

Student's Perspectives on the Utilization of the Word Box Application to Enhance Speaking Skills for Junior High School Students

Sarwandi Kasmei¹

Deasy Yunita Siregar²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan

¹sarwandikasmei@gmail.com

²deasyyunita@uinsu.ac.id

Abstract

The phenomenon demonstrates how traditional practices are making it difficult for Indonesian junior high students to speak English. Following its release, the Word Box app garnered praise for its interactive features and pronunciation, which boosted students' vocabulary and self-esteem. However, problems with internet access and a lack of conversational practice surfaced, suggesting that the software works well as an additional tool that has to be integrated with large programs. The purpose of this study was to investigate the viewpoints of junior high school students about using the Word Box application to improve their English speaking abilities, paying particular attention to usability, efficacy, perceived advantages and difficulties, and how student views affect participation in speaking exercises. Purposive sampling was used to select 28 junior high school students as participants in a qualitative case study approach. Data were collected through semi-structured interviews with 12 students providing detailed responses and questionnaires distributed a total of 28 student via Google Forms. Thematic analysis based on Braun and Clarke's (2006) framework was used to analyze the data. Students' perspective of the Word Box application's usefulness and efficiency were largely favorable. Important results showed that 92.86% of users thought the program enhanced their ability to speak English, and 82.14% of participants thought the application's accessibility and user interface were good. The contextual examples, interactive video/film clip system, and audio pronunciation feature were really appreciated by the students 92.86%. Therefore, this study comes to the conclusion that Word Box applications might be taken into consideration as well as well-targeted utilization tactics.

Keyword : *English language learning, Speaking skills enhancement, Student perspectives, Word Box application*

Introduction

Speaking English is very important for international communication and career growth, and fluency in the language has grown more and more important in the global economy. One of the most important abilities needed in the workforce of the twenty-first century is the ability to communicate in English, according to the World Economic Forum. But conventional language learning approaches sometimes fall short in developing students' speaking skills, especially in non-English speaking nations where there are little opportunities for real-world speech practice. With mobile-assisted language learning (MALL) applications demonstrating considerable promise for improving English speaking abilities globally, the incorporation of mobile technologies into education has emerged as a promising solution to these issues (Kartal, 2022; Sun et al., 2017). One of the biggest challenges for junior high school students in Indonesian schools is still speaking English

fluently. Despite being a mandatory subject in the national curriculum, English. many students find oral communication difficult because of teacher-centered pedagogical approaches, huge class numbers, and little opportunity for real-world speaking practice. Innovative teaching strategies are needed to improve students' communication competency, especially in speaking, according to the Indonesian Ministry of Education and Culture. Research on the efficacy of certain mobile applications for enhancing speaking abilities in the Indonesian junior high school environment is still lacking, despite the fact that mobile devices are widely available among Indonesian students, offering a chance to use technology for language learning. This research was conducted at MtsN 4 Medan school, which included 28 junior high school students who actively participated in the speaking skill development process and 12 students provide interviewes or responses.

Figure.1 Word Box App Logo



The Word Box Application is a mobile language learning tool created especially to assist students in mastering vocabulary and enhancing their English speaking abilities. In addition to showcasing a contemporary interface design with vibrant color gradations like blue, purple, and pink that appeal greatly to teenage users, the application's visual identity includes a blue robot emblem with antennae that conveys an approachable and pleasant AI technology impression. Word Box's primary features include an Audio Pronunciation Guide that offers pronunciation advice with voices from native speakers, an Interactive Video/Film Clip System that uses video clips to facilitate interactive learning, Visual Word Cards with eye-catching visual components, Contextual Examples that show how words are used in sentence contexts, Progress Tracking for learning progress tracking systems, and Gamification elements like badges and progress bars to boost learning motivation. Junior high school students and English as a Foreign Language (EFL) learners who wish to enhance their speaking skills via vocabulary mastering are the target audience for this application. Word Box uses a Vocabulary-centered Approach that emphasizes vocabulary strengthening as the cornerstone of speaking ability, supports Self-paced Learning that permits independent learning according to students' tempo, and employs a Multisensory Learning approach that blends visual, aural, and interactive elements. Word Box can be classified as an example of Mobile-Assisted Language Learning (MALL), which uses technology to overcome the limitations of traditional language learning, especially in the context of Indonesian education. The application's identified advantages include having an easy-to-use interface, good accessibility for mobile learning, the ability to boost students' motivation and confidence in speaking, and supporting autonomous learning outside of the classroom.

