. This process strengthens self-monitoring skills and enhances linguistic noticing, contributing to improved speaking accuracy (Fang et al., 2021).

Although empirical evidence supports the individual effectiveness of lexical chunking, gamification, and MALL, a research gap remains regarding the implementation of these strategies within a structured and integrated learning model, particularly in Indonesian secondary EFL classrooms. Several studies have combined these elements into theory-driven interventions, such as Wang (2023) and Nguyen (2025), which demonstrated the role of chunking in improving accuracy, Oliveira et al. (2023), which validated the motivational impact of gamification, and Aminatun and Oktaviani (2019), which highlighted the contribution of MALL to learner autonomy. Nevertheless, much of the existing research relies on experimental or quasi-experimental designs that overlook the reflective and cyclical nature of classroom improvement.

To address the identified gaps, this study proposes the Mobile Gamified Chunking Strategy (MGCS), an integrated approach that combines lexical chunking, gamification through Wordwall, and mobile-assisted speaking practice via WhatsApp Voice Typing. This strategy is designed to support both cognitive processing and affective engagement in improving students' speaking accuracy. To implement this approach in a real classroom context, Classroom Action Research (CAR) is employed as the research design. CAR emphasizes reflective practice through iterative cycles of planning, action, observation, and reflection, allowing teachers to respond directly to classroom realities (Fatmawati, 2022). This strategy is implemented in two action research cycles. Cycle 1 focuses on strengthening phrase recognition through interactive Wordwall games, while Cycle 2 emphasizes authentic language production through role-play tasks recorded via WhatsApp, enabling self-reflection and feedback from peers and teachers (Annamalai et al., 2025). This study aims to investigate the effectiveness of the Mobile Gamified Chunking Strategy (MGCS) in improving the speaking accuracy of eleventh-grade students at SMA Negeri 2 Sampang, East Java, Indonesia.

RESEARCH METHODS

This study employed a Classroom Action Research (CAR) design to examine the implementation of the Mobile Gamified Chunking Strategy (MGCS) in improving the speaking accuracy of eleventh-grade students at SMA Negeri 2 Sampang, East Java, Indonesia. The research was conducted during the odd semester of the 2025/2026 academic year, from September to October 2025. The study adopted the Kemmis and McTaggart model of CAR, which emphasizes iterative cycles aimed at improving instructional practice through continuous reflection. Each cycle consisted of four stages: planning, acting, observing, and reflecting.

The research participants consisted of 30 eleventh-grade students who were purposively selected based on their intermediate level of English proficiency. Students' proficiency levels



were determined using mid-semester examination scores, prior English learning exposure, and their digital literacy in using Wordwall and WhatsApp applications. This purposive sampling was intended to ensure relative homogeneity and minimize potential confounding variables. Ethical considerations were strictly observed. Formal permission was obtained from the school principal, and students were informed about the research objectives, procedures, and their right to withdraw at any stage. All collected data were anonymized and used solely for academic purposes.

The Mobile Gamified Chunking Strategy (MGCS) is an integrated instructional approach combining lexical chunking, gamification, and mobile-assisted speaking practice. The intervention was implemented in two CAR cycles. In Cycle I, the focus was on developing students' recognition and controlled use of lexical chunks through gamified activities using Wordwall, including matching, sequencing, and timed quiz tasks. Based on the reflection results of Cycle I, instructional adjustments were made in Cycle II to enhance students' productive speaking skills. Cycle II emphasized authentic language production through role-play tasks using WhatsApp Voice Typing, where students recorded their spoken responses and analyzed the automatically generated transcriptions to identify errors and perform self-correction.

Data were collected through multiple sources to support triangulation, including speaking tests, classroom observations, and students' recorded speaking performances. Speaking accuracy was assessed based on three components: grammatical accuracy, lexical accuracy, and fluency. Speaking tests were administered at three points: a pre-test (before the intervention), a post-test after Cycle I, and a post-test after Cycle II. In each test, students were required to deliver a two- to three-minute monologue on descriptive topics such as My Friends or Famous People.

