

EXPLORING STUDENTS' PERCEPTIONS OF 'SPEAKIA' APP FOR SPEAKING LESSONS

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ABSTRACT This study aims to explore students' perceptions of "Speakia" as a medium for enhancing English speaking skills. A descriptive qualitative research design was employed to analyze the responses collected through a structured questionnaire combined with qualitative interviews and a literature review from related studies. The instrument comprised 15 questions using a 5-point Likert Scale, accompanied by an open-ended section for additional comments. The questions addressed students' positive impressions of Speakia, specific benefits, levels of motivation and comfort, encountered difficulties, and suggestions for improvement. A purposive sampling technique was utilized to thoughtfully select participants who could provide valuable insights related to the research objectives. The study involved 29 participants (13 males and 16 females) from an Islamic primary school in Lamongan, Indonesia. Findings indicated that the majority of students responded positively to the use of Speakia, reporting increased confidence and comfort in speaking English. However, less than 10% of the participants experienced difficulties, particularly in comprehending the audio pronunciations provided by Speakia, largely due to unfamiliarity with native speaker accents. The study concludes that the selection of appropriate learning media plays a critical role in enhancing the quality of language learning, influencing student engagement, and ultimately, the effectiveness of instructional delivery. Speakia is positively received as an online learning medium, demonstrating its efficacy in fostering both student engagement and proficiency in English language acquisition. The findings offer valuable data-driven insights for educators, policymakers, and developers, enabling them to refine or expand the use of such technological tools.

Keywords: learning media, perception, speaking skills, Speakia application

INTRODUCTION

English as a Foreign Language (EFL) poses significant challenges for the majority of students, largely due to their limited daily use of English. In Indonesia, over 50% of EFL learners tend to communicate in their mother tongue during English classes, finding it easier to do so (Riadil, 2020). The challenges faced by EFL students in speaking class are multifaceted, comprising both internal and external factors. Internally, students often struggle with shyness, fear of embarrassment, limited vocabulary, grammatical inaccuracies, and difficulties with clear pronunciation (Rosilah & Ulfa, 2024; Normawati et al., 2023; Omar, 2023; Rusdin & Purwati, 2023). Additionally, a lack of motivation, and self-confidence, and the prevalence of anxiety or nervousness are significant internal barriers (Eliza et al., 2023; Irmayani & Sofeny, 2017; Khalizah & Damanik, 2024). Externally, negative feedback from teachers can inhibit students' active participation in speaking activities (Zahro & Tasaufy, 2019). The learning environment, instructional methods, and curriculum design also play critical roles in influencing students' willingness to engage actively in class (Rusdin & Purwati, 2023). Consequently, educators must select and implement appropriate and effective learning media to address these challenges and enhance the overall quality of EFL instruction (Fachrunnisa & Nuraeni, 2022; Nasiri & Gilakjani, 2016).

In recent years, various studies have identified significant challenges faced by students in learning English as a Foreign Language (EFL), particularly in Indonesia. Speaking anxiety is a common issue, as demonstrated by Abrar et al (2022), who found a relationship between anxiety, motivation, and student performance. This anxiety often hinders students from actively participating in class, leading them to prefer communicating in their native language, as highlighted by Octaberlina et al (2022). In this context, understanding strategies that can help students overcome these challenges is crucial. On the other hand, Kusmaryani et.al. (2019) have shown that mobile learning applications can positively impact students' speaking skills.

Although these findings are promising, their research did not specifically examine the use of mobile applications within the EFL context in Indonesia, where cultural and learning environment factors can influence the effectiveness of such technology. Furthermore, Chen & Huang (2012) emphasized the need for a contextual learning environment to support the learning process, yet they did not focus on how mobile applications could be implemented in this context.

The utilization of web-based resources, applications, and other audio-visual tools has the potential to enhance the effectiveness and interactivity of learning, particularly in the development of productive skills such as speaking (Mali, 2024; Patanduk et al., 2023; Petina et al., 2023). The deployment of technology-based media, including English educational applications, learning games, and online learning platforms, can significantly reinforce the acquisition of English language skills, particularly emphasizing speaking abilities (Yahya et al., 2019; Harahap, 2021). Moreover, modern technology provides students with numerous opportunities to engage more actively in the learning process. In the context of mastering English speaking skills, frequent practice is paramount, surpassing the mere understanding of theoretical concepts (Daulay et al., 2024; Suryani et al., 2021).

