EXPLORING THE ADVANTAGES OF *SPEAK ENGLISH CONVERSATION* FOR EFL LEARNERS

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2024 M / 1445 H

THESIS

Submitted to *Fakultas Farbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh* in Partial Fulfillment of the Requirements for The Bachelor's Degree of Education in English Language Teaching

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and has been accepted in partial fulfillment of the requirements
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On:

Thursday, 15 Agustus 2024

10 Safar 1446 H

In Darussalam, Banda Aceh

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

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Saya yang pernyataan

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ACKNOWLEDGEMENT

By the name of Allah Almighty, he is Lord of the world, which has come into being to give the author guidance, mercy, blessings, and health to complete this thesis for academic requirements. Shalawat and greetings forever for noble morals, namely Prophet Muhammad SAW, who brought humanity out of darkness, became bright, and went from bad to good.

I want to express my profound appreciation to my supervisor, Mulia, M.Ed, who always makes time, guidance, encouragement, input, and advice during the writing process and completes this thesis. I would also like to thank all the English education lecturers and the staff who gave me guidance and knowledge and helped me while I was still a student in this department.

I want to express my deepest gratitude to the heroes of my life: my late father, Marwan Idris, and my mother, Ruwaida. I thank my beloved parents for their support, love, endless patience, and constant attention, which have become the basis of my academic journey. Without your love and sacrifice, this thesis would not have been possible. Thank you from the bottom of my heart for always believing and providing strength and motivation to achieve this

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achievement while compiling this thesis. I also want to thank my brother, Zaqi Muntaza; My sister, Nurul A'la; My younger sister, Lutfiana; And my two younger brothers, Alfin Muhaimin Falah and Mujahid Thahiran. Thank you very much for the support, love, and encouragement you always give. Your presence in my life gives me an extraordinary source of inspiration and strength to continue to survive and move forward to achieve the best.

Next, I would like to thank my fiancé, Wildan Zaki, who is always there when i need him. May Allah bless you all.

Banda Aceh, 25 July 2024

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ABSTRACT

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5. Title : Exploring the Advantages of Speak English Conversation Application for EFL Learners

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7. Keywords : Exploring, Advantages, Digital Tools for Learning, Language Practice, EFL Learning, Speak English, Language Learning.

This research aims to determine the benefits and obstacles faced by EFL learners at UIN Ar-Raniry English language education students in the process of developing speaking skills through the Speak English Conversation application, including how the application provides learning model tools, the challenges faced by EFL students in using the model. The learning in this application and the benefits of the features in training EFL learners' speaking skills. This is qualitative research. Researchers used interactive data collection techniques through in-depth interviews as a data collection method. The participants in this research were five English students from UIN Ar-Raniry University. The results show that the application's features attract users and positively impact the developing of speaking skills. However, the challenges faced in using this application are that the features are limited in that they are only based on daily life themes, and application development is somewhat monotonous for long-term users.

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CHAPTER I

INTRODUCTION

This chapter includes the background of the research, research questions, the importance of research, terminology, and a comprehensive summary of the research. The aim is to provide a more thorough understanding of the research.

A. Background of The Study

English language skills, especially speaking mastery, are required in the English education department at UIN Ar-Raniry. This significance stems from the increasing use of English in the current era, which generally makes English a second language in everyday life. English is essential to learn and master now and can be an investment in the future. Therefore, candidates' English educators are actively looking for effective ways. Such as innovative tools and methods to enhance the flexible and efficient language learning experience to facilitate the learning process and direct speaking practice, such as the learning application Speak English Conversation, which makes language learning interesting enough for effective language acquisition in the future of educators and participants.

Seeing the potential impact of the Speak English Conversation application on research, researchers need to conduct several special studies to examine the impact of using the Speak English Conversation application on students in the

English education department at UIN Ar-Raniry. The era of Industrial Revolution 4.0, characterized by a combination of digital, physical, and biological technology, has changed many human lifestyles and has significantly impacted the world of education regarding literacy and skills. They are increasing their mastery of English due to the delivery of information such as journals, books, e-learning platforms, social media, and broad access to information. The Speak English conversation application has become a bridge for EFL learners to improve the quality of their English language skills. However, existing research is still very limited in examining the effectiveness of this application in improving speaking skills among EFL learners and has not explored the use of this application for EFL learners in the English language education department, especially at UIN Ar-Raniry University.

Therefore, it is essential to carry out more in-depth and concrete research in the Uin-ar-Raniry environment to analyze the impact on the development of English, especially speaking skills, for students who use this application as a development tool for themselves. It is hoped that this research can provide sufficient information regarding the effectiveness of this application and provide a basis for development to build more effective and efficient learning strategies in the future.

Technological developments have significantly changed teaching and learning (Pavlik, 2015). This application can be used with mobile devices. Because it is run on mobile, it will be practical and easy to use anywhere and

anytime, instantly making it an instant way of learning compared to traditional courses.

In this context, the influence of technology use is very related. Students' habit of holding cell phones makes them interested in learning in a flexible style and makes students increasingly interested in technology. Therefore, it is essential to understand the attachment of technology and the motivation of students learning English in designing interactive and practical learning methods so that they study diligently. In this industrial era 4.0, mastery of technology is essential, one of which is the existence of spoken English conversation applications designed to fill in the knowledge needed in daily life and education. However, the success of this application does not solely depend on the features provided but is influenced by psychological factors and the user's perspective, especially student motivation.

Motivation within students plays a vital role in determining students' ability to be interested and committed to continuing to use Speak English Conversation applications. In this case, researchers will continue to examine the extent of students' motivation, their needs for academic progress, and their interest in learning English.

