ABSTRACT

Learners' Perceptions On Mobile-Assisted Language Learning (MALL) In Fostering Speaking Skills And Learner Autonomy Among Senior High School EFL Students

Mobile-Assisted Language Learning (MALL has appeared as a promising approach to supporting English Foreign Learner (EFL) learners encounter limited exposure to English beyond the classroom, especially in developing learners' speaking skills and learner autonomy. Despite the widespread use of mobile devices in Indonesian senior high school context, their potential for learning language is not yet fully integrated optimally, as many learners still use them often for entertainment rather than use in self-directed learning. This study have purposed to explore learners' perceptions of the use of MALL in fostering their speaking skills and their learner autonomy, and to identify how learners' utilize MALL to foster both aspects.

This study employed a qualitative study approach, including a closed-ended questionnaire completed by 30 eleventh-grade learners' and semi structured interviews with three participants representative learners from Mekar Arum high school, Bandung. These methods were chosen to figure out both an overview of learners' perceptions in general and in deeper understanding of their factual practices in utilizing MALL for learning English.

The findings from this study indicated that learners generally held positive perceptions of MALL, they felt it as accessible and flexible for learning English in all situations and settings and useful for speaking practice, vocabulary development, and boosting confidence, although their perceptions of its role in helping them to manage their ideas before speaking were moderate. The results further revealed that learners use mobile applications namely YouTube, TikTok, ChatGPT, Gemini and Google Translate actively, and show the autonomous habits involving selecting resources for learning, seeking feedback, evaluating their own performance of speaking, and adapting strategies when facing the difficulties.

In conclusion, the study shows that MALL serves as a supportive resources that can engage learners to take greater responsibility for speaking practice and organizing their own learning, meanwhile teacher and peer feedback remain important aspects. This finding highlights the importance of purseful and guided use of mobile technology and can serve as a reference for increasing instructions for speaking and autonomy of learners at senior high school settings.

Keywords :*Mobile-Assisted Language Learning (MALL), speaking skills, learner autonomy, EFL learners, students' perception.*