Online learning media has become increasingly prevalent in contemporary education, particularly in the current era (Widiananda et al., 2023). One prominent example of this trend is Mobile-Assisted Language Learning (MALL), a form of online learning media that supports students in accessing learning materials and maintaining continuous connectivity with their English teachers and peers. The central premise of MALL is the implementation of mobile devices as a medium for language learning (Widiananda et al., 2023). Many researchers have employed MALL tools to enhance students' speaking skills, most of the researchers focusing on famous applications like Duolingo in junior and senior high school. One of the researchers is Fitria et al (2023) who investigated 20 senior high school students' perceptions of using Duolingo as the media to improve speaking skills. It claims 90% of students helped with Duolingo. It also explains that Duolingo has several ways to help students learn English, such as pronunciation, grammar, feedback, and repetition which display in several techniques like fill-in-the-blank, multiple-choice, and exercise to help students. Even though some studies also have explored Duolingo with elementary students, these tend to focus primarily on vocabulary acquisition rather than directly targeting speaking skills. Sakina and Astuti (2024) utilized Duolingo for 18 elementary students in the fifth class to master vocabulary, it showed positive results in mastering vocabulary however there is no exact result referring to direct speaking skills that are used in daily conversation.

Meanwhile, despite the abundance of studies exploring various technology-based applications and learning techniques, there is currently no research specifically focused on the use of the Speakia application in the EFL context. This gap highlighted the need for an interactive and engaging tool like Speakia, which could provide a more effective platform for practicing and improving their spoken English. The Speakia application is a notable MALL tool with various features that enhance the ease of learning English, particularly in developing speaking skills. Speakia offers pronunciation guides, realistic dialogue examples, and pronunciation scoring, thereby facilitating more effective language acquisition (Speakia, 2021). This presents a significant gap in the existing literature, which this study aims to address by exploring how students perceive and experience their learning using the Speakia application. In other words, this research will not only provide insights into student perceptions but also make an important contribution to understanding how mobile applications like Speakia can be used to support the development of speaking skills among EFL students, along with offering recommendations for more effective implementation in language learning.

By gaining a deeper understanding of how the Speakia application can be received and applied in language learning, this research aims to examine Indonesian students' perceptions

of learning English through this platform, potentially providing significant contributions to educators and application developers. This study offers context-specific insights that can enhance language instruction within Indonesia's unique educational setting. Given the prevalent reliance on the mother tongue in English classes and the challenges faced by Indonesian EFL students, such as shyness and lack of confidence, it is crucial to understand students' perceptions of Speakia in addressing these issues help develop strategies to enhance engagement, a key factor in successful language acquisition. The findings offer valuable data-driven insights for educators, policymakers, and developers, enabling them to refine or expand the use of such technological tools. This investigation ensure that Speakia is culturally relevant and tailored to the specific needs of Indonesian learners, thereby enhancing its overall effectiveness in supporting English language education in Indonesia. Additionally, by bridging existing gaps in the literature, this research enriches the academic discussion about the integration of technology in language education.

LITERATURE REVIEW

Online Learning Media in Speaking Classroom

Online learning media has become indispensable in education, particularly in the current technological era. The integration of online learning platforms facilitates the creation of interactive and meaningful educational experiences. Online learning media, or e-learning, is defined as digital tools employed in the educational process to provide, deliver, and enhance the accessibility of learning materials, thereby enabling educators to design effective and engaging instruction via the Internet (Sonia et al., 2022). E-learning encompasses a wide range of formats, including websites, mobile applications, online classrooms, audiovisual demonstrations, and real-time simulations (Arsyad, 2019). These platforms utilize applications or software to deliver instructional content, aiming to enhance students' skills and improve the quality of learning both within and beyond the traditional classroom setting.

E-learning has been shown to positively impact speaking skills by improving pronunciation and fluency, fostering enthusiasm for learning, expanding vocabulary, and alleviating nervousness among EFL students (Cantos et al., 2023; Khalizah & Damanik, 2024; Syafrizal et al., 2022). Additionally, e-learning familiarizes students with technology-enhanced learning experiences (Rosenberg & Foshay, 2002; Wentling et al., 2000), significantly influencing their speaking abilities by reducing fear, boosting confidence, and refining pronunciation (Khalizah & Damanik, 2024; Rusdin & Purwati, 2023). The flexibility and extensive features of e-learning platforms allow EFL students to engage in frequent practice and maintain control over their learning processes (Hamdani & Puspitorini, 2022). Thus, e-learning serves as a powerful tool that enhances educational outcomes by increasing knowledge and performance across various learning environments through the effective use of digital resources delivered via the Internet.

