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Effectiveness of the EnglishCentral Application as an Interactive Learning Medium for Improving Junior High School Students' Speaking Skills

INFO PENULIS

Oktavia Ayu Virginia
Universitas Negeri Surabaya
Oktaviavirginia9@gmail.com
+6287810286638

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Abstrak

Keterampilan berbicara masih menjadi salah satu aspek yang paling sulit dikuasai oleh pembelajar bahasa Inggris sebagai bahasa asing karena terbatasnya kesempatan memperoleh umpan balik yang spesifik, keterbatasan waktu pembelajaran di kelas, serta minimnya paparan terhadap masukan lisan autentik. Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan EnglishCentral dibandingkan dengan pembelajaran konvensional dalam meningkatkan keterampilan berbicara siswa kelas VII di salah satu sekolah menengah pertama swasta pada tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen tipe *two-group pre-test post-test.* Sampel penelitian berjumlah 60 siswa yang berasal dari duabkelas, terdiri dari 30 siswa pada kelompok eksperimen dan 30 siswa pada kelompok kontrol. Kelompok eksperimen mengikuti lima sesi pembelajaran menggunakan EnglishCentral dengan durasi masing-masing 60 menit melalui tahapan *Watch-Learn-Speak,* yang memanfaatkan video autentik, teknologi pengenalan suara, perekaman berulang, umpan balik otomatis, dan pemantauan perkembangan belajar. Sementara itu, kelompok kontrol mengikuti pembelajaran konvensional melalui buku teks, dialog tertulis, bermain peran, dan diskusi yang dipandu guru. Pengumpulan data dilakukan melalui tes berbicara secara individual sebelum dan sesudah perlakuan dengan durasi satu hingga dua menit. Penilaian mencangkup aspek kelancaran, pelafalan, kosakata, tata bahasa, dan kesesuaian isi dengan topik. Hasil uji Levene menunjukkan bahwa varians kedua kelompok homogen, sedangkan uji Shapiro-Wilk menunjukkan bahwa sebagian besar data tidak berdistribusi normal. Oleh karena itu, analisis data dilakukan menggunakan uji Wlicoxon Signed-Rank dan Mann-Whitney U. Hasil penelutian menunjukkan bahwa kedua kelompok mengalami peningkatan, tetapi kelompok eksperimen memperoleh rerata peringkat yang lebih tinggi (45,50) dibandingkan kelompok kontrol (15,50). Perbandingan *gain score* juga menunjukkan perbedaan yang signifikan secara statistik (U = 900,000; Z = 6,670; p< 0,001). Temuan ini menunjukkan bahwa EnglishCentral efektif dalam meningkatkan keterampilan berbicara, meberikan umpan balik korektif secara cepat, serta mendorong kemandirian belajar siswa. Dengan dukungan perangkat, koneksi internet, dan pendampingan guru yang memadai, EnglishCentral direkomendasikan sebagai media pendukung pembelajaran berbicara di kelas.

Kata Kunci: EnglishCentral, media pembelajaran interaktif, keterampilan berbicara, pembelajaran bahasa berbantuan perangkat seluler, siswa sekolah menengah pertama.

Abstract

Speaking is still a difficult ability for English as a foreign language learners since there are frequently few possibilities for specific feedback, classroom time, and exposure to real oral input. This study looked at how well seventh-grade students at a private junior high school improved their speaking abilities during the 2025–2026 school year using the EnglishCentral program versus traditional education. A two-group pre-test-post-test quantitative quasi-experimental design was employed. Thirty students made up the experimental group and thirty students made up the control group, totaling sixty students from two complete classes. While the control group learned through textbooks, written dialogues, role play, and teacher-led discussion, the experimental group completed five 60-minute EnglishCentral treatment sessions utilizing the Watch-Learn-Speak sequence, real videos, speech recognition, repeated recording, automated feedback, and progress tracking. Individual oral pre-tests and post-tests lasting one to two minutes were performed by each student. Fluency, pronunciation, vocabulary, grammar, and topic were all evaluated. Levene's test revealed homogeneous variance, however Shapiro-Wilk results showed that most datasets were non-normally distributed. Wilcoxon Signed-Rank and Mann-Whitney U tests were therefore used. Both groups made considerable progress, but the experimental group's post-test mean rank (45.50) was significantly higher than the control group's (15.50). There was statistical significance in the gain-score comparison ($U = 900.000$, $Z = 6.670$, $p < .001$). These results show that EnglishCentral can successfully increase speaking practice, offer prompt remedial feedback, and promote student autonomy. As long as schools provide sufficient devices, connectivity, and teacher leadership, its usage is advised as an organized addition to verbal education in the classroom.

