Developing a Chunk-Based Learning Model to Improve Korean Speaking Skills for Beginner Learners

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ABSTRACT

This study examines the effectiveness of chunk-based learning in improving the speaking skills of beginner learners of Korean as a foreign language. Using a mixed-method quasi-experimental design with a one-group pretest–posttest model, the study involved ten beginner-level students at Jakarta Indonesia Korean School (JIKS). The instructional treatment emphasized the use of fixed and semi-fixed chunks commonly found in everyday Korean communication. Quantitative data were collected through speaking tests assessing fluency, accuracy, and naturalness, as well as a Likert-scale questionnaire measuring students' perceptions. Qualitative data were obtained through classroom observations. The findings indicate that chunk-based learning led to notable improvements in speaking performance, particularly in fluency and naturalness, while gains in accuracy were comparatively modest. Students also perceived the approach as helpful in reducing confusion, improving recall of expressions, and increasing speaking confidence. Overall, the study concludes that chunk-based learning is an effective and communicative approach for teaching speaking skills to beginner Korean learners, especially in small-class contexts.

Keywords: *Chunk-Based Learning, Korean Speaking Skills, Formulaic Language, Language Pedagogy.*
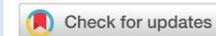
1. Introduction

The teaching and learning of the Korean language has expanded rapidly in Indonesia, in line with the increasing popularity of Korean culture and the growing demand for Korean language competence in academic, educational, and professional contexts. Despite this growth, speaking skills remain one of the most challenging aspects for beginner learners of Korean. Many learners experience difficulty expressing themselves orally due to substantial structural differences between Korean and their first language, which often results in limited fluency, unnatural speech patterns, and low speaking confidence (Youngsun et al., 2024; Adinda et al., 2025; Warouw & Neman, 2024).

Classroom observations and previous studies reveal that beginner learners frequently struggle with spontaneous oral production. Speaking tasks often require learners to engage in lengthy cognitive processes, including word-by-word vocabulary retrieval and conscious grammatical construction (Ko et al., 2025; Kaharuddin et al., 2025; Rahman & Weda, 2018). As a result, learners' speech tends to be slow, fragmented, and overly accuracy-oriented, leading to frequent pauses and reduced naturalness. This condition often triggers hesitation, fear of making errors, and limited participation in classroom interaction. Given that fluency and naturalness are core indicators of communicative competence, these difficulties represent a critical pedagogical issue in beginner-level Korean instruction.

Previous research suggests that grammar-focused instructional approaches alone are insufficient to address these speaking challenges. Although learners may demonstrate acceptable grammatical knowledge in written or controlled assessments, they often fail to transfer this knowledge into fluent and natural spoken communication. This discrepancy highlights the need for an instructional approach that prioritizes immediate usability, automaticity, and communicative effectiveness, rather than excessive grammatical accuracy during early stages of speaking development (Karubaba & Rahman, 2025; Youngsun et al., 2024; Rahman & Amir, 2019).

Within this context, chunk-based learning, which emphasizes the acquisition and use of formulaic expressions, emerges as a promising pedagogical alternative. Nattinger and DeCarrico (1992) argue that language fluency is largely achieved through the use of prefabricated lexical units or chunks, rather than through sentence construction from isolated grammatical rules. By internalizing frequently used expressions, learners can reduce cognitive load during speech production, enabling faster retrieval and more natural utterances. Empirical studies in foreign language learning contexts have demonstrated that chunk-based instruction contributes to improved fluency, increased naturalness, and greater learner confidence. However, its systematic application in Korean language instruction—particularly for beginner learners in Indonesia—remains underexplored.

Considering the structural characteristics of Korean, such as verb-final sentence order and complex verb conjugation, beginner learners require instructional support that facilitates rapid access to functional language patterns. A chunk-based learning model that incorporates fixed chunks (ready-to-use expressions) and semi-fixed chunks (partially variable patterns) can address this need by providing learners with linguistic resources that are immediately applicable in everyday communication. Moreover, such a model allows learners to engage in meaningful speaking practice through repetition, substitution, and chunk-based mini dialogues, gradually fostering fluency and naturalness.

