

**CLASSROOM DYNAMICS AND SPEAKING MASTERY IN AI-
INTEGRATED MALL: A STUDY IN INDONESIAN EFL
CONTEXT**

THESIS



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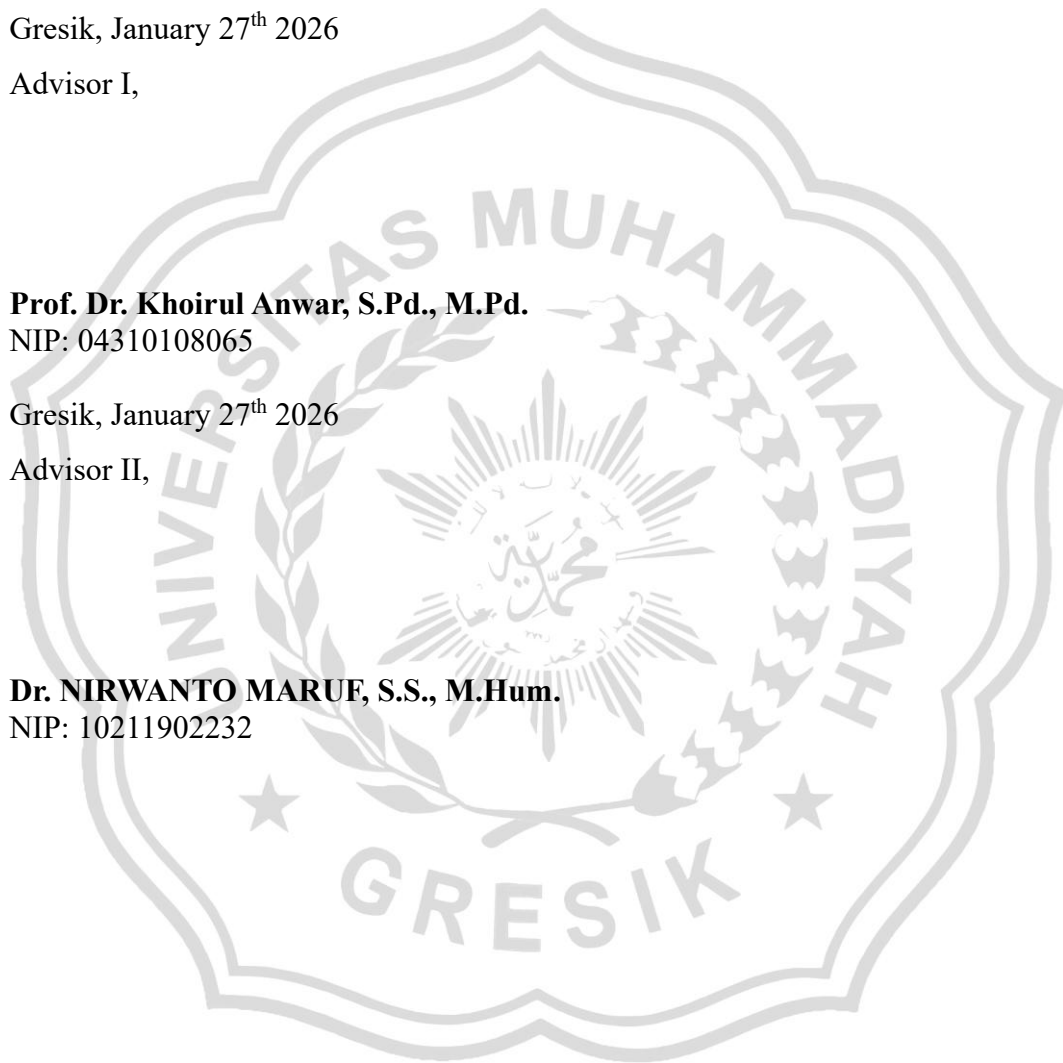
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MOTTO AND DEDICATION