Speakia Application

The Speakia application is an exemplar of Mobile-Assisted Language Learning (MALL), specifically designed to enhance students' English-speaking abilities through immersive and interactive experiences (Speakia, 2021). This application offers a comprehensive platform for English language learning, structured across four proficiency levels, and is organized into three sequential stages: vocabulary selection and pronunciation, sentence formation, and real-time dialogue practice. Each stage is designed to progressively build students' speaking skills. Speakia provides pronunciation examples for individual words and sentences, thereby offering learners insights into correct and native-like pronunciation. The application's interface resembles an interactive conversation simulation and scenario-based exercises, where users engage in conversations with animated characters, creating an engaging and enjoyable learning environment. Additionally, Speakia supports learners through daily

practice sessions that address pronunciation and grammatical structures. The app delivers friendly, non-judgemental, and real-time feedback and scoring on pronunciation accuracy that helps students feel comfortable making mistakes and trying again. Thus, Speakia represents a MALL tool that facilitates in-depth English-speaking practice by integrating technological features such as pronunciation guides, realistic dialogues, and continuous practice opportunities. Despite Speakia's advanced features, including pronunciation guides, interactive dialogues, and real-time feedback, there is a scarcity of empirical studies evaluating its implementation. Research is needed to assess how well these features translate into improved language learning outcomes.

RESEARCH METHODS

This study employed a descriptive qualitative research design, chosen for its suitability in exploring students' detailed responses to the use of the Speakia application for English language learning. This research is part of classroom action research which has been carried out by researchers for two cycles with five days for treatment and 2 days for the speaking test. The descriptive qualitative approach allowed for an in-depth examination of the student's experiences and perceptions, providing rich, contextualized insights. The participants of this research were fourth-grade students from an Islamic primary school in Lamongan, Indonesia, comprising 29 students—13 male and 16 female. A purposive sampling technique was used, based on the results of a preliminary interview with their English teacher, which revealed that over 75% of the students had difficulty expressing thoughts due to limited vocabulary, while 25% reported a lack of confidence. These specific challenges justified the use of purposive sampling, as selecting participants directly impacted by these issues was essential to generating relevant insights into how Speakia addresses these difficulties.

This research combined primary and secondary data sources to reinforce the data triangulation. The primary data was obtained from a questionnaire on the use of Speakia as a learning medium which was filled in by students during the classroom action research. There are 15 questions in the questionnaire as the instrument to collect the data. It is categorized into five categories, including impression of Speakia, specific benefits of Speakia, motivation and comfort, difficulties and challenges, and recommendations. The questionnaire has been validated by the English lecturer at Universitas Islam Darul 'Ulum.

To enrich data triangulation, the research also involved secondary data from a diverse range of related literature, including academic articles, reports, and other reliable sources related to the research subject. In addition, the researchers conducted qualitative interviews with selected students to gain an in-depth understanding and cross-verify the findings from the questionnaire. Thus, the combination of the questionnaire as quantitative data, interviews as qualitative data, and the secondary literature review affords a comprehensive thoughtful of the research subject and strengthens the reliability and validity of the results.

Data collection was conducted via a survey questionnaire administered to the students after they had used the Speakia application as a learning tool. The questionnaire is written in Indonesia and has been translated into English. The purpose of the survey was to evaluate the students' perceptions of the Spekia applicataion to gather comprehensive feedback on their overall experience with the application. The questionnaire included both 5-point Likert scale items and open-ended questions to capture a broad range of responses. After students had used the Speakia application as a learning tool for the designated period, the survey was administered. It was available in both Indonesian and English to ensure clarity and accessibility for the participants. The survey aimed to reveal the students perceptions' of Spekia application in speaking classroom as a provided platform.

The data analysis process involved three main steps: data classification, data display, and conclusion drawing, following the framework of Miles et.al., (2019). Initially, the

researchers classified the data according to the responses provided in the survey. In the second step, the classified data were displayed in the form of percentages, using tables to facilitate interpretation. The final step involved synthesizing the data to conclude, ensuring the accuracy and validity of the findings. The use of a five-point Likert scale—ranging from strongly agree to strongly disagree—enabled the researchers to quantitatively assess student responses to the use of Speakia in speaking classes, thereby addressing the research question systematically and rigorously.

