

THE MONDLY APPLICATION AS A MODERN SOLUTION FOR IMPROVING STUDENTS SPEAKING SKILLS

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Article History

Received: 26-07-2025

Revision: 04-08-2025

Accepted: 06-08-2025

Published: 08-08-2025

Abstract. This study aims to explore the use of the Mondly app in improving students' English speaking skills and identify challenges that arise during its use. Using a descriptive qualitative approach, data were collected through open-ended questionnaires and semi-structured interviews with 30 high school students who actively use Mondly. Data analysis was conducted using thematic analysis techniques, through a process of coding, categorizing, and interpreting meaning based on themes that emerged from the data. The results show that Mondly positively contributes to the development of students' speaking skills through features such as speech recognition, conversation simulations, and real-time feedback. Gamification elements and personalized learning paths increase student motivation and engagement. Three main benefits identified were: (1) reduced speaking anxiety due to a pressure-free learning environment; (2) improved pronunciation, intonation, and sentence structure through repeated practice; and (3) increased confidence in speaking English in real-life situations. However, challenges identified include dependence on internet connection, inaccurate feedback, and limitations in creating spontaneous interactions. This study recommends the integration of AI-based technologies such as Mondly in language learning to effectively support the development of oral communication.

Keywords: Mondly, English Speaking Skills, Language Learning App

Abstrak. Penelitian ini bertujuan mengeksplorasi penggunaan aplikasi Mondly dalam meningkatkan keterampilan berbicara bahasa Inggris siswa serta mengidentifikasi tantangan yang muncul selama penggunaannya. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui kuesioner terbuka dan wawancara semi-terstruktur terhadap 30 siswa SMA yang aktif menggunakan Mondly. Analisis data dilakukan dengan teknik analisis tematik, melalui proses pengkodean, kategorisasi, dan penafsiran makna berdasarkan tema-tema yang muncul dari data. Hasil penelitian menunjukkan bahwa Mondly memberikan kontribusi positif terhadap pengembangan keterampilan berbicara siswa melalui fitur seperti pengenalan suara, simulasi percakapan, dan umpan balik waktu nyata. Elemen gamifikasi dan jalur pembelajaran yang dipersonalisasi meningkatkan motivasi dan keterlibatan siswa. Tiga manfaat utama yang diidentifikasi yaitu: (1) pengurangan kecemasan berbicara karena lingkungan belajar yang bebas tekanan; (2) peningkatan pelafalan, intonasi, dan struktur kalimat melalui latihan berulang; serta (3) peningkatan kepercayaan diri dalam berbicara bahasa Inggris di situasi nyata. Namun, tantangan yang ditemukan mencakup ketergantungan pada koneksi internet, umpan balik yang kurang akurat, dan keterbatasan dalam menciptakan interaksi spontan. Studi ini merekomendasikan integrasi teknologi berbasis AI seperti Mondly dalam pembelajaran bahasa untuk mendukung pengembangan komunikasi lisan secara efektif.

Kata Kunci: Mondly, Kemampuan Berbicara Bahasa Inggris, Aplikasi Pembelajaran Bahasa

How to Cite: Nasution, K. F & Hz, B. I. R. (2025). The Mondly Application as A Modern Solution for Improving Students Speaking Skills. *Indo-MathEdu Intellectuals Journal*, 6 (5), 7350-7367. <http://doi.org/10.54373/imeij.v6i5.3917>

INTRODUCTION

Speaking is a key component of language learning because it allows students to express their thoughts, share ideas, and engage in authentic communication. Compared to other skills such as reading and writing, speaking is often considered the most challenging, as it requires students to respond spontaneously, use correct grammar, choose appropriate vocabulary, and pronounce words clearly. According to Derakhshan and Karimian (2020) Speaking not only requires linguistic knowledge but also involves psychological factors such as self-confidence and anxiety, which can impact communication effectiveness. Many students struggle with English speaking due to a lack of real-world practice, fear of making mistakes, limited vocabulary, and limited exposure to authentic communication contexts. This is exacerbated by conventional learning approaches that focus too much on memorization rather than active interaction. Therefore, alternative approaches are needed that are more engaging, adaptive, and encourage active student engagement.

