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## Utilizing Mobile Application for Learning English Speaking Skills in IDLE Context: Learners' Perceptions of Cakap Application

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### Abstract

*This paper has the purpose of reporting students' perceptions of the utilization of a mobile application for learning English speaking skills, Cakap Application, particularly in informal digital learning environment. To examine students' perceptions, a qualitative technique was applied using a descriptive research design. The participants are from different high school students as well as the users of Cakap application. The information was obtained by a semi-structured interview with the questions grounded by the concepts of Speaking, IDLE, and TAM. After analyzing the data with thematic procedure analysis, it was revealed the generated themes: utilization and the benefits of the mobile application, Cakap, in improving speaking skills. The participants expressed that this application has simple access and provides feedback from the mentor expert that leads to benefits in speaking skills. This application also gives a pronunciation model and vocabulary building that benefit the improvement of speaking skills.*

**Keywords:** Cakap app; students' perception; speaking skills, IDLE

### 1. INTRODUCTION

As EFL students in Indonesia, speaking English can be difficult since it is not their native speech. Possibly, they understand when other people

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say in English but not with themselves if to speak. The cause of it is student to get a confidence, nervousness and unfamiliar about pronunciation. Through her research, Salihun (2019) showed that students' hesitation, lack of anything to say, low and unequal engagement, and usage of mother language were the main causes of their speaking issues.

Lengkanawati (2016) emphasized that in order for students to learn, the learning process needs to change from one in which teachers share their knowledge to one in which students actively participate. In the situation of one's learning English as self-directed in informal digital learning environment, henceforth IDLE (Lee, 2019), learning sources can be in the form of application, world-wide web, YouTube (Benson, 2011). Meanwhile, specifically for the twenty-first century, MALL (Mobile assisted Language Learning) is a type of educational technology that uses smartphone applications to support students' learning (Loewen et.al, 2019). The results of using MALL by downloading and using English mobile applications are thought to be helpful and helped their learning, in addition to being generally easy to use, for example mobile application for language learning (Darsih, 2018). It is impossible to undervalue the importance of technology in language learning, such as mobile applications (apps), as practical resources for the accomplishment and acquisition of particular learning. In this modern era, there are many useful and easy-to-use learning apps.

The studies of how mobile applications assists language learning in either formal or informal digital learning environment have been extensively conducted. A study by Permana (2020) demonstrated that YouTube Videos can be effective medium for improving speaking skills. In Jambi, research by Hapipah et.al (2021) showed that Cake Application brought advantages in improving speaking skills. Additionally, Liando et.al (2022) investigated students' perception towards TikTok as media to improve EFL learners' speaking skill. Moreover, Arifiyana and Dzulfikri (2023) studied how Fondi Application was applied for learning speaking skills. A study by Suryanti, Sundari & Widya (2024) found that listening podcast in IDLE context, such as Spotify podcast, help the learners better in speaking skills.

Another example of mobile application for language learning is the Cakap Application. As a mobile learning platform in <https://cakap.com/>.

Cakap Application is the pioneer of foreign language learning applications with online English language learning and English language institutions in Indonesia. Cakap recognizes the high demand for basic English and conversational English learning. Therefore, Cakap provides certified foreign teachers from Asia-Pacific countries who can help students become fluent in English more quickly. Moreover, for corporate or more complex needs, cakap offers preparation classes for TOEFL, TOEIC, IELTS, JLPT, and HSK exams, as well as test simulations developed by a professional team.

From numerous studies in mobile application for language learning, the research investigating Cakap application for learning speaking skills in IDLE context based on learner perception was still underexplored. Therefore, this study examined learners' perceptions of utilizing Cakap application can improve their English-speaking skills. In addition, this study is addressed to answer the about how are learners' perceptions of utilizing Cakap application to enhance speaking skills in IDLE context?

## **2. LITERATURE REVIEW**

### **2.1. EFL Speaking Skills**

Harmer (2007:284) states speaking is the ability to communicate effectively, requiring for knowledge of many components of language and information as well as the capability to interpret it 'on the spot'. Speaking is the skill to interact with and comprehend language 'on the spot'. Moreover, Brown (2004:140) states speaking is a producing skill that can be examined directly and experimentally; nevertheless, the validity and reliability of an oral production test are always compromised by the efficacy and accuracy of the test-takers' listening skills. The intricate relationship between speaking as a producing skill and the influence of a test-taker's listening skills on the reliability and validity of oral production tests.