FINDINGS AND DISCUSSION

Findings

This study is part of CAR in two cycles. Before using Speakia, more than 75% of students faced significant challenges in evolving their speaking skills in English. Often, their speaking skills were limited by a lack of confidence and opportunities to practice conversational English in a supportive environment. Students frequently struggled with pronunciation, vocabulary, and clear responses during speaking activities. In the learning process Speakia, it was used as a role model for pronunciation and as a platform for conversation practice. Additionally, traditional classroom settings often emphasized rote memorization and grammar drills, which did not adequately address the practical applications of language in real-life environments. As a result, students tended to feel anxious about speaking English and were reluctant to participate in oral activities. This study concerns students with imitative speaking combined with responsive speaking in simple conversation. The process was assisted by the explanation from the teacher to help students understand the meaning they do not understand, but for the pronunciation, it used the feature from the app. Through the Speakia app’s pronunciation and conversational features, students engage in speaking exercises designed to model correct pronunciation and familiarize themselves with real-life dialogue patterns. After receiving the treatments from the app, students then tested through a directed response task. The task was conducted individually to assess their understanding and speaking skills. At the end of the assessment in each cycle, the students completed a questionnaire to capture their genuine responses and perceptions of using Speakia in their speaking practice. This feedback offers insight into the Speakia app’s perception among the students.

The Students’ Impression on the Use of Speakia

This category measures the students’ positive impression of Speakia, including the aspects they like about the program or application. Questions in this category assess students’ enjoyment of learning with Speakia and whether the application increases their interest in learning English. This category includes questions 1, 2, 3, 4, 5, and 12. The details of each question can be seen in the following table.

Table 1. The Students’ Impression on the use of Speakia

No	Questions	Scale					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
1	I feel happy learning to speak using Speakia	31.0%	58.6%	10.4%	0.0%	0.0%	100%
2	I feel Speakia makes learning more interesting	34.5%	51.7%	13.8%	0.0%	0.0%	100%
3	I focus better when using Speakia as a learning medium	20.7%	55.2%	13.8%	10.3%	0.0%	100%
4	Spekia helps me understand the material better	27.6%	55.2%	17.2%	0.0%	0.0%	100%
5	Learning with Spekia is more effective	31.0%	41.4%	27.6%	0.0%	0.0%	100%
12	I am satisfied with learning using Speakia	44.9%	37.9%	17.2%	0.0%	0.0%	100%

This category evaluates students' overall impressions of using the Speakia application for learning English, focusing on aspects such as enjoyment, engagement, and increased interest in learning the language. Based on the data, over 70% of students either agreed or strongly agreed that Speakia had a positive impact on their learning experience. Specifically, 31% strongly agreed and 58.6% agreed that they felt happy learning speaking skills with Speakia. Similarly, 34.5% strongly agreed, and 51.7% agreed that the application made learning more interesting. This suggests that Speakia was effective in creating an enjoyable and engaging learning environment for most students.

“Aku suka Speakia karena lebih mudah dipahami” (I like Speakia because it’s easier to understand).

– **Excerpt 1**

“Bahasa Inggris sangat menyenangkan dengan Speakia” (English is a lot of fun with Speakia). – **Excerpt 2**

“Akan meningkatkan pembicaraan Bahasa Inggris dengan benar, belajar bahasa Inggris di Speakia itu seru banget” (It will improve speaking English properly, learning English with Speakia is really fun). – **Excerpt 3**

“Speakia membuatku lebih tertarik belajar Bahasa Inggris karena aku bisa berlatih berbicara kapan saja, tidak hanya di kelas” (Speakia makes me more interested in learning English because I can practice speaking anytime, not just in class). – **Excerpt 4**

These responses indicate that the interactive features of Speakia helped make English learning more accessible and enjoyable. However, a smaller portion of students (10% to 27%) responded neutrally to certain questions, suggesting that while they did not have negative experiences, they did not find the application particularly impactful. Only a small percentage (10.3%) of students disagreed with question 3, which asked about their ability to focus while using Speakia. These students cited unfamiliarity with online learning platforms as the primary reason, implying that technological literacy played a role in their learning experience.