Today's digital technology advancements offer new opportunities in language learning, particularly speaking skills. Mobile-based learning apps, like Mondly, come with a variety of advanced features, such as speech recognition, conversation simulations, real-time feedback, and personalized learning paths. According to Lin and Wang (2022) Mobile learning platforms can improve students' speaking skills by providing a flexible, safe, and unpressured learning environment without the pressure of a real audience. Furthermore, gamification elements in apps like Mondly have also been shown to increase student motivation and engagement. (Elaish, M. A., Ibrahim, S., & Al-Hadhrani, 2019),

However, using Mondly in English learning is not without its challenges. Studies by (H. Zhang, 2022) and (Godwin-Jones, 2018) show that while the app provides pronunciation feedback, the interaction is still limited to stilted and unrealistic dialogue. Mondly also tends to provide pronunciation corrections only without considering the full grammar and context of the sentence. Furthermore, technical challenges such as the need for a stable internet connection, limited access to premium features, and limited interaction between users or with teachers also hinder the learning process.

In Indonesia, several studies have demonstrated the benefits of using Mondly in language learning. (Putra & Nugroho, 2021) for example, found that students who regularly used the app showed improvements in confidence and pronunciation accuracy when speaking English. However, these studies focused on vocabulary and pronunciation and did not comprehensively evaluate how Mondly impacts real-world speaking skills such as fluency, intonation, and sentence construction. Furthermore, while many studies have discussed language learning apps

in general, few have specifically evaluated Mondly's effectiveness in improving overall speaking skills. Furthermore, there is limited research examining how Mondly's interactive design and AI-based approach impact students' motivation, engagement, and learning experience in EFL (English as a Foreign Language) classes, particularly at the high school level in Indonesia.

Artificial intelligence (AI) and adaptive learning technologies personalize education by analyzing student performance and tailoring content to meet individual learning needs, ensuring a more inclusive and effective educational experience (Alqahtani & Rajkhan, 2020). The importance of educational technology has been further highlighted during global crises like the COVID-19 pandemic, where online learning platforms played a crucial role in maintaining academic continuity and ensuring students had access to quality education despite disruptions (Zawacki-Richter et al., 2019).

Digital tools such as language learning applications, online dictionaries, and grammar-checking software provide instant feedback, helping students improve their reading, writing, speaking, and listening abilities. Learning Management Systems (LMS) and interactive platforms enable educators to create engaging lessons, assign tasks, and monitor progress efficiently. Additionally, artificial intelligence (AI)-driven chatbots and virtual tutors offer personalized language practice, fostering independent learning and boosting student confidence (Alqahtani & Rajkhan, 2020). Multimedia resources like videos, podcasts, and digital storytelling further enhance comprehension by exposing students to authentic English contexts. Virtual reality (VR) and augmented reality (AR) create immersive environments where students can practice conversational skills in realistic scenarios. Moreover, online discussion forums, video conferencing, and social media platforms promote collaboration, allowing students to interact with peers and native speakers worldwide. The importance of technology in English education became even more evident during the COVID-19 pandemic, as digital learning platforms ensured the continuity of instruction and access to educational resources (Zawacki-Richter et al., 2019). While it offers speech recognition for pronunciation, it lacks real-world dialogue simulations that are essential for developing speaking fluency (H. Zhang, 2022). The pre-recorded dialogues and chatbot interactions often feel robotic, lacking the spontaneity of in-person conversations (Brown & Larson-Hall, 2021). Mondly's gamified learning approach also limits its ability to offer dynamic, contextual language experiences, particularly in speaking, as it lacks extended conversations or debates (Li & Swanson, 2019). Additionally, the app's absence of peer interaction or instructor feedback further hinders language development (Wang & Winstead, 2020). Accessibility issues, such as the need for a

stable internet connection and the premium subscription model, limit access to advanced features for some learners (Al-Marroof & Al-Dosary, 2021).

One of the primary issues is the availability of necessary technological resources, such as smartphones, tablets, or stable internet connections, which can hinder students from fully utilizing the application (Wang & Winstead, 2016). Additionally, not all students are comfortable with digital learning tools, and some may struggle with technical difficulties, leading to frustration and disengagement (Stockwell, 2012). Another significant challenge is the limited interaction between students and teachers, as Mondly primarily focuses on AI-driven responses, which may lack the depth and personalization of human feedback (Godwin-Jones, 2018). Furthermore, while Mondly provides speech recognition technology, it is not always accurate in assessing pronunciation, potentially leading to incorrect feedback that could affect students' confidence and learning progress (Neri, A., Cucchiari, & Strik, 2008). Classroom management also becomes a concern, as students may be easily distracted by other apps or social media when using their devices, reducing the effectiveness of the learning session (Kukulska-Hulme & Shield, 2008). Moreover, the application follows a structured curriculum that may not align perfectly with the specific learning objectives of a given course, making it challenging for teachers to integrate it seamlessly into lesson plans (Burston, 2015). Finally, the motivation levels of students can vary, with some learners finding the repetitive nature of the exercises monotonous, leading to reduced engagement and interest in practicing speaking skills (Reinders & Hubbard, 2013). This financial barrier limits the app's effectiveness, especially in classrooms where not all students have equal access. Mobile-assisted language learning (MALL) tools often face challenges related to accessibility due to paid features, which can hinder equitable learning opportunities (Burston, 2015).