Therefore, this study aims to explore the implementation and effectiveness of a chunk-based learning model in enhancing Korean speaking skills among beginner learners. Specifically, it addresses two research questions: (1) How can a chunk-based learning model be implemented to support the development of beginner learners' Korean speaking skills?, (2) To what extent is the effectiveness of this model reflected in learners' speaking performance—particularly in terms of fluency and naturalness—and in their perceptions of the learning process?. To answer these questions, the study employs a quasi-experimental pretest–posttest design, complemented by Likert-scale questionnaire data and classroom observations.

Theoretically, this study contributes to applied linguistics by extending the application of formulaic language theory to Korean as a foreign language. Practically, it offers a communicative and pedagogically grounded instructional model that emphasizes fluency, naturalness, and learner confidence, providing Korean language teachers in Indonesia with a practical alternative for beginner-level speaking instruction.

2. Literature Review
2.1 Theoretical Perspectives on Formulaic Language and Speaking Fluency

The concept of formulaic language provides the theoretical foundation for chunk-based learning. Wray (2002) defines formulaic expressions as sequences of words that are stored and processed as single units in long-term memory. She argues that learners who acquire such expressions are able to produce utterances more rapidly and naturally, as they no longer rely on word-by-word sentence construction. This processing advantage significantly reduces cognitive load during speech production, allowing learners to focus more on meaning and interaction rather than grammatical form.

Similarly, Nattinger and DeCarrico (1992), whose work is seminal in the study of lexical phrases, describe chunks as prefabricated patterns that enable efficient language use in real communication. They contend that spoken discourse is largely constructed through multi-word units rather than isolated words. Their framework highlights the pedagogical value of incorporating lexical bundles, collocations, sentence frames, and polywords into language instruction, particularly in speaking-oriented classrooms.

The importance of chunks in developing speaking fluency is further emphasized in The Lexical Approach proposed by Michael Lewis (1993, 1997). Lewis argues that language learning is more effective when instruction prioritizes vocabulary and recurring patterns instead of abstract grammatical rules. According to him, mastery of frequently used chunks such as *I want to…*, *Do you know…*, and *Can I have…* enables learners to communicate more fluently and confidently. This perspective supports the view that fluency emerges from repeated exposure to and use of ready-made language rather than from explicit grammatical analysis alone.

2.2 Chunk-Based Learning in Korean Language Instruction and Pedagogical Implications

In the context of Korean as a foreign language, formulaic patterns such as *N+ 좋아해요*, *… 주세요*, and *… 하고 싶어요* function as essential communicative tools in daily interaction. These chunks allow beginner learners to express preferences, requests, and intentions without struggling with complex sentence construction. Exposure to such high-frequency patterns helps learners produce utterances that sound more natural and socially appropriate, which directly relates to improvements in naturalness observed in posttest speaking performance.

Speaking fluency is closely linked to the automatic retrieval of formulaic sequences. Ellis (2003) states that the acquisition of chunks is a key indicator of increased fluency in second language development. By relying on formulaic sequences, learners can bypass extensive grammatical processing, enabling faster speech production. In this sense, chunks act as a linguistic "shortcut" that accelerates oral language development, particularly at the beginner level.

Wood (2010) provides empirical support for this claim through extensive research on fluency development. His findings reveal that learners who regularly practice formulaic sequences demonstrate higher speech rates, fewer pauses, and greater confidence during oral tasks. These characteristics closely align with the posttest findings of the present study, which show a noticeable increase in fluency and naturalness compared to pretest performance.

Research on Korean language learning also supports the relevance of chunk-based instruction. Studies by Cho (2017) and Kim (2019) report that beginner learners often experience difficulties with Korean sentence structure and verb conjugation, which hinder spontaneous speech production. However, these studies highlight that the use of ready-made expressions such as *안녕하세요*, *뭐 해요*, *어디 가요*, and *주세요* can effectively reduce initial speaking barriers. Such expressions enable learners to participate in communication from an early stage, even with limited grammatical knowledge.

From a pedagogical perspective, Boers and Lindstromberg (2009) emphasize the importance of explicitly teaching chunks through activities such as noticing, repetition,

shadowing, and dialogue-based practice. Chunk-based learning models encourage learners to recognize recurring patterns, internalize them through repeated use, and apply them in communicative contexts. Previous research indicates that these methods contribute not only to fluency but also to improvements in accuracy and naturalness— dimensions that were empirically observed in the posttest results of this study.

Instructional techniques such as pattern drills, dialogue frames, and guided speaking tasks are particularly effective for beginner learners, as they support intuitive understanding of language use. This approach aligns with constructivist learning theory, which views language competence as emerging through meaningful use rather than the passive acquisition of grammatical rules.

