

TEACHERS' AND STUDENTS' PERCEPTIONS AND THE VARIABLES
THAT IMPACT THE PERCEPTIONS OF USING THE ENGLISH
CONVERSATION PRACTICE APPLICATION IN SPEAKING CLASS

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Abstract

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The advancement of technology has positive impacts on education. This study aims to identify teachers' and students' perceptions and the variables that impact EFL teachers' and learners' perceptions of using the English Conversation Practice application in speaking class. This study involved thirty-three pupils and three English teachers from SMK Negeri 1 Gianyar, who were chosen using the purposive sampling technique. The data were collected through interviews and observation and analyzed using the interactive data analysis model. The study results show that the students and teachers positively perceive implementing the 'English Conversation Practice' application in speaking class. Besides, the variables that impact EFL teachers' and learners' perceptions of the use of the English Conversation Practice application in speaking class were that the application gave them a new experience in learning to speak, it is simple to use, it does not require a large internet quota, and it allows for the flexibility of learning at any time and in any location. Thus, considering the study's results, it is recommended that EFL teachers use the Conversation Practice application in their speaking class.

Kata Kunci:

*Aplikasi Latihan
Percakapan Bahasa
Inggris,
Pembelajaran
Bahasa Berbantuan
Perangkat Mobile,
Kelas Berbicara*

Abstrak

Perkembangan teknologi membawa dampak positif terhadap pendidikan. Penelitian ini bertujuan untuk mengidentifikasi persepsi guru dan siswa serta variabel yang memengaruhi persepsi guru dan siswa EFL tentang penggunaan aplikasi 'Latihan Percakapan Bahasa Inggris' di kelas berbicara. Penelitian ini melibatkan tiga puluh tiga siswa dan tiga guru Bahasa Inggris dari SMK Negeri 1 Gianyar yang dipilih secara sengaja. Data penelitian dikumpulkan melalui wawancara dan observasi. Data yang terkumpul dianalisis dengan menggunakan model analisis

data interaktif. Hasil penelitian menunjukkan bahwa baik siswa maupun guru memiliki persepsi positif terhadap penerapan aplikasi ‘Latihan Percakapan Bahasa Inggris’ di kelas berbicara. Selain itu, variabel yang memengaruhi persepsi guru dan siswa EFL tentang penggunaan aplikasi ‘Latihan Percakapan Bahasa Inggris’ di kelas berbicara adalah aplikasi memberi mereka pengalaman baru dalam belajar berbicara, mudah digunakan, tidak memerlukan kuota internet besar, dan memungkinkan fleksibilitas belajar kapan saja dan di mana saja. Dari hasil penelitian tersebut, direkomendasikan bagi guru-guru bahasa Inggris untuk menggunakan aplikasi ‘Latihan Percakapan Bahasa Inggris di kelas berbicara.

INTRODUCTION

Today's technological advancements have contributed significantly to virtually every element of human existence, including the educational system. Multiple studies have demonstrated that incorporating mobile devices into teaching and learning offers students considerable benefits. Mobile learning has been viewed as a revolution in e-learning for the teaching and learning process. Mobile learning allows students to learn regardless of time or location. In other words, mobile learning may function as a portable teaching and learning instrument (Curum & Khedo, 2021).

Mobile technologies, portable devices, and internet connectivity, such as smartphones and tablets, are becoming integral to contemporary human existence. They are utilized for various purposes, including educational and learning endeavors. According to Milheim et al. (2021), mobile devices enable students to explore their interests quickly, boosting their motivation to seek learning opportunities. Mobile-Assisted Language Learning (MALL) refers to using mobile devices in language learning. Moreover, Sen (2021) reported that MALL's motto of ‘learning anytime, anyplace’ has been tremendously successful and continues to inspire in the twenty-first century. This adaptability of place and time encourages students to perform EFL activities. MALL may support both formal and informal learning. Hsu & Lin (2022) assert that incorporating mobile technology into learning can encourage active learner engagement, provide

different formal and informal learning environments, enhance situated learning, and support learning communities.