The five components of speaking skills are vocabulary, grammar, fluency, comprehension, and pronunciation (Brown, 2004:172-173). It means that effective speaking skills encompass five essential aspects: vocabulary, grammar, fluency, comprehension, and pronunciation. By honing these skills, individuals can enhance their ability to convey ideas, connect with others, and ensure their messages are understood accurately.

Speaking is a useful oral and auditory ability that may be witnessed in action (Nunan, 2003). In other words, speaking is a directly witnessed and productive aural/oral skill that plays an important role in human communication. And speaking is essential to our daily lives since it enables us to engage with others and share our ideas with them. Without speech, these interactions would be impossible (Nunan, 2000:39). It means, speaking is importance in our lives cannot be overstated, as it serves as the primary means of interaction, allowing us to understand and connect with others. Richard (2008:19) states when we speak, we usually have one of the following goals in mind: finishing a task, pursuing an idea, solving a problem, or just spending time together. many different aspects of speaking skills. It means speaking serves as a multifaceted tool for accomplishing a myriad of objectives, ranging from problem-solving and idea exploration to fostering connections and simply sharing moments of togetherness.

Speaking skills are a crucial component of the language instruction curriculum and as such, they should be a significant focus of evaluation (Luoma, 2004). In summary, the importance of speaking skills in language teaching cannot be overstated, as they constitute a vital component of the curriculum. For the speakers to successfully communicate, they need to possess both macro and micro skills. While macro skills are concerned with bigger parts of language including fluency, discourse, function, style, cohesion, non-verbal communication and strategic options. Whereas micro skills concentrate on smaller language parts including phonemes, morphemes, words, collocations and phrasal units.

Speaking English is indeed difficult, but besides that speaking has various functions, as said by Richards (2008:21) they are three functions of speaking: speaking as interaction, speech as a transaction, and speech as performance. In learning speaking for EFL students, it comes some problem. Tuan and Mai (2015) explained four problems of speaking activities, there are: inhibition; lack of topical knowledge; low or uneven participation; mother-tongue use.

**2.2. Mobile Applications for Language Learning in IDLE Context**

MALL makes use of essential mobile devices for language learning, including MP3 players, tablet PCs, mobile phones, PDAs, and pocket electronic dictionaries (Zhao, 2005:447). In other words, MALL is a mobile technology for language learning. Kukulska-Hulme (2010) has explained MALL in three contexts: the community as context (i.e. formal and informal education setting), a teacher-driven context (i.e. formally designed), and a learner-driven context (i.e., user-generated). It means that a concept of MALL is formal and informal education setting.

We can deduce that Mobile Assisted Language Learning (MALL) is instructional technology for language acquisition using mobile devices. Thus, students studying a second language in class doesn't have to be a must, but it might be the opportunity to learn it using technology as mobile devices where they are.

Regarding to the informal digital learning environment, Lee (2019) suggested that IDLE can be subdivided into two categories: extracurricular IDLE and extramural IDLE. The former suggests to “self-directed, self-instructed, digital learning of English in semi-structured, out-of-class environments that are still linked to a formal language program”. It means that IDLE is self-directed, self-instructed digital English learning. The classification of IDLE can be seen in Table 1.

**Table 1. Classification of IDLE**

Dimensions	Formal digital learning of English	Non-formal digital learning of English	IDLE	
			Extracurricular	Extramural
Formality	Structured; Certification	Structured; No Certification	Semi-structured; Certification	Unstructured; No Certification
Location	In-class	Out-of-class	Out-of-class	Out-of-class
Pedagogy	Instructed	Instructed	Self-instructed	Naturalistic
Locus of control	Other-directed	Other-directed	Self-directed	Self-directed

**2.3. Cakap Application**

Cakap is an Indonesian technology education app developer startup that focuses on two-way online education. Cakap was founded in 2014 under the name Squaline by Tomy Yunus and Yohan Limerta to help students who wanted to deepen their Chinese language skills but could not travel to China to study directly with native Mandarin speakers. In

2014, Squline launched an online Chinese course that connects native Chinese teachers with students in Indonesia. They launched similar products for English and Japanese in the following years. Based on internet, by enabling text and video chats between students and tutors, Cakap offers an innovative approach to foreign language learning through an interactive online learning platform. Through its Cakap Upskill program, which is a live tutoring platform that links students with the top professionals in their professions so they may successfully enhance their skills, Cakap offers classes in vocational skills in addition to foreign languages. With over 3 million users, Cakap is the first 2-way learning app in Indonesia and set a MURI record in 2019 (<https://id.wikipedia.org/wiki/Cakap>). Cakap has four million students, with an app rating of 4.9 in the App Store and 4.8 in the Google Play Store. The platform, founded by Tomy Yunus and Yohan Limerta, remains committed to implementing Sustainable Development Goal (SDG) objectives, such as quality education, decent work and economic growth and reduced inequality. To date, Cakap has empowered more than 2,000 teachers and served 38 provinces in Indonesia.

