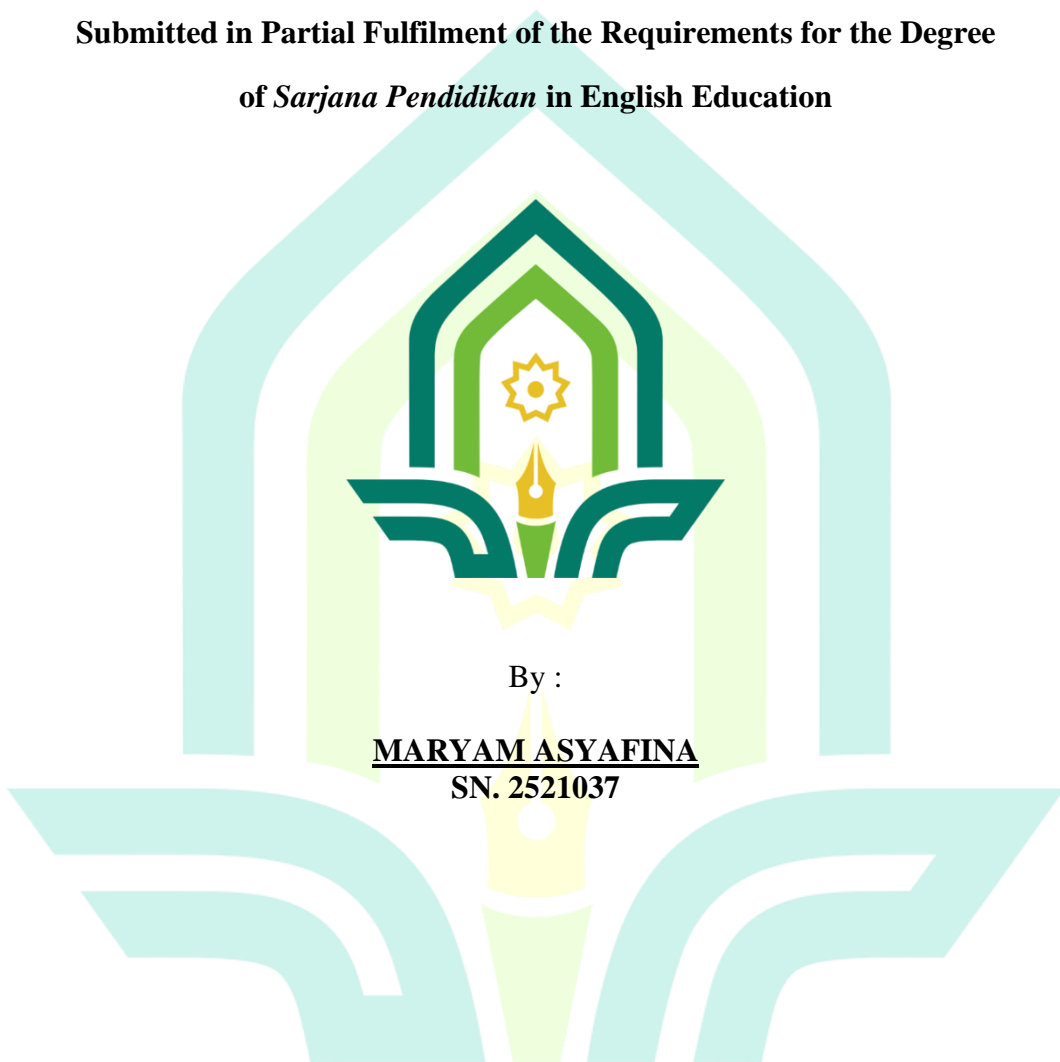


**AMELIORATING ENGLISH SPEAKING SKILL: STUDENTS'
VOICE ON THE USE OF BYTALK APPLICATION**

A THESIS

**Submitted in Partial Fulfilment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**

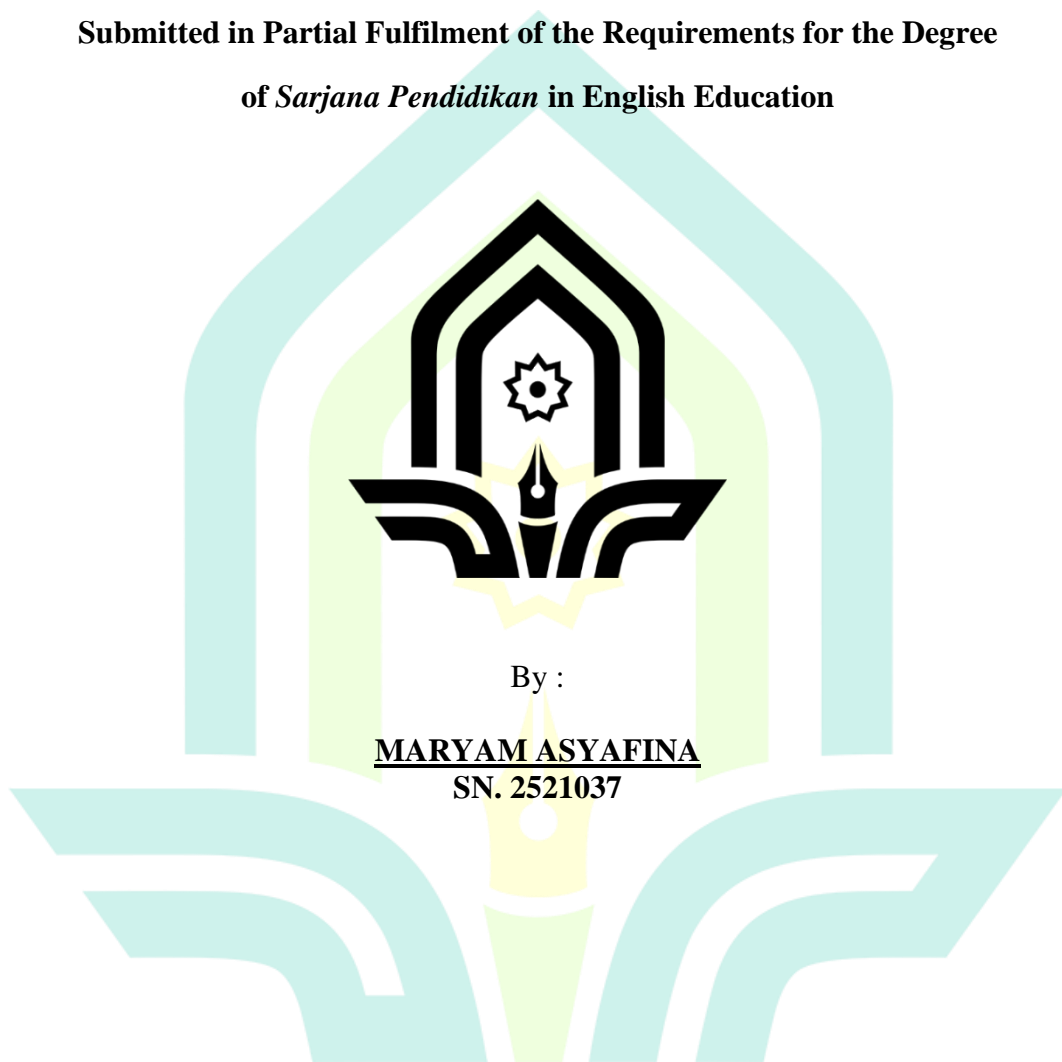


**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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2025**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“AMELIORATING ENGLISH SPEAKING SKILL: STUDENTS’ VOICE ON THE USE OF BYTALK APPLICATION”** adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang telah penulis sebutkan sebelumnya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid
c.q. Ketua Prodi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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Judul : **AMELIORATING ENGLISH SPEAKING SKILL: STUDENTS'
VOICE ON THE USE OF BYTALK APPLICATION**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.
Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 13 Juni 2025
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**Title : AMELIORATING ENGLISH SPEAKING SKILL:
STUDENTS' VOICE ON THE USE OF BYTALK
APPLICATION**

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MOTTO

“You can’t have a positive life and a negative mind.”

(Joyce Meyer)

“We must all suffer from one of two pains: the pain of discipline or the pain of regret.”

(Jim Rohn)

“The bad news is time flies, the good news is you're the pilot.”