Keywords: EnglishCentral, interactive learning media, speaking skills, mobile-assisted language learning, junior high school students

A. Introduction

Speaking allows students to communicate ideas, share information, negotiate meaning, and engage in social and academic interactions, making it a key productive skill. Speaking is considered one of the most challenging language skills by many English as a Foreign Language (EFL) learners. Particularly when they have few opportunities to use English outside of the classroom, students often struggle with limited vocabulary, poor pronunciation, reluctance, fear of making mistakes, and lack of confidence. Additionally, students in Indonesian classrooms frequently speak in their native tongue during English classes, which limits their access to meaningful oral practice (Hotimah, 2020; Rao, 2019; Riadil, 2020). Because junior high school students are starting to establish the linguistic resources and communicative habits that will influence their subsequent engagement in English learning, these challenges are especially significant.

The use of digital and mobile learning materials has increased due to the shortcomings of traditional speaking education. Mobile-Assisted Language Learning (MALL) can boost oral production frequency, provide learners with flexible access to language input, and allow practice outside of set classroom timetables. According to research, when activities are interactive and pedagogically led, mobile applications can improve speaking performance, motivation, enjoyment, and readiness to communicate (Hwang et al., 2024; Rajendran & Md Yunus, 2021; Wang & Wang, 2023). Because application-based practice is private, it can also provide a less stressful atmosphere where students can rehearse a speech, assess their performance, and make any revisions before giving it in front of an audience. Students who are nervous or hesitant to speak in front of their peers should take note of this.

Instead of just moving printed tasks on a screen, technology is most helpful when it facilitates communicative and student-centered learning. Learning can be made more responsive and engaging by combining audiovisual input, student reactions, instant feedback, and progress data through interactive media (Apriani, 2019; Kustyarini et al., 2020). By exposing students to contextualized language and challenging them to employ expressions for meaningful goals, these media can support Communicative Language Teaching in speaking instruction (Darmawan et al., 2020). Because students can watch pronunciation, stress, intonation, gesture, and situational context before attempting their own oral production, video-based tools are very beneficial. Although access, learner readiness, and classroom management continue to be crucial factors,

teachers have also increased speaking practice chances through the use of videos, online platforms, and social media (Hongsa et al., 2023; Marhamah et al., 2022; Sadaf et al., 2024).

To improve speaking, a number of language-learning programs have been studied. While ELSA Speak focuses on automatic speech recognition and thorough pronunciation feedback, Duolingo offers gamified practice and has been linked to improvements in grammar, vocabulary, and speaking engagement (Dearestiani et al., 2023; Hanna et al., 2022; Kholis, 2021; Syafrizal et al., 2022). Although application use is most effective when teachers define objectives and link digital exercises with communicative tasks, learners typically enjoy instant pronunciation correction since it helps them identify errors and practice independently (Sarmita Samad & Aminullah, 2019). These results imply that speaking can be supported by mobile applications; nevertheless, the impact of these applications varies according to the kind of input, feedback, and learner engagement that each platform offers.