The student's perspective is also an essential factor in implementing this method. This research aims to develop in-depth insight into several psychological factors that can positively impact English language learning. It is hoped that this research can find data that can develop more effective learning strategies and

support the integrity of technology, where technology can improve the quality of learning by providing highly interactive and practical material. Therefore, the application of technology in education is critical and needs to continue to be developed to improve the quality of education.

Mobile learning significantly challenges conventional teaching methods by providing flexible, practical, and personalised opportunities for use inside and outside the classroom (Kukulska-Hulme & Traxler, 2005). With personalised learning at the core of mobile-based learning, material delivery can be tailored to individual learning needs and references, creating a more relevant and practical learning experience. The advantages of this application are not only the content; it is free and does not require Internet access, so they are interested in using this application among other English learning applications whose content must be paid for, and the price is costly. Even though it is free, the content provided is not inferior to other paid applications. It is enough to provide adequate speaking development for those who use these applications for learning and practice.

Therefore, the background of this research is based on the significant transformation brought about by mobile learning, which has changed the way society views education and can present previously unimaginable opportunities.

B. Research Question

Based on the background above, the researcher formulated research questions: What are the challenges and advantages of using the Speak English Conversation application for EFL learners at UIN Ar-Raniry?

C. Aims of the Study

By the research questions, this research aims

To find out the benefits and obstacles faced by EFL learners in using the Speak English Conversation application

D. Significances of the Study

This research is significant to analyse because it has several essential meanings. First, it will explain the applications in improving students' speaking skills. Second, the results of this research will measure how practical the application is in developing the abilities of EFL learners. Thus, it is hoped that the results of this research can provide valuable input for application improvement and development.

Therefore, the importance of this research comes from the need supported by the phenomenon and weaknesses of some students majoring in English education regarding their speaking skills. The convenience of smartphone technology that provides English conversation applications that both Android and iOS users can access will improve speaking ability.

This research will discuss the effectiveness of this application in acquiring speaking skills for English language education students at UIN Ar-Raniry. As we know, cell phones currently play a vital role in developing trends. Therefore, this research is essential to obtain learning methods that will encourage students to become fluent in pronunciation and to practice speaking directly.

This research will explore perceptions and experiences using this application to help EFL learners improve their speaking skills. Therefore, the results will add valuable knowledge to improving the features needed in this application and provide valuable input for developing a more effective curriculum and English learning methods for English language education students. at UIN Ar-Raniry University.

E. Terminologies

1. EFL Learners

EFL is the abbreviation for English as a Foreign Language. This term typically refers to English taught in a non-English-speaking country, but it can also apply to situations where English is taught to speakers of another language. Every human needs knowledge to solve existing problems, and to gain this knowledge, one must have the will to learn. Studying EFL (English as a Foreign Language) is one way to acquire this knowledge.

Language learning involves forming a habit of speaking words through frequent practice. The more often this practice occurs, the stronger the habit becomes, resulting in greater learning.

EFL learners learn English in contexts where English is not the primary language of communication. These learners typically study English in countries where it is not the dominant language, and their primary exposure to English comes through formal education and limited informal interactions. They aim to achieve English language proficiency for various purposes, including academic, professional, or personal development.

In the context of this research, EFL learners are students enrolled in the English Language Education Department at UIN Ar-Raniry who use digital applications to improve their English-speaking skills. The focus is on how these learners engage with and utilize technology-enhanced language learning tools to enhance their pronunciation and overall language proficiency.

2. English Speaking Skills

Speaking skills are among the four primary skills essential to English learning. Brown and Yuke (1983) said, "Speaking is the skill that students will be assessed most in real life situations." Many people still think that speaking skills are not very important. Some teachers only teach memorizing dialogues as a criterion for speaking skills. However, speaking skills are being able to speak without memorizing dialogues and being able to achieve the meaning you want to say so the person you are talking to can understand what is being said.

According to Yanto (2015), speaking skills are still challenging because they require some English language skills. However, to speak English, we need motivation and courage because speaking is also a collection of vocabulary that forms a sentence. Speaking is not just about words but also about feeling, sight, and hearing if the purpose conveyed can be achieved. Understanding and capturing the meaning conveyed by the person you are talking to will create speaking skills.

3. English Language Education

The English Department is a course that focuses on learning and forming students to become professional teachers in the field of English for the latest Indonesian education curriculum. This program aims to prepare the best English teachers by training students in the skills and knowledge needed to communicate and teach effectively in spoken and written English.

However, over the years, it has been assumed that English teachers are native English speakers (NESTs), but the criteria for teachers are not only measured based on NSE teachers; researchers see the ability see the English teaching profession of 4 skills in English, as well as being able to create exciting and innovative learning that students like. NNSE teachers can also be teachers in other countries and can even be better than NSE by applying extra things.

In short, English education is a field that provides learning and teaching aspects in developing English. Therefore, students' language, culture, and critical

thinking skills are critical to prepare themselves to become the best future teachers. Educating and developing students can prepare them to become prospective teachers who can compete on the international stage.

4. Language Proficiency

Language proficiency refers to a person's ability to speak a language. There are several proficiency levels, and speaking a second or third language proficiently can improve your prospects as a job candidate. A growing body of EMI research has been carried out to establish the importance of English language proficiency as a significant factor in facilitating or hindering successful content knowledge development through EMI (e.g., Pun & Jin, 2021; Yuksel, Soruc., Altay, & Curle, 2021).

Despite the importance of English proficiency, few studies have explored the impact of English proficiency on academic outcomes by considering other factors such as motivation and gender. This is mainly because previous research has operationalized success is primarily based on teacher and student perceived evaluations of academic performance (e.g., interviews) rather than direct measurements of test scores (e.g., final exam scores, GPA).