Data analysis was conducted using a combination of descriptive quantitative analysis and qualitative reflection. Quantitative data from speaking tests were analyzed using mean scores to identify improvement across cycles. The mean score (M) was calculated by dividing the total score ($\sum X$) by the number of students (N). In addition, the percentage of improvement between cycles was calculated to indicate the extent of students' progress. Qualitative data from observations and reflections were analyzed to evaluate the effectiveness of each cycle and to inform instructional revisions for subsequent cycles.

The results of the quantitative analysis were interpreted using achievement categories to describe students' performance levels. Scores ranging from 4.5–5.0 were categorized as Very Good, 4.0–4.4 as Good, 3.0–3.9 as Fair, 2.0–2.9 as Poor, and 1.0–1.9 as Very Poor. These categories were used to support the interpretation of students' progress across the action research cycles. In addition, the categorization helped identify the extent of improvement in students' speaking accuracy after the implementation of the learning activities.

RESULTS AND DISCUSSION

Results

The findings of this Classroom Action Research are presented to describe the improvement of students' speaking accuracy through the implementation of the Mobile Gamified Chunking Strategy (MGCS) across two action research cycles. The results are organized sequentially, beginning with the pre-test as the baseline condition, followed by the post-test results of Cycle I and Cycle II. The analysis focuses on three components of speaking accuracy, namely grammatical accuracy, lexical accuracy, and fluency, which were measured



using an analytic speaking rubric and interpreted using the predetermined achievement categories.

Speaking Accuracy Before Intervention

The pre-test was administered prior to the implementation of MGCS to identify students’ initial level of speaking accuracy. The results revealed that students generally demonstrated low speaking accuracy across all assessed components. Many students struggled to produce grammatically correct sentences, relied on a limited vocabulary, and showed frequent hesitation and long pauses during oral production. These conditions indicated that students had not yet achieved sufficient automaticity in spoken English. The baseline data show that the students' performance across all categories remained below the expected standards, as illustrated in Table 1.

Table 1. Pre-Test Results of Students’ Speaking Accuracy

<i>Component</i>	<i>Mean</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>
<i>Grammar Accuracy</i>	65.0	22.5	25	100
<i>Vocabulary Accuracy</i>	60.0	20.0	25	87.5
<i>Fluency</i>	68.8	17.5	37.5	100
<i>Grammar Accuracy</i>	65.0	22.5	25	100

Based on the data in Table 1, the overall average score of 65.0 indicates that student achievement is still far from the Minimum Mastery Criterion (KKM = 70), as this total mean only reaches about half of the maximum possible score. Qualitative observations during the pre-test highlighted frequent subject-verb agreement errors, such as “She have long hair” and “He tall,” along with an overreliance on basic adjectives like “good” and “big.” Furthermore, the students exhibited a high degree of dependency on written notes, often resulting in long pauses, code-switching, or complete silence when vocabulary gaps were encountered.

Speaking Accuracy After Cycle I

After the implementation of MGCS in Cycle I, a post-test was administered to measure students’ progress. Cycle I focused on chunk recognition and controlled practice through gamified Wordwall activities. The use of lexical chunks and interactive games was intended to reduce cognitive load and support students’ initial internalization of common phrase patterns. The results of the post-test in Cycle I indicated a noticeable improvement in students’ speaking accuracy, as they demonstrated better control over basic grammatical structures and showed increased use of appropriate lexical chunks in their speech. Although some hesitation remained, students appeared more confident in producing short descriptive utterances. As presented in Table 2, there is a clear upward trend in all assessed components compared to the baseline data.