(Michael Altshuler)



ABSTRAK

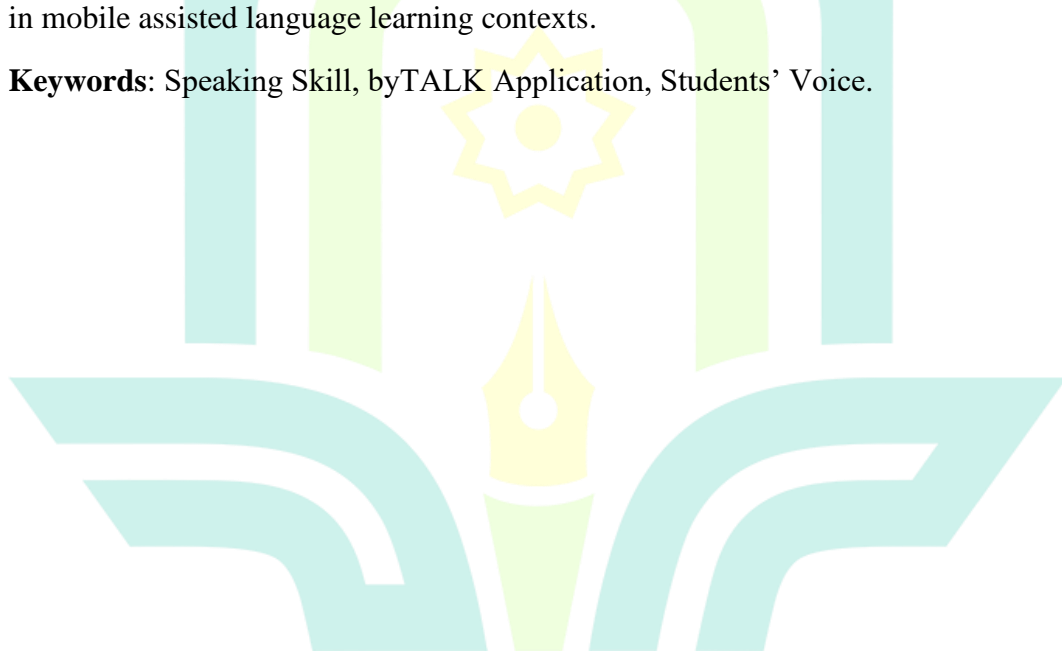
Berbicara merupakan keterampilan penting dalam pembelajaran bahasa Inggris, namun banyak mahasiswa masih menghadapi kendala seperti kurangnya latihan, rendahnya rasa percaya diri, dan minimnya umpan balik. Meskipun berbagai aplikasi mobile mendukung pembelajaran bahasa, hanya sedikit yang menyediakan latihan berbicara secara langsung, sehingga terdapat kesenjangan dalam pengembangan keterampilan berbicara secara menyeluruh. Penelitian ini bertujuan untuk mengeksplorasi suara mahasiswa terhadap penggunaan aplikasi byTALK dalam meningkatkan keterampilan berbicara bahasa Inggris mereka. Pendekatan kualitatif digunakan melalui metode naratif, yang mana melibatkan empat mahasiswa Pendidikan Bahasa Inggris dari salah satu universitas di Pekalongan. Data dikumpulkan melalui refleksi diri dan wawancara semi-terstruktur, kemudian dianalisis menggunakan Teori Appraisal dengan fokus pada subsistem Affect untuk mengkaji respons emosional mahasiswa. Hasil penelitian menunjukkan adanya pengalaman positif dan negatif. Mahasiswa mengungkapkan perasaan senang, termotivasi, dan percaya diri saat mereka mengalami peningkatan dalam aspek pemahaman, tata bahasa, kosakata, pelafalan, dan kefasihan. Namun, mereka juga mengalami frustrasi, rasa tidak aman, dan ketidakpuasan akibat keterbatasan akses internet, tidak adanya fitur tata bahasa dan pelafalan, serta gangguan dari teman sebaya. Penelitian ini menunjukkan bahwa byTALK mendukung perkembangan bahasa dan keterlibatan emosional, serta mendorong kemandirian belajar dalam konteks MALL.

