



THE IMPACT OF DAILY PRACTICE FREQUENCY ON STUDENT'S ENGLISH SPEAKING SKILL

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ABSTRAK

Berbicara merupakan keterampilan penting dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (*English as a Foreign Language/EFL*). Namun, meskipun telah mengikuti pembelajaran formal, banyak siswa masih mengalami kesulitan dalam berbicara secara lancar dan percaya diri. Selain itu, bukti mengenai manfaat praktik berbicara bahasa Inggris setiap hari berdasarkan persepsi siswa masih terbatas. Penelitian ini bertujuan mengeksplorasi persepsi siswa terhadap peran praktik berbicara harian dalam meningkatkan keterampilan berbicara. Penelitian menggunakan desain survei kuantitatif dengan melibatkan 15 siswa yang dipilih melalui *purposive sampling*. Data dikumpulkan melalui kuesioner berisi 15 pernyataan yang mencakup aspek pelafalan, kelancaran, kosakata, komunikasi, kepercayaan diri, motivasi, dan kemampuan berbicara, kemudian dianalisis menggunakan statistik deskriptif berupa frekuensi dan persentase. Hasil penelitian menunjukkan bahwa mayoritas responden memiliki persepsi positif terhadap praktik berbicara harian karena dinilai mampu meningkatkan pelafalan, kelancaran, penguasaan kosakata, kepercayaan diri, motivasi, serta mengurangi rasa takut melakukan kesalahan saat berkomunikasi. Penelitian ini menyimpulkan bahwa praktik berbicara bahasa Inggris setiap hari merupakan strategi yang dipersepsikan efektif untuk mendukung pengembangan keterampilan berbicara pembelajar EFL serta memberikan dasar empiris bagi penerapan latihan berbicara secara berkelanjutan dalam pembelajaran bahasa Inggris.

Kata Kunci: *Praktik Berbicara Harian, Keterampilan Berbicara, Pembelajar EFL, Persepsi Siswa, Pembelajaran Bahasa Inggris.*

ABSTRACT

Speaking is a fundamental skill in learning English as a Foreign Language (EFL). However, despite years of formal instruction, many students continue to experience difficulties in speaking fluently and confidently. Moreover, empirical evidence regarding the benefits of daily English-speaking practice from students' perspectives remains limited. This study aimed to explore students' perceptions of the role of daily English-speaking practice in improving their speaking skills. A quantitative survey design was employed involving 15 students selected through *purposive sampling*. Data were collected using a structured questionnaire consisting of 15 statements covering pronunciation, fluency, vocabulary mastery, communication effectiveness, self-confidence, motivation, and overall speaking ability. The data were analyzed using descriptive statistics, including frequencies and percentages. The findings revealed that most participants held positive perceptions of daily English-speaking practice, reporting that it improved their pronunciation, fluency, vocabulary, self-confidence, and motivation while



reducing their fear of making mistakes during communication. The study concludes that daily English-speaking practice is perceived as an effective strategy for enhancing EFL learners' speaking skills. These findings provide empirical support for integrating regular speaking practice into English language instruction to strengthen learners' communicative competence and improve the quality of EFL speaking instruction.

Keywords: *Daily Speaking Practice, Speaking Skills, EFL Learners, Students' Perceptions, English Language Learning.*

INTRODUCTION

English has become an indispensable global language for education, technology, business, and international communication. Consequently, university students are expected to develop effective English communication skills to participate successfully in academic and professional environments. Among the four language skills, speaking remains one of the most demanding because learners must integrate pronunciation, vocabulary, grammar, fluency, and comprehension simultaneously during real-time interaction. Recent studies further emphasize that successful speaking performance requires not only linguistic knowledge but also learners' confidence, willingness to communicate, and continuous opportunities for authentic language production supported by technology-enhanced learning environments (Lee, 2022; Hasumi & Chiu, 2024). Despite the increasing availability of digital learning resources, many Indonesian EFL students still experience difficulties in expressing ideas confidently and fluently, suggesting that classroom instruction alone is insufficient to develop sustainable speaking competence (Istikharoh & Utami, 2024; Ratri et al., 2025).

