



Student's Perspectives on the Efficacy of Tandem Application in Enhancing Speaking Proficiency

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Abstract

This study aims to explore students' perceptions of the effectiveness of Tandem application in improving English speaking skills. The background of this research is based on the importance of speaking skills in foreign language learning and the common challenges faced by students such as awkwardness, anxiety, and limited interaction with native speakers. The research method used is a phenomenological qualitative approach with observation techniques, questionnaires, and in-depth interviews with five students who use the Tandem application. The results showed that the Tandem application helped increase self-confidence, speaking fluency, and the ability to understand various accents and cultural contexts. Students felt bolder speaking with native speakers and experienced an increase in faster speaking responses. However, some respondents highlighted the lack of structured feedback from native speakers and suggested integrating the app with formal teacher-led learning. The findings emphasize the need for collaboration between learning technology and conventional approaches for optimal results in speaking skill acquisition.

Keywords: *Tandem apps, English proficiency, student perception, confidence, educational technology.*

Introduction

Speaking proficiency are very important in learning a foreign language in education, especially in English, as it can help learners acquire communication skills and achieve success in their respective fields (M., 2021). English, as an international language, plays an important role in today's globalized world. The ability to speak English allows individuals to interact with people from different countries, opening up opportunities in education, career, and even social life. In addition, speaking skills can also increase learners' confidence in communicating.

Without good speaking skills, one may feel limited in expressing their ideas and opinions, despite having sufficient vocabulary. Therefore, regular speaking practice with peers, teachers, or even native speakers is necessary. Learning processes that focus on speaking skills also introduce learners to the importance of proper pronunciation, intonation and verbal expression. This not only supports more effective communication, but also enhances understanding of the cultural and social context associated with the language.

In this way, learners not only learn the language as a system, but also understand how it is used in different situations. It is also important to create a learning environment that supports active communication, such as group discussions or presentations, where learners can practice with each other and develop their speaking skills. However, students' lack of confidence in public speaking can hinder the language learning process where the main goal is to speak in front of many people not only with fellow countrymen, but also from foreign and native countries (Center, A, 2021).

One study on speaking anxiety in the context of learning English as a foreign language (EFL) in Pakistan identified several factors that contribute to the anxiety experienced by university students. One of the main factors is learners' self-perception, where they often feel unsure of their English language skills (Malik, 2021). This lack of confidence can exacerbate their fear of speaking in front of others, as they worry about being perceived as not fluent or making mistakes in language use. In addition, linguistic issues also play a big role in speaking anxiety. Learners often face difficulties in the technical aspects of English, such as pronunciation, grammar, and vocabulary.

Their ignorance or confusion in using the correct sentence structure can make them feel pressured when speaking. This insecurity often affects their ability to communicate fluently and effectively. Psychological issues also greatly affect speaking anxiety, especially for students who have a fear of others' judgment or fear of making mistakes. These fears can lead to greater social anxiety, where learners feel isolated or uncomfortable in speaking situations, even with their own friends. This can create a cycle of anxiety that is difficult to break, hindering the development of their speaking skills.

Another contributing factor is socio-cultural, where exposure to English in daily life in Pakistan can be very limited. Many students are only exposed to English in academic contexts, and they don't have the opportunity to speak it in more casual social situations. This causes them to feel unfamiliar and unprepared when asked to speak English outside the classroom. Overall, this study shows that English speaking anxiety among university students in Pakistan is a complex phenomenon, influenced by various internal and external factors.

To overcome this anxiety, a holistic approach is needed, including increased self-confidence, better language skills training, and the creation of a supportive and open environment for the active use of English (Rizkiya, A., & Pratolo, B. 2023).

In Indonesia, English speaking skills are also a major concern in the education system. Zannah, & Hidayanti (2024) said the majority of students have positive perceptions of the importance of having a working knowledge of English since it can facilitate learning, ease careers, and increase their sense of competence as learners. Although English is taught in schools, many students face barriers in applying their speaking skills in the real world. Challenges in teaching speaking skills in Indonesia include students' anxiety, low participation, and tendency to use their first language, as well as teachers' skills in managing the classroom (Puspitasari, 2023) These factors are caused by the lack of interaction with native speakers, traditional teaching methods, and lack of student motivation are often the main causes of low speaking ability. Therefore, relevant learning innovations are needed to help students improve their speaking skills.