Kata Kunci: Keterampilan Berbicara, Aplikasi byTALK, Pengalaman Mahasiswa

ABSTRACT

Speaking is a crucial skill in English learning but many students still struggle due to limited practice, low confidence, and lack of feedback. While various mobile applications support language learning, few offer real-time speaking practice, leaving a gap in tools that fully develop speaking competence. This study aimed to explore students' voices on the use of the byTALK application to ameliorate their English speaking skills. A qualitative approach was employed through the use of narrative inquiry, involving four English Education students from a university in Pekalongan. Data were collected through self reflection and semi-structured interviews, and analyzed using Appraisal Theory, focusing on the Affect subsystem to examine emotional responses. The findings revealed both positive and negative voices. Students expressed happiness, motivation, and confidence as they improved in comprehension, grammar, vocabulary, pronunciation, and fluency. However, they also experienced frustration, insecurity, and dissatisfaction due to limited internet access, absence of grammar and pronunciation support, and peer distractions. These findings highlight how byTALK fosters both linguistic growth and emotional engagement. This study suggests that byTALK can serve as an effective tool to support speaking skill development and promote learner autonomy in mobile assisted language learning contexts.

Keywords: Speaking Skill, byTALK Application, Students' Voice.



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Ameliorating English Speaking Skill: Students’ Voice on the Use of byTALK Application”** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, To fulfill one of the requirements for Sarjana Pendidikan degree at English Education Departement of Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This study can be accomplished because of the support of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, June 13 2025