Several studies have examined the use of learning technology to enhance English speaking skills through various applications (Miettinen & Vallivaara, 2019). However, research specifically focusing on the Mondly app's effectiveness in improving speaking skills remains limited. While general studies discuss the impact of language learning apps on motivation and engagement (Reinders & Hubbard, 2013) (Reinders & Pegrum, 2016) (Elaish, M. A., Ibrahim, S., & Al-Hadhrami, 2019), but few studies evaluate how Mondly's features contribute to real-world speaking skills beyond vocabulary. Additionally, while Mondly's user interface and speech recognition have been praised (Reinders & Pegrum, 2016), there is a gap in understanding how these tools enhance dynamic speaking abilities such as spontaneous conversation. Studies also highlight that Mondly's system may oversimplify learning tasks, which could limit the development of complex speaking skills (Godwin-Jones, 2018).

Therefore, further research is necessary to evaluate Mondly's specific role in improving speaking skills, especially in diverse learner profiles (Li & Swanson, 2019).

Studies support Mondly's benefits (Elaish, M. A., Ibrahim, S., & Al-Hadhrami, 2019) found that mobile language apps like Mondly significantly boost enthusiasm and aid vocabulary growth, both essential for clear communication. Similarly, (Reinders & Pegrum, 2016) highlighted Mondly's user-friendly interface and gamified features as key factors in increasing learner motivation and engagement. This study aims to determine the extent of students English speaking skills when using the Mondly application. The objectives of this research are : to find out Mondly app influence students' confidence and fluency in speaking English, to find out the use Mondly app improve students' pronunciation, intonation, and sentence construction in English ,and to find out the design and interactivity of the Mondly app affect students' motivation, engagement, and vocabulary acquisition in English learning. By investigating these aspects, this study evaluates the overall effectiveness of Mondly as a tool for improving students' English speaking proficiency compared to traditional learning methods.

METHOD

This study adopted a qualitative case study approach to explore students' perspectives on using the Mondly application to enhance their English speaking skills, especially in areas such as vocabulary development and pronunciation. A case study was chosen because it allows for an in-depth understanding of a specific phenomenon within its real-life context (Baxter & Jack, 2008), which in this case involves students' experiences with language learning technology in the classroom. To ensure that the data collected would be both relevant and insightful, the research involved 30 high school students as participants. These students were specifically chosen because they had prior experience using Mondly in a learning environment where mobile phone use was permitted and internet access was reliable. This sampling method was considered appropriate because it allowed the researcher to focus on participants who were most likely to provide meaningful input based on direct engagement with the application.

The data collection process in this study was carried out over a period of four weeks, followed by one week dedicated to data analysis. In the first week, the researcher conducted learning activities using the Mondly application. This stage aimed to introduce the application to the students and provide them with the opportunity to become familiar with its basic features before the data collection process began. In the second week, students were asked to complete an open-ended questionnaire designed to explore their initial impressions and experiences using the Mondly application. The questionnaire consisted of 15 statements focusing on key

aspects such as the development of speaking skills, vocabulary acquisition, pronunciation practice, and students' overall engagement in speaking activities through the app. In the third week, the researcher conducted semi-structured interviews with 10 purposively selected students. These interviews aimed to explore the students' individual experiences in greater depth, allowing them to express their thoughts, feelings, and personal reflections more freely. Each interview lasted approximately 10 to 15 minutes and was conducted in a comfortable and familiar setting to encourage open and relaxed conversation. All interviews were audio-recorded with participants' consent and transcribed to ensure accurate analysis. In the fourth week, the researcher conducted thematic analysis of the collected data. This process began with a thorough review of the questionnaire responses and interview transcripts, followed by data coding to identify relevant information. The researcher then identified recurring patterns and emerging themes. The goal of this analysis was to develop a comprehensive understanding of students' perceptions of the effectiveness of the Mondly application and how its interactive features influenced their motivation and engagement in learning English. By following this methodology, the study aims to provide a nuanced and context-specific understanding of the role Mondly plays in improving students' English speaking skills from the perspective of those who use it directly.