EnglishCentral is a video-based English learning platform that combines real audiovisual content with speech recognition, vocabulary learning, automated assessment, and progress monitoring. In its see-Learn-Speak sequence, students see a model film, study important vocabulary, and then have to mimic or produce spoken English. Learners can retry the speaking test until their performance improves once the technology detects pronunciation issues. Because it incorporates speaking practice into contextualized video content, EnglishCentral is different from programs that concentrate mostly on isolated vocabulary, grammar drills, or phoneme-level pronunciation (Gokgoz-Kurt, 2017; Strong, 2021). This combination may help beginning learners with both accuracy and fluency: automatic feedback focuses on pronunciation and word-level faults, while repetitive imitation encourages smoother oral production.

Additionally, learner autonomy could be strengthened by the platform. Even while autonomous learners define objectives, choose educational materials, control practice, and assess their progress, they nevertheless gain from instructor supervision and a well-thought-out lesson plan. By enabling students to work at their own pace, repeat challenging assignments, and use scores or progress reports as proof of advancement, application-based learning can assist these processes (L. Angelianawati, 2021; Marsevani, 2021; Rizqiyyah & Drajati, 2020; Yosintha & Yunianti, 2021). Although time limits, curricular demands, access, and students' preparation may restrict its implementation, teachers usually acknowledge the significance of learner autonomy (Ahmad Fahrudin et al., 2024; Fathi Husna et al., 2024). By combining autonomous practice with teacher-selected videos, organized speaking objectives, and observable progress statistics, EnglishCentral can partially alleviate this issue.

There is still little research on EnglishCentral in formal Indonesian junior high school classrooms, despite the growing usage of mobile devices. Prior research has frequently concentrated on pronunciation, adult learners, university students, or independent use rather than complete starter classes undergoing a prearranged series of classroom therapies. The current study's research context included seventh-grade students whose initial classroom performance was marked by communication anxiety, poor vocabulary, low oral participation, and minimal speaking experience. There had not been enough personalized practice or feedback from traditional instruction. This situation made it necessary to ascertain whether voice recognition feedback and real-world video practice could result in better speaking outcomes than traditional textbook-based education.

In order to improve junior high school pupils' speaking abilities, this study examined the efficacy of EnglishCentral as an interactive learning tool. In particular, the study sought to determine whether students who received instruction via EnglishCentral improved their speaking considerably more than those who received instruction via traditional techniques. In order to support instructors and schools thinking about incorporating structured mobile learning into EFL speaking instruction, the study compared pre-test, post-test, and gain-score trends in experimental and control courses.

B. Methodology

1. Research Design

This study employed a quantitative quasi-experimental design with two intact groups and pre-test-post-test measurement. A quasi-experimental approach was selected because the school did not permit random reassignment of students to newly formed classes. Class VII A received the EnglishCentral treatment and Class VII B served as the control group. Both groups completed the same speaking pre-test and post-test, allowing the researcher to examine change within each group and compare improvement between groups. This design

is appropriate for evaluating instructional interventions in naturally occurring educational settings (Cohen et al., 2017).