Smartphones are the most prevalent MALL device (Nuraeni et al., 2020), and most MALL activities employ mobile phones as mobile devices (Hoi & Mu, 2021). Mobile applications are transforming smartphones into teaching instruments. Mobile applications are software designed for mobile devices like smartphones and tablets (Auliya et al., 2021). With the assistance of mobile applications, English learning is entering a new age. Using mobile applications to enhance English language learning can alleviate boredom, typically caused by conventional teaching techniques and time and space limitations. In addition, according to Octavia et al. (2019), MALL, which includes mobile apps, can connect formal and informal learning. This allows students to readily access supplemental information to explain concepts given by their English teachers.

According to some studies, English as a Foreign Language (EFL) students confront several difficulties when learning the language. According to a study conducted by Navidinia et al. (2019), EFL students were unable to speak English fluently for a variety of reasons, including a lack of experience abroad, limited opportunities for speaking practice outside the classroom, anxiety when speaking, and a lack of textbooks that included everyday English. This is consistent with studies by Juniardi et al. (2020) indicating that most students have trouble speaking freely in English owing to poor English knowledge, confidence, and drive.

Furthermore, Kassem (2018) claimed that the issues of body language, correct pronunciation of English letters, intonation, confidence, and terminology have always been issues that instructors and students have encountered. According to Darmawati et al. (2020), restricted time is one of the most common obstacles to EFL instruction in Indonesian schools, mainly when teaching speaking skills. Therefore, the introduction of mobile smartphone applications for English language learning offers students the means to boost their motivation to study English. Besides, the mobile application's availability and adaptability give students more time to practice speaking. They can practice English outside of the

classroom as well as in the classroom. In addition, Rajendran & Md Yunus (2021) note that using mobile applications for learning to speak can train and enhance specific components of English pronunciation, such as phonemes, stress, and intonation.

The 'English Conversation Practice' mobile application is one of the hundreds of speaking applications available in the app store that may be used to help students learn to speak. 'English Conversation Practice' is free smartphone software that provides several exercises to learn to speak English. This application's capabilities are intended for practicing pronunciation, intonation, accent, expressiveness in appropriate contexts, and even language acquisition. One of the benefits of the 'English Conversation Practice' application is the ability to connect with other English learners to practice the language together. This application also includes gaming elements to make learning to speak more entertaining and motivating. 'English Conversation Practice' is a valuable tool for everyone to practice English conversation.

This study is distinct from several pertinent prior investigations. A recent study (Irudayasamy et al., 2021) investigated the learning theories that support contemporary mobile applications for English language acquisition. Moreover, Kusmaryani et al. (2019) evaluated using a mobile app to alleviate EFL speaking anxiety. The study found that the mobile application experience substantially impacted language acquisition by lowering EFL speaking anxiety. Furthermore, Syafiq et al. (2021) evaluated how imitating YouTube tracks and audio improves EFL learners' speaking abilities. Most prior studies examining mobile devices' use in English education have focused solely on professionals, language researchers, and researchers. This study investigates teachers' and students' perceptions and the variables that impact EFL teachers' and learners' perceptions of using the English Conversation Practice application in speaking class.

METHOD

This research followed the case study method. The case study method focuses on gaining in-depth knowledge about an activity or event (Rudyshyn et

al., 2021). This study involved thirty three-pupils and three English teachers from SMK Negeri 1 Gianyar, who was chosen by using a purposive sampling technique. A purposive sampling technique was used to select the samples of the study because the researchers needed research samples who were regularly taught using MALL; the teachers who taught them have experience in teaching English, they are familiar with mobile apps, and they have trained the students to speak English using mobile applications, namely the 'English Conversation Practice' program.