Here are some steps to use Cakap Application on smartphone, firstly you have to open the Playstore or Appstore, search the “CAKAP” then download it. After carrying out the actions depicted in the images, the user must log in to Cakap Applications with email, google or facebook. Then, you can fill your details and select “sign up”. After select it, then select the language you want to learn. The last step is filling your mobile number and verify it with your code you get in the SMS.



Figure 1. Icon of Cakap

The Cakap application is among the various tools available for enhancing speaking abilities. The Cakap application is a fascinating tool. Cakap Application as tool digital learning that easy to use and fun, because you can learn in everywhere and anytime.

### 3. METHODS

The researcher uses a descriptive qualitative research design with the use of a qualitative research. A technique to investigating and comprehending the meaning that individuals or groups attribute to a social or human situation is called qualitative research. Emerging questions and processes, data acquired in the participant's context, inductive data analysis that builds from specifics to broad themes, and the researcher's interpretations of the data's significance are all part of the research process (Creswell, 2014). In this present research, the researchers explored the learner-users' perceptions of the utilization of Cakap Application who were specifically for high school EFL students. They are students who have chosen and applied Cakap Application as a learning application platform to improve their speaking skills in IDLE context.

For the participant recruitment, the first researcher started to follow and joined the community on the Instagram application. From the community, the participants who follow and comment on the Cakap Instagram account were contacted. There were 6 students on Grade 10, 11 and 12 from several Indonesian high schools who used the Cakap Application were approached and declared their consent to fill out the open-ended questionnaire. Then, only 2 participants stated their willingness and qualified to walk in interview. The demographical information and the participants presented in Table 2.

**Table 2.** Demographical Information of the Participants

Participants	Gender	Age	School
Participants 1	Female	16	SMAN 1 Subah Batang
Participants 2	Female	16	MAN Pemasang

The researcher performed an interview to the participants using semi-structured interview style with a researcher-prepared list of themes and questions (Stuckey, 2013). The purpose of this interview for this study was to explore more about how learners feel and experience about using the Cakap Application in improving their speaking skills. The online interview with the participants has been conducted once in early May 2024 during a duration of 1 hour for each interview through WhatsApp messenger application in their native language, Bahasa Indonesia. The introductory questions in the interview found out the participants' length and general opinions in utilizing Cakap Application for learning English.

Furthermore, the major questions were formulated based on the concepts of IDLE (Lee, 2017), technological acceptance model/TAM (Davis, 1989) and the concepts of speaking skills (Harris, 1969), as seen in Table 3.

**Table 3.** Guide Questions for Interview

Concepts	Questions
<b>IDLE</b>	When did you start using the Cakap application as your self-directed learning source? What motivates you to use Cakap application as a self-directed learning resource?
<b>TAM (Usefulness and Ease of use)</b>	What is your opinion of how you use the Cakap app? What changes do you believe you experienced in speaking to the Cakap application before?
<b>Vocabulary</b>	Does Cakap Application increase your vocabulary?
<b>Pronunciation</b>	Does using the Cakap Application during the English language learning process enhance students' acquisition of word pronunciation?
<b>Grammar</b>	What do you think about Cakap Application in the learning grammar too? Is it helpful to learn grammar in speaking skill?
<b>Fluency</b>	Does using Cakap Application in learning English in speaking skills made you fluent in speaking?
<b>Comprehension in Speaking Skill</b>	Does the Cakap Application assist you in understanding the main points of most non-technical conversations that is, those that don't need for specialized knowledge?

For analyzing the interview data, thematic qualitative data analysis procedure by Braun and Clarke (2006) were utilized. There are six stages of analysis: becoming acquainted with your data, creating preliminary codes, identifying themes, characterizing and labeling themes, assessing possible themes, and creating the report. For creating preliminary code (code the data) in thematic analysis, the researchers were helped by NVivo, as one of the computer-assisted qualitative data analysis software (CAQDAS). The data analysis used by researchers in this study is using the help of the Nvivo 14 software application. Figure 1 illustrated the generated themes in initial stages of identifying themes.