The Writer



Maryam Asyafina

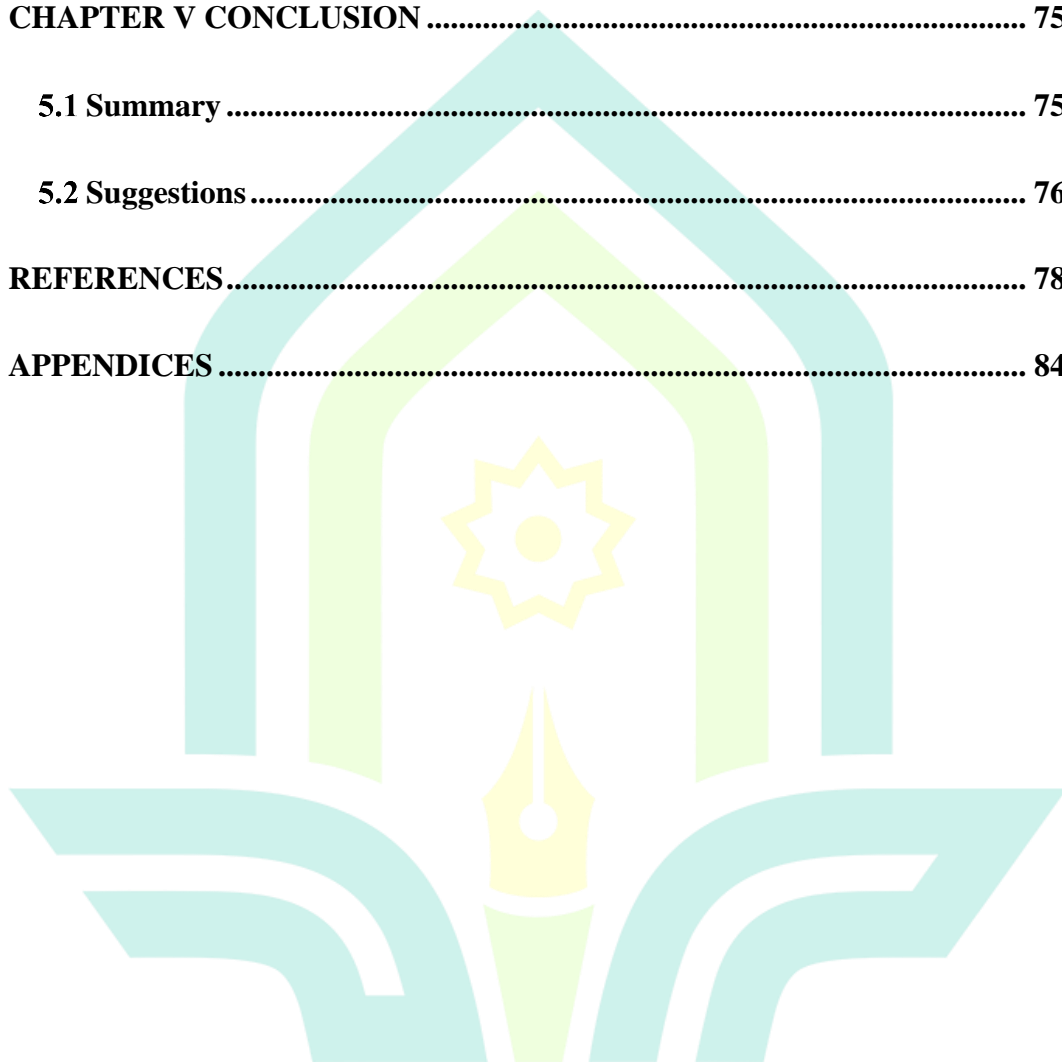
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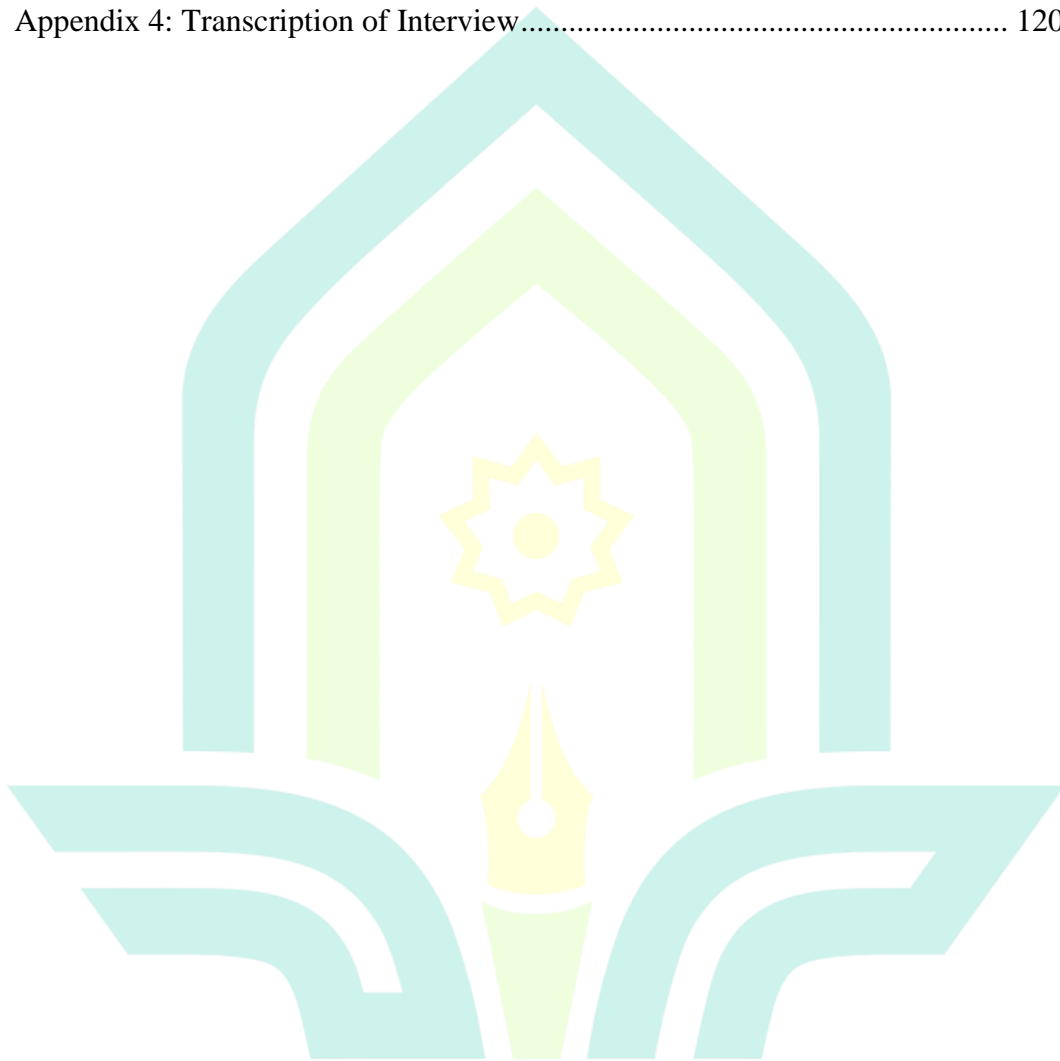
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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Speaking is a crucial skill in English learning, yet it remains one of the most difficult for students to master due to its real-time nature, which demands immediate interaction and feedback (Pollard, 2008). Beyond grammar and vocabulary, speaking proficiency influences how individuals present themselves, build first impressions, and interact socially (Megawati, 2018). Many students feel that speaking is difficult to master. According to Pollard (2008) The reasons why they find it difficult to master English speaking skills are because they do not have enough exposure to English (environmental factors), rarely practice speaking English in everyday life (they use their mother tongue to communicate, instead of using English), anxiety about making mistakes or poor feedback on their performance, and lazy to learn English. As a result, they often struggle to express themselves clearly, especially when communicating with foreigners. To overcome these difficulties, Chang, Chen, and Liao (2020) suggest that effective speaking instruction should focus on meaningful communication and creating a supportive environment for students to build confidence and proficiency. One effective way to achieve this is by incorporating technology, such as mobile applications. These tools can provide regular practice, instant feedback, and opportunities for real-world interaction. This approach makes learning more

