


Students' Perception of the "Andy English" Learning Application to Improve Students' Speaking Skill

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Deva Yanti Siregar, Yani Lubis^{ab}

¹²Universitas Islam Negeri Sumatera Utara Medan

Corresponding Author: deva0304213133@uinsu.ac.id yanilubis@uinsu.ac.id

ABSTRACT

This study investigated the effectiveness of the "Andy English" learning application in enhancing the speaking skills of one of Senior High School in Tanjung Balai. Employing a qualitative case study approach, the research explores students' experiences, challenges, and perceived benefits of using the application through semi-structured interviews and structured questionnaires. The participants, selected via purposive sampling, included Grade X students with varying levels of English-speaking ability. Data were analyzed using thematic analysis for qualitative responses and descriptive statistics for quantitative data. The findings indicate that students perceive the Andy English application as a beneficial tool for improving vocabulary, pronunciation, and overall speaking proficiency. The application's interactive features, such as conversation practice and grammar exercises, were highlighted as particularly effective in increasing student engagement and confidence in speaking English. The study concludes that integrating mobile learning applications like Andy English can significantly support the development of students' English-speaking skills and offers recommendations for educators to incorporate such technology into language instruction.

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INTRODUCTION

Speaking English is normal in the modern globalized world. The requirement for English lessons in schools, the quantity of English courses offered, and the usage of international standards in schools all demonstrate that Indonesia is one of the emerging nations that has started to keep up with the times. In today's era of globalization, English language skills have become one of the most important skills. Globalization has connected countries and cultures more intensively, and English has emerged as an international language that dominates many aspects of global life. Therefore, English language education has a very crucial role in preparing individuals to face the challenges and opportunities in this increasingly connected world. When it comes to international communication, English is the most commonly utilized language. It frequently serves as a lingua franca in a global setting, bridging speakers from various linguistic backgrounds. English is frequently the dominant language of choice for communication in the fields of business, diplomacy, and science. Thus, proficiency in the English language can lead to a variety of opportunities in social and cultural interactions as well as professional professions.

Language is one of the most massive things spreading around the world. Almost everyone is competing to be able to speak more than one language with the same ability as native speakers, especially the main focus here is English as a lingua franca that dominates most things (Lauer, 2021). English is one of the numerous languages that Indonesian students are required to master.



They must acquire two key things from English: the language's components and its skills. Students must become proficient in four English language skills in order to master the language, including in order to collect information communicated through oral speech, listening is the process of paying close attention, comprehending, appreciating, and interpreting oral symbols. Reading is the process by which readers receive, evaluate, and analyze written material in order to determine the message that the author is trying to express. Speaking is the capacity to describe word sounds in order to express or communicate ideas, feelings, and thoughts so that the communicant can comprehend the speaker's message. As a result, it is expected of students to be able to use these language components and abilities in their everyday activities. In keeping with the previously discussed material, speaking is one of the key abilities that students need to develop. The most promising talent that students need to acquire is the ability to speak English. Speaking is one of the skills that need to be taught by teachers besides writing, reading, and listening. Speaking skill cannot be mastered easily because students have to know the terms of structures, grammar, and vocabulary.

Speaking is one of the skills that facilitates good communication in every language besides the receptive skill called listening. Rao (2019) clarifies this division, listening is defined as a receptive skill because the production or performance of talent is not shown visually Speaking itself is the ability to produce something orally, not only regarding language knowledge but also related to processing the information to be conveyed. By mastering speaking skill, students are able to express their thoughts and ideas orally. Student who are not accustomed to speaking English will find it extremely difficult to pick up the language. By emphasizing English speaking abilities for pupils in this globalized age, which demands fluency in the language. Because Indonesian education focuses solely on theory, the majority of kids there only have promise in English grammar, not speaking. It is the reason why many students having difficulty speaking English.

Mulgrave (Tarigan, 2015:16) says that speaking is a tool to communicate ideas that are compiled and developed according to the needs of the listener or listener. Speaking is an instrument that reveals to the listener almost directly whether the speaker understands or not, both the material of the conversation and the listeners, whether he is calm and adaptable or not when communicating his ideas and whether he is alert and enthusiastic or not. English language instruction emphasizes the development of social and communication skills in addition to reading and writing abilities. Because speaking English requires more than just understanding grammar and semantic norms, it is not a simple talent that can be picked up quickly. or effective instructional techniques and necessitate extensive practice and speaking chances. Speaking fluently is therefore a sign that a student has a solid command of the English language. Students can interact with people from diverse cultural backgrounds, comprehend the subtleties of the language, and communicate successfully by learning English. In a global setting where interacting with people from other cultures and nations is becoming more frequent, these abilities are priceless. Learners often face obstacles in developing them. These obstacles can come from psychological factors and difficulties in finding the right words. Therefore, understanding the factors that influence English speaking skills among learners in the context of English learning becomes very important, because of that, lessons learned in school are not the only way to improve speaking abilities. By engaging in extracurricular activities like English classes, study groups, and application use, many students improve their speaking abilities.