RESULTS

This research involved 30 students. A questionnaire was distributed to all participants via Google Forms, the questionnaire consisted of 15 statements and 10 students were chosen for face-to-face interviews at school. The purpose of both the questionnaire and the interviews was to evaluate students' perceptions of learning vocabulary using the Mondly application. To track their progress and observe improvements, the researcher requested the students to log in to Mondly for School.

| No | Statement | SA | A | N | D | SD |
|----|---|-------|-------|------|---|----|
| 1. | I feel more confident in speaking English after using the Mondly app. | 53,3% | 40% | 6,7% | - | - |
| 2. | Mondly app helps me improve my English pronunciation. | 56,7% | 40% | 3,3% | - | - |
| 3. | I feel that Mondly helps me speak English more spontaneously during practice. | 60% | 40% | - | - | - |
| 4. | The speech recognition feature in Mondly helped me improve my pronunciation. | 60% | 33,3% | 6,7% | - | - |
| 5. | Using the Mondly app makes me less nervous when speaking English. | 53,3% | 43,3% | 3,4% | - | - |

| | | | | | | |
|-----|--|-------|-------|------|------|---|
| 6. | I can construct English sentences more quickly after practicing with Mondly. | 70% | 30% | - | - | - |
| 7. | Mondly app helps me in improving my speaking skills more fluently. | 53,3% | 43,3% | 3,4% | - | - |
| 8. | Mondly helps me improve my English intonation and rhythm in speaking. | 50% | 40% | 10% | | |
| 9. | I feel more confident to speak English in real-life situations after using Mondly. | 60% | 33,3% | 6,7% | | |
| 10. | Using the Mondly app makes the process of learning English more fun. | 50% | 40% | 10% | - | - |
| 11. | I feel Mondly makes it easier for me to learn new vocabulary. | 50% | 43,3% | 6,7% | - | - |
| 12. | I feel more motivated to learn English by using the Mondly app. | 60% | 33,3% | 6,7% | - | - |
| 13. | I feel like the Mondly app gives me enough feedback on my pronunciation. | 53,3% | 40% | 6,7% | - | - |
| 14. | I feel using the Mondly app easier than practicing speaking directly with a friend or teacher. | 50% | 33,3% | 10% | 6,7% | - |
| 15. | I find Mondly more effective than traditional English learning methods. | 43,3% | 36,7% | 20% | - | - |

The findings were visually represented in the form of tables and graphs, which provided a clear overview of the respondents' choices and allowed for a comprehensive analysis of patterns and trends. The data revealed significant variations in responses across different questions, with some showing noticeable polarization, where students strongly agreed or strongly disagreed, while others received predominantly neutral responses. This information serves as a valuable resource for understanding how students perceive their vocabulary learning experience using Mondly. Additionally, the results can be used to pinpoint specific areas where students may face challenges or require further support, contributing to the improvement of the learning process.

The questionnaire results indicate that Mondly is widely appreciated by users for its user-friendly design, effectiveness in enhancing speaking skills, and its ability to make learning engaging. The app's interactive features and practical speaking exercises contribute to its success as a language learning tool. Additionally, it is viewed as highly beneficial for both individual practice and use in classroom settings, making it a versatile resource for improving

English speaking proficiency. From the interview responses, the researcher can examine and interpret students' opinions regarding the use of the Mondly application in the classroom. The details of the interview findings are presented below, providing insights into students' perspectives on the app's effectiveness in improving their speaking skills. Ten students from the class were interviewed to discuss their experiences using the Mondly application for learning English.

Improving Confidence in English Speaking

Many students feel nervous when speaking English, especially because they're afraid of making mistakes or being laughed at. Mondly helps ease that fear by giving them a safe space to practice. With its voice recognition and feedback features, students can try speaking as much as they want without pressure. They can make mistakes, learn from them, and try again privately, at their own pace. This kind of practice slowly builds their confidence. They start feeling more ready to speak up in class or even chat in English outside of school. It's not about being perfect, but about feeling brave enough to try. This is supported by the questionnaire results from statement 1, where 93.3% of students agreed that Mondly provides a safe and pressure-free environment for practicing speaking, and is also supported by student interview responses.