The potential of mobile applications to improve several facets of English language learning has been shown in recent studies. The affordances of MALL apps enhance students' attitudes toward online speaking activities and have a beneficial effect on EFL

learners' speaking performance (Kartal, 2022; Nurtriyanto, 2020). Through AI-powered conversational practice, Wang's (2025) research on ChatGPT-4 integration demonstrated encouraging outcomes in improving students' English communication abilities. Additionally, students can practice their language abilities on their mobile devices with language learning programs like Duolingo, Babbel, and Rosetta Stone. Many of these apps use algorithms to customize the learning experience (Cai, 2017). Research on applications centered around vocabulary has demonstrated notable advantages for language learning. The electronic program "Build a Word-Easy Spelling with Phonics" shown beneficial impacts on English language learners' acquisition, retention, and generalization of letter-sound correspondences (Build a Word Research, 2020). Additionally, compared to studying word lists, word cards result in "relatively large gains" in vocabulary knowledge; this impact is attributed to targeted, productive, and successful learning activities (Nation, 2013). Additionally, studies have shown how crucial multimedia input is for vocabulary acquisition and retention in EFL situations (2022), and systematic reviews have highlighted how mobile application features affect kids' language and literacy development (2021). The need for a more nuanced understanding of students' experiences with certain applications is shown by the conflicting findings of some research, which have showed that some students report feeling more anxious after using AI-based language learning tools (El Shazly, 2021).

Despite the growing body of research on mobile-assisted language learning, there remains a significant gap in understanding students' perspectives on the utilization of specific vocabulary-building applications, particularly the Word Box application, for enhancing speaking skills. Most existing studies focus on the effectiveness of applications from a performance standpoint, with limited attention to learners' subjective experiences, perceptions, and attitudes toward these tools. Furthermore, research specifically examining the Word Box application's impact on speaking skills development among Indonesian junior high school students is notably absent from the current literature. The lack of student voice in evaluating educational technology effectiveness represents a critical oversight, as learner perspectives are essential for understanding the practical implementation and sustained use of technological interventions.

By offering the first thorough analysis of junior high school students' opinions regarding the Word Box application in particular, this study advances the area specifically for speaking skills enhancement. Unlike previous research that primarily focuses on quantitative measures of language improvement, this study prioritizes the qualitative exploration of student experiences, attitudes, and perceptions. The research introduces a novel framework for understanding how vocabulary-building applications can support speaking skills development from the learners' viewpoint, offering insights into the motivational, cognitive, and social aspects of mobile-assisted speaking practice. This study addresses the following research questions: How are junior high school students' perspective about the Word Box application's usability and capacity to improve their English speaking ability?

The usefulness and efficacy of the Word Box program for improving junior high school pupils' English speaking abilities are the subjects of this study. Students perceive the Word Box application's features in supporting their vocabulary acquisition, oral communication development, the challenges and benefits do students experience when using the Word Box application for speaking practice, students' attitudes toward the Word Box application influence their engagement with speaking activities. This study's main goal is to find out how junior high school students feel about using the Word Box app to improve their speaking abilities. The study's specific objectives are to: 1.) Examine

students' opinions and experiences with utilizing the Word Box app to improve their speaking abilities, 2.) Determine the alleged advantages and difficulties of incorporating the Word Box application into practicing speaking English. 3.) Analyze how students' attitudes and feelings about the application affect their motivation and involvement in the learning process. 4.) Based on student input, offer suggestions for maximizing the use of the Word Box program. 5.) Help advance the theoretical knowledge of student-centered assessment of instructional technologies in language acquisition.

