CHAPTER II
REVIEW OF LITERATURE

This chapter describes theoretical background, previous related study, conceptual framework and hypothesis.

2.1 Theoretical Background

2.1.1 Enhanced Language Learning Theory (MALL Framework)

Mobile-Assisted Language Learning (MALL) emphasizes ubiquitous, flexible, and multimodal learning supported by mobile devices. According to Kukulska-Hulme and Shield (2008), MALL extends beyond traditional CALL by enabling continuous access for learning resources and enhancing learner autonomy. With the integration of AI such as speech recognition, automated feedback, and conversational chatbots MALL has evolved from a content-delivery tool into an *interactive partner* that provides real-time support (Kim et al., 2022; Zhou et al., 2025). This theoretical foundation explains how AI-MALL creates enhanced opportunities for practice, feedback, and personalized language learning, which are essential for improving speaking mastery.

2.1.2 Interactional Theory of Classroom Dynamics

Interactional theory, particularly the Walsh perspective, posits that learning occurs through social interaction (teacher-student interaction), mediated assistance, and collaborative dialogue. Walsh (2011) highlights that classroom interactional competence determines the quality of learning opportunities created through discourse. When AI-MALL is introduced into the classroom, interactional processes such as turn-taking, teacher scaffolding, peer collaboration, and participation patterns shift (Mercer, 2019; Carless, 2013). This theoretical foundation positions classroom dynamics as a mediating factor, explaining why the

success of AI-MALL is strongly influenced by instructional practices and social relationships within the classroom. The researcher will use the classroom dynamics classification based on Walsh's Theory, they are:

1. Teacher-Students Interaction
2. Students-Students Interaction
3. Students-AI interactions

2.1.3 Communicative Competence and Speaking Development Theory

Speaking mastery is conceptualized as a multidimensional construct involving fluency, accuracy, intelligibility, pragmatic awareness, and interactional management. Luoma (2004) emphasizes the real-time cognitive processing required in speaking, while Fulcher (2015) views speaking proficiency as a combination of linguistic, sociolinguistic, and strategic competencies. AI tools offers pronunciation scoring, fluency metrics, and conversational simulations directly support these dimensions. Thus, this theory provides a basis for understanding which components of speaking mastery are shaped by AI-MALL engagement.

AI-integrated MALL provides technological affordances, such as structured speaking tasks, conversational AI, and real-time automated feedback. Classroom Dynamics mediate how these technological affordances are used, negotiated, and internalized through teacher guidance, peer interaction, and participation patterns. Speaking Mastery emerges as a learning outcome shaped by the interplay between technological input and the social processes within the classroom. Thus, the framework conceptualizes speaking development not simply as a result of technology use, but as a socially mediated process influenced by classroom interactional structures.

2.2 Previous Related Studies

A growing body of research has explored the role of AI-integrated Mobile-Assisted Language Learning (MALL) in developing learners' speaking proficiency. Kim, Park, and Warschauer (2022) reported that AI-powered speech recognition

significantly enhances learners' pronunciation accuracy and fluency through immediate feedback and repeated practice; however, their study concentrated solely on technological effectiveness and did not investigate how classroom structures or interactional patterns influence students' engagement with AI tools. Similarly, Zhou, Hashim, and Sulaiman (2025) found that conversational AI chatbots increase learners' speaking confidence and willingness to communicate, yet their work neglected to examine the collaborative and instructional dynamics that unfold when such tools are used in a live classroom setting. Viberg, Khalil, and Baars (2023) further highlighted the motivational and engagement benefits of mobile learning environments but maintained a focus on individual learning behaviors rather than the social, peer-driven, or teacher-mediated interactions that occur during AI-supported speaking tasks. Taken together, these studies emphasize the technological affordances of AI-MALL but leave unexplored how the introduction of AI tools interacts with classroom-based social processes that ultimately shape speaking development. This creates a critical gap in understanding the process and the outcome of AI-driven speaking practice.

Research focusing on classroom interactional competence provides valuable insight into how learning opportunities are co-constructed through teacher–student talk and peer collaboration. Walsh (2011) underscored the importance of interactional practices such as turn-taking management, scaffolding, and feedback in creating meaningful learning spaces, while Mercer (2019) highlighted the socio-emotional and relational aspects of classroom communication that influence learner engagement. However, although these studies offer a strong foundation for understanding classroom dynamics, they do not address how these dynamics transform when AI-integrated mobile tools are embedded into speaking activities. In the Indonesian context, Fadhilah (2023) documented the increasing adoption of mobile learning and its motivational benefits, yet her study did not examine how AI-enhanced tools specifically influence speaking mastery nor how teachers and students negotiate new roles and interaction patterns when technology becomes central to classroom instruction. Furthermore, local studies tend to rely on quantitative survey designs, leaving a lack of qualitative, process-oriented

investigations that capture the authentic complexities of classroom discourse in AI-MALL environments. Therefore, the gap across these studies lies in the limited understanding of how AI-MALL reshapes classroom dynamics and how such reshaped dynamics mediate students' speaking development. Area of this study seeks to address through in-depth qualitative inquiry in Indonesian EFL classrooms.

Several studies in Indonesia have explored the use of Mobile-Assisted Language Learning (MALL) to support speaking skills. Research by Sholichah et al. (2025), Rizki (2023), and Fadhilah (2023) consistently shows that mobile applications help students improve their fluency, accuracy, vocabulary use, and motivation in speaking English. These studies highlight the benefits of flexibility and increased practice opportunities offered by mobile devices. However, most of this research mainly focuses on learning outcomes or students' individual perceptions, and does not examine how MALL changes the interaction patterns or classroom dynamics during face-to-face lessons.