The researcher used a semi-structured interview guide and observation sheets to collect data. The researcher conducted interviews and observations at schools to collect the necessary data about the perspectives of students and instructors on the usage of the 'English Conversation Practice' application for learning to speak. The interviews gathered teachers' and students' perspectives of the 'English Conversation Practice' mobile application and the elements that impact their perceptions. Then, after interviewing the participants, the researcher observed classroom learning activities to clarify what the students had said. The interactive model was used to analyze this research results. The analysis had three steps: data reduction, data display, and conclusion drawing/verification (Miles et al., 2014). Initially, data were gathered through interviews and observations. Second, the researcher reduced the obtained data by selecting essential facts and excluding irrelevant information. The data were then displayed and shown as word descriptions. Finally, the researcher concluded from the displayed data.

FINDING

Teachers' and Learners' Perceptions of the Effectiveness of the 'English Conversation Practice' Application in Speaking Class

Interviews and observations were undertaken to establish the teachers' and learners' perceptions of the effectiveness of the 'English Conversation Practice' application in speaking class. Furthermore, interviews are based on three perceptual factors: cognitive, conative, and affective (Quoquab & Mohammad, 2020).

Cognitive Component

This component pertains to the participants (teachers and learners) knowledge, beliefs, or perceptions on using mobile applications in speaking class. Based on interview data, the participants had a favorable perception of the program 'English Conversation Practice' in speaking class in the cognitive area. The participants are already familiar with the 'English Conversation Practice' application. Participant 1 (learner), speaking on behalf of another participant, stated, "The 'English Conversation Practice' Application is an application with several features that promote speaking activities" (Participant 1-learner).

Based on the preceding interview, participant 2 (teacher) concurs that the 'English Conversation Practice' application is a mobile application supplied by the application store with several features that may enhance English learning, particularly in speaking abilities. The instructor has essentially offered the program 'English Conversation Practice' to the students as a tool to assist them in learning to speak in class. 'English Conversation Practice' was well-received by the students, who provided excellent feedback on its use. For instance, participants 3, 4, and 5 stated, "'English Conversation Practice' Application is a fascinating application." (Participant 3-learner) and "It is a pleasure to use this program." (Participant 4-learner) "This application is excellent and appropriate for learning to speak" (Participant 5-learner).'

Based on the above interview, participant 3 believes the 'English Conversation Practice' application is an intriguing tool for facilitating classroom speaking instruction. In the meantime, participant 4 saw the 'English Conversation Practice' program as an entertaining speaking-learning application. Then, participant 5 believed that the 'English Conversation Practice' application was an excellent and appropriate tool for facilitating classroom speaking instruction. Furthermore, because all participants had used 'English Conversation Practice' as a speaking-learning tool, their trust in this application continued to grow. Of their thoughts regarding the program 'English Conversation

Practice's use in the classroom, all participants displayed positive cognition. For instance, participants 6, 7, and 8 reported:

"By utilizing 'English Conversation Practice,' I may acquire native-like English pronunciation, intonation, and phrases." (Participant 6-learner). "The 'English Conversation Practice' app was a new experience for me, and it helped me much to practice speaking English. I can learn both pronunciation and vocabulary." (Participant 7-learner). "The 'English Conversation Practice' application makes it easier for me to learn English outside of class hours and in the classroom. I can also learn English word pronunciation and intonation." (Participant 8-learner). Although the application 'English Conversation Practice' was new to the participants, it proved effective for their language acquisition, particularly in speaking. All participants thought that this program might assist them in acquiring native-like English pronunciation, intonation, and vocabulary.

