STUDENTS' PERCEPTION ON THE EFFECTIVENESS OF *TANDEM:* LANGUAGE EXCHANGE APPLICATION TO DEVELOP STUDENTS' SPEAKING SKILL

THESIS

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Students' Perception On the Effectiveness of *Tandem:* Language Exchange Application to Develop Students' Speaking Skill.

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 30 Desember 2019

Saya yang membuat surat pernyataan,

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ABSTRACT

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In this era social media are currently used by many people, including students. *Tandem* application is one of social media as the valuable resource to support their educational communication and collaboration. This research was conducted to find out students' perception on the effectiveness of *tandem* application in developing students' speaking skill which conveyed one research question in the research. The data were collected from interviews and conducted two times on week one and week two after the students used the application to find out the comparison of their answers. The participants taking part in this research are 4 students in English Department of UIN Ar-Raniry. Students are motivated in using *tandem* as media for learning language and develop their speaking skill. The students' partners in *tandem* application are American Native speaker which Indonesian language is one of their target language learning. The students' and their partners will exchange and learning their target language together. However, the interview result showed that the students perception towards *tandem* application in developing their speaking skill were not really effective based on students' answers and their conversation with their partners in *tandem* application.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The English language is the international language that everyone uses to communicate with each other around the world and in every aspect of life such as technology. In language learning, examples of this expansion of the learning environment can be evidenced in the growing popularity in the use of new language-learning tools, such as apps or games, among others. In English language learning there are four aspects of language skills; listening, speaking, reading and writing. All of these four aspects of language skills, speaking skill is the one aspect of language skills that are productive and important as other language skills. According to Ladouse (1991: 23) "speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situations in the right words or ability to communicate or express a sequence of ideas fluently". Furthermore, Tarigan (1990: 8) states that speaking as the way of communication influences our individual life strongly. Speaking is the same as an oral skill which are conventional ways of information, expressing ideas, and thought that have in mind.

Next, speaking is also defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney, 1998 and Gebhard,

1996). Everyone able to speak naturally, but not everyone able to speak skillfully and regularly. For some students, who are non-native in English faced difficulties when they have to speak English. They found that speaking activities cause nervousness because their environment does not support them to speak English. They do not have any confident to speak English and shy to start the conversation in English. However, there are many methods that can be used to improve students speaking ability, one of them is through media called "*Tandem*: Language Exchange".

In Indonesia, students are familiar with learning application, they prefer to use media or application to learn and develop their ability, such as online discussion boards, Skype, blogs, and others. These new applications allow users to interact and collaborate with one another via social media in a virtual community (Sa'aleek, 2015, p.60). Students spend more attention and time on social media. *Tandem* is an application or media that easy to use in learning a language. It helps the learners to develop their skills and confidence. It gives the learners to link and communicate with other people around the world.

Tandem can help each other in order to make progress in people learning ability and language skills, especially in speaking. *Tandem* was conceived in Germany towards the end of the sixties (Rosanelli, 1992; Baumann et al., 1999; Macaire, 2004); then it spreads to other countries, first to Spain, where it was given its present form. Today, *Tandem* language exchange or also known as *Tandem* language learning is using by people who

want to learn, improve and develop their language. *Tandem* is really easy to use. Through *tandem*, the learner has a chance to talk to native speakers of the language that they want to learn. Each learner learns to understand the foreign language better and to express themselves more easily, and this is an authentic oral or written situation. In *tandem* language learning, second language learners pair up with native speakers of the target language they are learning in order to help each other learn their individual language. "When learning a language in tandem, two people with different mother tongues work together in order to learn from each other". (Brammerts, 2003, p. 28). Thus, a native speaker of Indonesian who is learning English would collaborate with a native speaker of English who is learning Indonesian. In exchanging the target language, each person is expected to give the other learner feedback and correct the mistake that each learner made.

Tandem, nowadays divided into two forms: face-to-face *tandem* where students meet in physical meetings and *e-tandem* where they meet virtually in different forms, such as oral (audio call, video call, voice message) and written (text message) which provide in *the tandem* application. In *tandem*, "each *tandem* learner decides what they want to learn, how and when, and what kind of help they would like from their partner".(Brammerts. 2001, p.10)

B. Research Question

To achieve the purpose of the research, the researcher formulates a research question; What are the fifth year students' of English department UIN Ar-Raniry Banda Aceh perception on the effectiveness of *Tandem*: Language Exchange Application in developing their speaking skills?

C. Research Aim

The aim of this research conducted in order to develop speaking skill through *Tandem*: Language Exchange Application at fifth year students of English department UIN Ar-Raniry Banda Aceh and to make the learning and practicing their language more interesting, especially English language and also want to see their perception whether it will be effective and helpful or not for them in practicing their English language.

D. Significance of the study

This research is significant in investigating the fifth year students' perception of English department UIN Ar-Raniry Banda Aceh in English language in *Tandem*: Language Exchange Application for speaking. This study will contribute some positive benefits to students and the researcher. It might offer new knowledge about other media for the English learning process. It also gives information about the advantages of *Tandem*: Language Exchange Application which is providing English speaker to help students in learning English. This research is expected to develop students' skills in speaking and

encouraging the student to speak. Therefore, they can get better in speaking through the *tandem* application.

E. Research Terminologies

1. Students' Perception

Perception is a way of noticing, conceiving or interpreting something. In other words, perception is a judgment of awareness and understanding. Schacter (2011) said that perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment. According to Slameto (2010), perception is a process that involves the entry of messages or information into the human brain, through the perception of human beings continuously makes contact with the environment. Robbins (2003, p.97) describe that "perception as the impression obtained by the individual through the five senses and then analyzed (organized), interpreted and then evaluated so that the individual gets a meaning". Perception is how humans respond about what they see, listen and hear, and fell in the environment. Students' perception can be defined as the students' way of understanding or interpreting the learning process. So, it can be concluded that students' perception is the participants' reaction or point of view of how effective *tandem* application is in developing their speaking skills.

2. Tandem

Tandem language learning is a method of language learning based on mutual language exchange between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn. *Tandem* language learning happens when two learners of different native languages work along to assist each other learning they target language. According to Brammerts (2003) in *tandem* language learning, two people who are learning each other's language work together to help one another achieve their desired aim, such as improving their communicative ability in their partner's mother tongue. The fifth year of English department students' partners in this *tandem* is an American Native Speaker which Indonesian is also one of their target language that they want to learn.

3. Speaking

Speaking is an interactive process of developing meaning that involves producing, receiving and processing information (Brown, 2001). It consists of producing systematic verbal speech to convey meaning.. Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations always colored by the accuracy and effectiveness of the test taker's listening skills, that essentially compromises the dependability and also the validity of oral production tests. So, in this research speaking is study oral English with American Native

Speaker involving audio call; video call; and voice messages according to what each learner decided together for learning.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

1. Definition of Speaking

Speaking is one of the important parts of learning a language. Speaking is the process of interaction and also an activity that we always do in our daily life to communicate in society. However, speaking according to Scoot (2005, p.79) "speaking is considered as a productive and oral skill. Speaking is a cognitive skill, is the idea that knowledge becomes increases automated through successive practice". It means that we need a lot of practice to be able to speak English accurately and fluently in a foreign language and daily life.