3. Method

3.1 Research Design

This study employed a mixed-method approach using a quasi-experimental design, specifically a one-group pretest–posttest design. This design was selected to investigate the extent to which the implementation of chunk-based learning improves beginner learners' Korean speaking skills, particularly in terms of fluency, accuracy, and naturalness.

The quantitative approach was used to measure improvements in students' speaking performance by comparing pretest and posttest scores, while the qualitative approach was employed to explore the learning process and students' perceptions of chunk-based instruction through classroom observation and questionnaires. The use of a mixed-method approach aimed to achieve data triangulation, allowing the findings to be supported not only by numerical results but also by descriptive evidence that strengthened the interpretation of the data.

The one-group pretest–posttest design was adopted due to limited class availability and the exploratory nature of this study, which focused on the initial development of a chunk-based speaking instruction model. To minimize threats to internal validity, consistent test formats were used, treatment duration was controlled, and qualitative data were employed to support the quantitative findings.

3.2 Participants

The participants of this study consisted of 10 beginner-level students enrolled in Korean language classes at Jakarta Indonesia Korean School (JIKS). Participants were selected using purposive sampling based on the following criteria:

1. the students were at a basic level of Korean proficiency, and

2. they had not previously received chunk-based or formulaic language instruction.

The relatively small number of participants was considered appropriate for classroom-based research and aligned with the study's focus on instructional processes and preliminary effectiveness rather than broad generalization.

3.3 Instruments

This study used several instruments to measure the effectiveness of chunk-based learning. A speaking test was given before and after the treatment to assess students' oral proficiency in terms of fluency, accuracy, and naturalness. Chunk-based mini dialogues containing fixed and semi-fixed expressions were used as learning materials to help students speak more naturally and quickly. In addition, a student perception questionnaire with a five-point Likert scale was used to collect students' views on the ease of recalling expressions, speaking confidence, and the overall effectiveness of the instruction. Classroom observations were also conducted to record changes in students' speaking performance, participation, and confidence during the learning process.

3.4 Procedures

The study was conducted in three stages: preparation, implementation, and final stage. In the preparation stage, chunk-based dialogue materials and speaking test instruments were developed and validated by Korean language experts. During the implementation stage, students first completed a pretest to measure their initial speaking ability. This was followed by chunk-based instruction delivered over several sessions, which included introducing chunks, repetition drills, substitution exercises, and paired speaking activities focusing on common Korean expressions. After the treatment, students took a posttest using the same format as the pretest to identify improvements. In the final stage, students completed the perception questionnaire, and all data were collected for analysis.

3.5 Data Analysis

Both quantitative and qualitative analyses were used in this study. Quantitative analysis compared pretest and posttest scores to measure improvements in fluency, accuracy, and naturalness by calculating mean and gain scores, and a paired-sample t-test was applied when appropriate. Questionnaire data were analyzed using mean values to identify students' perceptions of chunk-based learning. Qualitative analysis was conducted by thematically analyzing classroom observations and students' comments, focusing on themes such as improved fluency, reduced difficulty in constructing utterances, and increased speaking confidence. These qualitative findings were used to support and explain the quantitative results.
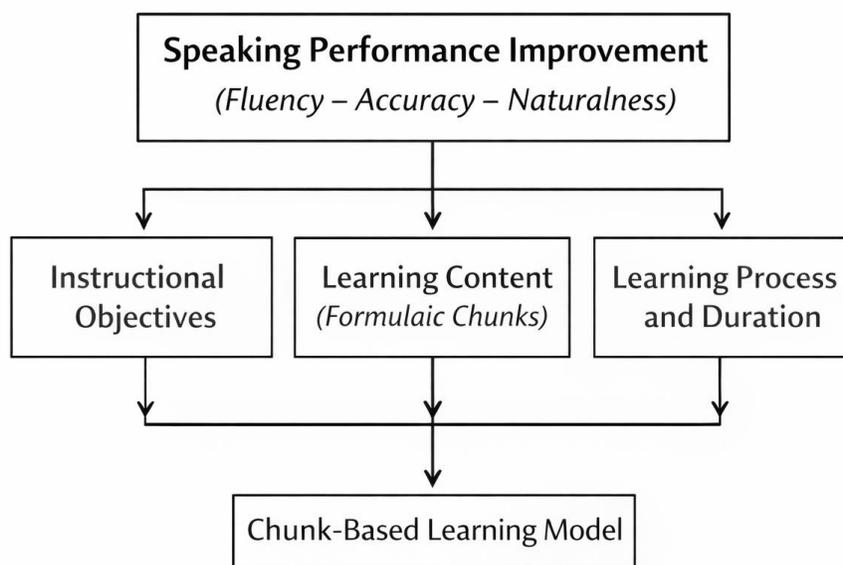
Figure 1. Research Framework of Chunk-Based Learning for Speaking Performance