Specific Benefits of Speakia

This category assesses the specific benefits students gain from using Speakia, such as improved pronunciation skills with audio features, new knowledge of vocabulary, or increased confidence in communicating. It consists of questions 6, 10, 11, 13, and 14. Questions in this category focus on improving English language skills, such as speaking ability, pronunciation, vocabulary expansion, and the application of English in daily dialogue.

Table 2. Specific benefits of Speakia

No	Questions	Scale					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
6	It is easier for me to understand the meaning and pronunciation of vocabulary when learning using Speakia	41.4%	31.0%	20.7%	6.9%	0.0%	100%
10	Learning with Speakia helps me expand my English vocabulary	41.4%	31.0%	27.6%	0.0%	0.0%	100%
11	The features in Speakia are easy to understand and use	34.5%	51.7%	10.4%	3.4%	0.0%	100%
13	The Speakia app provides enough variety of exercises to improve my speaking skills	41.4%	34.5%	24.1%	0.0%	0.0%	100%
14	The Speakia app provides useful feedback to improve my speaking skills	31.0%	58.7%	10.3%	0.0%	0.0%	100%

This category assesses the specific learning benefits provided by Speakia, such as improvements in pronunciation, vocabulary acquisition, and confidence in communication. The results showed that over 70% of students agreed or strongly agreed that Speakia helped them better understand pronunciation and vocabulary. For instance, 41.4% of students strongly agreed, and 31.0% agreed that the app made it easier for them to understand vocabulary and pronunciation. This shows that the app's audio features made a positive impact on students' learning.

"Aplikasi Speakia ini sangat membantu saya dalam pelafalan dan kosakata bahasa Inggris" (This Speakia application really helps me with English pronunciation and vocabulary). – **Excerpt 5**

"Aplikasi Speakia sangat membantu saya belajar pelafalan dan kosakata. Sekarang saya lebih percaya diri saat berbicara Bahasa Inggris." (The Speakia app really helps me learn pronunciation and vocabulary. Now I feel more confident when speaking English). – **Excerpt 6**

"Dengan Speakia, saya jadi lebih gampang mengerti cara mengucapkan kata-kata dalam Bahasa Inggris. Aplikasi ini sangat membantu!" (With Speakia, it's easier for me to understand how to pronounce words in English. This app is very helpful!). – **Excerpt 7**

"Kosakata baru jadi lebih mudah diingat karena saya bisa langsung mendengarkan cara pengucapannya di Speakia" (New vocabulary is easier to remember because I can listen to the pronunciation directly in Speakia). – **Excerpt 8**

However, 20.7% of students responded neutrally to question 6, and 6.9% disagreed, citing that the pronunciation provided in the app was too fast for them to follow. This indicates that while most students benefited from the audio features, some struggled with the pace of the pronunciation examples.

"Contoh audionya terlalu cepat sehingga saya terkadang bingung" (The audio examples are so fast that I sometimes get confused). – **Excerpt 9**

In question 11, 3.4% of students mentioned that the app's features were somewhat confusing, particularly for those who were less experienced with digital learning tools. Nevertheless, the majority of students found Speakia's features to be intuitive and helpful, with nearly 80% responding positively to questions about the variety of exercises and feedback provided.

"Saya suka variasi latihan di Speakia, terutama latihan percakapan yang membantu saya berlatih berbicara lebih lancar" (I like the variety of exercises in Speakia, especially the conversation practice, which helps me speak more fluently). – **Excerpt 10**

The analysis also showed that Speakia was effective in expanding students' vocabulary, with 41.4% strongly agreeing and 31.0% agreeing that their vocabulary improved through its use. Additionally, 31.0% of students felt that the feedback provided by Speakia motivated them to improve their speaking skills, as one student stated,

"Aplikasi Speakia ini sangat membantu karena memberi nilai speaking; jadi saat nilai speaking saya jelek, saya akan terus berusaha untuk meningkatkan nilai menjadi yang lebih baik" (The Speakia application is very helpful because it provides a speaking score; when my score is low, I strive to improve it). – **Excerpt 11**

Thus, the analysis of this second category indicates that the majority of students believe that Speakia significantly facilitates their understanding of meaning and pronunciation. The students offered positive feedback on the application's engaging and beneficial features for enhancing English pronunciation and vocabulary. However, a minority of students were either neutral or disagreed, citing challenges related to the speed of pronunciation and the complexity

of the application features, particularly among those using online learning media for the first time.