Tandem is a technology-based application that allows users to learn languages through language exchange with native speakers. According to Rahimi, et al (2022) Electronic tandem language learning improves EFL students' speaking skills and increases their desire to communicate, therefore Tandem language learning allows EFL students to practice speaking with native speakers or fellow learners in a more authentic and interactive environment, thus increasing their fluency and confidence in communicating. In addition, direct interaction in a meaningful context can increase students' motivation to use the target language actively (O'Rourke, 2020).

The app provides a platform where users can communicate through text, audio, or video, thus creating an authentic learning experience. The main reason the author chose the Tandem app for this study is because by using the Tandem app, students learning English can improve their speaking fluency and confidence by interacting with speakers from different cultures (Agurto, 2024). The features offered by Tandem provide opportunities for speaking practice that are rarely found in traditional learning methods.

Students' perceptions of learning environments and learning approaches influence academic outcomes as they provide useful guidance to optimize the learning environment and support students in achieving their educational goals (Salokekkilä, L., 2024) Students' perspectives also play an important role in the context of technology-based learning, assessing the effectiveness of the methods or applications used. For example, in the use of the Tandem app to improve speaking skills, students often have mixed views regarding the ease of access, flexibility and interactivity offered by this platform.

For some students, the app provides an opportunity to practice speaking with native speakers in a more relaxed setting and not bound by time or place, which can reduce communication anxiety (Appel, C., 2020). However, there are also

students who feel that technical challenges, such as unstable internet connections or difficulties in adapting to the app's system, can hinder their learning process. Therefore, understanding students' perspectives is key to assessing the extent to which apps like Tandem can effectively improve speaking skills, as well as to identify aspects that need to be improved to optimize the learning process.

Along with the increasing use of Tandem as an English language learning tool, several studies have explored students' perceptions of its effectiveness. Lubis et al. (2024) found that the voice and video calling features in the Tandem app helped improve students' speaking skills, however, this study was limited to five final semester students at the State Islamic University of North Sumatra. Meanwhile, Tiara (2020) revealed that although students were motivated to use Tandem, they felt the app was less effective in developing their speaking skills, based on their experience interacting with native speakers.

Another study by Zhou (2023) showed that online language exchange through e-tandem can improve speaking performance and desire to communicate in Chinese EFL learners, but this study emphasized more on the aspects of speaking motivation and anxiety rather than students' overall perception. Thus, there is a need for more comprehensive and in-depth research on students' perceptions of the effectiveness of Tandem application in improving English speaking skills, especially in the context of higher education in Indonesia. Therefore, this study aims to fill the gap by exploring students' views regarding the use of Tandem app in learning speaking skills.

With this research, the author elaborates on how students' perspectives towards the use of Tandem app in improving their speaking skills, by doing so, the author can also find out what are the benefits and challenges faced by students in using Tandem app effectively in supporting speaking learning for students which will provide a more comprehensive insight into the potential and obstacles faced by students in utilizing this app as a learning tool.

Method

This study used a qualitative approach with a phenomenological method to explore in depth students' perceptions of using the Tandem application to improve their English language skills. The data collection process was carried out through three main stages, namely observation, questionnaire distribution and in-depth interviews. Observations were conducted in the campus environment to observe students' interactions in academic activities involving speaking skills, especially in the context of using the Tandem application outside the classroom.

These observations aimed to capture the dynamics of using the application in real-life situations, as well as the level of student participation in group discussions or other language activities. In addition, a questionnaire was distributed through the Google Form platform as a supporting tool to collect quantitative and qualitative data more broadly. The questionnaire contained both closed and open-

ended questions designed to measure the frequency of use of the app, the level of satisfaction, as well as students' perceptions of the effectiveness of the app compared to other learning methods. The final stage, in the form of in-depth interviews, was conducted as a validation step for the data obtained from observations and questionnaires, to ensure consistency of findings and to gain a deeper understanding of students' experiences and perceptions of using the Tandem application.

This study used purposive sampling technique to select five 3rd semester students at a university in Medan City, with the criteria of students who have used the Tandem app to improve their speaking proficiency. The selection of samples based on students' direct experience aims to obtain in-depth perspectives on the benefits and challenges faced in using this application. Data obtained through interviews, questionnaires, and observations will be analyzed using thematic analysis techniques, which include several steps. First, transcription is done to ensure the accuracy of the data using Nvivo software. Next, the data will be coded based on the themes that emerged from the interviews and observations. After that, the main themes relating to students' perceptions of the Tandem app will be identified, and the results of the analysis will be organized in the form of a narrative describing students' perceptions of the app's effectiveness in improving their speaking skills. In contextual data that can enrich the results of interviews and questionnaires.