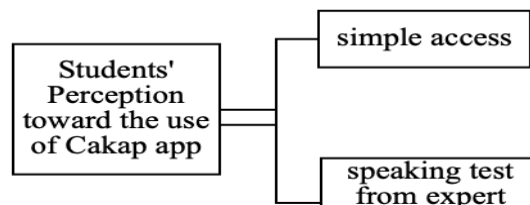
Name	Files	References	Created on	Created by	Modified on	Modified by
Pengguna Cakap	1	1	5/5/2024 2:07 PM	DIPA	5/5/2024 2:07 PM	DIPA
Lama penggunaan	2	2	5/5/2024 2:10 PM	DIPA	5/5/2024 3:30 PM	DIPA
Waktu menggunakan Cakap	2	2	5/5/2024 2:14 PM	DIPA	5/5/2024 3:31 PM	DIPA
Types of Account	2	2	5/5/2024 2:20 PM	DIPA	5/5/2024 3:31 PM	DIPA
Motivasi menggunakan Cakap	1	1	5/5/2024 2:21 PM	DIPA	5/5/2024 2:21 PM	DIPA
Pengoperasian Cakap	1	1	5/5/2024 2:23 PM	DIPA	5/5/2024 2:23 PM	DIPA
Improving Pronunciation	2	4	5/5/2024 2:25 PM	DIPA	5/5/2024 3:35 PM	DIPA
Improving Vocabulary	2	2	5/5/2024 3:23 PM	DIPA	5/5/2024 3:35 PM	DIPA
Improving Grammar	2	2	5/5/2024 3:25 PM	DIPA	5/5/2024 3:36 PM	DIPA
Progress on Fluently	2	3	5/5/2024 3:28 PM	DIPA	5/5/2024 3:37 PM	DIPA
No Technical Conversations	2	2	5/5/2024 3:30 PM	DIPA	5/5/2024 3:36 PM	DIPA
Insecure in Speaking	1	1	5/5/2024 3:33 PM	DIPA	5/5/2024 3:33 PM	DIPA
Lack of the Application	1	1	5/5/2024 3:34 PM	DIPA	5/5/2024 3:34 PM	DIPA

**Figure 1.** Initial Generated Themes in Thematic Analysis assisted by NVivo

#### 4. RESULTS

From the interview data analysis, it was revealed that these two participants discovered the Cakap application and used it in their English skills, particularly speaking. They can find features other than speaking in Cakap application such as placement test, TOEFL, TOEIC, IELTS and live speaking test with mentor are all covered. To make the most of Cakap application as a learning medium, the two participants took and play the application after school during their leisure time. They believe that by joining the Cakap application, they promote better speaking in English.

They also admitted that when these individuals use the Cakap app to study English outside of class, they benefit from flexibility and easy access to a variety of learning tools. This aids in their ongoing improvement of their ability to speak English, especially in speaking. The scheme can be seen on Figure 2 below.

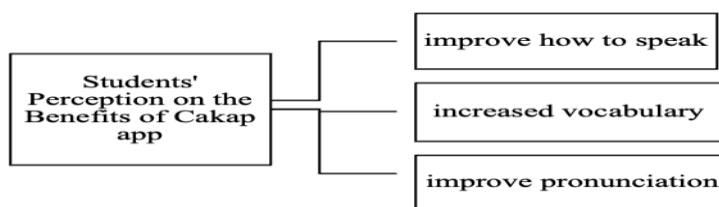


**Figure 2.** Students' Perception toward the use of Cakap

In general, there were two students used listening features in Cakap application. Listening features in Cakap provided by built-in learning material and the expert. Cakap application gives users simple access to a variety of English language app organized by types of account. Students claim provides students with access to joining the premium account. This type of account can help them improve their knowledge of English and learn to speak.

Then, the students also stated that benefits of using cakap app for speaking practice is they can easily speak freely because if they make a mistake, there will be an expert to correct them. The students think that using cakap app is very useful to learning speaking.

*“It can help me with my pronunciation because in Cakap, mentors (expert) will correct me if I pronounce something incorrectly”.* (Participant 2)



**Figure 4.** Students’ Perception on the Benefits of Cakap App

The findings also show that the use of speaking skills motivates students in speaking English and shows an improvement in speaking, as seen in the interview excerpt below.

*“Because I want to improve my speaking. I want my speaking to sound fluent and capable. I have aspirations as a tour guide, so I thought that by studying at Cakap there might be a better improvement in terms of speaking.”* (Participant 2)

Vocabulary is one of them component of speaking English. When speaking in English, we have to know vocabulary. Both of participants stated that their agree that Cakap can increase their vocabulary. The except of interview from participants 1 and 2 are below.

