

LEARNING ENGLISH THROUGH YOUR PHONE, MUSIC, AND MIRROR PRACTICE TO BUILD UP CONFIDENCE

Ahmad Sunandar¹, Aficxa Nailatus Sa'adah², Ais Maharani³, Aisyah Idzaa
Amarta⁴, Anggun Citra Devi⁵, Arief Wicaksono⁶

¹⁻⁶ Program Studi Manajemen Informasi Kesehatan, Politeknik Indonusa Surakarta,
Jl. Palem No. 8, Cemani, Grogol, Sukoharjo, Jawa Tengah 57552, Indonesia

Penulis Korespondensi: 25.arief.wicaksono@poltekindonusa.ac.id

Abstract. English language proficiency has become a crucial skill in today's globalized world, as it can assist with schoolwork, foster career growth, and facilitate communication with people from various countries. However, many English learners still find learning difficult because it requires books and formal classes, thus diminishing their enthusiasm and opportunities to learn. This article explores convenient and easy ways to learn English daily without having to open a book, using mobile phones, songs, and practicing speaking in front of a mirror as part of their daily routine. This study uses a literature review method by exploring and combining various previous studies discussing informal digital English learning (IDLE), mobile-assisted language learning (MALL), motivation in learning, and developing self-confidence. Research shows that digital technology is very helpful in improving the English learning process. Activities such as changing the phone language to English, listening to English songs while reading the text, using language learning apps, interacting with English content on social media, and practicing speaking in front of a mirror can provide meaningful experiences in using the language naturally. These activities help to improve vocabulary, pronunciation, listening skills, fluency, and overall communication skills. Research also shows that students who frequently participate in digital learning activities typically have a better attitude toward English and greater communication confidence. Therefore, combining digital technology with simple daily habits can be an effective and easy way to continuously improve English skills.

Keywords: Confidence Building; Digital Learning; English Language Learning; Mobile-Assisted Language Learning; Mirror Practice

Abstrak. Kemampuan berbahasa Inggris telah menjadi keterampilan penting di dunia yang semakin global saat ini, karena dapat membantu dalam pekerjaan sekolah, mendorong pertumbuhan karier, dan memfasilitasi komunikasi dengan orang-orang dari berbagai negara. Namun, banyak pelajar bahasa Inggris masih merasa kesulitan belajar karena membutuhkan buku dan kelas formal, sehingga mengurangi antusiasme dan kesempatan mereka untuk belajar. Artikel ini mengeksplorasi cara-cara mudah dan praktis untuk belajar bahasa Inggris setiap hari tanpa harus membuka buku, menggunakan ponsel, lagu, dan berlatih berbicara di depan cermin sebagai bagian dari rutinitas harian mereka. Studi ini menggunakan metode tinjauan pustaka dengan mengeksplorasi dan menggabungkan berbagai studi sebelumnya yang membahas pembelajaran bahasa Inggris digital informal (IDLE), pembelajaran bahasa dengan bantuan ponsel (MALL), motivasi dalam belajar, dan pengembangan kepercayaan diri. Penelitian menunjukkan bahwa teknologi digital sangat membantu dalam meningkatkan proses pembelajaran bahasa Inggris. Aktivitas seperti mengubah bahasa ponsel ke bahasa Inggris, mendengarkan lagu berbahasa Inggris sambil membaca teks, menggunakan aplikasi pembelajaran bahasa, berinteraksi dengan konten berbahasa Inggris di media sosial, dan berlatih berbicara di depan cermin dapat memberikan pengalaman yang bermakna dalam menggunakan bahasa secara alami. Aktivitas-aktivitas ini membantu meningkatkan kosakata, pengucapan, keterampilan mendengarkan, kelancaran, dan keterampilan komunikasi secara keseluruhan. Penelitian juga menunjukkan bahwa siswa yang sering berpartisipasi dalam aktivitas pembelajaran digital biasanya memiliki sikap yang lebih baik terhadap bahasa Inggris dan kepercayaan diri berkomunikasi yang lebih besar. Oleh karena itu, menggabungkan teknologi digital dengan kebiasaan sehari-hari yang sederhana dapat menjadi cara yang efektif dan mudah untuk terus meningkatkan kemampuan berbahasa Inggris.

Kata kunci: Kepercayaan Diri; Pembelajaran Bahasa Inggris; Pembelajaran Digital; Mobile-Assisted Language Learning (MALL); Praktik Cermin

1. INTRODUCTION

English speaking is an important skill to master, yet many students still struggle due to a lack of confidence and anxiety when speaking English. Advances in digital technology provide opportunities for students to learn independently using mobile devices, making the learning process easier and more engaging. Research shows that using English learning apps on mobile phones can help reduce anxiety when speaking, increase enthusiasm for learning, and build students' confidence when communicating in English (Putri & Degeng, 2024; Asikin et al., 2025; Nur et al., 2025).