According to Belotto, M (2018), coding, interviewing, observation, and data validity are key principles in qualitative research data analysis. Coding is an important process in identifying patterns and themes from the data collected, which allows researchers to organize and analyze information in a more structured manner. Interviews and observations provide direct insights from the respondents and the situation under study, which allows researchers to understand the context more deeply. In addition, data validity ensures that the findings obtained are legitimate and accurate, which can be done by using triangulation or member checking techniques. This process is important to increase the credibility of the research results and ensure that the resulting interpretations reflect the true reality. Therefore, the application of these principles in qualitative data analysis is essential to achieve a deep and valid understanding of the phenomenon under study.

This study also takes into account the ethical principles of research. Each respondent will be fully informed of the purpose of the study and their rights prior to the interview, and asked to provide informed consent. The confidentiality of the data obtained will be maintained, and the data will only be used for the purpose of this study. All data collected will be analyzed objectively and will not be used for any purpose other than research.

Results and Discussion

In this section, the main findings obtained from the research on students' perceptions of the effectiveness of the Tandem app in improving their speaking skills will be discussed. The analysis is based on data collected through interviews, questionnaires, and observations, with a focus on the benefits and challenges that students face when using the app. This discussion aims to provide a deeper insight into how the Tandem app can contribute to the development of speaking skills in the context of language learning.

1. Increased Confidence in Speaking

The majority of students reported that using the Tandem app helped them become more confident in speaking English. The direct interaction with native speakers reduces their anxiety about mistakes and encourages them to practice more often.

(P1) *"Sejak menggunakan aplikasi Tandem, saya merasa lebih percaya diri dalam berbicara bahasa Inggris. Berbicara langsung dengan penutur asli membantu saya mengatasi rasa takut membuat kesalahan, karena mereka sangat sabar dan mendukung."* (Since using the Tandem application, I feel more confident in speaking English. Talking directly to native speakers helped me overcome my fear of making mistakes, because they were very patient and supportive).

P1's statement reflects the positive experience students had after using the Tandem app. The increased confidence in speaking English shows that direct interaction with native speakers can reduce the anxiety often experienced by language learners. When students feel safe to practice without fear of judgment, they are more open to making mistakes, which is an important part of the learning process. The patient and supportive attitude of native speakers creates a supportive environment, where students feel valued and encouraged to keep practicing. It also shows that social engagement in language learning can facilitate students' emotional and psychological growth.

Thus, the Tandem app serves not only as a language learning tool, but also as a platform that builds students' confidence and courage to communicate in a foreign language. This approach is crucial in helping students overcome their fears and encouraging them to practice more often.

Other participants also claimed that using the Tandem app increased their confidence in speaking with native speakers.

(P2) *"Awalnya saya merasa canggung, tetapi dengan sering berlatih dengan penutur asli, saya semakin merasa nyaman. Mereka memberikan umpan balik yang membangun, dan itu membuat saya tidak takut lagi untuk mencoba."* (I felt

awkward at first, but with frequent practice with native speakers, I felt more and more comfortable. They gave constructive feedback, and that made me not afraid to try again).

Statement P2 describes a positive learning journey, where the initial awkwardness slowly dissipates as the frequency of practice with native speakers increases. This situation highlights the importance of consistency in speaking practice, which allows students to adapt and feel more comfortable in communicating. Constructive feedback from native speakers plays a crucial role in this process; it not only helps students recognize areas for improvement, but also provides the necessary encouragement to keep trying.

The initial uncertainty that students feel is common in language learning, but with the right support, fear can be minimized. A supportive and friendly environment makes students feel more courageous to take risks, which is key in language acquisition. Thus, P2's experience shows that direct interaction and positive feedback from native speakers are important factors in building students' confidence and comfort when using English. This approach reinforces the importance of continuous practice in the language learning process.

There are also those who argue that the use of this Tandem app can improve participants' speaking skills, especially in grammar.

(P4) *"Interaksi langsung dengan penutur asli membuat saya lebih berani berbicara. Saya tidak lagi khawatir salah, karena mereka lebih fokus pada komunikasi daripada kesalahan tata bahasa."* (Direct interaction with native speakers made me more courageous in speaking. I no longer worry about getting it wrong, as they focus more on communication than grammar mistakes).