“Before using Mondly, I was always nervous about making mistakes when I spoke English in class. Practicing in the app first, where nobody hears me except the microphone, helped me relax. Now I dare to speak up, and my classmates even ask me for help with pronunciation.” Student 1

Improving Pronunciation Accuracy with Feedback

One of the most helpful features in the Mondly app is the speech recognition tool, which gives students instant feedback on how they pronounce words. For many learners, this is something they don't usually get when learning in a traditional classroom. Being able to hear their own voice and immediately see whether they got it right or not helps them become more aware of their mistakes. Over time, this repeated practice makes their pronunciation more accurate and natural. They don't just memorize words, they learn how to say them correctly, which gives them more confidence when speaking with others. This is supported by the questionnaire results from statements 2 and 4, where 96.7% of students agreed that the speech recognition and feedback features in Mondly help improve their pronunciation and speaking confidence, and is also supported by student interview responses.

“When I speak English with Mondly, the app tells me if my pronunciation is wrong. Sometimes I repeat the same word three or four times until I get it right. It really helps me because I used to say words the wrong way without knowing.” Student 2

Spontaneous Speaking Practice Through Interactive Lessons

Mondly encourages students to speak more naturally through its interactive speaking exercises. Instead of only memorizing scripts or repeating isolated words, learners are placed in simulated conversations where they must respond quickly, just like in real life. This helps them get used to thinking in English and reacting without overthinking every word. Over time, this kind of practice makes their speaking more spontaneous and less robotic. They learn to speak with more flow and confidence, not just accuracy. This is supported by the questionnaire results from statement 3, where all of students agreed that Mondly helps them speak more naturally and spontaneously during conversation practice, and is also supported by student interview responses.

“I like the speaking part where I have to answer like I’m talking to someone. At first I had to think a lot, but now the words just come out. It feels like real conversation, not just practice.” Student 3

Supportive Speech Recognition for Better Speaking

The speech recognition feature in Mondly acts like a patient speaking partner that’s always available. It listens to how students pronounce words and gives instant responses—whether it’s correct or needs improvement. This support helps learners become more aware of how their speech sounds and what they need to fix. Unlike speaking with a person, where students might feel shy or embarrassed, the app gives them the freedom to practice again and again without pressure. This makes the learning experience more comfortable and helps them speak more clearly over time. This is supported by the questionnaire results from statement 4, where 93.3% of students agreed that Mondly’s speech recognition feature allows them to practice comfortably and improve their speaking clarity, and is also supported by student interview responses.

“Sometimes I feel shy to speak with other people, but with Mondly I can try many times until I say it right. The app helps me know if my pronunciation is okay or not. That makes me feel more sure when I talk.” Student 4

Reduced Nervousness When Speaking English

Mondly creates a low-pressure space where learners can rehearse their English without worrying about judgment or making mistakes in front of others. The app’s bite-sized

conversations and encouraging feedback make each practice attempt feel manageable, gradually replacing anxiety with familiarity. Because students can repeat a dialogue as often as they like, they gain a sense of control over their performance; each successful try chips away at the nerves that usually surface when speaking aloud. Gamified streaks and gentle reminders also help learners focus on progress rather than perfection, so confidence builds naturally session after session. Over time, what once felt intimidating becomes a routine part of learning, and students approach real-life conversations with noticeably steadier voices and calmer minds. This is supported by the questionnaire results from statement 5, where 96,6% of students agreed that Mondly helps reduce their speaking anxiety and makes them feel more comfortable during English practice, and is also supported by student interview responses.

“Before, speaking English made my heart race, but now I can rehearse in Mondly first. Each time I finish a lesson, I feel a bit braver, and the nerves almost disappear when I have to talk in class.” Student 5

Faster Sentence Construction During Practice

Mondly helps students become quicker and more confident in forming sentences by offering interactive exercises that guide them step by step. Through regular practice with phrases and sentence patterns, learners begin to recognize structures and vocabulary combinations more easily. The app’s conversational lessons simulate real-life scenarios, so students aren’t just memorizing, they’re actively building responses in context. This repetitive yet engaging format helps the brain process and retrieve language faster, making it easier to form complete sentences on the spot. Over time, learners find themselves hesitating less and speaking more fluently during practice and real conversations. This is supported by the questionnaire results from statement 6, where all of students agreed that Mondly helps them form sentences more easily and speak more fluently, and is also supported by student interview responses.