The improvement of speaking performance—covering fluency, accuracy, and naturalness—is achieved through the integration of instructional objectives, learning content, and the learning process. The learning content focuses on formulaic chunks, which are systematically aligned with clear objectives and an appropriate instructional duration. These components are then integrated into a chunk-based learning model designed to support more fluent, accurate, and natural spoken language production.

4. Results and Discussion
4.1 Implementation of Chunk-Based Learning

Prior to the implementation of the treatment, this study established a set of fixed chunks and semi-fixed chunks as the primary input for Korean speaking instruction. The selection of chunks was based on their frequency of occurrence in everyday conversations and their relevance for beginner learners. These chunks were used consistently throughout the learning process to familiarize students with ready-to-use language patterns.

Table 1 presents a list of fixed chunks that function as basic communicative expressions, such as greetings, requests, simple questions, and expressions of feelings. These expressions were employed as model input during the initial stage of instruction to help students produce utterances without having to construct sentence structures from scratch.

Table 1. Chunk-Level Expressions (Ready-to-Use Expressions)

No	Chunk (Korean)	Meaning in Indonesian	Category
1	안녕하세요?	Hello / How are you?	Greeting
2	감사합니다	Thank you	Greeting
3	고마워요	Thank you (polite informal)	Greeting
4	미안해요	Sorry	Greeting / Request
5	죄송합니다	Sorry (formal)	Greeting
6	괜찮아요	It's okay	Expression
7	잘 지냈어요?	How have you been?	Greeting
8	어디에 가요?	Where are you going?	Asking for information
9	뭐 해요?	What are you doing?	Asking for information
10	이거 뭐예요?	What is this?	Asking for information
11	어떻게 가요?	How do I get there?	Asking for directions
12	왜 그래요?	What's wrong?	Asking for reason
13	~해도 돼요?	May I…?	Asking for permission
14	도와주세요	Please help me	Request
15	잠시만요	Just a moment	Request
16	다시 말해 주세요	Please repeat	Request
17	좋아요	I like it	Expression
18	싫어요	I don't like it	Expression

19	재미있어요	Interesting / Fun	Expression
20	어려워요	Difficult	Expression
21	피곤해요	Tired	Expression

These table indicate that the use of fixed chunks provides a stable initial linguistic foundation for beginner learners, particularly in building speaking confidence and understanding basic communicative functions in Korean.

4.2 Use of Semi-Fixed Chunks in Speaking Practice

In addition to fixed chunks, this study also implemented semi-fixed chunks, which allow variation in certain elements depending on the communicative context. Table 2 illustrates several semi-fixed chunk patterns used during the treatment, such as *N + 좋아해요*, *… 주세요*, and *저는 … 하고 싶어요*.

Table 2. Semi-Fixed Chunks (Partially Fixed Patterns)

No	Pattern (Chunk)	Korean Utterance Example	Meaning	Category
1	N + 좋아해요	커피 좋아해요	I like coffee	Expression
2	N + 좋아해요	한국어 좋아해요	I like Korean	Expression
3	N + 좋아해요	음악 좋아해요	I like music	Expression
4	저는 … 하고 싶어요	저는 쉬고 싶어요	I want to rest	Desire
5	저는 … 하고 싶어요	저는 한국에 가고 싶어요	I want to go to Korea	Desire
6	… 주세요	물 주세요	Please give me water	Request
7	… 주세요	메뉴 주세요	Please give me the menu	Request
8	… 주세요	계산서 주세요	Please give me the bill	Request

The use of semi-fixed chunks enabled students to produce a variety of utterances with relatively similar structures, thereby accelerating language production and reducing reliance on explicit grammatical explanations. Observational findings revealed that students more quickly understood sentence functions and were able to adjust utterance content according to communicative needs.