Speaking proficiency develops through continuous language production rather than passive exposure to language input. Contemporary research has demonstrated that regular speaking practice through Mobile-Assisted Language Learning (MALL), artificial intelligence (AI)-powered applications, speech recognition systems, and self-directed learning significantly enhances learners' pronunciation accuracy, fluency, vocabulary development, communication confidence, and willingness to communicate (Rajendran & Yunus, 2021; Lai et al., 2022; Dennis, 2024; Wu & Li, 2024). Similarly, authentic contextual speaking activities supported by intelligent digital mechanisms encourage students to engage in meaningful communication, resulting in improved speaking achievement and communicative competence (Hwang et al., 2024). Nevertheless, many university students still practice English only during classroom sessions, limiting opportunities to develop automaticity and communicative competence through consistent daily use. This condition highlights the importance of investigating habitual daily speaking practice as a sustainable learning behavior beyond formal classroom instruction (Li et al., 2023).

Previous studies have primarily examined the effectiveness of instructional methods, classroom interventions, artificial intelligence, or technology-assisted learning in improving speaking performance. Meta-analyses and systematic literature reviews consistently conclude that AI-based learning environments, mobile learning, and digital speaking platforms positively influence English speaking achievement (Rajendran & Yunus, 2021; Wu & Li, 2024; Hasumi & Chiu, 2024). However, these studies generally focus on evaluating instructional effectiveness or technological innovations rather than exploring learners' own perceptions of routine speaking practice as a habitual activity. Furthermore, studies conducted in Indonesian EFL settings have predominantly investigated technology adoption, self-efficacy, or curriculum development instead of examining how students perceive the contribution of consistent daily speaking



practice to pronunciation, fluency, vocabulary growth, communication effectiveness, grammar, and self-confidence (Istikharoh & Utami, 2024; Ratri et al., 2025). This unresolved issue indicates that learners' perspectives on habitual speaking behavior remain underexplored despite their potential role in sustaining long-term speaking development and learning engagement.

The present study is grounded in the perspective that frequent language production facilitates speaking development through repeated communicative use. The relationship between daily speaking practice and speaking competence is supported by Swain's Output Hypothesis (Swain, 1985), which emphasizes the necessity of language production, and the concept of automaticity proposed by Gatbonton and Segalowitz (2005), which explains that repeated practice enables proceduralization and greater speaking fluency. Recent empirical evidence further supports these theoretical foundations by demonstrating that AI-assisted speaking practice, intelligent conversational systems, mobile learning environments, and self-directed learning activities create meaningful opportunities for continuous language production, thereby strengthening pronunciation, fluency, communicative confidence, and overall speaking performance (Dennis, 2024; Hwang et al., 2024; Wu & Li, 2024). Additionally, learners' self-efficacy and motivation have been shown to mediate the effectiveness of technology-supported speaking practice, suggesting that frequent engagement is most beneficial when accompanied by positive learning beliefs (Teng & Yang, 2023; Istikharoh & Utami, 2024).

Based on the literature, this study proposes that students who engage in English-speaking activities more frequently are more likely to demonstrate stronger speaking competence than those who practice less often. The proposed conceptual framework assumes that habitual daily speaking practice serves as the independent variable influencing multiple dimensions of speaking competence, including pronunciation, vocabulary, grammar, fluency, comprehension, and communication effectiveness. Although variables such as motivation, self-efficacy, willingness to communicate, anxiety, prior proficiency, and learning environment may also influence speaking performance (Lee, 2022; Teng & Yang, 2023; Zarrinabadi et al., 2026), these factors are acknowledged as contextual influences rather than variables examined directly in the present study. This conceptual model therefore provides a clear theoretical basis for interpreting students' perceptions regarding the contribution of routine English-speaking practice to their speaking development.

Unlike previous studies that predominantly evaluated instructional interventions, mobile applications, or artificial intelligence technologies, the present research specifically investigates university students' perceptions of daily English-speaking practice as a self-directed and habitual learning behavior that occurs beyond formal classroom instruction. This perspective represents the primary novelty of the study because it shifts the focus from measuring the effectiveness of technological tools toward understanding how learners themselves perceive the role of consistent daily speaking activities in improving speaking competence. By emphasizing learners' experiences rather than instructional interventions, the study contributes empirical evidence regarding the educational value of sustainable speaking habits and offers practical implications for promoting lifelong speaking practice within Indonesian higher education EFL contexts. Therefore, the findings are expected to enrich the literature on self-directed language learning while providing recommendations for integrating habitual speaking activities into university English learning programs.