Table 2. Post-test Cycle I Mean Scores of Speaking Accuracy

<i>Component</i>	<i>Pre-Test Mean</i>	<i>Post-Test I Mean</i>	<i>Gain</i>	<i>% Improvement</i>
<i>Grammar</i>	65.0	85.0	+20.0	30.7%
<i>Vocabulary</i>	60.0	83.8	+23.8	39.5%
<i>Fluency</i>	68.8	82.5	+13.7	20.0%
<i>Total Mean</i>	64.6	83.8	+19.2	29.7%

The data in Table 2 shows a total mean score increase to 83.8, which represents a significant 29.7% improvement from the pre-test. This progress is also reflected in the student



achievement rate, where 12 students (40%) successfully reached the KKM. Students began to consistently employ predictable descriptive lexical chunks, such as “He is wearing glasses” or “She has curly hair,” leading to fewer grammatical errors and a richer selection of vocabulary. However, while accuracy and fluency improved, most speech output remained highly rehearsed, with students often relying on fixed linguistic packages rather than modifying them for new contexts. Despite this, the results from Cycle I suggest that the intervention effectively laid the groundwork for more spontaneous communication in the subsequent cycle.

Speaking Accuracy After Cycle II

Cycle II was designed based on reflections from Cycle I, which identified fluency and spontaneous language production as areas requiring further improvement. In this cycle, MGCS emphasized productive speaking practice through WhatsApp Voice Typing. Students recorded their spoken descriptions and analyzed the automatically generated transcriptions to identify errors and conduct self-correction. The integration of mobile-assisted speaking practice allowed students to engage in repeated practice without the pressure of immediate face-to-face evaluation, which contributed to reduced anxiety and increased willingness to speak. The post-test results of Cycle II demonstrate a further and more substantial improvement in students’ speaking accuracy across all indicators, as summarized in Table 3.

Table 3. The Resume of Cycle II

Component	Post-Test I Mean	Post-Test II Mean	Gain	% Improvement
Grammar	85.0	100.0	+15.0	22.1%
Vocabulary	83.8	100.0	+16.2	28.3%
Fluency	82.5	100.0	+17.5	34.8%
Total Mean	83.8	98.3	+14.5	17.4% overall gain

As indicated in Table 3, the total mean score increased to 98.3 on a 100-point scale, reflecting substantial improvement from the initial pre-test baseline. This indicates that most students achieved a high level of speaking accuracy after the implementation of the second cycle. Notably, fluency showed the largest relative increase during this cycle, with a growth rate of 34.8%, suggesting that students were able to speak more smoothly with fewer pauses and greater confidence. The results further revealed that 26 students (86.7%) achieved or exceeded the minimum mastery criterion (KKM = 70), representing a significant improvement compared to only 16.7% in the pre-test. Students also demonstrated more natural and contextually appropriate language use, as reflected in expressions such as “She looks kind and confident” and “He seems shy but smart.” Their speech delivery became more fluent, with reduced hesitation and improved intonation, indicating enhanced automaticity, self-correction, and contextual awareness in spoken production.

Comparative Progress Between Cycles

The quantitative data collected from the pre-test, post-test I, and post-test II were analyzed using descriptive statistics in Microsoft Excel. The analysis included mean scores, gain scores, and percentage improvements for each element of speaking accuracy. These calculations provided a numerical representation of the students' progress following each cycle of the Mobile Gamified Chunking Strategy (MGCS). As summarized in Table 4, the statistical results demonstrate a consistent and positive trajectory in student performance from the baseline to the final assessment.



Table 4. The Statistical Results

Component	Pre-Test (Mean)	Post-Test I (Mean)	Post-Test II (Mean)	Gain (Pre to Post II)	% Improvement
Grammatical Accuracy	65.0	85.0	100.0	+35.0	+59.6%
Lexical Accuracy	60.0	83.8	100.0	+40.0	+79.1%
Fluency	68.8	82.5	100.0	+31.2	+61.8%
Total Mean	64.6	83.8	98.3	+8.1	+52.3%

The data in Table 4 demonstrates an obvious upward trend in both cycles. While Cycle I produced a significant numerical jump, likely due to the novelty of Wordwall gamification and improved recognition of static chunks, Cycle II yielded qualitatively deeper gains. In this latter stage, students progressed from simple recall to more flexible and context-specific language use. On a component level, vocabulary emerged as the fastest-improving area, benefiting from multiple exposures to descriptive phrases. Grammatical accuracy followed a steady improvement path as students internalized correct syntax through chunking, while fluency showed accelerated growth in the final cycle. This shift indicates a marked increase in spontaneity and a reduced reliance on rote memorization, confirming that the stepwise implementation of MGCS effectively addressed both the accuracy and speed of information processing.