The issue this study aims to solve is the lack of knowledge on how students view and interact with vocabulary-building activities as they increase their speaking abilities. The success of these interventions primarily rests on students' acceptance, engagement, and continued use of the technology, even though educators and researchers have been using mobile applications like Word Box to enhance language learning more and more. Teachers risk using technology solutions that don't fully use the potential of these applications or fail to satisfy learners' demands if they don't have a thorough understanding of their views. This study emphasizes the crucial requirement to understand the student experience as a foundation for effective technology integration in English speaking skills training.

Problems faced by students in using the Word Box application in class are: some students say that some of the features in the application cannot be accessed, some of the features used are paid, and the last one is network and internet package constraints due to the unavailability of WiFi at school.

There are multiple reasons why this research is crucial. First, knowing the viewpoints of students offers educators important information about how to successfully use the Word Box program into their speaking lessons. Second, by learning about user preferences and wants, the insights will help developers of educational technology create better applications with better functionality and design. Third, the study adds to the larger conversation around student-centered assessment of educational technology by highlighting the significance of learner voice in technology review. In Indonesian junior high schools, where improving students' English speaking abilities is still a top educational focus, the study concludes by addressing the practical need for evidence-based recommendations on mobile application selection and deployment.

The significance of this study extends beyond immediate practical applications, as it contributes to theoretical frameworks for understanding the intersection of student perspectives, technology acceptance, and language learning outcomes. By prioritizing the student voice in educational technology evaluation, this research aligns with contemporary educational paradigms that emphasize learner-centered approaches and participatory research methodologies. Beyond its immediate practical applications, this study is significant because it advances theoretical frameworks for comprehending how student perspectives, technology acceptance, and language learning outcomes connect. This study supports current educational paradigms that prioritize learner-centered methods and participatory research procedures by giving the student voice top priority in the evaluation of educational technology. Prominent academics in the field of language education technology have offered convincing perspectives on the possibilities of AI-powered language learning apps. The public already seems to think that AI-powered apps like word box can take the place of language instruction in schools and colleges, according to Dr. Richard Kern (2024) of the University of California, Berkeley. This suggests a fundamental shift in how people view technology's role in education. This viewpoint emphasizes how revolutionary AI applications can be in solving conventional language learning problems. Additionally, recent research by Kittredge et al. (2025) shows that

applying generative AI boosts the self-efficacy of mobile language app learners, indicating that AI-powered applications might greatly raise students' motivation and confidence in language learning. This finding is especially pertinent to the development of speaking skills, as learner success is greatly influenced by self confidence. According to Connie Levina Yuen and Nadja Schlote (2024), chatbots provide students with the chance to hone their oral or written communication abilities through intelligent dialogues without requiring the presence of a native speaker. This finding demonstrates how AI technology has the ability to democratize speaking practice by making it available to students from all socioeconomic backgrounds and geographic locations.

Method

A qualitative case study methodology was used in this investigation, thought to be the best approach from the standpoint of the students for enhancing their speaking abilities through the usage of the word box application as a medium for learning English, especially in a classroom context. A case study is an approach to research that makes it easier to examine a phenomenon in its actual setting by characterizing and comprehending students' viewpoints using a variety of data sources, such as surveys and interviews. In order to obtain a thorough grasp of how students view their speaking abilities and how the "word box" application can improve their speaking skill acquisition in the classroom, the researcher used this approach. Through the utilization of many information sources within the case study, the researcher was able to conduct a thorough investigation into the phenomena and examine how contextual elements impact students' perspectives.

Sampling was used to choose the study's participants, which included 28 junior high school students who actively participated in the speaking skill development process and 12 students provide interview responses. Their experience and capacity to develop their speaking abilities were taken into consideration when making the selection. Additionally, the teacher approved the use of the program for educational purposes, and pupils were permitted to use cell phones in class. The investigation was carried out in a classroom setting with adequate internet connectivity.