Furthermore, all people in the world have their speaking skills, when people hear someone speak they pay attention to what the speaker says and they automatically respond to it. Also, speaking is an activity that people always do every time in their daily life to communicate with other people. According to Poerdarminta in Islamiyah (2007, p.14) "the main purpose of speaking is to send the message for the other one or to be able to communicate about something in language and it will be understood by someone who becomes a listener". In additional, Trigan (1990, p.15) states "speaking is the ability to pronounce articulation of sounds or words for

expressing, stating and conveying a thought, ideas, or feeling". It is very complicated because it includes several aspects such as grammar, pronunciation, fluency, and vocabulary. The object of speaking also are various; discussion, speech, debate, dialog, and conversation. It can be considered as the most important of human tools for social control.

So, it can be conclude that speaking is the ability of a human to express their ideas, feeling, and thoughts by using oral speech in which is usually involves the speaker. Not only used in conversation, but speaking also used for interaction, transaction, performance, persuading other people, and sharing information, knowledge, and ideas to each other.

2. Function of Speaking

Nowadays speaking is one of the important skills in people life. Many aspects of people lives engage speaking as the priority in almost all contexts of lives, people communicate with each other to express their ideas, feeling, thought, and etc. According to Brown and Yule in Richards (2008, p.21-28) the functions of speaking are classified into three; they are speaking as interaction, speaking as a transaction, and speaking as performance. Below are the explanation of these functions:

a. Speaking as interaction

As quoted in Richards (2008, p.22-27) "speaking as interaction refers to what we normally mean by 'conversation' and describes the interaction that serves a primarily social function".

When people meet, they will exchange greetings and start to have a small conversation with some topics to build a comfortable zone; to be friendly and to maintain the relationship.

b. Speaking as transaction

Speaking as the transaction is concerned with what someone said or done in order to make people understood clearly. Hodson and Jones (2006, p.14) clarified that "in this type of spoken language students and teachers usually focus on the meaning or on talking their way to understanding".

Moreover, Byrne (1991, p.33) gives a distinction between the two types of talk as a transaction:

1. Situations where the focus is on giving and receiving information (e.g., asking someone for directions). There is no need to pay attention to accuracy, as long as the information is successfully communicated or understood.
2. Transactions that focus on obtaining goods or services, such as ordering food in a restaurant.

> Donald (2005, p.145) suggests that students need to be competent at both message-oriented‘ or transactional language and interactional language, language for maintaining social relationships.

c. Speaking as performance

As quoted in Richards (2008: p.22-27), “the third type of talk that can usefully be distinguished has been called talk as performance”. Speaking as performance refers to public speaking.

This is talk which is done at class presentations, public announcements and speech which transmit information before an audience.

> According to Jones (1996: p.14), speaking as performance ...often have identifiable generic structures and the language used is more predictable. ... Because of less contextual support, the speaker must include all necessary information in the text – hence the importance of topic as well as textual knowledge. And while meaning is still important, there will be more emphasis on form and accuracy.

This type of speaking is often monolog and the language is more like written language.

B. The Components of Speaking

Syakur (1987:3) as quoted in Dewi (2010:2) mentioned five components of the speaking skill: pronunciation, grammar, vocabulary, fluency and comprehension. Brown (1997, p. 4) defined the five components of testing speaking skills as follows:

a. Comprehension

Cohen et al., (2005:51) stated that "comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks". However, the comprehension in speaking refers to the speakers' understanding about what are they saying.

However, Longman in Pernanda (2009 : 10) states comprehension is "understand everything in normal educated conversation except for very colloquial or low frequency items, or

exceptionally rapid or slurred". Good comprehension refers to good understanding. If someone' language understanding is good, it will affect the speaking ability.

b. Grammar

It is needed for students to arrange a correct sentence in conversation, or the student's ability to manipulate structure and to distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gains expertise in a language in oral and written form. Heaton (1978: 5) said that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one.

Different from grammar, there is universal grammar which is a theory of grammar.

> In other word, grammar had to be as simple as possible. Universal Grammar also had integrated into numerous language special variants structure that kids ought to master in acquiring their native language (Abdurrahman, 2015, p. 22).

c. Vocabulary

Vocabulary is the appropriate diction that used in communication. Wilkins in Thornbury (2004: 13) states that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". In addition, it is supported by Ur (1996: 60) that vocabulary is "one of important things to be taught in

learning foreign language because it will be impossible to speak up without variety of words".

It means that people who are learning foreign language cannot communicate effectively or express their ideas both orally and in written form if they do not have sufficient vocabulary.

d. Pronunciation

Pronunciation is the way to produce clearer language when people speak. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning.

However, Gerard (2000:11) stated that "a speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand".

e. Fluency

Fluency is the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums". Brown (1997: 4) explained that "the signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message".

In addition, as explained before, speaking is the same as oral skill in which the components of speaking are also components in

oral skill. However, according to Abdurrahman (2015), the types of oral skill or spoken language are various; monolog, dialog, and coversation.

C. Tandem

1. Definition of Tandem

In general, the meaning of *tandem* is a group of two people. However, *tandem* language exchange is a free learning a foreign language application. *Tandem* is a form of second language learning that brings along speakers with different linguistic competencies and backgrounds to share their knowledge and learn from one another, guided by the principles of learners autonomy and reciprocity (Vassallo & Telles, 2008). *Tandem* allows someone to decide individually what and how they wish to learn. In *tandem*, both users can find a native speaker of their target language, so they can both benefit from each other's skills.

Moreover, in a *tandem* language exchange, the users especially can develop and improve their skills in speaking, not only both people have to meet in person, but they can learn by text, audio messages, video, and audio calls. For students, it can make them easier to learn without having to meet the speaker in person and both of them are exchange and learning the language together, so it makes them less nervous.

2. The Purpose of Using Tandem

Fluent in speaking is really important in learning language, especially for foreign language learners. They need to practice their speaking

in order to communicate fluently and efficiently. However, *tandem* entails two people who are native in their language to interact and learn each other native language. The purpose of *tandem* to make the users having an interaction and link in with a native speaker and thus get opportunities to develop their skills in speaking and having a native to correct the pronunciation. “Support and corrections can also be more individualized in tandem than in larger groups as the participants themselves can decide what aspects they want to focus on” (Kotter, 2003: 147).

Furthermore, in *tandem*, learners spend almost all of their time practicing speaking and listening skills, because they need to focus on what the speaker said to understand of what the native said, as well as receiving supportive feedback and corrections from their partners. *Tandem* may help students in mastering speaking through audio messages or audio and video calls with the native speaker of the target language, so they will not be bored in learning when they learn with the native speaker. When learning in *tandem*, both partners alternate between learning a foreign language and acting not as teachers but as expert informants on their own language, it is called *informal tandem*. Baker (2013, p.64) states that “In *informal tandem,* there is no teacher or other target language learners present, the learner has strong learner autonomy and total freedom to decide which topics or language aspects to focus on”.

3. Advantages of Tandem

According to Brammerts (2003: 27–36) in *tandem* learning, "two people who are learning each other's language work together to help one another achieve their desired aims". These are normally:

- to improve their communicative ability in their partner's mother tongue;
- to get to know their partner better and learn about his or her cultural background;
- to benefit from their partner's knowledge and experience, e.g. in the areas of work, education and leisure.