4.3 Chunk-Based Mini Dialogues as Assessment Tools

Chunk-based mini dialogues were used as supporting instruments in the pretest and posttest to evaluate students' speaking ability. These dialogues were designed using a combination of fixed and semi-fixed chunks commonly used in basic interactions.

Table 3. Chunk-Based Mini Dialogues (For Pretest/Posttest)

No	Dialogue	Translation	Chunk Function
1	A: 안녕하세요? B: 안녕하세요. 저는 안나예요. A: 만나서 반가워요. B: 저도 반가워요.	A: Hello. B: Hello, I'm Anna. A: Nice to meet you. B: Nice to meet you too.	Greeting / Introduction
2	A: 뭐 해요? B: 한국어 공부해요. A: 그래요? 재미있어요? B: 네, 재미있어요.	A: What are you doing? B: Studying Korean. A: Really? Is it interesting? B: Yes, it is.	Asking about activities
3	A: 이거 뭐예요? B: 김밥이에요. A: 조금 주세요. B: 네, 여기 있어요.	A: What is this? B: It's kimbap. A: Please give me a little. B: Yes, here you are.	Request

The results of using mini dialogues indicate that students were able to recognize and produce utterance patterns more naturally during the posttest compared to the pretest. These dialogues provide a more focused picture of students' communicative development, particularly in terms of fluency and naturalness of speech.

4.4 Pretest Speaking Performance
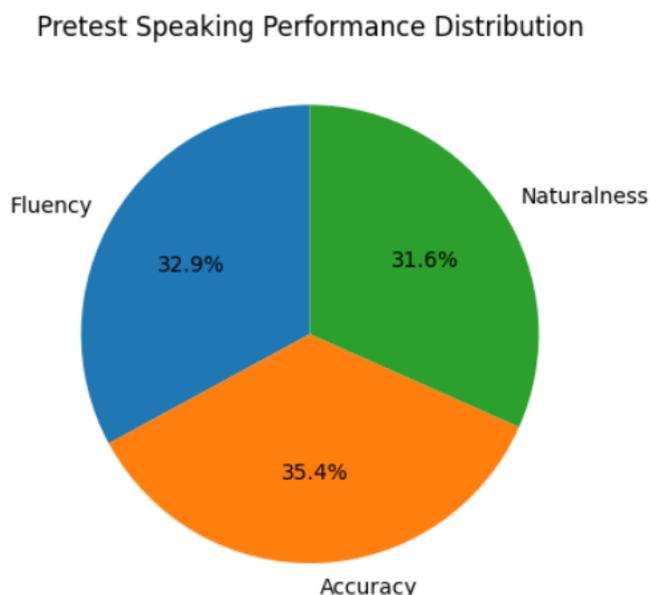
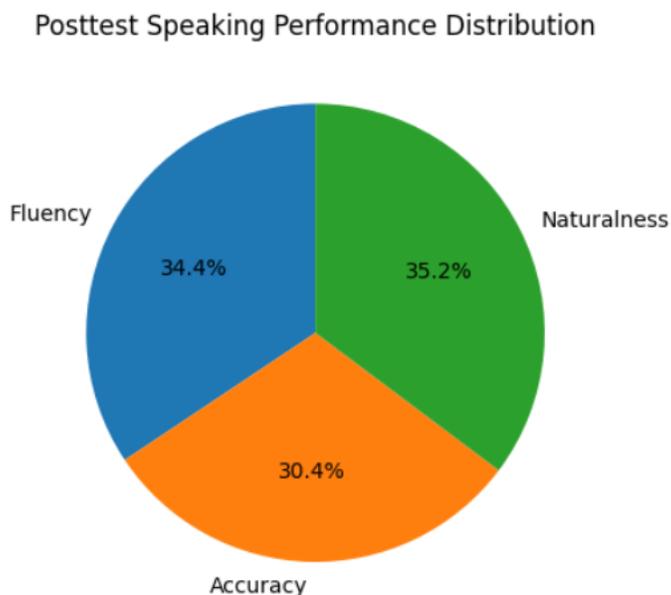**Figure 2.** Pretest Speaking Performance Distribution

The pretest results indicate that students' initial speaking performance was still limited across all assessed aspects. As illustrated in Figure 2, accuracy accounted for the largest proportion (35.4%), followed by fluency (32.9%) and naturalness (31.6%).