In addition to utilizing technology, listening to and using English songs can also be an effective way to learn to speak. Songs help students master language skills, improve pronunciation, increase fluency, and create a more enjoyable learning environment. Learning through music can help students feel calmer, reducing their fear of speaking and increasing their confidence. Previous research has shown that using English songs has a positive impact on students' speaking skills, fluency, and confidence in learning English (Putri et al., 2024; Kitjaroonchai & Sukman, 2025).

Based on these findings, learning English by combining the use of mobile phones as a learning tool and English songs as a practice method can create a more engaging, flexible, and effective learning experience in improving speaking skills and helping build students' confidence. Therefore, research on "Learning English Through Mobile Phones, Music, and Mirror Practice to Build Confidence" is important to assess the effectiveness of this combined learning method in helping students increase their confidence in speaking English.

2. LITERATURE REVIEW

Learning English doesn't always mean you have to use textbooks. Krashen (1982) says that language can be learned by being regularly and meaningfully exposed to it in everyday life. So, doing things like using a phone, listening to songs, and talking in front of a mirror can help make your English better. A smartphone is a great way to learn because it gives you access to many different learning materials, like videos, podcasts, apps for learning languages, and content from social media in English. Smartphones allow students to learn at any time and anywhere, as mentioned in Kukulska-Hulme and Shield's 2008 study.

Besides that, music can also help boost vocabulary, enhance listening abilities, and improve pronunciation. Songs can make learning more fun and help people remember new words and phrases better, according to Murphey from 1992. Meanwhile, practicing by speaking in front of a mirror helps people improve their speaking abilities and feel more confident about themselves. Bandura (1997) said that having confidence in yourself is a big part of doing well when you try to complete a task. By practicing often, people can feel more sure about using English in their everyday conversations.

3. RESEARCH METHODS

This study employed a descriptive qualitative research design to explore students' habits in improving their English-speaking skills. Qualitative descriptive research (QD) is a research method that utilizes a simple qualitative approach with an inductive flow. This inductive flow means that qualitative descriptive research (QD) begins with an explanatory process or event, ultimately leading to a generalization that serves as a conclusion from that process or event. The research was conducted with second-semester Medical Record students at Politeknik Indonusa Surakarta, selected through purposive sampling. Data were collected using classroom observations, semi-structured interviews, and documentation, including students' academic records and digital learning activities. The data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing/verification. To ensure the credibility of the findings, the researchers applied data triangulation by comparing information obtained from observations, interviews, and documentation (Pertiwi et al., 2026).

4. RESULTS AND DISCUSSION

The results show that students have formed different habits to improve their English speaking abilities by being regularly exposed to the language both in class and beyond. Students used classroom discussions, watched English videos, listened to English songs and podcasts, and used digital learning tools to practice speaking actively, as seen through classroom observations and interviews. These activities helped students get more used to English words, how they are pronounced, and the phrases people use when talking to each

other every day. The interview data also showed that students saw digital media as a helpful tool for boosting their confidence and giving them chances to practice English outside of class. These results show that using real English materials often helps improve speaking abilities and encourages people to use the language more in their everyday lives (Rahmawati et al., 2019; Lee & Drajati, 2019).

The interview results showed that most students thought regular practice was the key to getting better at speaking. Many people on purpose spent time learning English every day by watching YouTube videos, following creators who speak English, using mobile apps to practice speaking, and talking with their friends in English. These learning habits helped students get real language input and also made them better at speaking and more confident in themselves. When students keep using English in real-life situations outside of school, they become more comfortable sharing their thoughts and opinions in English during different activities (Rahmawati et al., 2019; Zhen & Hashim, 2022).

Classroom observations showed that students who took part in discussions and speaking activities usually had better fluency and more confidence compared to those who didn't practice much. Students started to feel more comfortable asking questions, speaking up during lectures, and sharing their thoughts, even if they made some grammar or pronunciation mistakes sometimes. This shows that talking a lot and practicing speaking regularly helps improve speaking skills better than just focusing on getting the language right. An engaging classroom environment helped students take part in activities confidently, without worrying about getting things wrong (Rahmawati et al., 2019; Jaelani & Adung, 2022).

The documentation data supported these findings by showing how students took part in different digital learning activities like online assignments, recorded speaking performances, presentations, and independent learning portfolios. These documents showed that students were constantly working on improving their English speaking skills by learning on their own. Digital learning resources offer flexible access to real English materials, allowing students to keep learning at their own pace and time, wherever they are (Lee & Drajati, 2019; Wahyudi et al., 2025).

Another important discovery relates to the part that learning motivation plays. Interviews showed that students who had a greater internal drive were more regular in studying English on their own. They saw knowing English well as very important for doing well in school, growing in their jobs, and talking to people around the world. So, students who were really motivated looked for ways to practice their speaking skills using different online tools, but students who weren't as motivated mainly depended on what was taught in class. This means that being motivated helps students keep learning a language over time (Rahmawati et al., 2019; Zhen & Hashim, 2022).