Conative Component

In the conative dimension, perception relates to the acts or activities of the participant. Based on interview data, the participants had a favorable perception of the 'English Conversation Practice' program in the cognitive area. They described some of the educational exercises they used this tool for to develop their communication abilities. For instance, participant 9, speaking for Participants 10 and 11, stated:

"The instructor requested that we record our talk using the material from the 'English Conversation Practice' app, which we did. Following that, we evaluated our pronunciation. When we recognized our poor pronunciation, we recorded it repeatedly until we mastered the correct pronunciation (participant 9-learner). Participant 10 highlighted recording and repetition as one of his speaking skills-improving activities using the 'English Conversation Practice' program. Every student enjoys recording their speech and determining whether or not their pronunciation is correct. The finding further corroborates that pupils appear quite engaged during the recording. When they receive a perfect score, they display it

with pride for their peers and instructors. When they receive a poor score, they repeat their recorded activities until they achieve a perfect score.

Moreover, participant 11, representing participants 12 and 13, highlighted his other classroom activities with the English Conversation Practice application. The interview is transcribed below. "My instructor requested that I see certain videos in the 'English Conversation Practice' application's video lesson function. It made it easy for us to comprehend what my teacher had mentioned regarding the speaking material, especially me. Because I can see real-world instances." (Participant 11-learner).

Based on the interview, it is clear that speaking learning tasks using the 'English Conversation Practice' application may be completed by recording and repeating, and viewing videos given by the program's features. Viewing these videos from the 'English Conversation Practice' program, users may observe authentic samples of native-like English speech. Furthermore, they can readily comprehend the teacher-provided speaking instruction materials. This is consistent with the findings of observations. When their teacher delivered the speaking topic using a video from 'English Conversation Practice,' the students appeared to grasp the subject since the video had real-world examples rapidly. Besides, this particular component emphasizes the possibility or desire of students to utilize the 'English Conversation Practice' program outside of the classroom to enhance their speaking skills. Several users described how this program made learning a language at home in their leisure time easier. For example, participants 14, 15, and 16 said: "After becoming bored while playing video games at home, I launched this English Conversation Learning program to hone my speaking abilities" (Participant 14-learner). "When I have nothing to do, this software helps me spend my time while also improving my English speaking abilities" (Participant 15-learner). "I frequently use this app to practice speaking with my sister at home" (Participant 16-learner).

On behalf of other participants, participants 17, 18, and 19 said that they utilized the 'English Conversation Practice' application to practice speaking at home. Participant 18 reported that he practiced conversing with his sister using

this program. Nevertheless, some should have prioritized using their free time, as some participants reported that they only use the 'English Conversation Practice' program to improve their speaking when bored playing games.

Affective Component

It refers to feelings or emotional characteristics not mediated by thought in the affective component. Based on data acquired from interviews, the five interviewees have a favorable impression of the 'English Conversation Practice' application. For example, participants 20 and 21 said on behalf of other participants: "I am ecstatic to use this program since it makes my speaking learning in class more comfortable and learning time seems to pass quickly" (Participant 20-learner). "Using this program to learn English does not make me drowsy. This program provides me with a different learning environment, and I like using it (Participant 21-learner). The participants agreed in the interview that they love using the 'English Conversation Practice' application because it creates a joyful learning environment that cannot be attained by reading books only. This program can alleviate their boredom, making learning to speak more enjoyable and giving them the impression that the learning period is relatively brief.

Moreover, the 'English Conversation Practice' program contains some tools students may utilize to learn to speak, including audio lessons, spoken lessons, key phrases, keywords, and conversing with foreigners. All participants said they preferred to utilize certain characteristics when learning to speak. Audio Lesson was identified by participants 22 and 23 as their favorite element of the 'English Conversation Practice' program. This is a transcript of the interview conducted with participants 22 and 23. "I enjoy learning using Audio since I can learn to converse with my classmates" (Participant 22-learner). "My favorite aspect of this application is the Audio Lessons. I may practice speaking with my peers, and we frequently compete for perfect marks (Participant 23-learner). One of the advantages of the 'English Conversation Practice' program is audio lessons. The participants loved utilizing this feature since it included many conversational texts on various themes. Participants can practice speaking with a companion, and after

recording their discussion, they get a score based on their intonation and pronunciation. Besides, participants 24 and 25 preferred using the Essential Word function. Transcript of interviews with participants 24 and 25. "If asked what my favorite feature of this application is, Essential Word. I like to study word-for-word speech (Participant 24-learner). "I enjoy utilizing the Essential features of Word. I enjoy practicing my speech by uttering words (Participant 25-learner).