In this case, the students tended to prioritize grammatical correctness when speaking Korean. Although they showed some awareness of correct sentence forms, this focus did not result in smooth or natural oral production. The relatively lower percentage of fluency (32.9%) reflects students' hesitation and frequent pauses during speech. Many learners needed additional time to think, retrieve vocabulary, and construct sentences, which caused fragmented and slow utterances.

Similarly, the lowest proportion was found in naturalness (31.6%), indicating that students' speech often sounded rigid and less contextually appropriate. This condition suggests that learners relied heavily on word-by-word sentence construction rather than using formulaic expressions or ready-made chunks commonly employed in everyday Korean communication.

Overall, the pretest findings confirm that beginner learners experienced considerable difficulty in spontaneous speaking, particularly in producing fluent and natural utterances. These results justify the need for an instructional approach that emphasizes practical language use through meaningful and reusable language units rather than abstract grammatical rules alone.

4.5 Posttest Speaking Performance

Figure 3. Posttest Speaking Performance Distribution

In contrast, the posttest results demonstrate a clear improvement in students' speaking performance after the implementation of chunk-based learning. As shown in Figure 3, the distribution of speaking aspects shifted noticeably, with naturalness becoming the largest proportion (35.2%), followed closely by fluency (34.4%), while accuracy accounted for a smaller proportion (30.4%).

The increased proportion of fluency (34.4%) indicates that students were able to speak more smoothly with fewer pauses and less hesitation. This improvement suggests that access to fixed and semi-fixed chunks enabled learners to retrieve expressions more quickly and reduced the cognitive load involved in sentence construction. The most notable change is seen in naturalness (35.2%), which became the dominant aspect in the posttest. This finding indicates that students' utterances sounded more appropriate and closer to authentic Korean communication, as they increasingly relied on commonly used expressions rather than translating word by word from their first language.

Although accuracy (30.4%) occupies a smaller proportion in the posttest distribution, this does not indicate a decline in grammatical ability. Instead, it suggests a shift in students' speaking priorities—from an excessive focus on correctness toward more fluent and natural communication. This pattern is consistent with the principles of chunk-based learning, which emphasize communicative effectiveness and automaticity in speech production.

Overall, the comparison between Figure 2 and Figure 3 visually confirms that chunk-based learning had a stronger impact on fluency and naturalness, supporting its effectiveness as a pedagogical approach for improving speaking skills among beginner learners of Korean.

4.6 Student Perceptions toward Chunk-Based Learning

In addition to oral performance data, this study collected students' perceptions through a Likert-scale questionnaire consisting of five response options: **1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree**. The questionnaire was designed to measure students' views on the usefulness of chunk-based learning in improving speaking fluency, ease of expression recall, confidence in speaking, and clarity in sentence construction.

Overall, the questionnaire results indicate a positive perception of chunk-based learning among the participants. Students' responses ranged from 3 to 5, suggesting that most learners held neutral to strongly positive attitudes toward the instructional approach. The highest mean scores were found in statements related to increased speaking fluency and reduced confusion in constructing utterances, indicating that students felt more comfortable producing spoken Korean when using fixed and semi-fixed chunks.

Furthermore, items addressing ease of remembering expressions also received high scores, showing that chunk-based learning helped students retrieve language more quickly during speaking activities. This finding supports the observation that learners relied less on word-by-word translation and more on ready-made expressions. Statements related to speaking confidence were also positively rated, suggesting that familiarity with commonly used chunks reduced hesitation and anxiety during oral interaction.

These perception findings are consistent with the quantitative speaking test results, which showed noticeable improvements in fluency and naturalness in the posttest. The alignment between students' subjective perceptions and objective performance data strengthens the validity of the findings and indicates that chunk-based learning is not only effective in improving speaking outcomes but is also positively received by learners.

4.7 Discussion

The findings of this study demonstrate that chunk-based learning positively influences beginner learners' Korean speaking skills, particularly in terms of fluency and naturalness. The posttest results show a clear shift from accuracy-dominated performance toward more fluent and natural speech production. This pattern suggests that learners began to prioritize communicative effectiveness over strict grammatical control, a change that is widely recognized as a key indicator of developing oral proficiency.

These findings strongly support the theory of formulaic language proposed by Nattinger and DeCarrico (1992), who argue that spoken discourse is largely constructed through prefabricated multi-word units rather than isolated words. By providing learners with ready-made expressions, chunk-based instruction enables faster retrieval and more efficient speech production, which explains the observed improvement in fluency.