Tandem is an E-learning application which are greater than the benefits of traditional learning if e-learning is used and applied in proper ways (Algahtani, 2011). However, according to Zeitoun (2008), e-learning also helps in the preparation of the society to globally communicate and to dialogue with others around the world.

4. Disadvantages of Tandem

Every media and application for learning or E-learning definitely have some positive and negative side according to the situation and condition of learning. *Tandem* language learning application obliges the partners in working at a distance from one another rather than face-to-face. This means that each learners remains in his or her own environment, with different activities, opportunities, schedules and obligations.

However, the distance separating the two partners makes it easy for one of them to sever communication because of the bad connection in their area. Poor internet connection is a common challenge that can be experienced in any location. Hung's (2012) in other country learners or users also experienced poor internet. Because of the internet problems, learners may experience hardware damage and malfunctions. Learners in Bakar, Latiff, and Hamat's (2013) study experienced hardware damage which made it impossible to record their voices. The other area of potential difficulty specific to *tandem* language learning application arises from the fact that it uses writing rather than speak.

Also, the difficulty in arranges to have communication because each partner lives in different areas and country which means they have different time and they need to arrange first when the two of them can practice together.

5. Summary

This chapter has provided a review of the literature with regard to the research relevant to this study. This chapter discussed about the nature of speaking that consists several points, such as definition of speaking; function of speaking and components of speaking. The *tandem* application as a media for speaking practice are also discussed in this chapter. However there are some advantages and disadvantages of *tandem.* The next chapter discuses the methodology of this study, as informed by this literature review.

CHAPTER III

RESEARCH METHODOLOGY

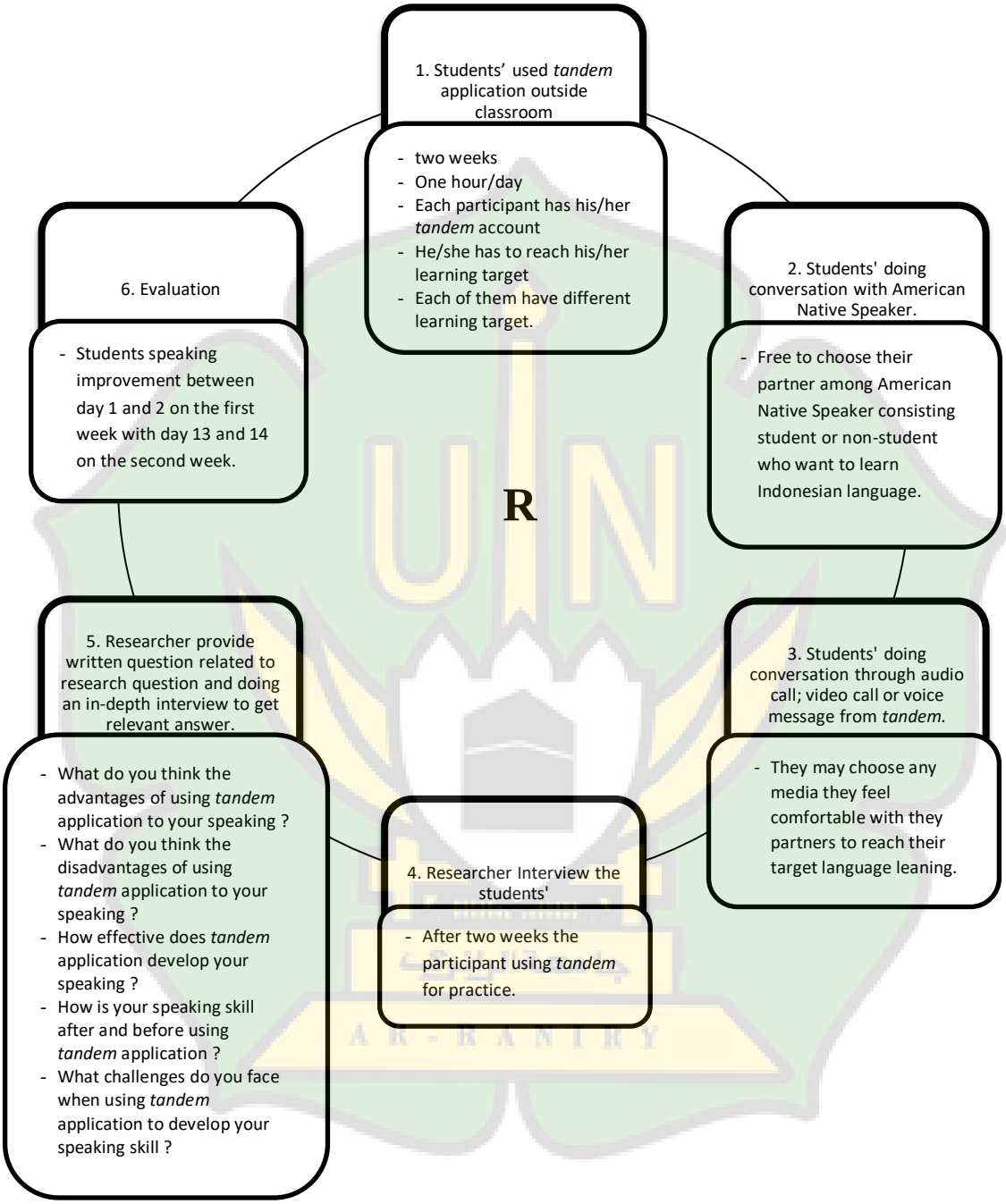
This chapter is describing the research plan, research participant, method of data collection and method of data analysis.

A. Research Plan

According to Creswell (2009:3), "research plan is plans and the procedures for research to detailed methods of data collection and analysis". In this research, a research method used qualitative research. This research is qualitative method because the characteristic is to explain or describe the research phenomenon. This research focus on descriptive qualitative. Descriptive method is part of a qualitative approach by using interview techniques as data collection. Syamsuddin and Damaianti (2006) argued that "qualitative research as an investigation approach because usually the researcher collects the data by directly interacting with respondents". Meanwhile, Hamidi (2008: p.12) said that "the qualitative method is a procedure which results in a descriptive data". In this research, the reseracher described and explained students' perception of using *tandem* application to develop skill in speaking.

Furthermore, this research are going to be implemented as it is mention in RPS (Research Plan Scheme) which consists of six processes.

RESEARCH PLAN SCHEME



This scheme is modified from action research model by Kemmis and McTaggart as cited in Burns (2010: 7-9) which consists of four main steps: planning; acting; observing and reflecting.

B. Research Participants

The participants of this research are the fifth year students from the English Department of UIN Ar-Raniry Banda Aceh. Students use *tandem* applications outside the classroom as learning media in order to develop their speaking skills. Moreover, students doing a conversation with the native speaker (American Native Speaker) of their target language related to daily life conversation and time that agreed by both speakers. Thus, in this research purposive sampling is used to choose the sample. Purposive sampling is composed of individuals or group that provide information.

According to Patton (1990) purposive sampling "is one of the techniques in selecting participants which focuses on particular characteristics of the population that are of interest, which will best enable the researcher to answer the research question". Moreover, Arikunto (2010:183), states that "purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose". However, in the research, the researcher invited four students who used the application to be interviewed to give relevant answers to the research questions.