engaging and accessible, especially for English Language Education students who need strong communicative competence for their academic and their future careers.

The advent of mobile technology has transformed language education, paving the way for Mobile-Assisted Language Learning (MALL). As defined by Pilar Munday (2017), MALL integrates mobile devices into language learning to enable flexible, interactive, and personalized instruction. Mobile devices such as smartphones are widely available, portable, and equipped with advanced features like voice recognition and interactive applications, making them ideal for language learning (Hsieh, 2024). According to Stockwell (2022), MALL bridges the gap between formal classroom learning and informal self-study by offering learners the flexibility to practice anytime and anywhere. Other researchers emphasize that mobile applications enable students to engage in self-directed learning and interact with language content outside traditional classroom settings (Botero et al, 2019). Furthermore, Raja and Nagasubramani (2018) highlight that mobile technology increases student motivation and interest by presenting content in an interactive and engaging format. MALL not only supports the development of traditional language skills like reading and writing but also facilitates speaking practice, which is often neglected in conventional classroom settings. This method allows learners to practice speaking in a low-stress environment, receive immediate feedback, and ameliorate pronunciation and fluency over time.

Using various media tools is essential for language learners, as it makes learning more engaging and easier to understand (Wirawan, 2020). One of the best tools for ameliorating speaking skills is online learning applications (Ally, 2004; Barnes, Marateo, & Ferris, 2007). There are many learning online applications designed to help learn English. According to my experiences regarding language learning applications, especially for learning to speak English, the byTALK application stands out. This application differs from other language learning applications by focusing on real-time speaking practice and feedback. Unlike Duolingo, which emphasizes structured exercises (Xiwen, 2024), or ELSA Speak, which specializes in pronunciation drills (Nushi & Sadeghi, 2021), byTALK gives learners a chance to practice speaking in real-life situations, helping them use the language in a natural way, and engage in meaningful communication. Its virtual speaking partner feature and interactive activities simulate real-world conversations, aligning with communicative language teaching principles (Lai & Gu, 2011). Studies have highlighted the limitations of other applications in fostering comprehensive speaking skills. Hafifah (2019) found Duolingo effective for foundational language skills but less so for real-time interaction. Similarly, Alzatma (2020) emphasized the flexibility of mobile apps but noted a gap in tools promoting active speaking practice. This gap can be addressed by the byTALK application which integrates real-time feedback and personalized learning, ensuring students develop their confidence and proficiency in speaking English. The application also boasts a user-friendly design and adjusts to the

needs of different learners, making it easy for everyone to use. Its gamified elements and engaging features keep users motivated, making it a versatile and effective tool for speaking skill development.

The integration of mobile-assisted language learning (MALL) tools, particularly the byTALK application, offers significant benefits in ameliorating speaking skills for English language learners. Based on the research observation, byTALK is unique application because it focuses on real-time speaking practice, allowing students to have meaningful conversations and get instant feedback, which is not fully provided by other apps like Duolingo or ELSA Speak. These features are in line with communicative language teaching, making learning more interactive and practical. Furthermore, the byTALK app's easy-to-use design and adaptable learning paths make it suitable for learners of different skill levels, allowing them to practice and receive feedback regularly. Speaking is a critical skill in both academic and professional contexts, particularly for students studying English Language Education. However, despite its potential, discussions and research surrounding the byTALK as a promising mobile-assisted language learning (MALL) application is very limited. This lack of exploration presents a significant gap in understanding how innovative tools like byTALK can support speaking skill development. Therefore, this study aims to address this gap by thoroughly exploring the application of byTALK, contributing to the growing body of knowledge on innovative MALL solutions for language learning.