The increased fluency found in the posttest, together with positive questionnaire responses, indicates that chunk usage reduces the cognitive burden associated with online sentence construction. This result aligns with Wray's (2002) claim that formulaic expressions are stored and processed as single cognitive units, allowing learners to bypass labor-intensive grammatical processing. As a result, learners can allocate more attentional resources to meaning, interaction, and pragmatic appropriateness, which contributes to smoother and more continuous speech.

The effectiveness of semi-fixed chunks further highlights the pedagogical value of chunk-based learning. Patterns such as *N + 좋아해요* and *… 주세요* enabled learners to produce a wide range of utterances by modifying limited elements within stable structures. This finding supports the Lexical Approach advocated by Lewis (1993), which emphasizes that language acquisition is facilitated when instruction focuses on frequently occurring patterns rather than abstract grammatical rules. For beginner learners, such patterns function as accessible entry points into meaningful communication and help internalize sentence structures implicitly.

Beyond linguistic improvement, the findings also reveal a notable increase in learners' speaking confidence. Questionnaire data and classroom observations suggest that familiarity with common chunks provided learners with a sense of linguistic security, reducing hesitation and fear of making mistakes. This reduction in speaking anxiety is particularly important for beginners, as Krashen's (1982) Affective Filter Hypothesis suggests that anxiety and low confidence can significantly obstruct language acquisition. By lowering the affective filter, chunk-based learning creates a more supportive environment for oral language development.

Taken together, the results indicate that chunk-based learning is especially effective for small classes of beginner Korean learners, where active speaking practice and repeated exposure to formulaic language can be maximized. The convergence of quantitative data (pretest–posttest scores) and qualitative evidence (questionnaire responses and classroom observations) strengthens the credibility of the findings and demonstrates the instructional value of this approach.

In the context of Korean language learning in Indonesia, where learners often struggle with complex sentence structures and limited opportunities for authentic interaction, chunk-based learning offers a communicative, practical, and pedagogically relevant alternative. By emphasizing usable language, automaticity, and confidence-building, this approach bridges the gap between linguistic knowledge and real-world communication, making it a promising model for beginner-level speaking instruction.

5. Conclusion

This study examined the effectiveness of chunk-based learning in improving Korean speaking skills among beginner learners. Using a mixed-methods approach with a quasi-experimental one-group pretest–posttest design, the study involved ten beginner-level students at Jakarta Indonesia Korean School (JIKS). Data were collected through speaking performance tests, Likert-scale questionnaires, and classroom observations. Speaking performance was evaluated based on three key criteria: fluency, accuracy, and naturalness. Throughout the treatment, learners were exposed to fixed chunks, semi-fixed chunks, and chunk-based mini dialogues derived from commonly used expressions in everyday Korean communication.

The findings demonstrate that chunk-based learning had a positive and meaningful impact on students' speaking performance. Posttest results showed a clear improvement across all assessed aspects, with fluency and naturalness increasing more substantially than accuracy. This pattern indicates a shift in learners' speaking priorities—from an initial emphasis on grammatical correctness toward smoother and more contextually appropriate oral production. The distribution of speaking performance further confirmed this change, as naturalness and fluency became more dominant in the posttest, while accuracy occupied a relatively smaller proportion. Rather than signaling a decline in grammatical competence, this shift reflects improved automaticity and communicative effectiveness in speech production.

In addition to performance outcomes, students' perceptions strongly supported the effectiveness of chunk-based learning. Questionnaire results revealed that learners perceived chunks as helpful in reducing confusion during speaking, facilitating faster recall of expressions, and increasing confidence in oral communication. These positive perceptions were reinforced by classroom observations, which showed more active participation, reduced hesitation, and quicker speech production during speaking activities. The availability of ready-to-use expressions appeared to provide learners with linguistic security, enabling them to engage more confidently in communicative tasks.

Overall, the results suggest that chunk-based learning is an effective instructional approach for enhancing beginner learners' Korean speaking skills, particularly in terms of fluency, naturalness, and speaking confidence. The findings support theoretical perspectives on formulaic language, which emphasize the role of prefabricated expressions in reducing cognitive load and promoting automatic speech production. Pedagogically, this study offers practical implications for Korean language instruction in Indonesia, highlighting the value of integrating fixed and semi-fixed chunks into beginner-level curricula. By emphasizing communicative usability over excessive grammatical analysis, chunk-based learning provides a relevant and effective alternative for developing spoken proficiency in foreign language education.

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