“At first, I had to think for a long time before making a sentence. But now, because I practice with Mondly every day, I can answer more quickly and naturally.” Student 6

Improved Fluency in Daily Conversations

Mondly’s daily practice sessions give students the chance to use English regularly in a way that feels natural and practical. With consistent exposure to common phrases and everyday vocabulary, learners begin to speak more smoothly and with less effort. The app’s dialogue-based lessons mimic real conversations, allowing students to build familiarity with the kind of language they actually use in daily life. This repeated practice builds rhythm and confidence, making it easier to keep a conversation going without long pauses or searching for words. As

a result, students feel more comfortable speaking English outside the classroom, whether with friends, teachers, or strangers. This is supported by the questionnaire results from statement 7, where 96.6% of students agreed that Mondly’s daily speaking practice helps them speak more comfortably and naturally in real-life situations, , and is also supported by student interview responses.

“I used to get stuck a lot when talking in English, but now the words come out more easily. After using Mondly for a while, I can speak more fluently, especially in daily situations.” Student 7

Better Intonation and Rhythm in Speaking

Mondly doesn’t just teach what to say, it helps learners focus on how to say it. Through listening and repeating exercises, students are exposed to natural-sounding English, which helps them pick up on the right intonation, stress, and rhythm of speech. By mimicking native speakers in the app, learners gradually adjust their tone and flow to sound more natural and expressive. This kind of focused repetition trains the ear and the tongue at the same time, improving both understanding and delivery. As a result, their spoken English begins to sound less robotic and more like real, conversational language. This is supported by the questionnaire results from statement 8, where 90% of students agreed that Mondly helps them improve their intonation, rhythm, and natural expression in spoken English, and is also supported by student interview responses.

“At first, my speaking was flat and a bit stiff. But now, after using Mondly, I can follow the way native speakers talk. My English sounds more natural, not like reading from a book.” Student 8

Greater Confidence in Real-Life Speaking Situations

Using Mondly regularly helps students feel more prepared and confident when they have to speak English in real-life situations. The app offers practice that closely mirrors everyday conversations, like ordering food, asking for directions, or introducing oneself—so learners feel less caught off guard when those moments actually happen. Because they’ve already practiced similar dialogues many times in a low-stress environment, they approach real interactions with less hesitation and more assurance. Each successful experience boosts their belief in their abilities, turning anxiety into excitement when using English outside the classroom. This is supported by the questionnaire results from statement 9, where 93.3% of students agreed that Mondly helps them feel more confident and ready to use English in real life situations, and is also supported by student interview responses.

“I used to avoid speaking English in public because I was afraid to make mistakes. But after practicing with Mondly, I feel ready. Now I can talk to tourists or speak in class without panicking.” Student 9

Simplified Speaking Practice Without Pressure

Mondly makes speaking practice feel easy and stress-free by breaking lessons into short, manageable parts. Learners can speak at their own pace, repeat as many times as they need, and get instant feedback, without feeling judged or rushed. This relaxed environment encourages students to try without the fear of making mistakes, which is often a barrier in traditional learning settings. The simple, user-friendly design of the app helps students stay focused on speaking, not on performance anxiety. Over time, this gentle approach builds both skill and confidence in a way that feels natural and supportive. This is supported by the questionnaire results from statement 10, where 90% of students agreed that Mondly’s simple design and stress-free format make speaking practice easier and more comfortable, and is also supported by student interview responses.

“With Mondly, I don’t feel nervous because I can try again if I get it wrong. It makes speaking practice feel easy, like I’m just talking to myself but learning too.” Student 10

More Enjoyable and Motivating Alternative to Traditional English Lessons

Mondly transforms speaking practice into an engaging and fun experience, which keeps learners motivated in ways that traditional lessons often can’t. Instead of memorizing long grammar rules or feeling anxious in front of a classroom, students interact with colorful visuals, gamified progress, and real-life dialogues that make learning feel like play. This enjoyable format encourages consistency, turning what used to feel like a chore into a daily habit. The instant feedback, rewards, and variety of topics also give learners a sense of progress and purpose, making them more excited to speak English every day. This is supported by the questionnaire results from statement 11,12,13,14 and 15 where most of the students agreed that Mondly makes speaking practice more enjoyable and keeps them motivated to learn consistently, and is also supported by students interview responses.