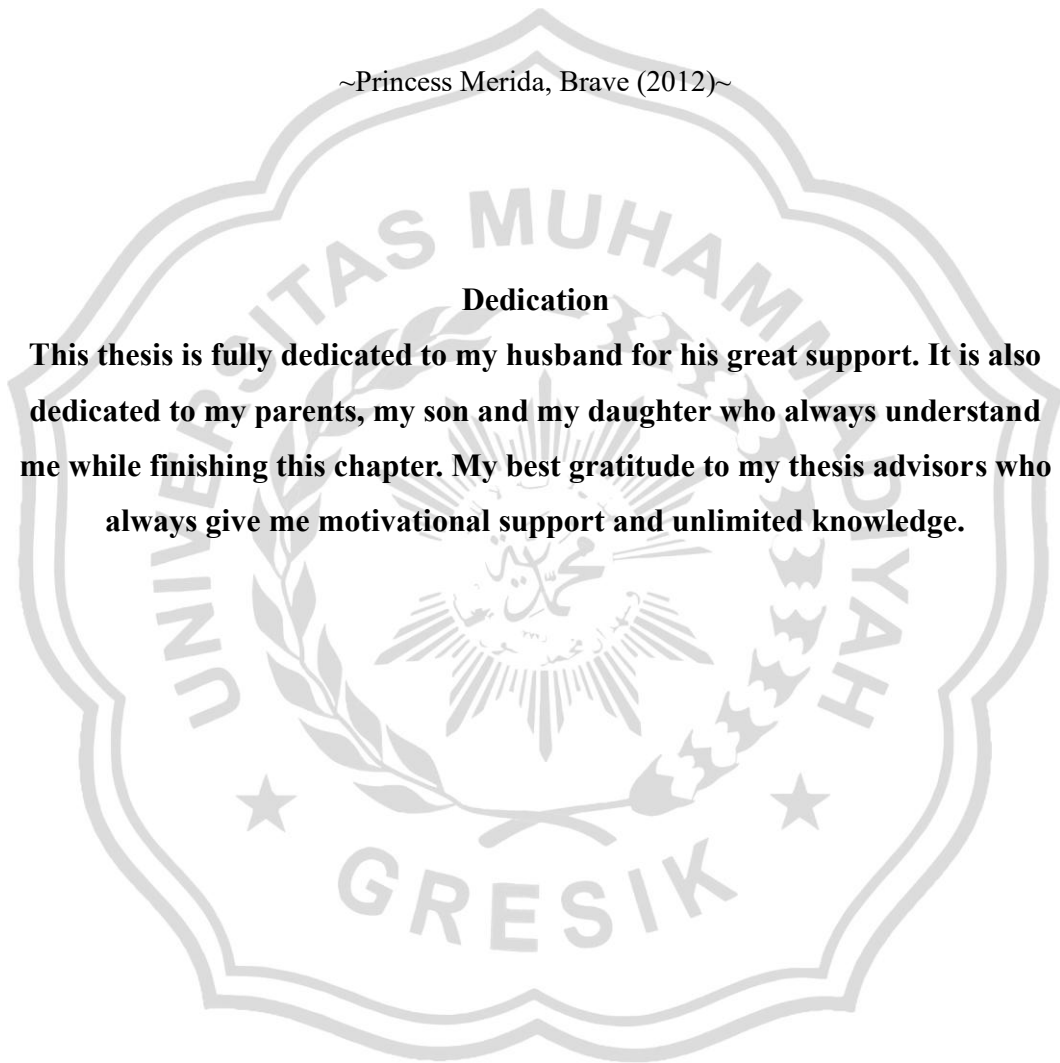
Motto

**“OUR FATE LIVES WITHIN US,
YOU ONLY HAVE TO BE BRAVE ENOUGH TO SEE IT”**

~Princess Merida, Brave (2012)~

Dedication

This thesis is fully dedicated to my husband for his great support. It is also dedicated to my parents, my son and my daughter who always understand me while finishing this chapter. My best gratitude to my thesis advisors who always give me motivational support and unlimited knowledge.



INTISARI

Yana, Nur Fitri 2026. “*Classroom Dynamics and Speaking Mastery in AI-Integrated MALL: A Study in Indonesian EFL Context*”. Tesis. Program Studi Magister Pendidikan Bahasa Inggris. Program Pascasarjana. Universitas Muhammadiyah Gresik.