C. Methods of Data Collection

An interview is the process of interaction asking and giving information face-to-face between the researcher as the interviewer and the participants as the interviewees. According to Esterberg (2013) the interview is a meeting of two person to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning

about a particular topic. The research instrument in this research is interview (in-depth interview) as the primary technique of data collection. “The in-depth interview is a technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspective on a specific idea, program or situation” (Boyce and Neale, 2006, p.3). In this research, the researcher will provide some written questions to get detail information from the interviewees in using the *tandem* application to develop their speaking skills.

This research used a semi-structured interview in which the questions are systematically listed and directly answered by the participant. Each participant was asked the same questions, using the same wording, yet the only differentiation was in following up questions that were used to clarify their responses. While interviewing the participants, the researcher would ask some information about students’ perceptions of the effectiveness of *Tandem*: Language Exchange Application to develop students' speaking skills and recorded the whole interview to support the researcher to obtain the data.

D. Methods of Data Analysis

According to Sunday (2015, p.19) “qualitative data analysis is the range of processes and procedures whereby we moved from the qualitative data that have been collected into some form of explanation, understanding, or interpretation of the people and situations we were investigating”. In this research, to report the result of the data, the researcher analyzed the data using thematic analysis. Thematic analysis is the process of identifying pattern or

themes within qualitative data. As stated by Clarke and Braun (2013, as cited in Maguire & Delahunt, 2017) thematic analysis aimed to identify themes, such as patterns data that are important and use the themes as address the research.

Moreover, to gain the data, the researcher use voice recorder to record each answers of participant and transcibed the conversation. In the transcribed interview, to simplify the data , the researcher used students' name. After collecting the data, the data was organized according to the questions and it would be transformed and analyzed from the interview based on what the participants said about their perception of the effectiveness of using the *tandem* application to develop their speaking skills. Then, the data analysis was explained descriptively to answer the research question.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the result from the data interview analysis. The purposes of this research is to achieve the answers about students perception on the effectiveness of *Tandem*: Language Exchange Application in developing students' speaking skill.

A. Students' Perception of *Tandem* Application

In this section, the researcher would elaborate the data analysis from in-depth interview. The interview was conducted two times by the researcher, first interview was conducted on day 1 and 2 in week one and second interview was conducted on day 5 and 6 in week two in order to compare and see the similiarities and differences of the answers from the participants about the development of students' speaking skill. The questions were provided to four students from fifth year of English department UIN Ar-Raniry Banda Aceh . The researcher addresses six main questions for each week to get students information about their perceptions on the effectiveness of *tandem:* language exchange application to develop students' speaking skill. It is found that the results from each participants were varied.

I. Week one after using *tandem* application.

1. The advantages of *tandem* application.

In interview, the researcher asked each participant about the advantages that they got from the *tandem* application. The answer from each participant is similar. Most of the participant said that one of the advantages of the *tandem* is they can get to know not only a native but also people around the world.

a. Engage with people from multiple backgrounds

Shinta said that one of the advantages that she got from *tandem* was she could get to know various people from other countries and learn various languages from her learning partners in *tandem.* As Shinta said:

> We can get to know people from everywhere, not only one country, but many countries in all around the world. We also can learn many languages, such as English, Japanese, Chinese language and etc.

Similarly, Dara continued that the advantages that she got from *tandem* were she could find new friends to learn with and found out the cultures from her partners' countries in *tandem*. As Dara answered: "... one of the advantage is to find your friend for practice English and also I know the culture of the native speaker and I can know the country that I never heard before".

b. Enhancing students' self-confident

Uly said that she got the advantages to increase her self-confident by communicating with her learning partners which also influence her speaking skill. As Uly stated: "...and we can support or it is to influence our speaking skill because we met the native one and also try to be confident to speak with the native".

c. Only some advantages

In contrast, Tami gave a different answer from other participants. She said that it was just little advantages that she got from *tandem.* As she mentioned: "I think just a little advantages that I have, just speaking with them".

Based on the information above, the researcher perceived that the students havee positive perceptions about the advantages of using *tandem*, such as engage the students with people from other countries and enhancing students' self-confident in speaking. However, one of the students found that it was just little advantages that she got from using *tandem* application, it was just speaking with her learning partners.

2. The disadvantages of *tandem* application.

Otherwise, using *tandem* application to develop students speaking skill have a lot of disadvantages, all the students argued that there are some problems in using *tandem.*

a. Hard to find an American native

Shinta explained that she faced the difficulties in finding the native to be her partners in learning language. As she said:

> ..., as far as I used this application, I still did not find any people from American, my purposes is want to improve my English language especially America. Because I did not find many American people, so it is kindly hard actually.

b. Poor connection

In another case, Uly said that the poor connection in Indonesia made her difficult to be connected with her learning partners. It would be hard when they want to communicate with each other via video call or voice call. As Uly stated: "...also sometimes the connection is poor, so it is not really good".

c. Slow respond

Dara said that she had to wait for a long time to get a reply from the native for her messages. Because the native here often gave a late reply to her messages. As Dara answered: "I think the disadvantages is slow respond from the native to reply or respond to my text".

d. Building a distance

Moreover, Tami exclaimed that the native looks like build some distance when she communicates with them. She thinks that the native might too selective to decide who are capable to be their partners in learning. As she explained:

> They are difficult to talk, because maybe they have distance with others. So, if we are friendly with them, but they are not, because they think we are not their friend.

From the explanation above, all the students faced various disadvantages, some of the disadvantages that students had were about having a distance between Indonesia and United State that could make the students having a slow response from their learning partners to reply their messages and also because the poor connection that they had. Also, the difficulties to find American native partner who wants to learn each other languages.

3. The challenges in using *tandem* application.

In using *tandem* most of the students assumed that they faced many and various challenges. Some challenges made them difficult to communicate with their partners.

a. Not using voice messages yet

Because Shinta just used the application for about a week, she still did not have the courage to do any voice communication with her learning partners. As she said: "if we talking about speaking skill, because I just used this application in a week I did not use a voice communication yet, so we just text each other".

b. Lack of vocabulary

Lack of vocabulary is one of the challenges that Uly faced when using *tandem* application. She said that because her vocabulary is still limited, it makes her nervous and took some time to communicate with her partners. According to Uly answer, it is relevant to a research about how important is vocabulary in speaking.

> August, Carlo, Dressler, and Snow (2005) express that foreign language learners who have limited vocabulary take more time to learn new vocabulary items and are less able to involve in comprehending text and lack involvement in oral communication with their peers.

As Uly stated:

> sometimes I feel nervous to speak because I know that my vocabulary still lack, so I need much time to reply their message and sometimes they not say the word clearly, so it is really test to my listening skill also.

c. Understanding what the native said

Dara had challenges in understanding what her learning partners said through voice messages. As she answered: "...and understand their voice in voice note".

d. Building a distance

As Tami said before about the disadvantages of *tandem.* She also replied that one of the challenges that she faced is also about the distance that built by her learning partners. She explained: "yeah, like that. Because they think we are not their friend it has a distance".

Based on the participants answered above, most of them faced various challenges when using *tandem* application, such as having no courage in using voice communication, also because they are still lacking on vocabulary, so it makes them nervous to speak, and some of their learning partners are making some distance when communicated with them which made the students need to find other partners who want to learn with them.