1.2 Research Questions

Based on the research background above, the problem is formulated as follow “What are students' voices of using byTALK application in ameliorating their English speaking skill?”

1.3 Aims of the Study

The aim of this study is to explore students’ voices in using byTALK application to ameliorate their English speaking skills in depth.

1.4 Operational Definition

To avoid misunderstanding about the terms in this study, the researchers provide some definition related to this study as follows :

1. **Speaking Skill** : An interactive process of creating meaning that includes producing, receiving, and understanding information (Brown, 1994).
2. **byTALK Application** : An online social application as Mobile Language Assisted Language Learning (MALL) tool developed by Bluelab coding co for the android platform and by Govan Ismael Mawlood for the iOS platform to help learners in learning English especially to ameliorate their speaking skill (Softonic, n.d.).

3. Students' Voice : The process of gaining expertise or information by doing, observing, or sensing things (Cambridge Dictionary).

1.5 Significance of the Research

1. Theoretical : This study contributes to Martin and White's (2005) Appraisal Theory and provides knowledge that can be used as a reference regarding research on student experiences.
2. Empirical : This study will give empirical insights into the voices of students who use the byTALK application to ameliorate their English speaking skills, particularly in a context where technology is more integrated into education.
3. Practical : This study provides the information for the readers about students' voice using byTALK application to ameliorating their speaking skill.

CHAPTER V

CONCLUSION

5.1 Summary

The students expressed various positive feelings while using the byTALK application to improve their English speaking skills. Many of them felt happy when learning new vocabulary through engaging features like “Guess the Word.” They also felt satisfied as they noticed improvements in their comprehension and grammar while responding to prompts in “English Question.” As their fluency increased, they began to feel more secure and confident, especially when speaking spontaneously in features such as “Talk About Topics” and “Would You Rather.” Some students even showed a strong motivation (inclination) to improve their pronunciation by comparing themselves with speaking partners. These positive emotions created a sense of enjoyment and pride, which helped students stay motivated and eager to keep practicing.

However, the students also shared some negative emotional experiences that made learning more difficult. Some felt unhappy or frustrated when they couldn’t access certain features because they hadn’t reached the required level. Others felt unsatisfied because the app didn’t give grammar explanations or pronunciation correction, which made them confused or unsure of their progress. A few students also felt uncomfortable and insecure when speaking partners did not take the conversation seriously or sent unhelpful responses. These negative experiences created emotional barriers that sometimes reduced