Two techniques were used to obtain the data: semi-structured interviews and questionnaires. Four open-ended interview questions with written response columns were supplied in printed format, and the six questionnaire was disseminated using Google Forms. These tools were designed to collect thorough documentation of students' impressions and experiences using the application to improve their speaking abilities. As recommended by Lebow et al. (2012), the questionnaire functioned as a self-report data collection method for assessing product-based research. To gain deeper insight, verbatim transcriptions of interview responses were provided. In order to investigate students' perceptions of using word box as a tool to enhance their speaking skill, both the questionnaire and interviews were conducted. The study adopted thematic analysis based on the framework proposed by Braun and Clarke (2006). This theory emphasizes that learning occurs through meaningful tools and interactions. In the context of this research, the word box application functions as a medium that facilitates students' construction for enhancing speaking skill. This theoretical framework served as the foundation for analyzing how students interpreted their experiences in using the word box application.

Results

The results of the qualitative case study that states How are junior high school students perspective about the Word Box applications usability and capacity to improve their English speaking ability. Based on questionnaire responses and semi-structured interviews with 28 participants, the findings are arranged in accordance with the six research questions that served as the investigation's compass.

Table.1 Students's Perspectives on the Utilization of the Word Box Application to Enhance Speaking Skills for Junior High School Students

The research findings on junior high school students' opinions on using the Word Box application as a tool to enhance speaking abilities in language learning are shown in the following table. Students' opinions, assessments, and experiences following their use of this program during their learning process are reflected in the data that is display.

STATEMENTS	RESPONDEN				
	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1. I feel that the Word Box application helps me become more fluent in speaking English because its features are accessible and effective:	14,29 %	67,86 %	17,86 %	0 %	0 %
2. I enjoy using the Word Box application because it is user-friendly and easy to use:	17,86 %	71,43 %	7,14 %	3,57 %	0 %
3. I think the Word Box application improves my English speaking skills	28,57 %	57,14 %	7,14 %	0 %	0 %
4. The Word Box application increases my motivation to practice speaking English.	10,71 %	78,57 %	10,71 %	0 %	0 %
5. I am very satisfied with the features offered, namely the video/film clip system that makes learning more enjoyable.	42,86 %	50 %	7,14 %	0 %	0 %
6. I feel more comfortable expressing English in class after using the Word Box application:	14,29 %	75 %	10,71 %	0 %	0 %

Students' Perceptions of Word Box Application's Usability and Effectiveness

According to the analysis, students' opinions of the Word Box application's usability and ability to help them become more fluent in English were largely favorable. Of the 28 participants, 23 (82.14%) had positive thoughts about the accessibility features and user interface of the application.

The application's simple navigation and intuitive design were frequently commended by students. During the interview, one participant mentioned: "The Word Box app is very easy to use." The pronunciation guide helps me learn how to utter words correctly, and I can discover words quickly" (Student 1).

Participants emphasized the application's logical vocabulary category grouping and straightforward menu structure, which was reflected in a number of comments, the students that responded to the survey, 89.29% said the application's UI was "user-friendly" or "very user-friendly." The visual design components, such as vibrant word cards and captivating images that enhanced the attraction of vocabulary study, were very well-received by students. Students praised the search feature as well, pointing out that it made it simple to find particular terms or peruse other categories.

Perceived Efficiency in Improving Speaking Ability In terms of efficacy, students showed a significant belief in the Word Box application's ability to help them become more proficient speakers. According to their interview responses, students thought the application improved their speaking abilities in three main ways: by increasing their vocabulary, improving their pronunciation, and boosting their confidence. "I was terrified to talk in English before I started using Word Box since I didn't know many words. I feel more comfortable speaking now that I have more words in my head" (Student 2).