Proficiency in foreign languages is highly valued at the moment. Because learning English can help us compete with others, get a job, learn new things more easily, and more. As a result, mastering a foreign language is crucial since it has a significant impact on each student's proficiency and level of proficiency. Without actual speaking practice, it is impossible to successfully master a foreign language. Communicating in a language different than your native

tongue is not a simple task, though. Previously, many students did not know how to pronounce a word in English (for example, saying book) which is sometimes read by students as bo-ok. With the guidance of the teacher, bo-ok becomes (buk) and many more vocabulary or sentences that are difficult for students to say because students are used to their mother tongue or Indonesian and regional languages.

The fact is students would not be able to catch the points of the lesson easily because they had lost interest and participation. According to Saddhono and Slamet (2014: 55) speaking skills are the ability to say words in order to convey or express intentions, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener or listener so that what is conveyed can be understood. by listeners or listeners in accordance with the goals to be achieved. HG Tarigan (2015:16) reveals that speaking activities have the main purpose of communicating. To convey thoughts effectively, speaking must understand the meaning of something to be communicated. He must also be able to evaluate the effect of his communication on the listener and must know the principles that underlie all speech situations, both public and private the use of audio-visual helps students to concentrate more on the subject and they all felt happier and more relaxed learning speaking. This was supported by the data that all the students were satisfied with learning speaking using audio visual (Yani & Ismah, 2024)

Utilizing the advancements in communication and information technology is one of the better options available in the present globalization period. Android smart phones can be used as an alternative media to obtain learning about various English language skills. Efficiency of technology in many areas, particularly in terms of time, energy, and cost through information speed and accuracy. Because of this circumstance, developers are forced to compete to produce a practical mobile application. With the existence of applications that can be used as English learning media, of course it will be very helpful for the general public or students who want to learn English instantly. This is because the convenience of accessing applications is a benefit, allowing us to utilize them at any time and from any location. Among the programs that provide assistance in English is "Andy English" Learning Application".

Andy English is an application that helps users learn English through lessons and exercises. The features of the Andy English application are: Learn new words, study grammar, play language games, practice using English in conversation, 1000 common words, 1000 of grammar questions with translations and explanations, and 700 questions / listening, reading according to the sections of the TOEIC test.

Despite the interest in using the application, there has not been much research conducted to determine its specific impact on speaking skills. Based on the explanation above, the use of the application is considered easier than the use of other learning media. This study aims to determine the effectiveness and efficiency of the Andy English Application in improving students' speaking skills.

To facilitate this research later and so that this research has a clear direction in interpreting facts and data into writing a thesis, the problems to be studied are first formulated. Based on the description of the background of the problem above, the formulation of the problem in this study can be stated as follows: How is the effectiveness and efficiency of using the Andy English application to improve students' speaking skill?

This research also aims to provide recommendations and input for teachers and students. Ultimately, this research aims to measure the effectiveness of the Andy English application in improving language pronunciation skills and measure students' language skills before and after using the Andy English application as well as correct pronunciation in English vocabulary.

METHOD

This study employs a qualitative research method to explore the use of the "Andy English" learning application in improving students' speaking skills. A case study approach is used to gain an in-depth understanding of students' experiences while using the application. This qualitative study investigates the use of the "Andy English" learning application to enhance students' speaking skills by employing semi-structured interviews to explore their experiences, challenges, and perceived benefits, as well as structured questionnaires with open-ended and Likert-scale questions to gather broader insights, with the collected data analyzed using thematic analysis for interview responses and descriptive statistics for questionnaire results, ensuring research credibility through triangulation and member checking to provide a comprehensive understanding of the application's effectiveness in improving students' speaking abilities.

Participants in this study were selected using a purposive sampling technique, consisting of high school students who have used the Andy English app in their learning process, with varying levels of speaking ability to ensure a wider representation, allowing the researcher to explore their experiences, challenges and benefits of using the app in improving their speaking skills.