“Learning with Mondly feels fun, not boring like some of my old classes. I actually look forward to practicing because it’s interesting, and I can see my progress every day.” Student 2

“When I use Mondly, I don’t get bored. It’s more fun than just sitting in a classroom and listening. I like the challenges, and I feel happy when I see my score go up.” Student 8

The students' feedback highlights the positive effect of the Mondly application on their English speaking skills. Many students described Mondly as an enjoyable, engaging, and effective tool for enhancing their speaking abilities. They appreciated features such as interactive conversations, pronunciation practice, and role-playing scenarios, which made learning more immersive and enjoyable. Additionally, the app's intuitive design and user-friendly interface were praised for making the learning process easier and boosting their confidence in speaking. With its variety of speaking tasks and conversation exercises, Mondly supports the development of fluency and encourages students to practice regularly, making it a valuable tool for improving their English communication skills. Several students highlighted Mondly's role in increasing their enthusiasm for learning and enhancing their speaking abilities. They mentioned that the app's interactive features motivated them to practice speaking regularly, leading to noticeable improvements in their English proficiency. Mondly's enjoyable and engaging learning environment, especially during class activities, was seen as a significant factor in making the learning process more positive. While a few students pointed out that the app's dependence on an internet connection was a drawback, they agreed that this minor issue did not outweigh the overall advantages of using Mondly for developing their speaking skills.

DISCUSSION

The findings of this research illustrate how private, self-paced speaking practice through Mondly significantly reduces learners' fear of making mistakes. Students explained that the app allowed them to try repeatedly without the pressure of being overheard or corrected in front of others. This sense of safety enabled even the more hesitant individuals to gradually find the confidence to express themselves. Garcia (2023) similarly argues that digital tools offer supportive learning environments that encourage engagement. My study builds on this perspective by highlighting that emotional security, there is space to fail and try again, plays a crucial role in helping students speak more freely in real-life settings.

In terms of pronunciation, students benefitted greatly from the app's real-time speech feedback. Many shared that they had unknowingly mispronounced words for years, and only through Mondly did they become aware of those errors. The app's instant correction system allowed them to repeat words multiple times until they felt satisfied with their improvement. Sparrow (2019) positions that timely, relevant feedback is essential for language development. While Sparrow emphasizes the theoretical importance of this feedback loop, my research demonstrates its practical application: learners became more accurate and confident in speaking simply because they could hear and correct themselves immediately. Similarly, Sitorus and

Rahman Hz (2024) found that “the real-time feedback feature helped improve pronunciation” in the Learn & Speak English Praktika app, underscoring how immediate correction via AI interaction enhances learners’ pronunciation skills.

Students also experienced progress in speaking more naturally. Unlike traditional repetition drills, Mondly’s dialogue simulations required learners to respond spontaneously, simulating the flow of actual conversations. Over time, this encouraged them to think in English and develop quicker, more fluid speech. Gee (2007) concept that immersive digital experiences promote problem-solving and authentic engagement. Through Mondly’s interactive dialogues, learners were not only practicing language, they were developing the mental agility to use it in real time, which helped move their speech from mechanical to conversational.

The app’s speech recognition system was consistently described as a patient and encouraging tool. Students felt free to speak, review their pronunciation, and improve at their own pace without fear of embarrassment. Azzahra (2024) findings that AI-based learning tools offer valuable opportunities for individualized speaking practice. However, both studies also acknowledge a limitation: while the feedback supports basic correction, it often lacks deeper guidance on prosody or more nuanced aspects of pronunciation. This suggests that while Mondly provides a solid foundation, it still has room to grow in terms of offering personalized, detailed feedback for advanced learners.

One of the most meaningful outcomes of this study is the reduction in speaking anxiety. Students reported feeling more at ease after several sessions, describing how small, consistent practice gradually transformed their experience of speaking English. Mondly’s gentle reminders, gamified lessons, and repeatable content helped shift their focus from fear of error to enjoyment of progress. Pratama (2024) assertion that AI-driven platforms help lower affective barriers to learning. However, both my findings and Pratama’s suggest that as learners become more comfortable, they begin to seek more challenge and complexity, implying that future versions of such tools should provide adaptable pathways to match the learner’s growth.

Improved sentence-building abilities were another clear result of regular use. Learners shared that they were able to form sentences more quickly and with greater ease, thanks to repeated exposure to common sentence structures and vocabulary. Garcia (2023) highlights the role of digital repetition in reinforcing language patterns, and my study offers practical confirmation: students moved from pausing mid-sentence to speaking more smoothly in a relatively short time. Nonetheless, some participants noted a sense of plateau after mastering familiar structures, pointing to the need for more varied or advanced content as proficiency increases.