2. **Population and Sample / Participants**
   The population consisted of seventh-grade students at a private junior high school in the 2025/2026 academic year. Two existing classes were selected because preliminary observation showed low oral participation, limited vocabulary, insufficient speaking exposure, and high communication anxiety. Sixty students participated in total. The experimental class consisted of 30 students and the control class consisted of 30 students. The experimental class used EnglishCentral, while the control class continued with conventional speaking instruction.
3. **Technique of Data Collection**
   Data collection was completed in seven meetings. In the first meeting, both groups completed an individual oral pre-test lasting one to two minutes; the experimental group was also introduced to the EnglishCentral login process, microphone function, scoring system, progress report, and Watch-Learn-Speak sequence. Five 60-minute treatment meetings followed. The experimental topics covered self-introduction and simple expressions, daily activities and routines, hobbies and preferences, asking and giving information, and a final review with independent speaking practice. Students watched beginner-level videos, identified vocabulary and expressions, imitated model pronunciation, recorded their voices, interpreted automated feedback, repeated difficult utterances, and monitored XP or weekly progress. The control group studied comparable speaking content through textbooks, written dialogues, role play, and teacher-led classroom discussion without interactive digital media. In the seventh meeting, both groups completed an oral post-test with a topic and difficulty level equivalent to the pre-test.
4. **Instruments**
   The primary instrument was an individual speaking test administered before and after the treatment. Each student spoke for one to two minutes on a familiar descriptive topic using guiding questions. The analytic speaking rubric contained five aspects: fluency, pronunciation, vocabulary, grammar, and content. Each aspect was scored from 1 to 20, producing a maximum total score of 100. Fluency addressed continuity, pauses, and idea development; pronunciation addressed clarity, stress, and intonation; vocabulary addressed accuracy and range; grammar addressed comprehensible sentence structure and word order; and content addressed relevance, completeness, and organization. During treatment, teacher observation and EnglishCentral XP/progress records were used as supporting process evidence, but the pre-test and post-test scores formed the main dataset for hypothesis testing.
5. **Technique of Data Analysis**
   The scores were analyzed using IBM SPSS. Shapiro-Wilk tests were used to examine the normality of each group's pre-test and post-test distributions because each class contained 30 students. Levene's test was used to assess the equality of variance between groups. As three of the four score distributions did not meet the normality assumption, the final hypothesis testing used non-parametric procedures. The Wilcoxon Signed-Rank Test compared pre-test and post-test scores within the experimental and control groups. The Mann-Whitney U Test compared the groups' gain-score distributions. Statistical significance was evaluated at the .05 level. Values displayed by the software as .000 are reported in the article as $p < .001$.

C. Results and Discussion

Preliminary Assumption Tests and Choice of Analysis

The statistical analysis began by examining whether the four score distributions met the normality assumption. As shown in Table 1, only the control-group pre-test was normally distributed, with a Shapiro-Wilk significance value of .512. The control-group post-test produced $p = .033$, while both experimental-group distributions produced $p < .001$. Thus, three of the four datasets violated the normality criterion of $p > .05$. This pattern justified replacing the initially considered parametric comparison with non-parametric tests that did not require normally distributed scores.

Table 1. Shapiro-Wilk Normality Test Results

Dataset	Statistic	df	p	Interpretation
Control pre-test	.969	30	.512	Normal
Control post-test	.924	30	.033	Non-normal

Experimental pre-test	.820	30	< .001	Non-normal
Experimental post-test	.854	30	< .001	Non-normal

Table 2. Levene Homogeneity Test Results

Basis	Levene Statistic	df1	df2	p
Mean	1.891	1	58	.174
Median	1.420	1	58	.238
Median (adjusted df)	1.420	1	40.956	.240
Trimmed mean	2.245	1	58	.139

The homogeneity analysis yielded a Levene statistic of 1.891 with p = .174 based on the mean. Because this significance value was greater than .05, the variances of the experimental and control groups were considered homogeneous. Homogeneity alone, however, did not compensate for the non-normal distributions. The Wilcoxon Signed-Rank Test was therefore used for within-group comparisons, and the Mann-Whitney U Test was used for the gain-score comparison between groups. This analytic decision ensured that the conclusion was based on procedures appropriate to the observed data distribution.

Within-Group Improvement in Speaking Skills

Table 3 presents the Wilcoxon results for the two classes. The experimental group showed a statistically significant difference between its pre-test and post-test scores, Z = 4.787, p < .001. The control group also improved significantly, Z = 4.310, p < .001. These findings indicate that speaking development occurred in both instructional conditions. The improvement in the control group is understandable because students continued to receive speaking instruction, including dialogue work, role play, and classroom discussion. Regular instruction can increase familiarity with topics, vocabulary, and oral task procedures even without a mobile application.

Table 3. Wilcoxon Signed-Rank Test Results

Group	N	Z	p	Conclusion
Experimental	30	4.787	< .001	Significant
Control	30	4.310	< .001	Significant

The experimental result is educationally important because the students did more than complete ordinary oral exercises. During five treatment sessions, they repeatedly watched model videos, studied expressions, imitated pronunciation, recorded their voices, reviewed system feedback, and attempted the task again. This sequence increased the number of speaking attempts available to each learner. In a conventional classroom, one teacher may have limited time to listen to every student repeatedly, whereas an application can respond immediately to each recording. Similar research has shown that mobile applications and video-based media can increase practice frequency and support pronunciation, fluency, and oral engagement (Hwang et al., 2024; Marhamah et al., 2022; Sadaf et al., 2024).