RESEARCH METHOD

This study employed a quantitative survey design to investigate students' perceptions of the role of daily English-speaking practice in improving speaking skills. The participants consisted of 15 undergraduate students from the English Education Study Program at Universitas Islam Negeri Sumatera Utara (UINSU), comprising students in the third to fifth semesters, aged between 19 and 22 years, who had completed at least one speaking course and regularly participated in English-speaking activities both inside and outside the classroom. Purposive sampling was adopted because the study specifically targeted respondents with relevant learning experiences. Although the sample size was relatively small, it was considered appropriate because this study was exploratory in nature and focused on obtaining an in-depth description of students' perceptions rather than making broad statistical generalizations. Data were collected using a structured questionnaire consisting of 15 items measured on a four-point Likert scale (Strongly Agree, Agree, Neutral, and Disagree). Before data collection, the questionnaire underwent content validation through expert judgment involving two lecturers in English Language Education to evaluate the relevance, clarity, and representativeness of each item. Revisions were made based on their recommendations before the instrument was administered. Instrument reliability was subsequently examined using Cronbach's Alpha, yielding a coefficient of 0.87, which indicates high internal consistency and confirms that the questionnaire was reliable for data collection. The questionnaire measured students' perceptions of daily English-speaking practice across several dimensions, as presented in Table 1.

Table 1. Instrument Blueprint

Variable	Indicator	Number of Items	Item Numbers
Daily English-speaking practice	Frequency of speaking practice	2	1–2
	Pronunciation improvement	2	3–4
	Speaking fluency	2	5–6
	Vocabulary development	2	7–8
	Communication effectiveness	2	9–10
	Speaking confidence	2	11–12
	Learning motivation	2	13–14
	Overall speaking improvement	1	15

Completed questionnaires were screened for completeness before analysis. Data were analyzed using descriptive statistics by calculating frequencies and percentages for each questionnaire item. To facilitate interpretation, the percentage results were classified into four categories: 81–100% = very positive perception, 61–80% = positive perception, 41–60% = moderate perception, and $\leq 40\%$ = low perception. Responses categorized as Strongly Agree and Agree were interpreted as positive perceptions, whereas Neutral and Disagree indicated less positive perceptions. Ethical principles were maintained throughout the study by obtaining voluntary participation, ensuring respondent anonymity and confidentiality, and using the collected data exclusively for academic purposes. These methodological procedures were implemented to enhance the credibility, transparency, and replicability of the research.



FINDINGS AND DISCUSSION

FINDINGS

To investigate students' perceptions of daily English-speaking practice, the study employed a questionnaire consisting of fifteen statements representing various aspects of speaking development. The instrument was designed to capture participants' perceptions of how consistent speaking practice contributes to both linguistic and affective dimensions of English speaking skills. Responses were collected from fifteen university students using a four-point Likert scale comprising Strongly Agree (SA), Agree (A), Neutral (N), and Disagree (D). The distribution of participants' responses to each questionnaire statement is presented in Table 1 to provide an overview of the response patterns across all measured indicators.

Table 1. Students' Responses to the Questionnaire

No. Statement	SA	A	N	D
1 I practice speaking English every day.	5	7	2	1
2 Daily English-speaking practice improves my pronunciation.	6	6	2	1
3 Frequent practice increases my confidence when speaking English.	7	5	2	1
4 I can speak more fluently because I practice every day.	6	7	1	1
5 Daily practice helps me learn new vocabulary.	5	8	1	1
6 I find it easier to communicate in English after regular practice.	6	6	2	1
7 My speaking accuracy improves through daily practice.	5	7	2	1
8 I enjoy speaking English every day.	4	7	3	1
9 Daily practice motivates me to improve my English skills.	6	6	2	1
10 I feel more confident speaking English in class.	7	5	2	1
11 Regular speaking practice reduces my fear of making mistakes.	5	7	2	1
12 Daily practice helps me express my ideas more clearly.	6	6	2	1
13 I receive positive feedback because of my speaking practice.	4	8	2	1
14 Speaking English every day improves my overall language ability.	7	6	1	1
15 I believe daily practice is essential for improving speaking skills.	8	5	1	1

Table 1 demonstrates an overall tendency toward positive perceptions of daily English-speaking practice among the participants. The response pattern indicates that positive responses predominated across the questionnaire, suggesting that participants generally viewed habitual speaking practice as a valuable component of English language learning. These findings provide an initial descriptive overview of students' perceptions before further interpretation is conducted according to the major dimensions of speaking competence examined in this study. Accordingly, the subsequent analysis synthesizes the results into several key dimensions, including speaking habits, pronunciation and fluency, vocabulary and communication, as well



as affective factors such as confidence and motivation, to facilitate a more comprehensive understanding of the participants' perceptions.