P4's statement highlights the importance of direct interaction with native speakers in increasing students' speaking courage. With the opportunity to communicate directly, students feel more encouraged to express themselves without fear of mistakes. The native speaker's focus on communication, rather than on grammatical errors, creates a more relaxed and supportive atmosphere. This allows students to practice more freely, so they can learn from experience without feeling pressured. When students are not focused on errors, they can more easily express their ideas and thoughts, which contributes to better language acquisition.

This kind of interaction also helps students understand that effective communication is more important than grammatical perfection. This changes students' perspective towards language learning, where they value the communication process more than the end result. Thus, interaction with native speakers not only improves speaking skills, but also strengthens students' confidence in using English.

Based on the responses from the respondents above, it can be concluded that the use of the Tandem app is effective in improving participants' confidence and English-speaking skills. P1 felt more confident speaking with native speakers thanks to their patient and supportive attitude. P2 revealed that regular practice with native speakers helped them feel more comfortable and improve their speaking skills, especially in the grammar aspect. Meanwhile, P4 added that direct interaction with native speakers reduces anxiety over mistakes and makes them focus more on communication rather than fearing grammar mistakes. Overall, the Tandem app helps students feel more comfortable, confident and progress in their English-speaking skills.

2.Improved Speaking Proficiency

Students who regularly use this app experience a significant improvement in their speaking fluency. The ability to participate in live conversations with native speakers helped them think and respond faster in English. This suggests that consistent practice with native speakers helps users respond faster and think on their feet in English, thus improving speaking fluency.

(P3) *"Setelah rutin menggunakan aplikasi Tandem, saya merasa kemampuan berbicara saya semakin lancar. Berbicara langsung dengan penutur asli membuat saya lebih cepat merespons dan berpikir dalam bahasa Inggris."* (After using the Tandem app regularly, I feel that my speaking skills are getting smoother. Speaking directly with native speakers makes me react and think faster in English).

P3's statement shows that the routine use of the Tandem app has a significant impact on students' speaking fluency. By interacting directly with native speakers, students not only practice speaking, but also learn to think and respond quickly in English. This process is crucial as it improves the cognitive ability to use the language in real-time. When students engage in live conversations, they are forced to internalize sentence structures and vocabulary, which in turn accelerates their learning process.

In addition, the experience of speaking with native speakers helps students reduce the time it takes to translate their thoughts from their native language, so they can respond more efficiently. This creates greater self-confidence, as students feel more capable of communicating well. The improvement in speaking fluency experienced by students also reflects that direct interaction is an effective method in language learning. Thus, the Tandem app not only helps students in improving their speaking skills, but also strengthens their critical thinking and responsiveness in English.

Another participant also thought that after the use of Tandem application, they were initially slow in responding to the conversation but now they have improved.

(P4) *"Awalnya saya merasa lambat dalam berbicara, tetapi setelah sering berlatih melalui percakapan real-time dengan penutur asli, saya mulai merasakan peningkatan kecepatan dalam merespons dan berkomunikasi."* (At first I felt slow in speaking, but after practicing frequently through real-time conversations with native speakers, I began to feel an increase in speed in responding and communicating).

Statement P4 supports the idea that significant improvement in students' speaking ability after frequent practice of real-time conversations with native speakers. Despite initially feeling slow in speaking, consistent practice helps students feel an increased speed in responding and communicating. This direct interaction not only practiced speaking skills, but also strengthened listening skills and context understanding, which are essential for effective communication. The supportive learning environment makes students feel comfortable to practice without fear of mistakes, so the Tandem app serves as an important tool in improving students' fluency and confidence when speaking in English. Similar to P4's answer, P5 also agreed that direct interaction with native speakers can increase confidence in speaking English.

(P5) *"Interaksi langsung dengan penutur asli di aplikasi Tandem benar-benar membantu saya untuk berbicara lebih cepat dan lebih percaya diri. Saya tidak perlu lagi berpikir terlalu lama sebelum menjawab dalam bahasa Inggris."* ()

P5's words highlight how the direct interaction with native speakers through the Tandem app has helped students speak more quickly and confidently. With frequent practice, students feel more comfortable in communicating, so they no longer need to spend too long thinking before giving answers in English. This experience shows that hands-on practice can reduce anxiety and increase response speed, which is very important in conversational situations. When students feel more confident and comfortable, they can express themselves more freely, which contributes to better language skill development. Overall, the Tandem app serves as an effective platform in building students' speaking fluency and confidence.