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Kata Kunci: Dinamika Kelas, Penguasaan Berbicara, AI (Artificial Intelligence) terintegrasi MALL

Studi ini mengkaji hubungan antara dinamika kelas dan penguasaan berbicara siswa dalam penerapan Mobile-Assisted Language Learning (MALL) yang terintegrasi AI di konteks EFL Indonesia. Dengan menggunakan desain metode mix-method eksplanatori secara berurutan, penelitian ini melibatkan 96 siswa kelas sebelas yang terdaftar dalam Program kelas explore di SMA NU 1 Gresik. Data kuantitatif dikumpulkan melalui tes berbicara sebelum dan sesudah kegiatan, yang dinilai menggunakan rubrik analitik yang menargetkan kefasihan, ketepatan, pengucapan, dan kosakata. Kelompok eksperimen menerima aktivitas berbicara berbasis AI selama delapan minggu, sedangkan kelompok kontrol mengikuti pembelajaran konvensional dengan penggunaan AI yang terbatas. Data kualitatif diperoleh melalui wawancara semi-struktural dengan guru dan siswa, yang dilengkapi dengan observasi kelas. Temuan kuantitatif menunjukkan peningkatan angka pada skor berbicara, terutama dalam pengucapan dan kosakata, dengan perubahan skor yang lebih besar terlihat pada kelompok eksperimen dibandingkan kelompok kontrol. Temuan kualitatif mengungkapkan perubahan dalam pola interaksi, peningkatan keterlibatan peserta didik, dan pergeseran peran guru dari pengendali langsung percakapan menjadi fasilitator interaksi. Siswa juga melaporkan penurunan kecemasan dan peningkatan kesediaan untuk berpartisipasi, didukung oleh umpan balik berbasis AI secara pribadi. Secara keseluruhan, penelitian ini menyoroti bagaimana MALL yang terintegrasi dengan AI membentuk proses interaksi di kelas dan sejalan dengan perbaikan kinerja berbicara.

ABSTRACT

Yana, Nur Fitri. 2026. “*Classroom Dynamics and Speaking Mastery in AI-Integrated MALL: A Study in Indonesian EFL Context*”. Thesis. Master’s Program of English Education. Postgraduate Program. Universitas Muhammadiyah Gresik.

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Keywords: Classroom Dynamics, Speaking Mastery and AI-Integrated MALL

This study investigates the relationship between classroom dynamics and students’ speaking mastery within the implementation of AI-integrated Mobile-Assisted Language Learning (MALL) in an Indonesian EFL context. Employing an explanatory sequential mixed-methods design, the study involved 96 eleventh-grade students enrolled in the Explore Class Program at SMA NU 1 Gresik. Quantitative data were collected through pre-test and post-test speaking performance tasks assessed using an analytic rubric targeting fluency, accuracy, pronunciation, and vocabulary. The experimental group received embedded AI-mediated speaking activities over an eight-week period, while the control group followed conventional instruction with limited AI use. Qualitative data were obtained through semi-structured interviews with teachers and students, complemented by classroom observations. Quantitative findings showed numerical improvements in speaking scores, particularly in pronunciation and vocabulary, with greater score shifts observed in the experimental group compared to the control group. Qualitative findings revealed shifts in interaction patterns, increased learner engagement, and a transition in teacher roles from direct controllers of talk toward facilitators of interaction and rehearsal. Students also reported reduced anxiety and increased willingness to participate, supported by private AI-based feedback. Taken together, the study highlights how AI-integrated MALL reshapes classroom interactional processes and aligns with improvements in speaking performance.

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This thesis would not have been completed without the support, guidance, and contributions of many individuals and institutions. Therefore, the researcher would like to express sincere appreciation and profound gratitude to all those who have assisted throughout the completion of this study. First and foremost, the researcher extends deepest appreciation to the Advisors, Prof. Dr. Khoirul Anwar, M.Pd. as Supervisor I and Dr. Nirwanto Ma'ruf, S.S., M.Hum. as Supervisor II, for their invaluable guidance, insightful feedback, patience, and continuous encouragement throughout the research and writing process.

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The researcher acknowledges that this thesis may still have limitations in terms of content and presentation. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. It is sincerely hoped that this study will contribute meaningfully to the advancement of knowledge, particularly in the field of English Language Education.

Gresik, 27 January 2026

Nur Fitri Yana

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