Motivation and Comfort

The third category, "Motivation and Comfort," pertains to the extent to which students find learning English with Speakia enjoyable and engaging. This category is addressed through questions 8 and 9 in the survey.

Table 3. Motivation and Comfort

No	Questions	Scale					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
8	I am passionate about learning using Speakia	31.0%	48.4%	17.2%	3.4%	0.0%	100%
9	Learning with Speakia makes me more comfortable and braver in speaking English	27.6%	44.8%	20.7%	6.9%	0.0%	100%

Students’ motivation and comfort levels in learning English with Speakia were assessed through two questions. A total of 79.4% of students responded positively, indicating that the app significantly boosted their enthusiasm and confidence in speaking English. These findings suggest that Speakia not only facilitated language acquisition but also helped students overcome anxiety related to speaking in class.

"Karena aplikasi Speakia, saya lebih antusias belajar Bahasa Inggris dan tidak malu saat berbicara" (Because of the Speakia application, I am more enthusiastic about learning English and less embarrassed when speaking). – **Excerpt 12**

"Dengan Speakia, saya lebih percaya diri berbicara bahasa Inggris di depan kelas karena sering berlatih" (With Speakia, I’m more confident speaking English in front of the class because I practice often).

– **Excerpt 13**

However, a small percentage of students (6.9%) mentioned that despite using the app, they still felt nervous when speaking English in front of their classmates. This indicates that while Speakia was effective in increasing comfort for most students, some still experienced lingering anxiety, particularly in more public speaking scenarios.

"Speakia membantu saya, tetapi saya masih takut salah saat berbicara di depan teman-teman" (Speakia helps me, but I’m still afraid of making mistakes when speaking in front of my classmates). – **Excerpt 14**

Difficulties and Challenges

The fourth category addresses the difficulties and challenges encountered by students when using Speakia to learn English. This category is encapsulated in question 7.

Table 4. Difficulties and Challenges

No	Questions	Scale					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
7	I didn’t face difficulty in learning to speak using Speakia	38.0%	41.4%	17.2%	3.4%	0.0%	100%

This section explores the difficulties students encountered while using Speakia. Only 3.4% of students reported significant challenges, with the most common issue being the speed of the

pronunciation of audio, which was considered too fast by some students. This aligns with the neutral or negative responses in the earlier sections related to pronunciation.

“*Saya sering kesulitan mengikuti pengucapan karena kecepatannya*” (I often struggle to follow the pronunciation because of the speed). – **Excerpt 15**

“*Saat pertama kali mencoba Speakia, saya bingung dan kesulitan. Tapi sekarang sudah lebih gampang.*” (When I first tried Speakia, I was confused and had difficulty. But now it's easier). – **Excerpt 16**

Despite these challenges, 38.0% of students strongly agreed, and 41.4% agreed that they did not face any major difficulties while using Speakia. This suggests that while a minority of students had difficulty, the majority found the application user-friendly and effective in supporting their learning.

“*Secara keseluruhan, saya tidak mengalami kesulitan saat menggunakan Speakia, kecuali saat pertama kali mencoba.*” (Overall, I didn't face difficulties while using Speakia, except for the first time I tried it). – **Excerpt 17**

“*Speakia gampang dipakai, saya langsung bisa mengikuti pelajarannya tanpa kesulitan.*” (Speakia is easy to use, I could follow the lessons right away without any difficulty). – **Excerpt 18**

Recommendation

In the final category, which assesses the students' willingness to recommend the Speakia application to peers, 38.0% of students strongly agreed and 31.0% agreed that they would recommend Speakia to their friends for enhancing their speaking skills.

Table 5. Recommendation

No	Questions	Scale					Total
		SA (5)	A (4)	N (3)	D (2)	SD (1)	
15	I recommend Speakia to my other classmates to improve their English-speaking skills	38.0%	31.0%	27.6%	3.4%	0.0%	100%

When asked whether they would recommend Speakia, 38.0% of students strongly agreed, and 31.0% agreed, showing that the majority of students had a favorable view of the application and its effectiveness in supporting language learning. This result suggests that most students found value in the app, especially in its ability to improve speaking skills and boost confidence in communication. These responses reflect the students' recognition of the app's value not only for their learning journey but also for others who face similar challenges in improving their speaking skills.