Students can practice word-by-word pronunciation using the vocabulary in the crucial word feature. According to the above transcript, both participants picked the essential words option because they like to learn or improve pronunciation by starting with the fundamentals. Additionally, they can enhance their vocabulary. Further, unlike the other participants, participant 26 acknowledged that he loved utilizing the 'English Conversation Practice' application's capabilities. The following is a transcript of the interview conducted with Participant 26. "My favorite aspects of this app are all of them. In my opinion, all of this application's capabilities are useful for my students to learn to speak (Participant 26-teacher). According to the transcript, participant 26 concurred that all of the 'English Conversation Practice' application's features were engaging. This application's characteristics are ideally suited for assisting pupils in learning to speak. In addition, the 'English Conversation Practice' application's features are distinct following their particular roles.

Factors Influencing Teachers' and Students' Perceptions of the Effectiveness of the 'English Conversation Practice' Application in Speaking Class

Regarding the interview data, some significant elements were determined to affect the good evaluations of the 'English Conversation Practice' application among students. Afforestation factor is a fresh experience offered by the 'English Conversation Practice' app; the convenience of operating this program and the flexibility of time and location while using this application. Besides, it only takes up a little internet capacity.

The 'English Conversation Practice' Application Offers a New Experience

The first aspect influencing teachers' and students' good perceptions of the 'English Conversation Practice' application is the program's provision of a novel experience. Participants 27 and 28 were interested in using the 'English Conversation Practice' application because it offered them a novel learning opportunity. The transcripts of the interviews with participants 27 and 28 are provided below: "I agree that this program makes learning English in class a unique experience. I taped my students' talk and analyzed it to see whether it was improved (Participant 27-teacher). "Since my instructor introduced the 'English Conversation Practice' app, I've had a fresh classroom learning experience. I saw several English-language films and recorded my voice for speaking practice" (Participant 28-learner). According to the transcript, participants 27 and 28 noted that the 'English Conversation Practice' program created a new environment for learning to speak, particularly in the classroom. By utilizing the 'English Conversation Practice' app, users can access various methods for learning to speak. They may view several authentic samples of native English speakers in various settings. In addition, individuals may immediately practice speaking English by utilizing the 'English Conversation Practice' application's capabilities.

The Simplicity of 'English Conversation Practice' Application Operation

The program's simplicity of use is the second aspect influencing students' impressions of the 'English Conversation Practice' application. For example, participants 29 and 30 said: Besides its intriguing and useful features, the 'English Conversation Practice' program is extremely straightforward to operate (Participant 29-learner). "The 'English Conversation Practice' app's directions are straightforward, so I can simply follow them. Also, my instructor has already demonstrated how to utilize this application" (Participant 30-learner). According to the transcript, participants 29 and 30 concur that the application 'English Conversation Practice' gives straightforward instructions for usage. Furthermore, their teacher had already instructed them on how to use the 'English Conversation Practice' program so that they would not have any issues using it to study English. Five participants additionally contributed to the inline perspectives represented in

the following transcript. "This 'English Conversation Practice' application is straightforward to operate. If I am incapable of understanding the English instructions, I may have them translated into Indonesian" (Participant 31-learner). Participant 31 agreed with Participants 29 and 30. He observed that 'English Conversation Practice' is an easy-to-use application that assists his speaking development. This application provides instructions in English and some other languages, allowing students who do not understand English to use instructions in their home language, such as Indonesian.