4. The effectiveness of t*andem* application.

After all the participants used *tandem* application as learning media for one week to develop their speaking skill, they gave various answers about how efferctive is this application to their speaking.

a. Effective after used for more than one week

Shinta thought that *tandem* application would be effective for her speaking if she used it more than a week. As she assumed: “in my opinion it will be effective if I used it more than one week I think”.

b. Having an intention to deepen speaking skill

Uly argued that if she set a goal in using *tandem* application completely to expand her speaking skill, it will be effective. She stated:

> Okay. If someone want really deep to improve speaking skill it is effective, but not really effective because yeah, many factors such as connection and also the different time between Indonesia and United State and some components of speaking I think not really found and enhancing in using *tandem*, such as grammar I do not think so.

c. Learning by voice communication

Moreover, Dara stated that by using voice communication in *tandem*, it might have some progress in her speaking skill, because she communicates with her partners thoroughly by voice. As Dara answered: “we have to voice note sometimes and also or do video call to develop our speaking skill”.

d. Not effective

However, Tami did not find any effectiveness to develop her speaking on using *tandem* application. She claimed: “not really too

effective, because my partner in tandem said that this is not really improving our speaking, so this is not recommendation for speaking".

Based on students' perceptions above, it can be deduced that they need more time to find the effectiveness of the application in developing their speaking skill. Also, they assumed that if they need to have a strong intention to expand their speaking and use voice communication when learning on *tandem,* it might be effective. But, one of the students claimed that she did not find any effectiveness yet on using *tandem* for develop her speaking.

5. Speaking skill before using *tandem* application.

Most of the participants said that their speaking before using *tandem* application was not really good. After using the application after one week there is a bit improvement, such as in their vocabulary.

a. Lack of confident in speaking

Uly stated that before she used *tandem*, she felt did not confidence to speak English. However, she got some new vocabulary from her learning partners through *tandem* application. As she stated:

> Before I use tandem application my self-confident is lack. But, after I use tandem for one week, I think there is improvement in my speaking such as I found a new vocab from the native that I never heard before and also it is about slang words.

b. Lack of vocabulary

Moreover, Dara said that she had limited vocabulary before using *tandem,* and it makes her not brave yet to speak in English. As Dara

answered: “before using this application I am afraid to speak because I have lack of vocabulary and also I am not really good in pronunciation”.

However, the other two participants think that there were not any big differences in their speaking before and after they used *tandem* application which means their speaking did not really improve.

c. No big differences

Most of Shinta’s partners on *tandem* were not a native from her target language learning. So, it did not make any big differences before and after she used *tandem,* because most of her partners are non-native. She exclaimed:

> my speaking skill before I used tandem is just like this, it is actually has no big improvement on my speaking skill because most of my friend on tandem are not from America, they are mostly from Pakistan, Korea, Turkey, India. So, they just used English and talk English like us actually.

Similarly, Tami added that her speaking before and after using *tandem* application also did not have any big differences. As she assumed: *“*I think it is more better than this*”*.

Based on the participants’ answers above, two participants said that they get their speaking improved after using *tandem* application, especially in vocabulary. While the other two participants answered that it is not really had any improvement in their speaking before and after using the application.

6. Speaking components improvement after one week using *tandem* application.

From the interview, most students did not get too much improvement in their components of speaking. Because they assumed that before, it was really difficult to do voice communication with their partners in *tandem.*

6.1. Comprehension

Most of the students argued that there was no big improvement in their comprehension.

a. No big improvement

Shinta said that she just used the application for a week, so it did not have any big improvement in her comprehension. As she said: “For comprehension, because I used this app in a week, so there is no big improvement. So, it is just like I have a topic, but it is not about that things actually”. Lack of vocabulary also one of the reasons Uly did not get any improvement in her comprehension. As she stated: “...for comprehension I do not think so, because I still lack in vocabulary”.

Moreover, Tami added that because most of her partners on *tandem* are non-native, so the words that they used are the same, and it did not make any improvement in her comprehension. As she said:

> About the comprehension, I think the word that we have are same, maybe yeah, because we are not native. I am

> still studying and they are still studying also. So, the comprehension just make us understand each other, but not to improve.

b. Try to understand what the partner said

However, Dara had a different answer. She said that it improve her comprehension when using *tandem.* Because when she communicated with her learning partners, she tried to understand what they said that made her could reply to their messages without misunderstanding it. As Dara argued:

> It is improve my comprehension, because when I using tandem and do a conversation with my friend, I try to understand what my friend said because I can reply her or his messages without misunderstanding.

Based on students' answered above, there was no big improvement yet in their comprehension. They the gave various reason, such as they were still lack of vocabulary, most of their partners were non-native which their level on vocabulary were still the same.

6.2. Grammar

All the students answered that there was also no big improvement in their grammar. Because most of their partners did not really focus on grammar in learning or communicated and also they did not really correct the grammar.

a. No big improvement

As Shinta said, some of her partners had good grammar, but it was only a few of them. As she answered:

> for grammar, the people that I chat with is actually have a good grammar, but noat all of them have that. So, for grammar also there is no improvement for me I think.

As for Uly, it also did not improve her grammar, because most of her partners did not correct her grammar. Uly stated: "grammar, I do not think so. Because they do not really comment or correct our grammar".

For Dara, she did not really focus on grammar because she just tried to understand what her partners said in order to reply to their messages. As she answered:

> For grammar, I do not think it is improve, because I do not really focus about it when using tandem, I just, how to say, I just focus understand what my friends talking about.

Tami also assumed that it did not really improve her grammar, because most of her partners were non-native and they did not really care about grammar as long as they speak and understand each other. As Tami explained:

> About the grammar, like I said before, they are not native, and they do not think too much about the grammar. So, they just speak and speak, and the most important is we understand each other.

From the explanation above, all of the participants did not get a lot of improvement in their grammar. Most of the students had

the same reason, such as their partners on *tandem* did not really focus on using good grammar.

6.3. Vocabulary

As for vocabulary, most of the students answered that their vocabulary was improved when using *tandem* application.

a. Find new vocabulary

Shinta replied that she had some improvement in her vocabulary. When she communicates with her partners, she got some new vocabulary that useful for her. Shinta said:

> So, for vocabulary, there is no big improvement also, but it does not mean I have no improvement. So, when communicate with these people, I actually found new vocabulary and that is very useful to me actually.

Uly continued, for her, among five components of speaking, vocabulary was the most improved. Because she could know the vocabulary that she has never known before from her partners. As she stated:

> I think among the five components of speaking I think the first as the most have improvement is vocabulary, because sometimes I never know the vocab after I have a partner in language exchange in tandem I did it, I know it.

Similarly, Dara answered that it was improved her vocabulary when she did a conversation with her partners. She got many new vocabulary and used a dictionary to know the meaning of it.

> ... my vocabulary is improve, because when I using tandem to do a conversation with my friends, there is so many new vocabulary and I take the dictionary to find the vocabulary that I do not know.

b. Each learner have equal speaking skill

In contrast, Tami did not find that her vocabulary was improved. Because she assumed that her learning partners also had the same skill in speaking as her. So, her partners also used the same vocabulary as her that could not make her vocabulary improve a lot. As she claimed:

> For vocabulary, I think we have the same vocabulary, but I think, my vocab is more better than them. Because they do not like too much about English, because they want to learn another language or just English as a connecting language with each other, so they used English, yeah but not me, I just speak while learning, while communicating.