Using classroom observations, interviews, and records helped make the research results more trustworthy. The information from one source was backed up by the same findings from other sources, showing that students' better speaking skills came from a mix of regular practice, a helpful learning environment, online learning tools, and their own drive to improve. The agreement between these data sources makes the findings more reliable and gives a full picture of how students use English in their learning (Miles et al., 2020).

The results show that getting better at speaking English depends on how students study, how much they practice, their drive to learn, and how well they use online learning tools. Using real English content along with technology helps students practice speaking on their own more, which makes them more confident and better at communicating. So, teachers are encouraged to make learning more engaging by creating environments where students can take charge of their own learning and make the most use of digital tools in learning English (Lee & Drajati, 2019; Rahmawati et al., 2019; Zhen & Hashim, 2022).

5. CONCLUSIONS AND SUGGESTIONS

In summary, the results indicate that digital tools, particularly IDLE and MALL, have a beneficial impact on how university students learn English. Students can boost their language skills, communication abilities, self-confidence, and knowledge about English as an International Language by engaging in activities like watching videos, reading online content, using mobile learning apps, and chatting in English on social media. Learning motivation is also very important when it comes to getting the most out of digital learning.

1. Students should make it a habit to practice English using online tools and apps.
2. Teachers can make their lessons more engaging by using technology and creating fun learning activities.
3. Schools should make sure students have good internet and access to digital learning materials. Researchers can also study how using digital learning and mobile apps over time affects how well students learn English. In general, using digital tools, mobile tech, and having a strong desire to learn can greatly help students improve their English skills in today's connected world.

ACKNOWLEDGEMENT

The authors express their gratitude and pride to God Almighty for His blessings and abundance, enabling the successful completion of this article, "Learning English Through Your Phone, Music, And Mirror Practice To Build Up Confidence" The author also expresses his gratitude to all those who provided support, encouragement, and various information that assisted in writing this article. They also thank to education practitioners who provided explanations regarding creative ways to learn English in line with current technological advances.

Furthermore, they thank the researchers and academics whose work served as references in writing this article, ensuring that the discussion presented is based on sound scientific knowledge. hopefully this article will provide readers with useful insights, ideas, and encouragement to learn English independently in a simple, enjoyable, and effective way, incorporating them into their daily routines. The authors realize that this article still has shortcomings, so constructive criticism and suggestions are highly expected so that it can be improved in the future.

REFERENCES

- Asikin, M., Rahayu, E. Y., & Pramujiono, A. (2025). Evaluating the effectiveness of Mobile-Assisted Language Learning in enhancing English speaking proficiency. *Journal of English Language Teaching and Learning (JETLE)*.
- Jaelani, A., & Adung, N. (2022). *The use of Mobile-Assisted Language Learning (MALL) to promote learner autonomy in the EFL speaking context*. *Journal of English Education*.
- Kitjaroonchai, T., & Sukman, K. (2025). Effects of English songs on EFL learners' speaking performance: Lexical complexity, accuracy, and fluency. *Arab World English Journal*, 16(3), 129–143.

- Lee, J. S., & Drajati, N. A. (2019). *English as an International Language beyond the ELT classroom: Informal Digital Learning of English (IDLE) and EIL awareness*. *ELT Journal*, 73(4), 419–427.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Nur, S. A. A., Noni, N., & Korompot, C. A. (2025). Fostering self-confidence: The impact of online-based hybrid learning on English speaking proficiency. *ELT Worldwide: Journal of English Language Teaching*.
- Pertiwi, A., Sadijah, N. A., Yulianti, H. T., & Prihamdani, D. (2026). Exploring students' habits in enhancing English-speaking ability: A study at the Faculty of Psychology, Buana Perjuangan Karawang University. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 11(2).
- Putri, C. S., Gumelar, W. S., & Gaffar, A. (2024). Investigation English songs to reduce speaking anxiety in EFL classroom. *Journal of Teacher Training and Educational Research*, 2(3).<https://doi.org/10.71280/jottr.v2i3.455>
- Putri, N. A., & Degeng, P. D. D. (2024). Utilizing Mobile-Assisted Language Learning (MALL) to alleviate speaking anxiety among EFL students. *English Review: Journal of English Education*, 12(1), 125–136.
- Rahmawati, R., Drajati, N. A., & Asib, A. (2019). *Investigating Informal Digital Learning of English (IDLE) speaking practices emerge the boundaries between countries*. *English Language and Literature International Conference (ELLiC) Proceedings*, 3, 286–295.
- Wahyudi, M. R., Santosa, M. H., & Indrayani, L. (2025). *The influence of using Mobile-Assisted Language Learning on EFL students' language learning*. *International Journal of Language and Literature*.
- Zhen, L. S., & Hashim, H. (2022). *The usage of MALL in learners' readiness to speak English*. *Sustainability*, 14(23), 16227.