Furthermore, the comparison of results across the research cycles illustrates a steady progression in students' speaking performance. Starting from a relatively low baseline (M = 64.6 on a 100-point scale), students showed marked improvement after Cycle I and reached near-maximum performance levels by the end of Cycle II. This pattern confirms that the combination of structured input (Cycle I) and communicative output (Cycle II) plays a critical role in facilitating sustained language development within a Classroom Action Research framework. As presented in Table 5, the comparison between Cycle I and Cycle II results clearly indicates substantial improvement in students' overall speaking accuracy and classroom participation.

Table 5. Comparison of Cycle I and Cycle II Results

Cycle	Total Mean Score	Gain From the Previous Stage	% Improvement	Key Focus
Pre-Test	64.6	–	–	Baseline ability
Cycle I (Post-Test I)	83.8	+4.6	+29.7%	Controlled practice using Wordwall
Cycle II (Post-Test II)	98.3	+3.5	+17.4%	Communicative practice via WhatsApp Voice Typing

Observational Findings

In addition to quantitative results, observational data supported the findings of the speaking tests and provided deeper insight into the classroom dynamics. During Cycle I, students showed increased engagement and enthusiasm during Wordwall activities, particularly in competitive tasks, although some remained hesitant to speak independently. By Cycle II, however, students exhibited significantly greater confidence and willingness to participate in spontaneous speaking tasks. Many students reported that the WhatsApp Voice Typing feature



helped them notice grammatical and lexical errors in real-time, which encouraged autonomous self-correction and reflection. Overall, these findings indicate that MGCS effectively improved students' speaking accuracy by addressing both the cognitive and affective dimensions of language learning, confirming its suitability as an instructional strategy for EFL speaking instruction in secondary school contexts.

Discussion

The results of this study indicate that the Mobile Gamified Chunking Strategy (MGCS) exerted positive and gradable influences on the speaking accuracy of eleventh-grade EFL students at SMA Negeri 2 Sampang. These findings should be interpreted in relation to established theoretical constructs and prior empirical studies that underpin this research. The observed improvement confirms that speaking accuracy development is cumulative, shaped by instructional design, cognitive support, and affective engagement. More importantly, the results highlight how integrating chunking, gamification, and mobile-assisted practice creates a balanced learning ecosystem that supports both form and meaning.

The overall improvement in speaking accuracy of 52.3% suggests that MGCS effectively addressed key initial problems, including limited vocabulary, grammatical inaccuracies, and low fluency. Among the three components, lexical accuracy showed the highest increase (79.1%), indicating that chunk-based instruction successfully enhanced students' lexical repertoire. This finding aligns with Martínez-Huamán et al. (2023), who argue that chunking promotes acquisition of collocations and formulaic expressions as meaningful units. In this study, students internalized expressions such as *she has long brown hair* as complete units and later expanded them into more complex utterances, supporting the Lexical Approach that emphasizes prefabricated patterns in language learning (Tangpijaikul, 2025).

The effectiveness of lexical development was reinforced by gamified Wordwall activities, which provided repeated exposure through interactive tasks such as matching, sorting, and timed quizzes. These activities sustained attention and transformed repetition into an engaging learning process. This supports Oliveira et al. (2023), who found that gamification enhances motivation, attention, and retention. In this study, gamification not only increased engagement but also accelerated the transition from passive recognition to active production of lexical chunks.

Grammatical accuracy improved by 59.6%, particularly in reducing common errors such as *She have* or *He tall*. The integration of grammar within lexical chunks (e.g., *She has*, *He is wearing*) simplified processing and allowed students to focus on meaning rather than isolated rules. This finding is consistent with Cognitive Load Theory (Bannert, 2002), which emphasizes that structured input reduces working memory burden. Similar results were reported by Nguyen (2025), indicating that chunk-based instruction leads to fewer grammatical errors compared to traditional approaches, especially when supported by gamified feedback mechanisms.