Based on the answered above, most of the students argued that their vocabulary was the most improved one. Because they could get many new vocabularies that they never knew before from their learning partners.

6.4. Pronunciation

As for pronunciation, the students gave various answers. Two of the students did not find any improvement yet on their pronunciation, while the other two students said it improved their pronunciation a little bit.

a. No big improvement

Shinta assumed that because she did not use voice communication yet, she could not say it improves her pronunciation. Because they did not talk to each other yet. As she said: “pronunciation, because I did not do voice communication yet, maybe is also because I just use this app in a week thought”.

b. The pronunciation easy to understand

As for Uly she found her pronunciation a bit improve. She could impersonate the words that pronounce by her learning partners and also learned how to pronounce it. She stated: “...about the pronunciation, even they do not pronounce it clearly, but I can imitate how they pronounce the word”.

c. Practice with voice media

Similarly, Dara also found that her pronunciation improved. Because when she learned by voice communication with her partners, she heard how they pronounce the words. As she said:

> ... my pronunciation is also work, because we are not, me and my friend are not doing conversation, but also we used voice note and sometimes we used voice call or video call.

d. Rarely using voice communication

For Tami, she did not find any improvement in her pronunciation, because she did not use voice communication a lot with her partners when using *tandem.* As she claimed:

> about pronuciation. We do not do a voice chat. Because this tandem I think not suitable, because we do not have much chat there. Because they are also busy people I think. So, they often lost from this tandem.

From the answers above, two students claimed that their pronunciation did not improve much. Because they rarely communicated through voice communication. While two other students said that it improved their pronunciation even a little bit because they often did voice communication with their learning partners.

6.5. Fluency

For fluency, all the students answered that they did not find any improvement in their fluency yet. Because as they said, they rarely did a voice communication with their partners in *tandem*.

a. No big improvement

Shinta said that her fluency did not improve a lot, because she barely found any partners who want to do voice communication when learning. As she said:

> for fluency, that is what I want to improve on using tandem actually, but because it is too hard to find people that is one to do a voice communication, so it won't improving a lot.

For Uly, her fluency also did not improve yet. Because she just used the application for about a week, and also because her vocabulary was limited. So, its effects on her fluency. As she stated: "fluency, maybe after two weeks or after months I will

get my fluency, not after using it in one week, because I still lack in vocabulary". Dara continued, she also did not have any improvement yet on her fluency. As she said: "... fluency, there is no significant improvement in my fluency yet".

There was no improvement in Tami fluency also. She assumed that she has better fluency than her partners in *tandem*. She claimed that: "for fluency. I think I can said that I am more better than them. Like that".

From the students' answers above, most of the students argued that there was no big improvement on their fluency. Because even some of the students used voice communication, most of their partners were non-native. So, it did not really improve their fluency.

Based on all students' explanations above, after one week they used *tandem* application, from five components of speaking the most improved one is vocabulary. They got some new vocabulary from their partners in *tandem* when they communicate with each other. It also improved some students' pronunciation, they could impersonate their partners' pronunciation and learned how to pronounce the words. But, for other speaking components they do not find it is improved a lot. However one of the students said that their skill in vocabulary is equal with her

learning partners, they had the same level of vocabulary, which means there is no big improvement in her vocabulary.

II. *Week two* after using *tandem* application.

1. The advantages of *tandem* application.

After the researcher obtained the answers from participants in week one, the research conducted the second interview in week two with the same questions in order to compare and see the differences and similarities of the first answers with the second answers. In the second interview, all the participants' answers are still similar as their answers on week one.

a. Engage people from multiple backgrounds

Shinta answered was similarly as she answered on week one. She said that the big advantages that she got were she got to a lot of people from different countries and not only exchange their language but also their hobbies. Shinta answered:

> the advantages of using this application is, as I said last time, we got a new experience to know people from many countries and the other things. So, for example like I ever communicate with people from Chinese, they said they interested with one of Indonesian genre of music called "dangdut". It is actually amazed me.

Then Uly continued, as she said on week one before, it advantages her to become more confident in speaking English and got to know many people from various countries. As Uly stated: "the advantages of using tandem in my speaking, I think like I

said before that we have connection around the world. So, we more confident to speak English".

b. Talk about each other interest

Talking about each other interests, such as their hobbies and everything is one of the advantages that Dara got from using *tandem* application. As she replied: "after 2 weeks I used tandem application there is so many advantages. First, I can discuss everything with native or the non-native".

c. Get to know how to speak in multiple languages

However, Tami gave different answered as week one. She assumed that she got some advantages after using the application for more than a week. She could learn various languages from her partners. As she claimed:

> I think the advantages of using tandem application in my speaking can make myself know how to speak in another language. It is not just in English, but in Japan and Korea.

As the above explanations, it can be deduced that the participants gave similar answers as week one that they can get to know a lot of people around the world from the other countries. Furthermore, one of the students gave the different answers as week one. She argued that after more than a week she used the application, she found some advantages in their speaking, such as know how to speak in multiple languages.

2. The disadvantages of *tandem* application.

Based on the interview result, most of the participants still find many disadvantages in using *tandem* application even after they used it in two weeks.

a. Hard to find American partner who used voice messages in learning

As Shinta said before, after more than a week she used *tandem* application. She still hard to find any American native who wants to use voice communication in learning.

> as I said before I did not find my purposes. I mean I did not found any American native yet, and after two weeks I used this application I still did not get any American native who want to do a voice communication . So, that was the disadvantages I think.

Similarly, Tami assumed that it was also hard to find any partners in *tandem* to do voice communication. Also as she said in week one, most of the natives made some distance in selecting friends as their learning partners. As she claimed:

> many disadvantages that I found in tandem application, such as difficult to find a suitable person who want to speak with me. Because they think that maybe I am not their friend. So, they are like make a distance and they often left and lost from the chat or conversation. I think that they do not like too many chit chat with foreigner. Then I think that Asian is too friendly with others, but they are not. They do not care, they just greet us and they are to the point person.

b. The long-distance between two countries

Similarly with her answered as week one. Uly stated that the disadvantages that she faced were about the distance that she had between her partners. As she explained:

> when I use tandem it is a bit, how to say. Even we met a native but also because of the long distance between Indonesia and United State, So yeah, we have to make sure that they are still online when we are texting each other.

c. Slow respond and many non-native partners

Dara still had the same answer as week one. The disadvantages that she faced were about she often got a late reply from her learning partners also most of the non-native partners she had. As she said: “like I said, it is still slow respond from them to reply my message and I think tandem user is so many non-native than native”.

From the explanations above, all of the students had similar answers as week one, the disadvantages that most students faced are about the distance between two countries that could make the students having a slow response from their partner to reply to their messages and also because the poor connection that they experienced.