The finding that both groups improved also prevents an overly simple interpretation of the treatment. EnglishCentral was not the only source of progress; exposure to instruction and repeated testing may have benefited all participants. The stronger claim must therefore depend on the between-group comparison of improvement rather than on the experimental group's pre-test-post-test result alone. This distinction is important in quasi-experimental research because statistical significance within a treatment group does not automatically establish that the treatment was more effective than the comparison condition.

Between-Group Difference and the Effectiveness of EnglishCentral

The pre-test mean ranks were close: 29.80 for the experimental group and 31.20 for the control group. The corresponding sums of ranks were 894.00 and 936.00. These values indicate that the two intact classes began with broadly comparable speaking performance. After the intervention, the experimental group obtained a post-test mean rank of 45.50 and a sum of ranks

of 1365.00, whereas the control group obtained a mean rank of 15.50 and a sum of ranks of 465.00. The large separation in post-test ranks shows that higher scores were concentrated in the EnglishCentral class after the treatment.

Table 4. Experimental and Control Group Ranks

Test	Group	N	Mean Rank	Sum of Ranks
Pre-test	Experimental	30	29.80	894.00
Pre-test	Control	30	31.20	936.00
Post-test	Experimental	30	45.50	1365.00
Post-test	Control	30	15.50	465.00

The Mann-Whitney analysis of gain scores confirmed that the difference in improvement was statistically significant. The test produced U = 900.000, Z = 6.670, and p < .001. On the basis of the significance criterion, the null hypothesis was rejected and the alternative hypothesis was accepted. The research question can therefore be answered affirmatively: seventh-grade students taught through EnglishCentral achieved significantly better speaking improvement than students taught through conventional methods.

Table 5. Mann-Whitney U Test on Gain Scores

Statistic	Value
Mann-Whitney U	900.000
Z	6.670
p (two-tailed)	< .001

The inferential pattern is coherent across the analyses. The pre-test ranks show no large initial separation, both classes improve over time, and the post-test ranks strongly favor the experimental class. This sequence reduces the likelihood that the final difference can be explained only by a pre-existing advantage in the EnglishCentral group. Because the design used intact classes rather than random assignment, unmeasured classroom differences cannot be ruled out completely; however, the comparable starting ranks and the direct gain-score comparison provide stronger evidence than a post-test comparison alone. The result should therefore be interpreted as a robust treatment-associated difference within this school context.

The effectiveness of EnglishCentral can first be interpreted through the quality of language input and the structure of practice. Authentic videos provide learners with contextualized examples of pronunciation, rhythm, stress, intonation, vocabulary, and non-verbal communication. The Watch-Learn-Speak sequence transforms this input into an observable practice cycle: learners watch a model, identify useful language, and then produce spoken language themselves. This design is consistent with research describing EnglishCentral as a platform that combines authentic video with pronunciation practice and speech recognition (Gokgoz-Kurt, 2017; Strong, 2021). It also reflects broader evidence that meaningful mobile input and repeated oral activity can improve speaking competence and learner engagement (Rajendran & Md Yunus, 2021; Wang & Wang, 2023).

A second explanation concerns immediate automated feedback. Speech-recognition technology allowed students to identify words or sentences that required further practice without waiting for individual teacher correction. The opportunity to repeat the same utterance after feedback likely increased noticing and self-correction. Studies of speech-recognition applications have similarly reported that automatic pronunciation feedback can support learners' awareness, accuracy, and willingness to practice (Hanna et al., 2022; Kholis, 2021; Sarmita Samad & Aminullah, 2019). EnglishCentral did not eliminate the teacher's role; the researcher still selected suitable beginner content, explained the feedback, monitored progress, and helped students with pronunciation and grammar. The result therefore supports a blended model in which automated feedback increases practice capacity while the teacher provides pedagogical direction.