To ensure implementation of research activities, researchers feel the need to obtain data that can facilitate researchers in conducting research. The data sources for this research were obtained through primary data and secondary data. This research will be conducted at one of Senior High School in Tanjung Balai, and the Key Informant in this research are English teachers and students Grade X.

FINDINGS AND DISCUSSION

Findings

This study focuses on exploring students' perceptions of the benefits of using the Andy English Application as a teaching and learning tool to improve the speaking abilities of grade X students at SMA 1 Tanjung Balai. The information gathered through the interview procedure highlights the perceived advantages of this application as an English learning aid, as reflected in the participants' responses. To support these findings, a questionnaire was administered to 20 grade X students, aiming to measure their perceptions of the application's effectiveness in enhancing speaking skills. The questionnaire employed a Likert scale with the following criteria: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

Table 1. Student's Perceptions Vocabulary learning with Cake Application

No	Statement	1	2	3	4	5
1	I find the ANDY application effective to use.	0%	0%	20%	30%	50%
2	I feel the application more efficient to improve speaking English	0%	0%	10%	20%	70%
3	The application helps me expand my English vocabulary.	0%	0%	0%	40%	60%
4	I regularly practice speaking using this application.	0%	0%	0%	60%	40%
5	My pronunciation has improved after using the application.	0%	0%	0%	20%	80%
6	I enjoy learning to speak English through the ANDY app.	0%	0%	15%	35%	50%
7	The ANDY app makes learning English fun.	0%	0%	10%	30%	60%
8	I prefer learning to speak through the app rather than in class.	0%	0%	20%	30%	50%
9	The app encourages me to speak English more actively.	0%	0%	10%	40%	50%
10	I will continue using the ANDY application to practice speaking.	0%	0%	15%	25%	65%

From the table above, it can be seen that the questionnaire results show that Andy English is one of the applications that can help students learn to speak English. Through several questions given, the data obtained shows that most students like to use the Andy English application. Students are more interested in learning English using the Andy English Application because it

Students' Perception of the "Andy English" Learning Application to Improve Students' Speaking Skill

is efficient and creative, besides that, using this application can help students improve their understanding in learning English and pronunciation.

Andy English is Easy to Use

Based on the questionnaire above, it can be seen that 50% of the questionnaires given stated that they strongly agreed that Andy English was easy to use. and 60% of students said that Andy English expanded their vocabulary. Along with the advancement of technology and information, the methods used in learning have also become slightly different and more advanced. If we look back that in the past every student used a dictionary in learning English, and this took time when we wanted to find a word that we didn't know, first we had to choose the first letter, after that we had to find the word from thousands of available words, and less understanding how to pronounce the sentence. This is certainly different from today, where every student is more familiar with using applications that can help in learning. This is also in line with the function and role of the Andy English application which aims to help and provide convenience to students in finding English vocabulary, along with how to pronounce it. This is in contrast to the use of the Andy English application, where based on the results of the questionnaire above, it shows that Andy English is an easy-to-use application, the way this application works is considered very easy to understand, namely just typing and selecting the word we want to know, then Andy English will translate it into the language we want to learn, and tell us how to pronounce the word, of course this is more effective in terms of time, and understanding, where students immediately know how to pronounce the correct sentence in using English. However, some students also complained about several things in using this application at school, this is because some students do not bring cellphones to school, besides this application also uses quota, so some students who do not have quota cannot access this application.

The Effectiveness of Andy English Application in Improving English Vocabulary and Pronunciation

Andy English application is an effective application in supporting students to learn, this is because the application provides several menus that can be accessed by students, such as basic words, basic grammar, intermediate grammar, advanced grammar, and a dictionary that can be accessed by students. Andy English application is one of the learning methods that can be used in the form of chat, where the application will reply to every word we give. This application will also remind us to study through notifications that come into our cellphones, after that we can choose what we want to learn on the application.

In the survey, question number 6 stated that 50% of students really enjoyed using this application. The Andy English application will provide questions in the form of emojis to students, then students will answer the emojis asked using English, of course this is very interesting and not boring in learning new words every day. Meanwhile, 15% of students stated that they were neutral about this application, this is because if they want to access all the available features, students must join as premium members.

Andy English's Role in Improving Students' Speaking Skills

Speaking English is very important, but some students have problems when speaking English, such as not knowing English words, and not knowing how to say the word in English. The communication process can give a different meaning if there is a pronunciation error, for example the speaker says the word "read" is red, then the listener will interpret that the speaker is saying red, not book, of course this greatly affects the delivery, namely the meaning conveyed is different. knowledge of how they should pronounce English words properly and correctly is very necessary because this can interfere with their communication process with the other person when speaking English. In general, the use of the Andy English application in this study can improve speaking skills and reduce pronunciation errors.