*“I can, because during the learning process I am required to repeat the pronunciation of the word if I mispronounce it.”* (Participant 1)

*“There is a relationship between vocabulary and speaking. So, I think Cakap is not only focused on speaking, but there is vocabulary in speaking. So, Cakap app helps me to improve my vocabulary.”* (Participant 2)

Moreover, the interview data demonstrated that student felt the Cakap application improved speaking abilities is pronunciation. One of the students who participated in the interview stated that cakap can also help to improve pronunciation.

*“It can help me with my pronunciation because in Cakap, mentors (expert) will correct me if I pronounce something incorrectly.”* (Participant 2)

## 5. DISCUSSION

Students who took part in this study reported that the Cakap app is more flexible to use on any device and can take a learning anywhere at any time. In fact, when students practice speaking in Cakap and make mistakes with their speech, an expert can correct them. This is something that the study's participants, the students, found to be very helpful in their learning of speaking skills. such that learning is simpler for students. Lee (2022) asserted that, in terms of digital technology, contemporary teachers have incorporated more technology, particularly in these past decades. The cakap app is easily accessible and may be used at any time and from anywhere. This adaptability makes it easy for students to use into their language learning exercises. For students learning English as a second language (ESL), Cakap might be a useful resource. Students' opinions on using the Cakap app in their speaking skills is improve them that can differ. However, there are a few prevalent advantages and issues students would want to think about when using cakap in this situation. Cakap has many advantages for language learning, such as increasing vocabulary, improving speaking ability, and improving pronunciation.

Students can increase vocabulary from speaking practice in Cakap application. Cakap application covers a wide range of subjects and usually involves cakap between experts in other fields or native speakers. The foundation of language proficiency is vocabulary, which gives students a great deal of the ability to talk, listen, read, and write (Richards & Renandya, 2002). It means that vocabulary is fundamental to language proficiency, providing students with the essential skills for speaking, listening, reading, and writing. Speaking activities in Cakap application increase vocabulary knowledge and mastery by exposing the users to new words and phrases on a daily basis.

Practice speaking in Cakap application can serve as a model for learners to improve their speaking skills. As a tool learning, cakap have a

good feature, such as the users are given speaking materials by experts for practice. If the sentence that students say is wrong, it will be corrected by the expert. The expert not only focuses on the speech, but they also focus on the 5 components of speaking. The five components of speaking skills are: vocabulary, grammar, fluency, comprehension, and pronunciation (Brown, 2004). Thus, this cakap application can help students improve their speaking skills by giving automated and direct feedback of the user's speaking performance.

Practice speaking in Cakap application can also help to increase pronunciation. The users can practice their pronunciation with this application. It is consistent with in the terms of how easily understood the speaker can make the sounds necessary to transmit the message, pronunciation is the operationalization of phonological forms and meanings (James, 2004). It means, in this application, that pronunciation serves as the practical application of both phonological forms and meanings, indicating the speaker's ability to convey a message by producing sounds that are easily comprehensible. The users can improve pronunciation and intonation by practicing speaking in Cakap by assisting in gaining a more natural accent as modelled by native English experts.

In general, the analysis of the interview data showed that the participants, as the users of Cakap application, reported positive perceptions of the utilization of Cakap application in improving English speaking skills. On the other words, based on the users' perceptions, the utilization of mobile application can assist and enhance language learning, particularly in the situation of informal digital learning environment.

## 6. CONCLUSSION

The purpose of this study is to find out the students' perception towards the use of Cakap application in speaking skills. It collected information in order answer to the research question: How are the students' perceptions toward the use of Cakap Application in Speaking Skill?

After having experiences in utilizing Cakap application to learn English speaking, the user-participants' perception can be group into two categories: the utilization and the benefits of the Cakap application. Based

on the two categories, the majority of students felt that the cakap application can help them in improving speaking skills. The cakap app grew the students' interest since it offered a variety of material that supported what they were learning. If they made a mistake, they didn't need to worry because Cakap offers an expert to correct it as direct feedback. They also acquire confidence in speaking English and learn how to pronounce words correctly in the language and become more motivated to practice speaking it.

The cakap app also makes learning to speak a very safe experience because it is suitable for usage in current conditions where students are required to study at home and may be used whenever students want. The Cakap app was also very easy to use and comprehend. Most students believed that the Cakap application had a positive impression and was very helpful in helping them improve their speaking skills

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