This quotation perfectly captures the participants' shared belief that speaking confidence rose with language mastery. These qualitative findings were corroborated by survey data, which showed that 92,86% of students agreed or strongly agreed that the Word Box application improved their ability to speak English. Furthermore, 89,29% of participants said that using the tool increased their motivation to practice speaking English.

Students' Perceptions of Word Box Features Supporting Vocabulary and Oral Communication Development

Students identified several key features of the Word Box application that they perceived as particularly beneficial for vocabulary acquisition and oral communication development.

The audio pronunciation aid was the feature that was mentioned the most. This feature was recognized by all 28 participants as being essential to the development of their speaking abilities. The availability of native speaker pronunciations was valued by the students, who believed it aided in the development of more precise speech patterns. "The best feature is the pronunciation feature. I can try saying the words the same manner after hearing how native speakers pronounce them" (Student 3). Students who had little opportunity to interact with native English speakers in their everyday lives especially appreciated this feature. Many students developed personal practice routines in which they would listen to pronunciations several times before trying to say the phrases themselves, and many students reported using the audio option frequently. One useful feature of the learning process that was frequently brought up was the option to replay audio segments.

Participants expressed great satisfaction with the interactive video / film clip system. using 92.86% of survey participants saying that the interactive video / film clip format made studying "more enjoyable" than using conventional vocabulary learning techniques, students clearly enjoyed the gamified approach to vocabulary acquisition. "When I need to review words I've already learnt, the app displays video / film clip to me . The software seems to know what I need to work on, that make me enjoy (Student 4).

The contextual examples offered for every vocabulary word were well appreciated by the students. The application's ability to display words in phrase contexts was thought to help close the gap between acquiring vocabulary on its own and using it in real-world speaking situations. "studying how to employ a word in a sentence is just as important as simply studying the word itself. I can put the words together, so this helps me when I want to talk" (Student 5). This observation demonstrates how students understand the value of contextual learning for developing useful communication skills.

Although there was substantial variance in personal preferences, students thought favorably of the progress tracking elements. While some students found these aspects less motivating, others who were more goal-oriented indicated a stronger appreciation for them. student found the success system, which included badges and progress bars, especially engaging. Several participants mentioned that these features encouraged constant daily practice. "I enjoy earning new badges and tracking my progress. I want to use the app every day because of it" (Student 5).

When compared to their prior learning strategies, students consistently reported better vocabulary retention. It was believed that the integration of interactive, visual, and auditory components supported a variety of learning styles and improved memory formation.

"Being able to see, hear, and utilize words on the app has improved my memory of them. After our English class ended, I used to forget words (Student 6). One of the main benefits of this multisensory approach to vocabulary learning over conventional textbook-based techniques was noted.

An important element that came out of the interviews was a greater sense of confidence when speaking English. The tool helped students refine their pronunciation and expand their vocabulary, which they credited with this development. After utilizing the Word Box application, 25 out of 28 students (89.29%) said they felt more comfortable expressing English in class. This enhanced self-assurance was seen in both impromptu classroom interactions and formal speaking exercises.

Students valued the Word Box application's ability to allow for self-directed learning. It was really important to them to be able to practice on their own time and at their own speed "I can practice whenever I want, including during breaks or at home. Learning new terms doesn't have to wait for English class (Student 7). This adaptability was especially crucial for students who desired more practice outside of the classroom.

The instant feedback features of the application were thought to improve learning effectiveness. Instead than waiting for teacher input, students valued being able to fix pronunciation mistakes instantly.

Problems faced by students in using the Word Box application in class are: some students say that some of the features in the application cannot be accessed, some of the features used are paid, and the last one is network and internet package constraints due to the unavailability of WiFi at school.

Students cited the absence of interactive conversation practice as a major drawback despite the vocabulary advantages. Although the Word Box app was excellent for learning words on one's own, it didn't offer many chances for prolonged speaking

practice or dialogue simulation. "I still need to practice speaking with others, even though the program aids in my word learning. Sometimes, even though I know the phrases, I'm not sure how to carry on a meaningful conversation (Student 8). This finding implies that students understood the importance of more speaking experience in addition to vocabulary learning.