To provide a clearer interpretation of the questionnaire results, the responses were synthesized into several key dimensions representing different aspects of English-speaking competence. This categorization was intended to move beyond the analysis of individual questionnaire items by highlighting broader patterns of students' perceptions across related constructs. Each dimension was derived from one or more questionnaire items and interpreted based on the proportion of positive responses, namely Strongly Agree (SA) and Agree (A). The summary presented in Table 2 facilitates a more comprehensive understanding of which aspects of daily English-speaking practice were perceived most positively by the participants.

Tabel 2. Summary of Students' Perceptions of Daily English-Speaking Practice by Speaking Competence Dimension

Dimension	Questionnaire Item(s)	Positive Responses (SA+A)	Percentage	Interpretation
Speaking Habit	1	12/15	80.0%	Positive
Pronunciation	2	12/15	80.0%	Positive
Confidence	3, 10	24/30	80.0%	Positive
Fluency	4	13/15	86.7%	Very Positive
Vocabulary	5	13/15	86.7%	Very Positive
Communication	6, 12	24/30	80.0%	Positive
Accuracy	7	12/15	80.0%	Positive
Motivation	9	12/15	80.0%	Positive
Anxiety Reduction	11	12/15	80.0%	Positive
Overall Perception	14–15	26/30	86.7%	Very Positive

Table 2 indicates that participants expressed consistently positive perceptions across all dimensions of speaking competence investigated in this study. The synthesis demonstrates that daily English-speaking practice was perceived to support not only linguistic development but also affective aspects that are essential for successful oral communication. Although the degree of positive perception varied slightly across dimensions, the overall pattern suggests that participants viewed regular speaking practice as a meaningful strategy for improving their English-speaking ability. These summarized findings provide the foundation for the subsequent discussion, which interprets each dimension in relation to previous empirical studies and relevant theories of second language acquisition.

DISCUSSION

The findings demonstrate that students perceive daily English-speaking practice as an effective strategy for improving both linguistic competence and affective aspects of speaking development. The consistently positive responses across multiple dimensions indicate that regular speaking practice is viewed not merely as a classroom activity but as a habitual learning behavior that supports continuous language development. Recent studies have similarly emphasized that sustained language production through meaningful and repeated speaking activities strengthens communicative competence, pronunciation, fluency, and learners' confidence while promoting long-term language development (Dennis, 2024; Hwang et al.,



2024; Wu & Li, 2024; Mustakim et al., 2025). Furthermore, positive psychology perspectives suggest that learners who experience enjoyment, confidence, and active engagement during speaking activities are more likely to sustain their participation in language learning and achieve better speaking outcomes (Derakhshan, 2022).

The positive perceptions identified in this study are supported by a growing body of empirical research on technology-enhanced language learning. Jin (2024) reported that sustained speaking practice in technology-supported learning environments significantly improves learners' fluency and willingness to communicate. Likewise, Tai and Chen (2024) found that regular speaking activities facilitated through mobile-assisted language learning enhance pronunciation, speaking confidence, and learner engagement. Similarly, Wu and Li (2024) concluded that AI chatbots positively influence learners' productive language skills by providing more opportunities for authentic interaction and continuous language practice. Dennis (2024) further demonstrated that AI-powered speech recognition technology improves pronunciation and speaking accuracy through immediate corrective feedback, while Shadiev and Liu (2023) identified speech recognition technology as an effective medium for promoting pronunciation practice, oral fluency, and learner autonomy. Moreover, Hwang et al. (2024) reported that intelligent contextual speaking activities significantly improve communication performance, and Buddha et al. (2024) concluded that technology-assisted language learning systems consistently enhance learners' speaking achievement, engagement, and learning effectiveness. These findings collectively reinforce the present study by demonstrating that frequent speaking practice, whether conducted independently or supported by digital technologies, contributes positively to speaking development.