A third explanation is the alignment between the application and communicative learning. The treatment topics were familiar and functional: introducing oneself, discussing routines, expressing hobbies and preferences, and asking for or giving information. Students did not

practice pronunciation as disconnected sounds only; they used language from videos to produce short monologues and dialogues. This contextualization is consistent with Communicative Language Teaching, which emphasizes meaningful language use rather than passive memorization (Darmawan et al., 2020). Interactive learning media can strengthen this process by requiring active responses, providing feedback, and making the learner's progress visible (Apriani, 2019; Kustyarini et al., 2020).

The application also supported learner autonomy. Students could repeat speaking activities at their own pace, review difficult expressions, and monitor XP scores or weekly progress. Such features encourage learners to assume greater responsibility for practice and self-evaluation. Research on autonomous learning has shown that digital applications can help students manage learning time, choose resources, regulate repetition, and evaluate their development (L. Angelianawati, 2021; Marsevani, 2021; Rizqiyyah & Drajati, 2020; Yosintha & Yunianti, 2021). In the present study, autonomy remained structured rather than completely independent: the teacher determined lesson goals and offered support while the application enabled individualized repetition. This balance is important because teachers report that learner autonomy can be difficult to implement when students are unprepared or when curriculum time is limited (Ahmad Fahrudin et al., 2024; Fathi Husna et al., 2024).

The findings are also consistent with studies of other digital speaking tools. Duolingo-based instruction has been associated with improvement in speaking and positive learner perceptions, while ELSA Speak has been used to strengthen pronunciation through automatic speech recognition (Dearestiani et al., 2023; Kholis, 2021; Syafrizal et al., 2022). Short-video media have likewise improved speaking performance by making tasks creative, familiar, and less threatening (Hongsa et al., 2023). EnglishCentral contributes a distinctive combination of authentic videos, vocabulary support, speech recognition, repeated speaking, and progress tracking. The present result suggests that this combination is suitable for beginner junior high school learners when it is embedded in a planned series of classroom tasks.

From a practical perspective, EnglishCentral can help teachers address three recurrent constraints in speaking instruction: limited practice time, large differences among learners, and the difficulty of providing individual feedback. Students who need more repetition can practice several times without delaying the entire class, while stronger students can progress to additional content. Teachers can use progress information to identify students who require support and can devote classroom interaction to explanation, encouragement, and communicative follow-up. Nevertheless, the application should be treated as a learning medium rather than as a replacement for teacher-led interaction. Students still need opportunities to transfer rehearsed language into spontaneous conversation with classmates.

Although the thesis reported a single total speaking score, the treatment activities were directly connected to each rubric component. Fluency was practiced through repeated one-to-two-minute production and the requirement to continue a monologue or dialogue with fewer interruptions. Pronunciation was addressed through imitation of model speakers and speech-recognition correction. Vocabulary was developed by identifying expressions from each video and using them in a new utterance. Grammar was practiced through sentence patterns embedded in daily communication topics, and content was strengthened through guiding questions and topic organization. The significant total-score difference therefore reflects a learning design that addressed several dimensions of speaking simultaneously rather than training one isolated feature.

The progression of the five treatment meetings also provided scaffolding. Students began with self-introduction and basic expressions, moved to familiar routines and preferences, and then practiced asking and giving information before completing more independent speaking. Such sequencing reduced the linguistic burden at the beginning and gradually required greater control of vocabulary, sentence patterns, and idea organization. For beginner learners, this progression is pedagogically important because immediate exposure to difficult open-ended speaking can intensify anxiety and produce silence. A structured sequence of familiar topics can instead create repeated successful experiences that prepare learners for longer and less supported oral production.