3. The challenges of *tandem* application.

All participants argued that they faced some challenges in using the application, such as the native prefer doing text messages than voice

messages or they do not really understand what the native said in voice communication because of their pronunciation a bit unclear.

a. The native rarely using voice communication

It similar to last week, Shinta said that the challenges that she faced were about her partners who rarely used voice communication to learn. As she said:

> so, the challanges on using this application is most of them very rarely using a voice note or voice call or video call, especially American native. So, without using these kind of communication it is a bit difficult to develop my speaking. So, that is one of my challanges actually.

b. The native prefer doing text

Dara claimed that the native in *tandem* prefers using text when learning than voice messages. It was one of the challenges that Dara faced, and the answer also similar to last week. She claimed:

> I think the native is prefer to text than voice note and I am afraid the old man to start the conversation. So, I can not find the youngest or the same age who will be my partner to discuss something.

c. The native pronunciatian a bit unclear

As for Uly, the challenges that she faced in week two were about the pronunciation that her partners had. Sometimes she did not understand what they said. As she stated:

> even I think I have like enhancing my vocabulary, but because of pronunciation sometimes I do not know what they say because they like speak more ‘rarararr’ I do not know how to say that, so yeah I do not know what they said.

d. The native not friendly

Moreover, Tami faced challanges about how her partners especially a native of her target language were not too friendly. As she stated:

> many of them write on their status, “I want to get people who help me learn English” or “I need a friendly friend to talk with” or etc. But, when we chat them they are just like the other, they just reply in the first then lost after introducing ourselves.

Based on the participants’ answers, most of them faced various and similar challenges as last week. Using *tandem* application by texting with a native without doing voice messages is not really develop their speaking because the native prefers to reply by text. Also, most of the natives just replied to the students’ messages at first, then they never reply or message them anymore.

4. The effectiveness of t*andem* application.

Participants gave similar answers as week one about how effective *tandem* application to develop their speaking.

a. Effective for other things

After Shinta used the application for more than a week, she assumed that *tandem* application was not too effective for her speaking. However, she thought that it would be more effective for some other things. As she answered:

> In my opinion, this application is not really effective to develop my speaking but, for the other things like enhancing knowledge, culture, making friend with the other people from many countries is effective , I think.

b. Focus on developing speaking skill

As Uly stated last week if she used the focus on using the application merely to develop the speaking skill. It might be effective. As she said:

> I think it is effective for speaking if we really dive into tandem. I mean we still have connection with people around the world. So, we can practice everyday with them.

c. Effective for writing skill

For Dara, she claimed that *tandem* application was more effective in developing her writing skill. Because most of her learning partners prefer to text than voice communication. She said that: "I think not too much, but I feel it is more effective in developing my writing. Like I said before, the native prefers using text than voice note or video call".

d. Can interact with foreigners

However, Tami argued that even the application a bit effective for her speaking, she also could have an interaction with some foreigners. As she thought: "a little bit effective. But, we can interact with other foreigners".

Based on the students' opinions above, most of them answered that the application is not really effective in developing their speaking skill. Because the native prefers using text which means they did not interact through their voice. Also, one of the students said it was more effective to

evolve their writing than their speaking because like they said before, the native prefers using text. However, most of the students argued that the application more effective on other things like, making friends and having a connection with people around the world.

5. Participants skill in speaking before using *tandem* application.

Most of the participants answered that their speaking skill is still the same as before when they used the application on week one, they just get a bit improvement in their speaking. But, it did not really improve.

a. Do not have any big difference

Shinta assumed that her speaking before and after using the application was still the same. It did not have any big difference. As she said: "it does not increasing too much, it just still like this actually".

As for Tami, she stated that her speaking before using *tandem* was better. Because she could practice directly with her local friends. As she argued:

> I think that is more better than this, because we practice it directly although with local. But, sometimes it helps than this, because the people in tandem always lost.

b. Has basic skill in speaking

Because Uly is an English student, she answered that her English was a bit good because she had basic English in her speaking. Uly stated: "actually my speaking is a bit good because

I am a student of English department. But, after I use I think I have many, some improvement".

c. Not really good in speaking

Moreover, Dara replied that her speaking before using the application was not really good. However, when using *tandem* she can found someone as her learning partners . Dara said:

> my speaking skill before using this application is bad. I do not have any idea to discuss, but when I using this tandem I find someone or the native to discuss something like my hobby and others.

Based on all students' opinions above, the students had various answers. Two students said that their speaking skill before and after using *tandem* is still the same. It means that their speaking skill did not have any improvement. They prefer to practice their speaking directly with their local friends. However, the other two students answered that they already have basic skill in speaking because they are an English students, but when they used the application it helps them to discuss something with the native that made their speaking could improve a litlle bit.

6. Speaking components improvement after two weeks using *tandem* application.

As mentioned in the previous interview of week one, most of the students still did not get much improvement in their components of speaking.

6.1. Comprehension

Similarly, like last week, most of the students still had the same answers. They did not any big improvement yet on their comprehension.

a. No big improvement

As Shinta said before, she did not really get any improvement in her comprehension. As she said: “so for, comprehension it is actually does not improving too much because I rarely take those kind of topic in our conversation, I mean speaking. About speaking”.

For Tami, it also did not improve much in her comprehension because most of her partners were non-native. Tami stated: “as long as I try to use this *tandem* in the second week, I think I have an improvement although it is not too much. Because they are not native speaker”.

Uly answered that it was a bit enhanced her comprehension after she used the application more than a week. But, similar as the others answers it was not a big improvement. As Uly stated: “for comprehension, it is a bit, how to say, it is a bit enhancing”.

Then Dara continued that is also slightly improved her comprehension. As she claimed: “yeah, it is improve my comprehension, but I can not understand some words when text with them”.

It can be concluded from the explanation above that most students did not have much improvement in their comprehension. It was just like before, just a slight improvement.

6.2. Grammar

Most of the students claimed that there were not any big improvement on their grammar, as they said on last week, most of their partners on *tandem* were not really focus on grammar.

a. Use good grammar

As for Shinta, she thought that her grammar was improved a bit. Because some of her partners used good grammar. As Shinta answered:

> for grammar, I think it is improve a little bit because they use a good grammar. Not only American native, but also from like Chinese. People from Chinese they use a good grammar.

b. Communicate by text

Similarly, Dara also said it improved her grammar, even a little bit. Because most of her partners prefer to text than voice communication. Dara claimed: “like I said before, it is really improve my garammar because the native doing text than voice note or video call”.

c. Not focus on grammar

Uly gave a similar answer as last week, she said that most of her partners were not really focus on grammar. She stated:

> for grammar like I said before I do not think so. Because even they, I mean they reply by texting I do not consider that they really deep into grammar.

d. The partner also an ESL learner

Because Tami partners on *tandem* were also ESL learners, it did not really improve her grammar also. As she replied:

> the grammar, as I said before, they are not native, so they are also studying in this *tandem,* so sometimes not they correct my grammar, but I correct their grammar.

As for grammar, the students answered that their grammar was improved a little bit. But, actually, it was not really improved. Because, even their partners prefer to text, but most of them did not really focus on grammar.

6.3. Vocabulary

As for vocabulary, all the students argued that it is the most improved out of the other components.

a. Get to know new vocabularies

As Shinta said in last week. Vocabulary was the most improve one out of the other components. She got to know some new vocabulary. As she said: “for vocabulary, It is improving a lot. I found a lot of new vocabularies when talking with them”. Similiarly Uly added: “... for vocabulary, yeah, I got some new words.”

Then Dara continued: “my vocabulary is develop when using tandem, because when I do not know the message that the native talk about I find it on the dictionary”.

Tami also answered:

> for vocabulary, I think, oh yeah, I know how many vocab they have. So, that, it improve my knowledge too about the other knowledge about English. I also know what vocab they have.