“*Saya pasti merekomendasikan Speakia ke teman-teman karena aplikasinya sangat membantu dalam belajar berbicara.*” (I definitely recommend Speakia to my friends because the app really helps with learning to speak). – **Excerpt 19**

“*Aplikasi ini membuat saya lebih percaya diri saat berbicara, jadi saya pikir teman-teman saya juga akan terbantu dengan Speakia.*” (This app makes me more confident when speaking, so I think my friends would also benefit from Speakia). – **Excerpt 20**

“*Saya merekomendasikan Speakia karena aplikasinya sangat menyenangkan dan tidak membosankan; pembelajaran jadi terasa lebih menyenangkan.*” (I recommend Speakia because the application is fun and not boring; learning feels more enjoyable). – **Excerpt 21**

However, a small minority of students (3.4%) expressed hesitation in recommending Speakia, citing specific challenges they encountered, such as difficulties with the audio clarity and navigation of certain features. These concerns suggest that while most students were enthusiastic about recommending Speakia, there is still room for improvement in making the app more user-friendly, especially for students who may not be as digitally literate or who struggle with the pace of the pronunciation exercises. Addressing these minor issues could further increase the likelihood of students recommending the app to a wider audience.

Despite these few reservations, the overwhelming majority of students expressed a strong willingness to endorse Speakia to their peers. This demonstrates the app's effectiveness in not only improving language skills but also fostering a positive attitude towards learning English, which is a crucial factor in language acquisition.

“Saya merekomendasikan Speakia karena ini adalah cara yang menyenangkan untuk belajar berbicara Bahasa Inggris, dan saya merasa lebih percaya diri setelah menggunakannya” (I recommend Speakia because it's a fun way to learn speaking English, and I feel more confident after using it). – **Excerpt 22**

Discussion

The findings of this study demonstrate that the Speakia application positively impacted students' English learning experience, particularly in improving their speaking skills. The students' responses revealed that the app helped them engage more effectively with language learning, enhanced their motivation, and contributed to better pronunciation and vocabulary acquisition. These findings align with existing research on the advantages of mobile-assisted language learning (MALL), particularly in its ability to provide interactive, on-demand learning opportunities (Chen & Huang, 2012; Kusmaryani et al., 2019).

One of the most significant outcomes of this study is the enhancement of student motivation and engagement when using Speakia. This is consistent with other research, such as Hamdani & Puspitorini (2022), which found that students using interactive learning tools were more engaged and eager to participate in language activities. The current study echoes these results, as the majority of students felt more motivated to learn and practice English through Speakia, particularly because the app offered a fun and interactive environment that differed from traditional classroom methods.

This increased engagement is also supported by studies like those of Khalizah & Damanik (2024), which emphasized the importance of making language learning enjoyable to improve student outcomes. The shift from teacher-centered instruction to a more learner-centered approach through mobile applications encourages students to take control of their learning, leading to greater enthusiasm and consistent practice. This aligns with the results of Mali (2024), who found that MALL tools encourage learners to be more autonomous, contributing to both increased motivation and improved language skills.

The results also highlight significant improvements in students' pronunciation and vocabulary acquisition. Over 70% of students reported that Speakia helped them better understand pronunciation, supporting the view that regular exposure to native-like speech models is crucial for language development (Nha et al., 2019). This finding is in line with studies by Babu (2010), which suggest that EFL learners often struggle with pronunciation due to a lack of regular practice and exposure to authentic language use. The ability to listen to pronunciation repeatedly and receive instant feedback is an advantage that Speakia offers, allowing students to refine their pronunciation skills at their own pace.

The study's findings also reveal how the app contributed to vocabulary development, with students showing notable improvements in word retention and usage. These results reflect the broader conclusions of Rosenberg & Foshay (2002), who found that interactive, multimedia-driven exercises are particularly effective in enhancing memory retention. By allowing students

to practice new vocabulary through various activities, Speakia helped solidify their understanding and encouraged them to use these words in context, further improving their overall speaking ability. This supports previous research, such as Patanduk et al. (2023), which found that vocabulary acquisition is significantly enhanced when students are engaged in interactive and context-rich exercises. The current study highlights how Speakia's features, such as listening to native speakers and practicing through conversation simulations, align with these best practices for vocabulary development.