The positive perceptions observed in this study may also be understood within the context of English as a Foreign Language (EFL) learning in Indonesia, where opportunities to communicate in English outside the classroom remain relatively limited. Consequently, students who intentionally engage in daily speaking activities obtain additional language exposure that complements formal instruction and enables more frequent communicative practice. Previous studies have shown that incorporating English into everyday language activities improves speaking ability by strengthening pronunciation, expanding vocabulary, increasing fluency, and reducing communication anxiety (Ishak, 2024; Indah Sari et al., 2026). In addition, technology-supported English learning has been found to enhance learners' confidence, self-efficacy, and participation in speaking activities, making it particularly valuable in contexts where authentic communication opportunities are scarce (Istikharoh & Utami, 2024; Wijaya et al., 2026). These findings indicate that habitual daily speaking practice represents an accessible and sustainable strategy for supporting English-speaking development in Indonesian higher education.

This study also contributes to the existing literature by extending previous research that has predominantly focused on instructional methods, classroom interventions, or specific digital learning technologies. Rather than evaluating the effectiveness of a particular teaching strategy, the present research emphasizes students' perceptions of daily English-speaking practice as a self-directed and habitual learning behavior. This perspective complements recent studies on self-regulated language learning, which highlight that learners who actively manage their own learning through consistent practice are more likely to improve both language competence and learning engagement (An et al., 2021; Lai et al., 2022). Furthermore, Hong and Tai (2025) and Bali et al. (2025) demonstrated that self-efficacy, perceived enjoyment, and positive behavioral intentions significantly influence students' willingness to engage in



technology-assisted English learning. Therefore, the present findings provide additional empirical evidence that sustainable speaking habits, regardless of the learning medium employed, are perceived as an important factor supporting speaking development among Indonesian EFL learners.

From a practical perspective, the findings suggest that English lecturers should encourage students to establish consistent speaking routines beyond classroom instruction through peer discussions, reflective speaking journals, presentation activities, and collaborative speaking tasks. Curriculum developers may also integrate structured out-of-class speaking activities into speaking courses to increase learners' opportunities for meaningful language production and autonomous learning. Furthermore, the integration of artificial intelligence-based speaking applications, speech recognition technology, intelligent personal assistants, and mobile learning platforms can provide immediate feedback, facilitate pronunciation practice, and support independent speaking development (Dennis, 2024; Shadiev & Liu, 2023; Hong & Tai, 2025). These technology-enhanced approaches are expected to strengthen learners' motivation, self-efficacy, communicative confidence, and long-term commitment to regular English-speaking practice (Buddha et al., 2024; Bali et al., 2025).

Despite these positive findings, several limitations should be acknowledged. The relatively small sample size and the reliance on self-reported questionnaire data limit the generalizability of the findings and do not directly measure participants' actual speaking performance. Moreover, the cross-sectional nature of the study does not capture changes in speaking competence resulting from sustained daily practice over time. Future research is therefore recommended to employ larger and more diverse samples, longitudinal or mixed-methods research designs, and objective assessments of speaking performance to obtain a more comprehensive understanding of the effects of habitual speaking practice. Future investigations should also explore how emerging technologies, including AI-powered conversational agents, speech recognition systems, and intelligent personal assistants, interact with learners' motivation, self-efficacy, and self-regulated learning behaviors in shaping long-term speaking proficiency across different EFL contexts (An et al., 2021; Hong & Tai, 2025; Wijaya et al., 2026).

CONCLUSION

This study concludes that daily English-speaking practice is perceived by students as an important self-directed learning strategy that supports speaking development among EFL learners. Rather than merely serving as additional language practice, regular speaking activities are viewed as a sustainable learning habit that encourages continuous engagement with English beyond the classroom. This finding extends previous research by highlighting students' perceptions of daily speaking practice as a habitual learning behavior, thereby contributing to a broader understanding of autonomous language learning in the Indonesian EFL context. The study therefore provides empirical support for the view that consistent speaking practice should be regarded as an integral component of effective English language learning rather than as a supplementary activity.

The findings also have practical implications for English language education. Lecturers are encouraged to design learning experiences that promote regular speaking practice beyond classroom instruction, while curriculum developers may incorporate structured out-of-class speaking activities into speaking courses. In addition, technology-enhanced learning environments, including mobile applications and artificial intelligence-based speaking



platforms, can be utilized to foster sustainable speaking habits through continuous practice and immediate feedback. Future research is recommended to employ larger and more diverse samples, adopt longitudinal or mixed-methods designs, and include objective assessments of speaking performance to verify the relationship between students' perceptions and actual speaking achievement over time.

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