Recent studies on AI-based tools such as ChatGPT, Character AI, and other AI speaking applications also show positive effects. Research by Salsabil & Rakhmawati (2025), Satiti et al. (2024), and Napitupulu (2025) indicates that AI tools can increase students' confidence, reduce speaking anxiety, and provide more opportunities for practice. Despite these promising findings, most AI-related studies in Indonesia still treat AI as a personal practice tool, used individually outside the classroom. They rarely investigate how AI, when integrated directly into classroom activities, may influence the roles of the teacher, student–student interaction, or overall classroom participation.

At the same time, studies on classroom dynamics in Indonesian EFL settings such as research on teacher–student interaction, scaffolding, collaborative learning, and classroom silence have offered important insights into how interactional patterns influence speaking development. However, these studies were conducted in traditional classrooms without AI or MALL integration, so they do not address how classroom dynamics might change when new technologies like AI become part of the learning environment.

From these observations, a clear research gap emerges. Although previous studies have examined MALL, AI tools, speaking mastery, and classroom dynamics separately, no study in Indonesia has combined these four elements. There is still limited understanding of how AI-integrated MALL shapes real classroom interaction, how it influences teacher and student roles, how it changes peer collaboration, and how these dynamics support or hinder students' speaking mastery. Therefore, the proposed study, *"Classroom Dynamics and Speaking Mastery in AI-Integrated MALL: A Study in Indonesian Context"*, aims to fill this gap by providing a comprehensive investigation of classroom dynamics and speaking development through a mixed-methods approach that includes classroom observations, performance data, and the perceptions of both teachers and students.

2.3 Conceptual Framework

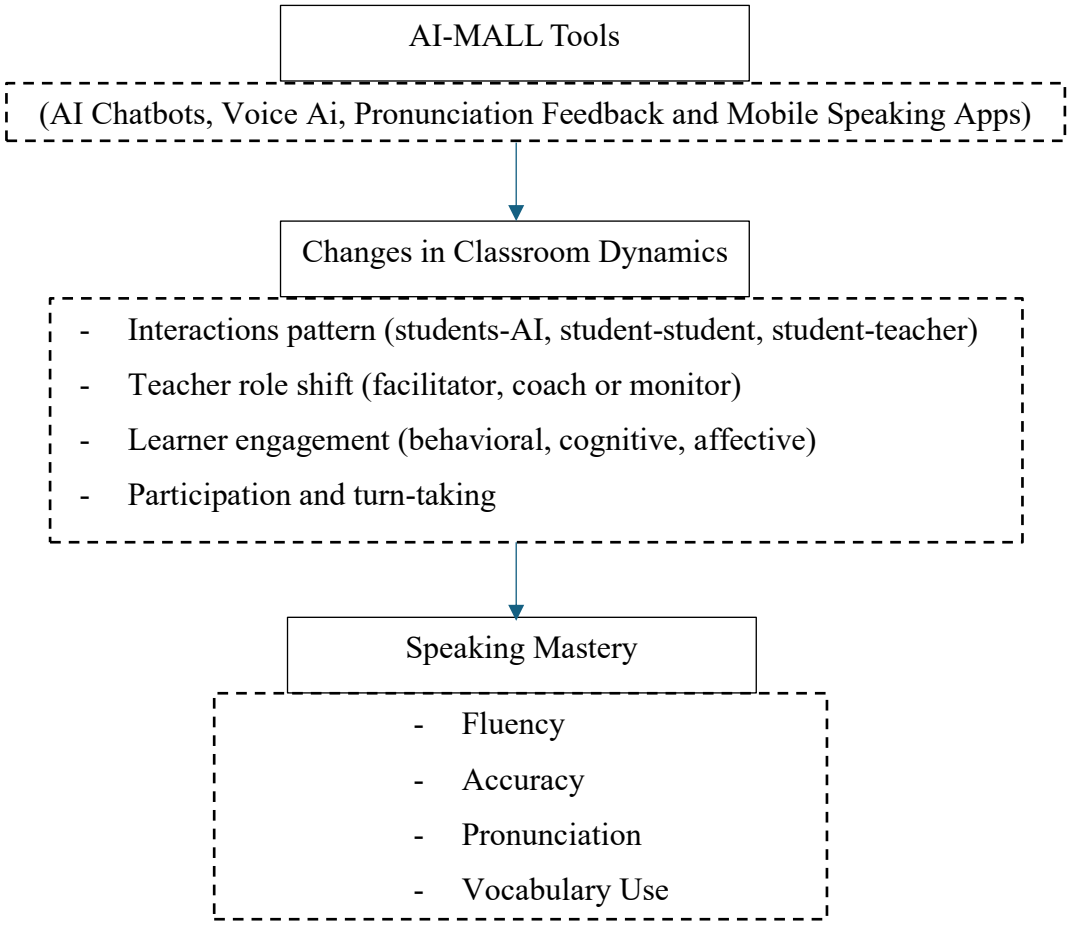

Figure 2.1 Conceptual Framework

2.4 Hypothesis

H1: The use of AI-integrated MALL has a significant effect on students' speaking mastery.

H0: The use of AI-integrated MALL has no significant effect on students' speaking mastery.