Repeated recording may also have influenced students' confidence and persistence, even though confidence was not measured as a separate variable. Students were able to rehearse privately, listen to or review feedback, and submit a stronger attempt rather than being evaluated only on a single spontaneous performance. This lower-risk practice environment can reduce the pressure associated with public correction and may encourage learners to take more speaking turns. The result is compatible with research showing that mobile learning can increase

willingness to communicate and speaking enjoyment when learners have control over pace and repetition (Hwang et al., 2024; Wang & Wang, 2023). Any claim about anxiety or confidence, however, should remain tentative until these affective variables are measured directly.

Progress tracking may have contributed to sustained participation during the treatment. XP scores and weekly reports made practice visible and gave students immediate evidence that an activity had been completed. Such feedback can support self-regulation by helping learners compare current performance with previous attempts and decide whether further repetition is needed. The motivational value of a progress indicator is not identical to language learning itself, but it can encourage the repeated engagement through which learning occurs. This interpretation supports the view that learner autonomy is strengthened when digital tools provide both choice and information for self-evaluation (Marsevani, 2021; Rizqiyyah & Drajati, 2020).

The improvement in the control group deserves equal attention. Role play, dialogue practice, teacher explanation, and repeated exposure to the test format are legitimate speaking-learning activities. The significant Wilcoxon result for the control class indicates that conventional instruction was not ineffective. Rather, the between-group analysis suggests that EnglishCentral added value beyond the progress produced by ordinary instruction. This distinction has practical importance: the study does not require teachers to abandon classroom interaction, textbooks, or role play. It supports enriching those practices with an application that increases individual speaking time and feedback frequency.

The strong separation in post-test ranks may also reflect the close match between the treatment and the assessment. EnglishCentral activities required students to produce short monologues and dialogues on familiar daily topics, and the tests used comparable oral descriptions supported by guiding questions. This alignment is educationally defensible because instruction and assessment targeted the same speaking competencies. At the same time, it means the findings provide the clearest evidence for similar beginner-level tasks. Future studies should test whether the improvement transfers to less rehearsed conversation, interaction with unfamiliar partners, longer presentations, and spontaneous problem-solving tasks.

For classroom implementation, teachers should establish a clear routine rather than simply instructing students to use the application. A productive lesson can begin with a communicative objective and selected video, continue with focused noticing of expressions and pronunciation, provide time for individual Watch-Learn-Speak practice, and end with pair or class interaction in which students adapt the language to their own meaning. This final transfer stage is essential because high application scores do not automatically guarantee successful interpersonal communication. Teacher observation can also identify cases in which students repeat mechanically without understanding the content.

Differentiation is another practical advantage. Students with lower proficiency can replay videos, slow down their practice, and repeat short segments, while students who progress quickly can select more challenging material or produce an expanded response. However, learner choice should be bounded by curriculum objectives and age-appropriate content. Teachers need to verify that video difficulty, vocabulary load, speaking speed, and topic familiarity are suitable for seventh-grade learners. The teacher's role shifts from being the sole provider of correction to becoming a designer, facilitator, and interpreter of automated feedback.

Institutional support determines whether this model can be sustained. A class requires adequate connectivity, functioning microphones or headsets, student access to devices, and procedures for students who experience technical problems. Schools should also consider data costs, account management, privacy, and equitable access so that application use does not disadvantage learners with weaker devices or home internet. Professional development can help teachers connect EnglishCentral data with lesson objectives and avoid using technology only for novelty. The positive statistical result should therefore be interpreted as evidence for a supported instructional system, not for the application operating independently of classroom conditions.

The study contributes to technology-enhanced speaking research by focusing on beginner junior high school learners in intact formal classes. Much mobile-language research emphasizes learner perception or university-level use, whereas this study compared an application-supported sequence with a control condition and analyzed actual speaking scores. The findings strengthen the argument that authentic video, speech recognition, repetition, and progress monitoring can work together as a coherent instructional package. They also show that pedagogical effectiveness depends on how features are organized into tasks, not merely on the presence of advanced technology.