In the survey question number two, it shows that 70% of students strongly agree that they are more confident speaking English using the Andy English application, this is because Andy English not only provides vocabulary but sentences and their pronunciation, so Andy English will translate sentences into English with more appropriate use of to be, and a more correct pronunciation, which makes students more confident in pronouncing the word through the Andy English application.

Discussion

The researcher analyzes the use of "andy english" learning application to increase students' speaking skill. Researchers found that Andy English is an effective and easy-to-use application for students to improve their English speaking skills, This is in accordance with the statement (Yu, 2022; Jovanic & Chiong, 2014; Stepp, 2002) that the use of digital technology in language learning has been shown to improve interactive learning environments, increase learner motivation and enhance learning achievement, communication efficiency, and academic motivation in the context of learning English as a foreign language. Andy English application as learning media can motivate students to learn English vocabulary and pronunciation easily, interestingly and enjoyably.

In the context of the researcher, the researcher found several challenges faced by high school students in learning to speak English at school. There are students who feel afraid or lack confidence when speaking in front of the class. This nervousness can affect the fluency and clarity of their communication. Therefore, limited vocabulary can also make it difficult for them to convey ideas or messages with the necessary variation and clarity. There is also difficulty understanding accents or dialects, students may have difficulty understanding accents or dialects in the target language, especially if they are more accustomed to different accents or dialect variations. Another challenge is lack of motivation, lack of motivation or interest in the target language can be a factor that affects students' willingness to be actively involved in speaking activities. In addition, lack of understanding of sentence structure: limited understanding of sentence structure in the target language can be an obstacle in constructing grammatically correct and meaningful sentences when speaking. Of all the challenges above, the biggest challenge is that students feel afraid and not confident to speak in front of a crowd. Well, that's what can be a challenge for them, how they can deal with their fear of speaking in public. As if speaking is a skill that requires extra attention from students towards the audience (Hz & Daulay, 2021).

There are several applications available in technology media that we can access by simply typing in keywords that match what we are looking for. These applications offer a variety of complete features that can help students implement the content they are learning, from commercial applications to free applications. As human intelligence increases over time, there are also more and more educational applications for learning, such as applications for learning English.

From the results of the questionnaire above, it can be seen that students feel that this application is very helpful for students to find sentences and vocabulary, so that students feel better at speaking English. As a form of basic training that can be used, this application provides space for students to learn and begin to believe in their abilities. A sense of confidence will emerge when students are used to using English in the application chat column, after that students will find it easier to convey sentences in English. Andy English is a medium that can increase students' interest in the available features and prevent students from getting bored. Therefore, Andy English is a practice-based application that can help students become more proficient in vocabulary.

The results of the study showed that students agreed that Andy English is an easy-to-use application, and is able to improve vocabulary and speaking skills using English, in addition, this application also offers a new method for students to address their vocabulary needs that they

want to know. Regarding the Andy English application, it can be seen that more students gave positive feedback than negative. They all agreed that the features on the Andy English application are easy to use, interesting, and are a useful tool to encourage students to improve their English skills perfectly because this application can be an effective approach to learning new information anywhere and anytime. Most students stated that Andy English made it easy for them to practice and apply English in real-world situations. Throughout the learning process, students can find better vocabulary to make into a sentence. In addition, students are also more courageous to mention and speak English easily.

CONCLUSION

The study concludes that the "Andy English" learning application is effective in improving students' English-speaking skills, particularly among grade X students at SMA Negeri 1 Tanjung Balai. Students reported positive perceptions of the application's benefits, highlighting features such as vocabulary acquisition, grammar practice, language games, and conversational exercises as helpful in enhancing their speaking abilities. The qualitative data, gathered through interviews and questionnaires, indicate that the application provides accessible and engaging opportunities for students to practice English outside traditional classroom settings, addressing common barriers such as lack of confidence and limited speaking practice. Furthermore, the research finds that the use of technology, specifically mobile applications like Andy English offers practical advantages in terms of convenience, flexibility, and motivation, which contribute to increased student participation and interest in learning English. The findings support the integration of digital learning tools into language education as a means to supplement conventional teaching methods and to provide students with more opportunities for real-life language use and pronunciation practice. In summary, the "Andy English" application is an effective supplementary tool for improving students' speaking skills, and its use is recommended for both teachers and learners seeking to enhance English language proficiency in a modern, technology-driven educational environment

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Students' Perception of the "Andy English" Learning Application to Improve Students' Speaking Skill

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