A number of students complained that their learning was occasionally interrupted by technical difficulties. 35.71% of participants reported experiencing internet connectivity issues at least occasionally, making it the most commonly noted technical difficulty. "When the internet is poor, the app occasionally runs slowly or doesn't function at all. When I want to practice, this frustrates me (Student 9). For students who had limited access to reliable internet connections at home, these technological difficulties were especially troublesome.

Some students voiced worries about the narrow vocabulary selection in their version of the Word Box application, especially those with higher levels of English ability. They wanted access to specialized subjects and a more sophisticated vocabulary. "The words are good for basic conversation, but I want to learn more difficult words for academic writing and formal speaking" (Student 10). According to this criticism, the application needs multiple levels of content.

Although there was a high level of motivation at first, some students indicated that their interest decreased with time. After extended use, the gamification features that first drew consumers occasionally lost their allure. After using the program for more than two months, six students (21.43%) reported feeling less motivated, indicating the requirement for features and content that are diversified to sustain long-term engagement.

Influence of Student Attitudes on Engagement with Speaking Activities

The analysis revealed a strong correlation between students' attitudes toward the Word Box application and their subsequent engagement with speaking activities both within and outside the classroom. Students' attitudes have a big impact on how involved they are in speaking exercises in class. Positive-attitude students are more likely to participate fully and take chances while communicating, whereas negative-attitude students tend to shy away from speaking engagements out of nervousness and fear of criticism.

Speaking anxiety is a significant barrier that leads to a vicious cycle in which students avoid speaking engagements more and more, missing out on practice opportunities. On the other hand, despite difficulties, pupils who have a high level of self-efficacy are more inclined to attempt different speaking exercises. Student attitudes are also greatly influenced by motivation. Deeper involvement results from intrinsic motivation, like a sincere interest in a subject, as opposed to extrinsic incentive, like pursuing grades. Students are more inclined to speak up when they are in a psychologically safe classroom setting where making mistakes is accepted as a natural part of learning. Therefore, in order to increase students' motivation and confidence in oral communication, educators must establish a supportive learning environment.

Positive Attitude Impact on Classroom Participation

Students who showed positive sentiments regarding the Word Box program demonstrated considerably higher levels of participation in classroom speaking activities. Students' self-reports of greater willingness to participate in oral activities were corroborated by teachers' observations, which were included as contextual data "In

English class, I raise my hand more frequently now that I'm using Word Box. I know more terms now, therefore I'm less afraid to make mistakes" (Student11).

This increased participation was observed across diverse speaking activities, including presentations, group discussions, and question-answer sessions. Students who had favorable opinions of the application were more inclined to volunteer for speaking assignments and had more perseverance when faced with challenges during oral communication exercises. In classroom settings, the vocabulary confidence that was acquired through the application seemed to translate into general speaking confidence.

Self-Initiated Speaking Practice

Positive opinions of the Word Box program were linked to an increase in self-initiated speaking practice outside of planned class periods. Students who thought well of the app were more likely to practice talking to friends, relatives, or to talking themselves "I practice speaking the new terms I've learnt with my friend during my lunch break. Sometimes we test each other using the vocabulary on the app (Student 12). Through this peer-to-peer practice, the program's effect was expanded beyond solo use to include collaborative learning experiences.

Negative Attitude Impact on Engagement

On the other hand, there was little increase in speaking activity participation among students who had neutral or unfavorable opinions of the Word Box application. These students' opinions were often influenced by their preference for traditional learning techniques, subject constraints, or the technical problem. "I tried using the app, but I like to study from teachers and books more. I occasionally lose focus on the lecture because of the phone" (Student 12). Students who had fewer positive attitudes were less likely to participate in speaking activities and were more likely to stop using the application regularly.