Based on the information above, most of the students still claimed as last week that, their vocabulary was the most improved one. They got many new vocabulary when communicating with their partners on *tandem.*

6.4. Pronunciation

The student sstated that there were not any big improvement in their pronunciation, because they often practice by text.

a. Rarely having voice communication

As for pronunciation, Shinta said that her partners were rarely doing voice communication that made her pronunciation not really improve. As she said:

> I just still with my own pronounciation, it is also does not really increasing. It is still like before, it does not improving so much because as I said before I did not do a voice communication. So, it just does not really improving.

As for Dara, different from her answer last week, after she used it for more than a week, she claimed that the application did not really improve her pronunciation. She said that: “I do not think so it is improve my pronunciation because I rarely speak with others especially the native in tandem”.

Then Tami also added:

> pronunciation. Because we do not have any voice note in *tandem.* We just chat there, so we do the communication with just the chat. So, I do not know about how their pronunciation.

b. Understand what the native say

However Uly answered similarly as last week, she tried to imitate what her partners said and tried to pronounce it that made her pronunciation improve a bit. As she claimed: “also for pronunciation, sometimes I imitated how they say the words”.

Based on students’ answer above, most of the students did not get any improvement yet on their pronunciation, because of the same reason as last week. They were rarely using voice communication.

6.5. Fluency

As for fluency, most of the students answered similarly as last week that they did not find any improvement in their fluency yet. Because as they said, they rarely did a voice communication with their partners in *tandem.*

a. No big improvement

Shinta assumed, she still did not get any improvement in her fluency. As Shinta said: “for fluency it is also still like this”. Then Dara added: “like two weeks ago my fluency is not still improve because the native rarely reply my messages”. Tami also continued: “fluency. Yeah, because they are not native, I think I have more, yeah. I have more fluency than them”.

b. Improve a little bit

However, as for Uly, different from her answer last week. She got a bit improvement on her fluency. As Uly answered: "for fluency, I think has a bit improvement".

Based on the explanation above, all the students stated that it did not have any big improvement in their fluency. Because most of their partners were non-native.

From tall the students' responses above, it can be concluded that most of the students still have the same answers and perceptions as week one. Their components of speaking did not have any big improvement. However, it was still the same as week one most of the students stated that vocabulary has the most improve one out of the other components of speaking. However, one of the students gave a different answer as last week, she also agreed that vocabulary was the most improve one after she used the application more than a week.

B. Discussion

The purpose of this research is to find out students' perceptions on the effectiveness of *tandem*: language exchange application to develop students' speaking skill. The research question of this research is what are the fifth year students' of English department UIN Ar-Raniry Banda Aceh

perception on the effectiveness of *Tandem*: Language Exchange application in developing their speaking skill.

The analysis of the interview has different responses from the students. Based on the results of the interview conducted by the researcher in two weeks, most of the students give answers about not effective is *tandem* application for developing their speaking skill. Most of the students having difficulties and challenges when using *tandem* for speaking with American natives. However, the native prefers to do text messages than voice messages which means in students opinion their writing skill is more evolved than their speaking skill. The students' answers after one week and two weeks using the application are similar, most of the students give perception about many of the disadvantages and challenges they faced in using *tandem* for developing their speaking skill. Such as, no responses from the native and the native prefer to do text messages than voice messages that can not develop students speaking skill. Also, most of the students' partners in *tandem* are non-native where English is also their second language.

Hovewer, the comparison between students' answers on week one and week two about the improvement of their components of speaking is also similar. In week one most students answered that the speaking component that most improves one is vocabulary. As well as week one, after two weeks using *tandem,* most of the students stated that in their five components of speaking their vocabulary is the most improved one. The answer is still the same,

because like they said before, whether the native or non-native in *tandem* prefer to do text messages than voice messages.

Tandem application may help the students, but not in developing their speaking skill. The application can become effective if the students and their partner really focus and seriously on helping each other to exchange language by using voice messages on *tandem* to communicate and deeply want to develop their speaking skill. As defined by Brammerts (2001, p.10), common objective of learning from each other". Brammerts also defines that "each of the two partners is responsible for his own learning. He decides what, how and when he wants to learn and what kind of help he would like to have from his partner" (p.10). "language learning in *Tandem* occurs when two languages learners with different native languages communicate with one another sharing the However, in this research the researcher get the answers from the students about how difficult are them to find a native one of their target language to communicate and learning from each other, also having slow respond from the native to reply their messages, so that most of the students do not think *tandem* application is effective for developing their speaking skill, but rather more to evolve their skill in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, the researcher concluded that the use of *tandem* application in developing speaking skill not really effective. Furthermore, *tandem* application can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation, comprehension, fluency; knowledge, and cultures of foreign languages if each partner have some interest in using *tandem* application merely for developing their speaking skill, it can be enjoyable and fun because they can get many new friends from the other country and sharing each other interest.

However, the students answered that vocabulary is the one that improves from the five components of speaking after using *tandem* application. This research proved that students' perception on the effectiveness of *tandem* application is not really effective for speaking development, but rather more effective to evolve their writing skill based on students' answers and students' conversation with their partners who are mostly used text to communicate.

B. Suggestion

After conducting this research, the researcher perceives the need to give some suggestions that would be useful in the future, especially for future researchers who are interested in conducting research on the relevant issues. The researcher considers that there is a limitation of this research. Using media for learning language especially for speaking is not always effective.

Therefore, the researcher hopes it is can encourage the future researcher to investigate its potential in other ways related to these issues. Also, the researcher hopes that this research can be references or sources to the next research with the issue and other purposes to make this application more effective for students in learning languages. The researcher also hopes that this *tandem* application is better widely known and used by students to improve and develop their skills, cultures, and knowledge of foreign languages.

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KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

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KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

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Pada Tanggal: 31 Juli 2019
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Muslim Razali

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Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data Penyusun Skripsi

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_____

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Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

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Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Students Perception on the Effectiveness of Tandem : Language Exchange Application to Develop Students' Speaking Skill

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

KEMENTERIAN AGAMA REPUBLIK INDONESIA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Mustafa

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Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16202/ Un.08/FTK.I/TL.00/11/2019 tertanggal 19 November 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

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Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

Students Perception on the Effectiveness of Tandem: Language Exchange Application to Develop Students' Speaking Skill.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 16 Desember 2019
Ketua Prodi Pendidikan Bahasa Inggris,

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INTERVIEW GUIDANCE

I. After a week using *tandem* application.

1. What do you think about the advantages of using *tandem* application in your speaking?
2. What do you think about the disadvantages of using *tandem* application in your speaking?
3. What challanges do you face when using *tandem* application in developing your speaking skill?
4. How effective does *tandem* application in developing your speaking?
5. How is your speaking skill before using *tandem* application?
6. How is your speaking skill, is there any improvement in your speaking components (comprehension, grammar, vocabulary, pronounciation and fluency)?

II. After two weeks using *tandem* application.

1. What do you think about the advantages of using tandem application in your speaking?
2. What do you think about the disadvantages of using tandem application in your speaking?
3. What challanges do you face when using tandem application in developing your speaking skill?
4. How effective does tandem application in developing your speaking?
5. How is your speaking skill before using tandem application?
6. How is your speaking skill, is there any improvement in your speaking components (comprehension, grammar, vocabulary, pronounciation and fluency)?

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