The development of fluency extended beyond classroom contexts. Many students remarked that they no longer froze or stumbled during everyday conversations, crediting Mondly's realistic practice scenarios for helping them feel prepared. Sparrow (2019) emphasizes that fluency is built through repeated, meaningful interaction with language, and my findings show that Mondly's structured yet lifelike dialogues enable this kind of sustained exposure. However, as several students noted, the range of conversational topics could be broadened to maintain relevance and engagement at higher levels of proficiency.

Another valuable improvement noted by learners was their increased sensitivity to intonation and rhythm. Through features like audio playback and pitch visualisation, students began adjusting their speech to more closely match native speakers. Gee(2007) claim that multimodal learning, engaging both visual and auditory senses, deepens understanding. My findings suggest that with consistent exposure, learners develop not only accuracy but also expressiveness in their speech. Still, they expressed interest in longer and more connected speech samples to refine rhythm and flow, indicating a potential area for development in future updates.

Confidence in real-world interactions was one of the most rewarding results reported by students. After repeated practice with everyday scenarios, they felt capable of speaking in public, whether to a tourist or in a classroom setting. Azzahra (2024) conclusions, which recognize the usefulness of digital speaking tools in building conversational readiness. Nonetheless, both studies agree that to fully prepare learners for spontaneous interaction, apps like Mondly will need to incorporate more flexible, adaptive conversation tools, possibly through AI-powered open-ended dialogue features that simulate the unpredictability of real communication.

Students also appreciated the app's user-friendly and low-pressure design. Short lesson durations, the ability to repeat exercises, and simple instructions made speaking feel approachable, even for beginners. Pratama (2024) supports the idea that accessible design encourages consistent practice. My findings echo this, showing that students who might otherwise avoid speaking exercises were drawn into a routine simply because it felt manageable and rewarding. However, this simplicity also raised concerns among more advanced users, who desired a clearer pathway to more complex speaking tasks. Adaptive lesson planning and skill-level tracking could be effective solutions to address this. This aligns with Rahman Hz (2024), who observed that "the application was also thought to be engaging, user-friendly, and capable of boosting motivation for learning. Some students, however, claimed that in order to

better accommodate different learning styles, more features were required and that there were technical limitations.

Overall, learners described Mondly as a far more enjoyable and motivating alternative to traditional classroom speaking lessons. The visual appeal, game-like progress system, and instant feedback encouraged them to return daily, which greatly increased their total speaking practice time. Garcia (2023) notes that enjoyment is a strong predictor of engagement in digital learning environments, and my results clearly support this: when students find learning enjoyable, their consistency and motivation improve naturally. However, a few learners acknowledged that they occasionally focused more on earning points than on mastering the material, suggesting that while gamification is helpful, it should be carefully aligned with meaningful learning goals to sustain long-term development.

CONCLUSION

This study shows that the Mondly app has a meaningful impact on students' confidence and fluency in speaking English. Many students shared that they feel less anxious and more willing to speak after using the app regularly. Because Mondly provides a judgment-free space to practice, it helps ease the fear of making mistakes, something that often holds students back in traditional classrooms. With daily speaking practice and realistic conversations, learners become more comfortable using English in everyday situations. Over time, what once felt intimidating starts to feel normal, and students begin to speak with more confidence in class and beyond.

The findings also highlight that Mondly helps students improve their pronunciation, intonation, and ability to build sentences. The speech recognition tool gives immediate feedback, so students know right away if they've pronounced a word correctly. Repeating after native speakers helps them sound more natural, and over time, they begin to speak with better rhythm and clarity. The app also supports sentence-building through simple, guided steps, which helps students become quicker and more fluent when responding during conversations. It's not just about memorizing words, it's about using them the right way, in the right context.

Lastly, Mondly's engaging design and flexible learning format play a big role in keeping students motivated. The fun visuals, rewards, and short daily lessons make learning feel less like a chore and more like a game. Students liked being able to track their progress and practice at their own pace, which made them more consistent in their efforts. They also found it easier to learn new vocabulary because they were exposed to words in real conversations. All of these

elements combined make Mondly a valuable support tool, not only for improving speaking skills, but also for making English learning more enjoyable and effective.

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