Mediating Factors

The association between attitudes and engagement was found to be mediated by a number of factors. How views translated into behavioral changes was influenced by a number of factors, including students' particular learning preferences, past technological experience, and the perceived relevance of the terminology to their interests. Positive attitudes and higher levels of involvement were more strongly correlated among students who thought the Word Box vocabulary related to their interests and future objectives. Furthermore, despite sporadic technological issues, students who felt more at ease using technology were more likely to keep a positive attitude.

Discussions

The study's conclusions offer insightful information on how junior high school students view using the Word Box app to improve their English speaking abilities. The findings fill a knowledge gap about students' experiences using vocabulary-building apps to improve their speaking abilities while also adding to the expanding corpus of research on mobile-assisted language learning (MALL). Students' perspective of the Word Box application's usefulness and efficiency were largely favorable. Important results showed that 92.86% of users thought the program enhanced their ability to speak English, and 82.14% of participants thought the application's accessibility and user interface were good. The contextual examples, interactive video/film clip system, and audio pronunciation feature were really appreciated by the students 92.86%. Benefits included

opportunities for independent study, improved speaking confidence, and improved vocabulary retention. Nevertheless, obstacles included a lack of practice in interactive conversations, internet connectivity issues (35.71% of participants), and a decline in motivation after prolonged use. The study demonstrates that vocabulary-building apps like Word Box can successfully support the development of speaking abilities when included into complete speaking education programs.

Theoretical Implications

The results reinforce and broaden the focus of sociocultural theory on the role of social interaction and tools in language acquisition (Vygotsky, 1978). As a mediating tool, the Word Box program helped students expand their vocabulary, which in turn helped them improve their speaking abilities. Vygotsky's idea of tools as devices that alter cognitive processes is consistent with students' perception of the application as a link between their own vocabulary acquisition and real-world speaking application.

The results of the study further support Krashen's (1985) Input Hypothesis, especially in relation to the significance of understandable input for language learning. The students' good reactions to the pronunciation elements and contextual examples indicate that the Word Box application gave them relevant, understandable input that aided in the development of their speaking abilities. Students had access to native speaker models that might not have been available in their learning environment otherwise, thanks in particular to the audio pronunciation tools.

Additionally, the findings are consistent with recent studies on the use of technology in classrooms (Davis, 1989; Venkatesh et al., 2003). Perceptions of the application's usability and convenience of use had a direct impact on students' following speaking practice exercises and continuing use of the program. The significance of user experience design in the creation of educational technology is further supported by this study.

Practical Implications for Educators

For educators looking to include mobile applications into their English-speaking curriculum, the findings have a number of useful ramifications. First, the study shows that vocabulary-building apps can be useful adjuncts to speaking skill improvement, especially if they offer contextual usage examples and pronunciation elements.

Instructors must to think about including planned exercises that assist students in applying language they have learned in applications to active speaking practice. According to the study, students still needed opportunities for prolonged conversational practice even if the Word Box application helped them improve their vocabulary and pronunciation. This implies that rather than being used as stand-alone programs, Word Box and similar applications work best when incorporated into an extensive speaking education curriculum. Fostering good perspectives of educational technology is crucial, as evidenced by the positive association found between student attitudes and engagement levels. Instructors should offer sufficient technical assistance and direction to help students get past any first difficulties that can affect how they feel about the application.

Implications for Educational Technology Development

For developers of educational technology creating language learning programs, the results offer insightful criticism. The ongoing development of multimedia-rich applications is supported by students' enthusiasm of multisensory learning experiences (visual word cards, auditory pronunciations, interactive aspects). Nonetheless, there is

room for development given the noted drawbacks, especially the dearth of opportunities for conversational practice. Chatbot features, peer engagement capabilities, or speech recognition technology that enables more interactive speaking practice could be beneficial additions to future iterations of vocabulary-building programs. The difficulty of sustaining motivation over time points to the need for more advanced gamification systems that can accommodate user preferences and offer a variety of challenges over time. Some participants expressed worries about sustainability, which might be addressed by creating individualized learning pathways that adapt to each learner's interests and success.