The flexibility of the 'English Conversation Practice' Application concerning Time and Place

Time and location flexibility is one of the benefits of the 'English Conversation Practice' app when learning to speak. This is also one aspect that affects how students see the 'English Conversation Practice' application. All participants agreed that they might practice speaking wherever and whenever they like. Participants 32 and 33, representing other participants, stated: "Yes, I may engage in speaking practice wherever and at any time. I carry my cell phone at all times. When school is over and I am free, I will practice speaking English (Participant 32-learner). "I can study and practice speaking forever. I can study in the morning, afternoon, and evening while not at school (Participant 33-learner). According to the transcript, participants agreed with the adaptability of the 'English Conversation Practice' application. They explained how they learned to talk more fluidly than ever before. They may study English anywhere and at any time. They can practice even while away from their typical study location. This is because they constantly carry gadgets with them. They take their mobile phones everywhere, including to class, the cafeteria, before bed, etc.

'English Conversation Practice' Application does not need a Great Deal on Internet Quota.

Due to the tiny size of the 'English Conversation Practice' application, a limited Internet allowance is another significant element that encourages students

to utilize it. For example, participant 34 said: "Because the 'English Conversation Practice' program is tiny in size, I squander little of my monthly Internet allowance." Using this program, I don't have to worry about learning to speak" (Participant 34-learner). As stated in the preceding transcript, participant 34 is unconcerned about utilizing the 'English Conversation Practice' program as a medium for learning to speak, even though it is occasionally used online but does not occupy a significant amount of their internet limit due to its tiny size. Likewise, participant 35 concurs, stating: This program is offline-capable. This program requires the download of a small amount of data, and it doesn't consume much of my monthly data allowance" (Participant 35-learner). According to the transcript, participant 35 is unconcerned about utilizing the program 'English Conversation Practice' in class to aid in learning to speak. Because he just has to download a portion of the application's content before using it offline, it will not eat much of his internet allowance. Additional transcripts of Participant 36: "Even without Wi-Fi, I have no trouble learning to use this application because the stuff that must be downloaded is not particularly huge" (Participant 36-learner). Participant 36 had no problem utilizing the 'English Conversation Practice' program in class, just like the other participants. Even if their school does not have a Wi-Fi connection and they must download stuff, it does not significantly impact their internet capacity because the content is not of large file size. It is just megabytes in size.

DISCUSSION

Students' impressions of the usage of mobile applications in learning to speak and the factors that impact their perceptions are the two primary results highlighted. As demonstrated through in-depth interviews with teachers and students (who were representative of other students), all of them (students) had favorable attitudes. Their favorable impression resulted from their cognitive, conative, and emotive appraisal of the 'English Conversation Practice' application's use. They had favorable assessments of the 'English Conversation Practice' application regarding cognitive aspects. They agreed that the 'English

Conversation Practice application was an engaging, effective, and appropriate tool for classroom language instruction.

Consequently, this application plays a crucial role in encouraging children, particularly concerning learning to speak. According to Klimova (2021), mobile applications can encourage students to engage in EFL activities. The 'English Conversation Practice App can encourage students to practice more since they can engage in speaking exercises whenever and wherever they deem appropriate. Besides, the participants stated that the 'English Conversation Practice' application aided them in developing their speaking skills. This application's technological characteristics are designed to allow students to develop the required speaking abilities, including pronunciation, vocabulary, expressions, and intonation. According to Rajendran & Md Yunus (2021), the technological elements in mobile devices benefit language learners. Therefore, the program 'English Conversation Practice' can assist students in overcoming their difficulties with pronunciation, intonation, emotion, and vocabulary when speaking English.