Despite the overall success of Speakia, some challenges were identified, particularly concerning the speed of pronunciation in some of the audio examples. A small group of students reported that the native-like speech models were too fast for them to follow, a common challenge for EFL learners who are not accustomed to hearing spoken English at natural speeds. This difficulty mirrors findings by Nha et al. (2019) and Babu (2010)(2010), who noted that the speed of native speaker models in language learning applications can be intimidating or discouraging for beginner or intermediate learners.

To address this issue, it would be beneficial to incorporate adjustable audio speeds in Speakia, allowing learners to slow down the speech to a more comfortable pace. This feature is already common in other language learning apps such as Duolingo, and could significantly improve the user experience for students who are still developing their listening comprehension skills (Harahap, 2021). Implementing this feature would align with Li (2023), who argues that flexibility in learning tools is critical for accommodating diverse learner needs, particularly in mobile learning environments.

Another challenge mentioned by some students was the navigation of certain features within the application. While most students found Speakia intuitive and easy to use, a few noted difficulties in navigating specific parts of the app, particularly those less familiar with mobile learning technologies. This reflects similar challenges identified in research by Wentling et al. (2000), which emphasized the importance of user-friendly interfaces in educational technologies. Providing additional onboarding tutorials or simplifying certain aspects of the user interface could make the app more accessible to a wider range of learners, particularly those with lower levels of digital literacy (Widiananda et al., 2023).

The study's findings suggest several important implications for the integration of technology in EFL instruction, particularly within the Indonesian context. The positive reception of Speakia by the majority of students demonstrates that well-designed MALL tools can effectively support language learning, especially when addressing specific challenges such as pronunciation and vocabulary acquisition. Given the widespread reliance on the mother tongue in Indonesian English classrooms (Riadil, 2020), tools like Speakia offer a promising solution for encouraging students to practice English more frequently, both inside and outside the classroom.

Moreover, understanding the importance of student engagement is key for educators and developers. The findings of this study reinforce the need for EFL educators to incorporate interactive, mobile-based applications that align with students' preferences for engaging, multimedia-driven content (Suryani et al., 2021). This shift towards learner-centered, technology-enhanced instruction could also help reduce common barriers such as shyness, lack of confidence, and anxiety, as students feel more empowered when they have opportunities for autonomous learning (Eliza et al., 2023; Irmayani & Sofeny, 2017; Omar, 2023).

Additionally, the study's results have broader implications for policymakers and curriculum developers, particularly in Indonesia. Given the growing role of mobile technology in education, integrating applications like Speakia into the formal curriculum could provide students with more consistent opportunities to practice speaking skills. This aligns with the work of Nasiri & Gilakjani (2016), who advocate for the integration of MALL tools into language curricula as a means of promoting continuous, personalized learning.

It can be concluded that the use of Speakia as an English learning medium has a very good influence on students and helps improve students' speaking skills. The success criteria for using the Speakia application as a medium for learning English speaking have been achieved in cycle 2 by obtaining student speaking test scores that all exceed the minimum score. Apart from helping students learn, the Speakia application also helps teachers create a new and more innovative learning atmosphere with media in the form of technology so that the class doesn't seem monotonous because you only hear the teacher's explanation of the material.

CONCLUSION

The investigation of the data reveals that the majority of students hold a favorable perception of the Speakia application as a device for enhancing students' speaking skills. Despite some challenges faced by a minority of students, such as difficulties in navigating the application or issues with audio clarity, the overall feedback indicates that Speakia is an effective educational medium. Students reported increased confidence in their pronunciation due to the application's pronunciation features and expressed greater enthusiasm and motivation in their English learning endeavors. The application has effectively stimulated students' interest by providing interactive and engaging practice opportunities, particularly through its feedback mechanisms that encourage continuous improvement. Consequently, Speakia is positively received as an online learning medium, demonstrating its efficacy in fostering both student engagement and proficiency in English language acquisition.

The abovementioned findings offer valuable data-driven insights for educators, to integrate the Speakia application into the speaking classroom using its interactive features to complement traditional methods, policymakers to support the inclusion of technology like Speakia in EFL curricula by allocating resources for infrastructure, and training, and ensuring these tools are accessible and culturally relevant for diverse students, and developers to refine or expand the use of such technological tools. For future researchers, given the study's reliance solely on a questionnaire as the data collection instrument, it is recommended to employ a mixed-methods approach in subsequent studies. Longitudinal studies should also be conducted to evaluate the long-term impact of Speakia on speaking skills and compare it with other e-learning tools to determine the most effective platforms for language learning.

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