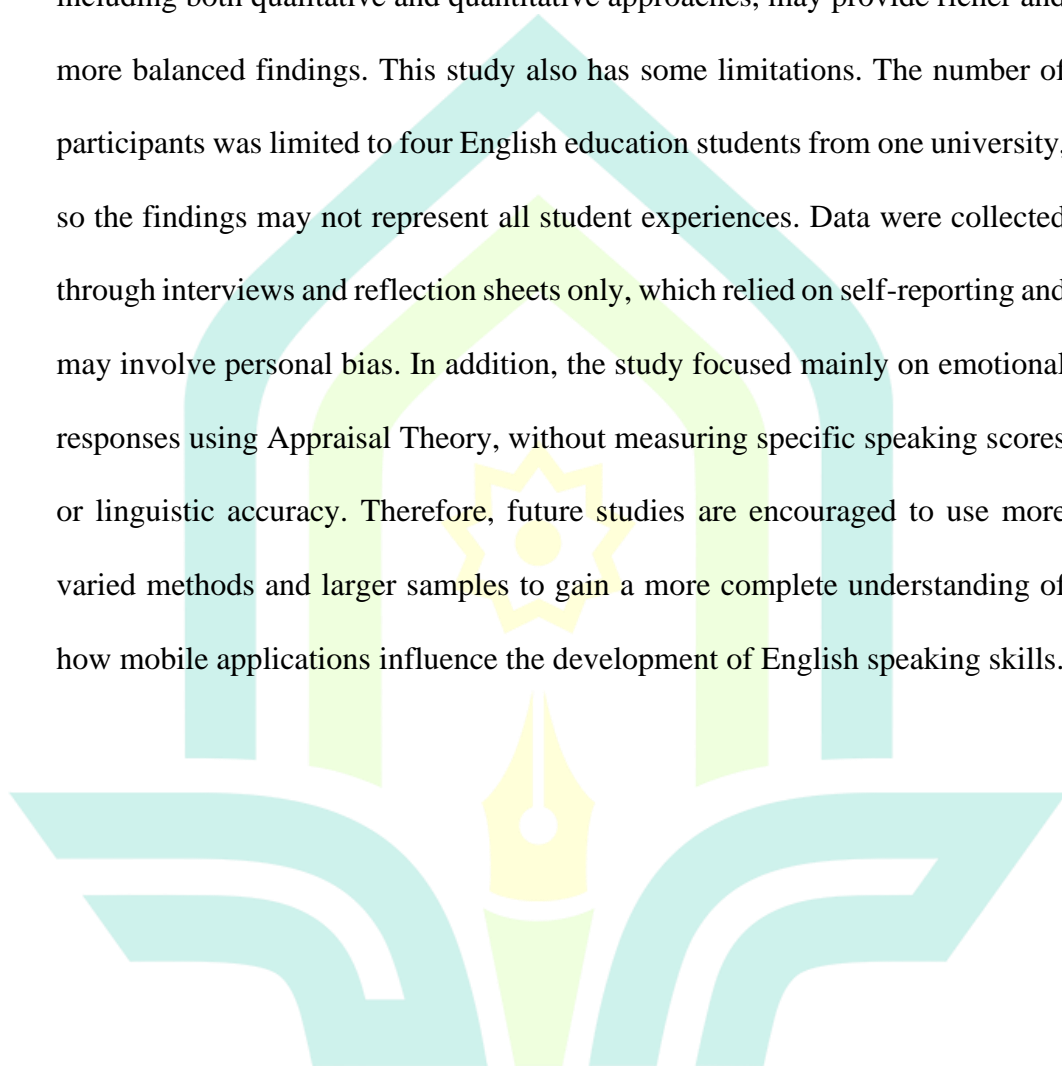
students' confidence and willingness to speak. Although the byTALK app gave space for practice, it also showed that emotional support is necessary for consistent learning.

These findings show that students' emotional responses both positive and negative play an important role in the process of learning to speak English using mobile applications like byTALK. When students feel supported and enjoy the process, their speaking skills grow naturally. But when they feel ignored, frustrated, or unprepared, their learning may be interrupted. Therefore, it is important for app developers, teachers, and institutions to not only focus on the language features of a tool, but also its emotional impact. Mobile learning platforms should offer meaningful feedback, user-friendly access, and safe interaction spaces to support both skill development and students' emotional well-being.

5.2 Suggestions

Based on the findings of this study, several suggestions can be offered. For students, it is recommended to use the byTALK application not only for casual communication but also as a serious tool to improve their English speaking skills. Students should practice regularly, set personal goals, and reflect on their speaking performance after each session. When facing difficulties, such as lack of grammar support or unsupportive speaking partners, students are advised to remain patient and seek help from teachers or other learning sources to continue progressing. For future researchers, it is suggested to conduct similar studies with a larger number of participants or in different

educational settings to obtain broader perspectives. Further research can also compare byTALK with other speaking applications or examine how individual factors such as motivation, speaking proficiency, or gender influence students' emotional experiences when using mobile learning tools. Using mixed methods, including both qualitative and quantitative approaches, may provide richer and more balanced findings. This study also has some limitations. The number of participants was limited to four English education students from one university, so the findings may not represent all student experiences. Data were collected through interviews and reflection sheets only, which relied on self-reporting and may involve personal bias. In addition, the study focused mainly on emotional responses using Appraisal Theory, without measuring specific speaking scores or linguistic accuracy. Therefore, future studies are encouraged to use more varied methods and larger samples to gain a more complete understanding of how mobile applications influence the development of English speaking skills.



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