Furthermore, the program 'English Conversation Practice' can assist students in avoiding boring speaking practice. It is because the 'English Conversation Practice' application provides students with several options to learn to speak. The result of the study is supported by the study that was conducted by Sani (2014), which found that various activities in speaking class could prevent the students from being bored. In this study, participants reported engaging in two classroom tasks while using this app: recording and repetition. Almost all of the 'English Conversation Practice' application's capabilities support the recording and repetition of speech to acquire language skills. By recording their speech, pupils may assess their speaking ability. Students must repeat their speech if they are displeased with it; therefore, this activity can help them improve their speaking abilities. This is consistent with the assertion made by Le & Nguyen (2021), who researched mobile applications for speech learning. They contend that recording and repeating while learning to talk is an excellent method for enhancing speaking abilities. In addition, they noted that the repeating after-

recording function of the mobile app encourages students to repeat the exact phrases, expressions, and sentences until they are pleased with their pronunciation. Then, repetition assists pupils in recalling the words, phrases, and sentences they use, improving their speaking abilities.

Moreover, participants indicated viewing videos as another activity they engaged in while learning to speak with the 'English Conversation Practice' program. By seeing the videos, pupils can better comprehend the lecture information presented by their teacher, as the result of the study conducted by Bajrami and Ismaili (2016), which found that videos could help EFL students understand learning materials better. Besides, it is simpler for students to acquire native-like pronunciation, body language, and intonation since, by viewing videos, they may see and mimic actual instances or models. This is consistent with the hypothesis of Lu et al. (2019), which claims that video content in the classroom can help students learn by exposing them to various settings that help them comprehend comparable events in real life.

Furthermore, the students' thoughts towards the 'English Conversation Practice' application demonstrated their good impressions. From these results, it can be concluded that all participants appreciated using this program since it alleviated their boredom while studying in the classroom. This program provides a variety of methods for learning to speak that make studying enjoyable for pupils, as opposed to the traditional method of using textbooks solely. Such arguments are often consistent with Alsied (2019). They claimed that utilizing a mobile application on a mobile device to increase English learners' ability is more successful and entertaining than using the same information on paper. In addition, it is consistent with Liu et al. (2021), who argue that simply delivering textual materials dulls pupils, causing them to pay less attention. Gao & Shen (2021) similarly said that using m-learning to promote English learning could prevent monotony, which typically results from traditional teaching techniques and time and place.

Moreover, the application's usability is the second component influencing student perceptions. The result of the study is in line with the result of the study

conducted by Lee and Koubek (2010), which found that usability has a positive effect on users' preferences in using technology. This 'English Conversation Practice' program provides students with evident and straightforward usage instructions. Additionally, this tool offers instruction in several mother tongues, including Indonesian. Therefore, students who need help comprehending the English instructions for this program can have them translated into their home language, such as Indonesian, so that they do not find using this application throughout learning to speak confusing.

Furthermore, this 'English Conversation Practice' application's adaptability is the third component determining students' opinions. Since smartphones and tablets are nearly always accessible, Klimova & Zamborova (2020) claims that mobile applications have been widely used for second language acquisition. As a result, since students' cell phones are constantly with them, they can study a language whenever and at their convenience. Students take their cellphones everywhere, including the school, canteen, home, bedroom, etc., so they may practice speaking even when on vacation or away from their usual study location.

CONCLUSION

The findings of this survey reveal favorable impressions of the 'English Conversation Practice' application for English language learning. From a cognitive standpoint, all participants were positive and agreed that the 'English Conversation Practice' application supported students' learning to speak English inside and outside the classroom in several ways. According to the participants' opinions, the 'English Conversation Practice' application offers exceptional learning chances, particularly for addressing students' speaking issues such as pronunciation, intonation, vocabulary, and expressions. Regarding the conative element, the participants stated the suitable activities they engaged in while using the 'English Conversation Practice' application to enhance their speaking abilities.

As a result, they are eager to utilize this program outside of school hours to spend their free time.

Moreover, the participants rated their satisfaction with the 'English Conversation Practice' program as a tool for learning English. All teachers and pupils enjoy this program since it makes learning more enjoyable than textbooks. Some of the underlying factors that influenced their positive perception were English Conversation Practice application gave them a new experience in learning to speak, it is simple to use, it does not require a large internet quota, and it allows for the flexibility of learning at any time and in any location.

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