Based on the respondents' feedback, it can be concluded that using the Tandem app had a positive impact on improving English speaking fluency. Most respondents felt that live interaction with native speakers helped them respond faster and think in English without having to translate first from their native language. In addition, real-time conversations with native speakers also proved to boost users' confidence. Many respondents who initially found it difficult and

spoke slowly began to experience improvements in response speed and communication skills after practicing frequently through the app.

3.Exposure to Various Accents and Cultural Contexts

Through the Tandem app, students are exposed to various accents, speech patterns and cultural nuances. This exposure helps them develop better listening skills and adapt to various communication styles.

(P1) *"Pada awalnya, saya merasa sulit untuk memahami aksen yang berbeda, tetapi setelah secara teratur bercakap-cakap dengan penutur asli dari berbagai latar belakang, keterampilan mendengarkan saya meningkat secara signifikan. Sekarang, saya dapat memahami berbagai cara berbicara dengan lebih mudah."*
(At first, I found it difficult to understand different accents, but after regularly conversing with native speakers from different backgrounds, my listening skills improved significantly. Now, I can understand different ways of speaking more easily).

P1's statement attests to the significant progress in students' listening skills after regularly interacting with native speakers from various backgrounds. Despite initially finding it difficult to understand the various accents, hands-on experience in conversations helped students overcome the challenge. With frequent practice, students not only improved their listening skills but also broadened their understanding of different ways of speaking. This suggests that exposure to diverse accents and speech styles can enrich the language learning experience, giving students the confidence to communicate more effectively. Thus, interaction with native speakers plays an important role in the all-round development of language skills.

(P3) *"Berbicara dengan orang-orang dari berbagai negara membuat saya menyadari betapa beragamnya bahasa Inggris. Saya menjadi lebih sadar akan ekspresi dan cara berbicara yang berbeda, yang membuat saya lebih fleksibel dalam percakapan."* (Talking to people from different countries made me realize how diverse the English language is. I became more aware of different expressions and ways of speaking, which made me more flexible in conversations).

Statement P3 emphasizes how speaking with people from different countries has increased students' awareness of the diversity of the English language. By interacting with speakers from different backgrounds, students become more sensitive to different expressions and speech styles, which in turn makes them more flexible in conversations. This awareness not only enriches the language experience, but also allows students to adapt to various communication situations.

This flexibility is crucial in improving speaking and listening skills, as students can adjust to the way others speak, thus creating more effective and enjoyable interactions. These cross-cultural interactions also broaden students' horizons about language and how to communicate, making them better learners.

(P5) *"Melalui Tandem, saya belajar mengenali berbagai pola dan nada bicara. Hal ini telah membantu saya mengikuti percakapan dengan lebih mudah, bahkan ketika seseorang berbicara dengan cepat atau dengan aksen yang kuat."*
(Through Tandem, I learned to recognize different speech patterns and tones. This has helped me follow conversations more easily, even when someone speaks quickly or with a strong accent).

Statement P5 shows how using the Tandem app helps students recognize different speech patterns and tones. Learning from native speakers allows students to understand different nuances of communication, making it easier for them to follow conversations, even in situations where people speak quickly or have strong accents. This ability is crucial in improving listening and speaking skills, as students can adapt to the diverse flow of conversations. By understanding different patterns and tones, students feel more confident to engage in dialog, making the language learning experience more effective and enjoyable. These interactions not only strengthen language skills, but also build students' ability to communicate better in diverse contexts.

From these responses, it appears that exposure to diverse accents, speech patterns and cultural nuances through the Tandem app plays an important role in improving students' listening skills and their ability to adapt to diverse communication.

4. Structured Guidance as a Key Component in Effective Tandem Learning

Although the app provided valuable speaking practice, some students felt that there was a lack of structured feedback and formal corrections. They suggested that this app should be used in conjunction with classroom learning for more optimal results.

(P4) *"Saya senang berlatih berbicara dengan penutur asli, tetapi terkadang saya berharap mereka mengoreksi kesalahan saya dengan lebih eksplisit. Tanpa umpan balik yang terstruktur, saya tidak selalu yakin apakah saya berkembang dengan cara yang benar."* (I enjoy practicing speaking with native speakers, but sometimes I wish they would correct my mistakes more explicitly. Without structured feedback, I'm not always sure if I'm improving in the right way).