The interpretation of the results must also consider the study's limitations. The sample consisted of only 60 students from one private junior high school, and the intervention lasted five

treatment sessions. The study examined overall speaking performance rather than reporting separate statistical outcomes for fluency, pronunciation, vocabulary, grammar, and content. In addition, the source thesis did not report an inter-rater reliability coefficient or a non-parametric effect-size statistic. Although the p value shows that the group difference was unlikely to be due to sampling variation under the tested model, the practical magnitude and scoring consistency would be clearer if future studies reported effect sizes, multiple raters, and reliability evidence. Access to stable internet, microphones, and suitable devices may also influence implementation. These limitations do not negate the significant result, but they define the conditions under which the finding should be generalized.

D. Conclusion

This study examined whether EnglishCentral was more effective than conventional instruction in improving the speaking skills of seventh-grade EFL learners. Both groups made significant pre-test-post-test gains, showing that regular speaking instruction and classroom participation contributed to development. However, the experimental group achieved much higher post-test ranks, and the gain-score comparison was statistically significant. The result therefore supports the conclusion that EnglishCentral produced greater improvement than the conventional approach used in the control class.

The main value of EnglishCentral lies in the integration of authentic video input, the Watch-Learn-Speak sequence, speech-recognition feedback, repeated recording, and progress tracking. These features extended each student's opportunities to practice and correct oral production while supporting a more student-centered and autonomous learning process. The application was most effective when combined with teacher guidance, topic selection, clarification of feedback, and communicative follow-up rather than used as an isolated self-study tool.

English teachers are recommended to use EnglishCentral as a structured supplementary medium for speaking lessons, especially when classroom time and individual feedback are limited. Schools should support implementation through reliable internet access, appropriate devices, headsets or microphones, and teacher training in technology-integrated instruction. Students should also be encouraged to continue guided practice outside class and use progress information to set personal learning targets.

A practical implementation plan should preserve the strengths of both digital and face-to-face learning. Teachers can select a short video linked to the syllabus, introduce the communicative purpose, model how to interpret automated feedback, and allocate time for several individual attempts. The lesson should then move beyond the application through pair work, role play, or spontaneous questioning so that students use the practiced language with a real interlocutor. Progress data can inform remedial support, but final assessment should continue to include human judgment of meaning, interaction, and comprehensibility. Schools should also provide an alternative procedure for students who lack devices or experience connectivity problems so that technology integration remains equitable.

At the institutional level, adoption should be accompanied by clear learning targets, monitoring procedures, and digital-access support. Teachers need opportunities to evaluate the suitability of available videos, align application tasks with curriculum outcomes, and interpret automated scores critically. Students should be taught that repeated practice is intended to improve intelligibility and communication rather than merely to collect points. Parents and school leaders can support consistent use by ensuring reasonable access outside the classroom while protecting students' privacy and screen time. These measures are important because the application's effectiveness depends not only on technical features but also on the quality of the instructional environment in which those features are used. A sustainable program should therefore combine infrastructure, teacher competence, student responsibility, and regular evaluation of learning outcomes.

The findings should be evaluated as evidence of comparative effectiveness within the specific conditions of this study rather than as proof that the same result will occur in every school. The positive outcome was produced through five guided treatment sessions, familiar beginner topics, teacher support, and access to the required technology. EnglishCentral is therefore best viewed as a pedagogical resource whose value emerges from purposeful integration with curriculum, assessment, and interaction.

Overall, the study offers a clear basis for cautious adoption: EnglishCentral can expand practice and feedback, but the quality of learning still depends on task design, teacher mediation, learner engagement, and equitable access. These elements should be monitored together when

schools evaluate whether the platform is producing meaningful improvement in students' everyday oral communication. Periodic review should compare application data with authentic classroom performance and student participation.

Future research should involve larger and more diverse samples, longer treatment periods, separate analysis of speaking components, multiple trained raters, reliability testing, and appropriate effect-size reporting. Researchers may also examine the influence of EnglishCentral on listening, vocabulary, speaking anxiety, confidence, motivation, and long-term retention. Such work would provide a fuller evaluation of the platform and clarify how its automated features can be integrated sustainably into different EFL educational contexts.

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