Fluency improvement (61.8%) became more evident in Cycle II, highlighting the role of mobile-assisted output in speaking development. The use of WhatsApp Voice Typing enabled students to produce, replay, and evaluate their speech through automatic transcription. This process operationalized the Noticing Hypothesis (Szcześniak, 2024) by making linguistic errors visible and immediately correctable. As noted by Sun (2023), speech-to-text tools enhance awareness by transforming spoken language into analyzable input, thereby supporting self-regulated learning.



The additional fluency gain between Cycle I (29.7%) and Cycle II (17.4%) suggests that sustained practice and output play a crucial role in developing automaticity. The private and low-anxiety environment provided by WhatsApp also contributed to increased confidence. This supports the Affective Filter Hypothesis (VanPatten et al., 2020), which posits that lower anxiety facilitates language acquisition. Similar findings from Derakhshan & Zhang (2024) and Kartal (2024) indicate that emotionally supportive environments encourage risk-taking and active participation in language use.

The difference in improvement rates between cycles also reflects a shift from knowledge acquisition to skill automatization. Cycle I emphasized chunk recognition and controlled practice, while Cycle II focused on communicative use in authentic contexts. This progression can be understood as a transition from declarative to procedural knowledge within Skill Acquisition Theory (VanPatten et al., 2020) and is consistent with task sequencing principles in Task-Based Language Teaching (Skehan, 2024). Although numerical gains were smaller in Cycle II, qualitative improvements, such as smoother delivery and richer expressions, indicate deeper learning.

Beyond linguistic gains, MGCS also addressed affective and sociocultural barriers in EFL speaking contexts. By integrating familiar tools such as WhatsApp and mobile-based games, the strategy increased relevance and accessibility. Speaking practice became more autonomous and less anxiety-inducing, encouraging consistent engagement. This demonstrates that effective instruction should not only focus on cognitive aspects but also consider learners' emotional and contextual realities.

Overall, the findings confirm that MGCS positively impacts speaking accuracy by integrating chunk-based instruction, gamification, and mobile-assisted learning. The strategy enhances lexical development, supports grammatical accuracy, and improves fluency through self-monitoring and repeated practice. Theoretically, the results support the integration of Cognitive Load Theory, the Noticing Hypothesis, Lexical Chunking Theory, and Gamification Theory in a unified framework. Practically, MGCS offers a scalable and contextually relevant model for Indonesian EFL classrooms, demonstrating that speaking accuracy can be developed through engaging, autonomous, and technology-supported learning.

CONCLUSION

This study demonstrates that the Mobile Gamified Chunking Strategy (MGCS) effectively enhances EFL students' speaking accuracy by synergizing chunk-based instruction, gamification, and mobile-assisted practice. The findings indicate that MGCS functions as a cognitive and affective bridge: lexical chunking reduces cognitive load, Wordwall gamification promotes high-frequency repetition through engagement, and WhatsApp-based activities foster autonomous self-monitoring. Together, these elements facilitate a discernible progression from hesitant, rule-based production toward the initial stages of more automatic and fluent speech.

Theoretically, this research operationalizes a unified design that integrates Lexical Chunking Theory with the Noticing Hypothesis and Affective Filter Hypothesis. It suggests that speaking accuracy is more effectively developed when linguistic input is combined with emotionally supportive and technology-mediated environments, proving that multiple theoretical perspectives can be enacted simultaneously within a digital intervention. Practically, MGCS offers a scalable and low-cost model for EFL teachers in resource-limited contexts by utilizing ubiquitous tools such as WhatsApp and Wordwall to create interactive learning spaces.



While these findings are rooted in a specific Classroom Action Research context, their value lies in the context-sensitive approach to addressing localized classroom challenges rather than in broad generalizability. The observed improvements across cycles provide a robust framework for improving oral proficiency in similar EFL settings. Future research should investigate the long-term sustainability of learner engagement within MGCS and its effectiveness across more diverse proficiency levels and settings. Ultimately, this study underscores that the integration of digital practices and formulaic language instruction represents a promising pathway toward more effective and meaningful EFL pedagogy.

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