P4 statement in practicing speaking with native speakers, despite the hope of getting more explicit feedback on their mistakes. While such interactions improve speaking skills, the lack of structured feedback can leave students feeling doubtful about the progress they are making. Clear and constructive feedback is essential in the learning process, as it helps students understand areas for improvement and confirms the progress they have made. With more targeted guidance, students can be more confident that they are progressing in the right way, making their learning experience more effective and satisfying. This points to the need for a balance between speaking practice and supportive feedback in the language learning journey.

(P5) *“Aplikasi ini membantu saya menjadi lebih fasih, tetapi menurut saya menggabungkannya dengan bimbingan guru akan lebih baik lagi. Lingkungan belajar yang terstruktur dapat membantu memperkuat tata bahasa dan pengucapan sambil tetap memungkinkan terjadinya percakapan yang alami.”* (The app helps me become more fluent, but I think combining it with a teacher’s guidance would be even better. A structured learning environment could help reinforce grammar and pronunciation while still allowing for natural conversation).

Statement P5 highlights the benefits of using the app in improving students’ fluency, while also revealing the importance of teacher guidance in the learning process. Students felt that the combination of independent practice on the app and support from a teacher could create a more structured learning environment. According to P4 combining these two methods allows students to get immediate feedback from the teacher, which is invaluable in addressing errors and correcting pronunciation. A structured learning environment not only helps students understand language concepts better, but also boosts their confidence when communicating. Thus, cooperation between technology and professional guidance can create a more holistic and effective learning experience.

(P3) *“Berbicara dengan penutur asli sangat bagus untuk membangun kepercayaan diri, tetapi terkadang mereka tidak mengoreksi kesalahan saya karena mereka fokus pada komunikasi. Saya rasa pelajaran terstruktur sesekali akan membantu memperkuat akurasi saya.”* (Speaking with native speakers is great for building confidence, but sometimes they don’t correct my errors because they focus on communication. I think occasional structured lessons would help strengthen my accuracy).

P3 statements students’ positive experiences in speaking with native speakers, which helped boost their confidence. However, students also felt a lack in terms of feedback, as native speakers often focus more on communication than

correcting mistakes. While these interactions are beneficial for building speaking fluency, students felt that occasional structured lessons could provide the necessary support to strengthen their language accuracy. Integrating more directed study sessions can help students understand and correct grammatical or pronunciation errors that may go undetected in casual conversation. Thus, a combination of native speaking practice and structured lessons can create a balanced approach, allowing students to develop in both aspects-fluency and accuracy-so that they can communicate more effectively and confidently.

From the responses of P3, P4 and P5 it is clear that although the Tandem app provides invaluable speaking practice, structured feedback and formal correction are still necessary for balanced language development. Many participants believed that the use of this app together with classroom instruction would be the most effective approach, as it allowed them to develop linguistic fluency and accuracy simultaneously.

Conclusion

This research confirms that the use of the Tandem app makes a significant contribution in improving students' English speaking proficiency. One of the main benefits found was an increase in students' confidence in speaking with native speakers, who previously may have felt awkward or afraid of making mistakes. With more frequent interactions, students were able to overcome these psychological barriers and were more courageous in communicating. In addition, students' speaking proficiency also improved as the app encouraged them to respond spontaneously in English without having to translate from their mother tongue first.

This shows that using the Tandem app helps students think directly in English, which is an important skill in oral communication. Exposure to various accents and communication styles of native speakers is another valuable benefit. Students not only learn English in its standard form, but also understand the variations in pronunciation, intonation and expression used by speakers from different cultural backgrounds. This enhances their ability to adapt to cross-cultural conversations and broadens their linguistic horizons. However, despite its many benefits, the use of this app still faces some challenges.

One of the obstacles that students face is the lack of structured feedback from native speakers, so they sometimes struggle in knowing the linguistic mistakes they make and how to correct them. Although the interaction takes place naturally, explicit correction of grammar, pronunciation and sentence structure errors is still very limited. Technical constraints such as unstable internet connections are also a factor that can hinder the effectiveness of using the app. These technical disruptions can lead to disrupted communication, so the learning experience does not always run smoothly. Students also realized that although the app provides many benefits, it should not be used alone. A combination of Tandem and teacher-

led learning is needed for optimal results. With teacher guidance, students can get more structured feedback, more in-depth corrections, and more effective learning strategies.

It can be concluded that the Tandem app proved to be an effective tool in supporting English speaking learning. However, to maximize its benefits, the app should be used as a complement to formal learning methods. Integration with classroom-based learning that provides more targeted guidance and evaluation will provide a more thorough learning experience and more optimal results for students.

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