Comparison with Previous Research

The results offer fresh perspectives on students' viewpoints while also being consistent with earlier studies on mobile-assisted language learning. The results of this study of students' perceived gains in speaking confidence and vocabulary knowledge complement Kartal's (2022) research on the beneficial impacts of MALL applications on EFL learners' speaking performance. But in order to fill the knowledge vacuum El Shazly (2021) pointed out about the necessity to comprehend students' emotional and attitudinal reactions to language learning technology, this study goes beyond performance metrics to investigate the qualitative elements of the student experience. This study found mostly favorable emotional responses to the Word Box application, which may be because it focuses on vocabulary acquisition rather than intricate AI interactions, in contrast to El Shazly's results of increased anxiety with AI-based products. The study's conclusions about the significance of pronunciation traits are consistent with Yuen and Schlote's (2024) research on the benefits of AI-powered pronunciation assistance. The ongoing development of sophisticated pronunciation help in language learning programs is supported by students' emphasis on the audio pronunciation guide as the most beneficial feature.

Cultural and Contextual Considerations

This study's Indonesian setting offers valuable insights into the environmental and cultural elements influencing the use of educational technology. The high population density and huge class sizes typical in Indonesian schools, where teachers may not provide enough individualized attention, are reflected in students' appreciation of autonomous learning possibilities. Some students' reports of technical difficulties emphasize how crucial it is to take infrastructural constraints into account when introducing educational technology in underdeveloped nations. The discovery that more than one-third of participants experienced problems with internet connectivity points to the necessity for apps that can operate efficiently with spotty connectivity or offer offline functionality. Indonesian cultural norms, which place a strong emphasis on group learning and social contact, are reflected in students' choices for peer-to-peer practice with application vocabulary. According to this research, when students are encouraged to share their knowledge with their classmates, even individual learning applications can promote social learning experiences.

Limitations and Future Research Directions

Although this study offers insightful information on how students view the Word Box program, it should be noted that it has a number of drawbacks. Although the qualitative case study approach yields rich, detailed data, it restricts the findings' applicability to different student demographics or circumstances. Future studies should take into account mixed-methods approaches that integrate quantitative measurements

of speaking skill progress with qualitative observations. The capacity to compare student viewpoints across various vocabulary-building tools is limited by the study's focus on a particular program. Comparative research that looks at how students interact with various applications may offer more comprehensive understanding of the traits and attributes that best facilitate the development of speaking abilities. Furthermore, the study's temporal scope recorded students' viewpoints at comparatively early application usage stages. The sustainability of mobile-assisted language learning treatments may be better understood by conducting longitudinal studies that look at how student attitudes and engagement patterns evolve over time. The opinions of educators and parents on incorporating vocabulary-building apps into speaking lessons should also be the focus of future studies. Gaining insight from stakeholders other than students would offer a more thorough understanding of the elements that affect effective technology integration in language instruction.

Conclusion

This study advances the field of mobile-assisted language learning by offering the first thorough analysis of junior high school students' opinions toward using the Word Box app to improve their speaking abilities. According to the results, students generally have favorable opinions about vocabulary-building apps and are aware of how they might help them improve their speaking abilities. The study shows that although systems such as Word Box are helpful for improving pronunciation and expanding vocabulary, they work best when used in conjunction with comprehensive speaking training programs that offer opportunities for prolonged conversation practice. Student attitudes and engagement levels are strongly correlated, which highlights the significance of technical assistance and user experience design in the usage of educational technology. The research's conclusions offer useful advice to teachers looking to include mobile apps into their speaking lessons as well as insightful criticism to developers trying to produce more potent language learning resources. This study highlights the value of learner voice in comprehending the real-world application and ongoing usage of technological interventions in language instruction by giving students' viewpoints top priority in the evaluation educational technology.

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