The Utilization of Falou English Application on Speaking Development for University Students

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Abstract

This study explores the effectiveness of the Falou English application in enhancing the speaking skills of seventh-semester English Department students. Using a qualitative approach through questionnaires and interviews, the research investigates how students' experiences with the app influence their speaking fluency, confidence, and academic communication. The findings show that students perceive the app as a helpful and engaging tool, providing interactive features and real-time feedback that support consistent and confident speaking practice. Despite its benefits, students also encountered several challenges, including technical issues, limited content access, and cultural or linguistic mismatches. These obstacles, however, did not diminish their overall positive perception of the app's impact on speaking development. The study concludes that the Falou English application holds strong potential as a complementary tool for speaking instruction in higher education, contributing meaningfully to learner engagement, motivation, and communicative competence.

Keywords: Falou English Application, Student Speaking Ability

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Latar Belakang Penelitian

The use of mobile-based applications in English language learning has become an increasingly popular alternative among learners. One of the growing applications in this context is the Falou English application, which has been designed to develop the speaking skills of its users through various interactive features and modern learning techniques. As we know, in language learning the improvement of speaking skills is very important, especially for students, who are often expected to master English as one of the prerequisites in the academic and professional world. With a technology-based approach, Falou English application provides an opportunity for students to learn in a more comfortable and flexible atmosphere, overcoming some of the obstacles commonly faced in traditional learning Syathroh (2021), Çelik, (2023).

Applications such as Falou English offer an accessible and flexible platform, allowing students to practice speaking anytime and anywhere (Arnold & Lane, 2011). Through this technology-based learning method, students get

the opportunity to improve their comprehension, pronunciation and speaking fluency, all of which are key aspects in English language acquisition. Research has shown that the use of language learning apps can make a significant contribution to student engagement and motivation, which in turn can increase their confidence in communicating in a foreign language (Finn et al., 2022).

However, while apps like Falou English offer many benefits, there are also challenges faced by users. Technical issues, feature limitations, and the need for relevant content updates can affect the app's effectiveness in supporting students' speaking skill development (Husna et al., 2022). Therefore, understanding users' experiences and the challenges they face in using the app is important to refine the learning tool and increase its effectiveness in higher education settings. Some students may also experience difficulties in adapting to the new way of learning, which requires greater independence and self-discipline compared to traditional face-to-face learning. Therefore, it is important to understand how these factors affect the

effectiveness of Falou English application as well as the challenges and limitations in improving students' speaking ability.

According to interaction theory, speaking ability can be improved through social interaction and direct communication between students (Yasin, 2024). This shows the importance of feedback and interaction in the learning environment. On the other hand, constructivist learning theory emphasizes that learning takes place effectively when students are actively involved in the learning process. In this case, applications such as Falou english that provide an interactive platform can support the learning process by facilitating students' active participation.

However, problems that often occur in the field of speaking learning include speaking anxiety, lack of motivation, and difficulty in using proper language structures (Alrasheedi, 2020). In addition, there are also challenges in obtaining constructive feedback which is crucial for the development of speaking skills (Yasin, 2024). Therefore, research on the use of Falou apps in this context is crucial to explore how technology can overcome these barriers and contribute to the development of university students' speaking skills.The use of Falou app has received attention as a potential tool to improve college students' speaking skills. (Darmuki et al., 2017; Naviy et al., 2020) found that this supports the broader literature showing that digital apps can effectively facilitate language learning and communication skills among university students.

Moreover, the integration of technology in speaking education not only improves students' speaking skills but also fosters their communicative competence. Research by Moldabekova et al. (2021) emphasizes the importance of using an integrated approach in language teaching that supports interpersonal skills and cultural understanding, which are essential components of effective communication. In addition, research by Rizakhojayeva & Акешова (2022) reaffirmed the role of innovative educational technologies in improving speaking skills, showcasing various methodologies that successfully engage students in practicing spoken language. These strategies underline the importance of creating an interactive learning environment, as suggested by (Darmuki et al., 2017), which is crucial to addressing the challenges students face in oral communication.

While many studies have demonstrated the effectiveness of mobile apps in improving language skills, there remains a significant gap in understanding how such apps can be optimized specifically to improve speaking skills among university students. Previous research has generally focused on the assessment and development of speaking strategies, but not enough emphasis on the use of apps in that context (Werdiningsih & Mukminatien, 2023;, English, 2023). Moreover, the challenges students face, such as speaking anxiety and lack of practice (Ahmed et al., 2017), add complexity to the use of these apps, making it an area that needs to be researched more deeply to develop more effective approaches and understand their impact on students' speaking ability (Fan & Yan, 2020;, Rahman et al., 2024).

Recent studies highlight the efficacy of Falou English Application in improving speaking proficiency among university students, Saragih et al. (2024) conducted a quantitative analysis showing the positive impact of the application on students' speaking ability, indicating that the use of a structured tool can result in significant improvements. This is in line with broader findings in the field of language education, which suggest that technology, if integrated effectively, can improve learning outcomes and levels of engagement in the language acquisition process (Zheng, 2024; Alian & Alhaj, 2023). The transformative potential of digital tools such as Falou is also supported by research showing that access to interactive apps can motivate learners and foster a more engaging educational environment (Fu et al., 2023).

Previous research shows that the use of language learning apps such as TikTok can improve students' speaking ability through more effective interaction and the use of engaging media Lastari et al. (2024). Therefore, it can be assumed that Falou English application, with its interactive features, will also have the same positive effect in improving students' speaking ability. According to research, online learning methods can reduce speaking anxiety among students, allowing them to be more confident when speaking (Megat-Abdul-Rahim et al., 2021). With learning features designed to reduce anxiety, Falou App can be an effective alternative to online learning.

From this study, the authors asked 2 questions regarding the effectiveness and the challenges and limitations of Falou English App users. These questions focus on students'

personal experiences and how the app helps in developing their speaking skills and can explore the challenges that may arise during the use of the app and its impact on students' speaking ability. (Nehe et al., 2023) noted that mobile language learning apps can provide innovative tools that allow students to improve their language skills by understanding their user experience within the app. Although (Nehe et al., 2023) highlighted the benefits of using apps, the researcher also mentioned challenges that students may face, such as accessibility of technology and adaptation to digital platforms. These questions were asked in the form of interviews to correspondents who used the falou english app as a tool to develop their speaking skills. The questions were: 1. How do students' experiences in using the Falou English app contribute to improving their speaking ability and confidence in communicating in English? 2. What challenges do students face in using the Falou English app, and how do these challenges affect the effectiveness of the app in developing their speaking skills?

Based on the formulation of the research problem above, the purpose of the study is to analyze the experience of VII semester students majoring in English in using the Falou English application how this experience contributes to improving their speaking skills and confidence in communicating in English, as well as what challenges students face in using this application. The benefit of this research is that it is expected to provide insight for students and teachers about technology in language learning, especially in improving speaking skills.

The use of Falou English application contributes significantly to the improvement of student achievement. In addition, the research findings can serve as a guide for those who develop educational applications when evaluating technology-based learning components. significant contribution to the improvement of student achievement. the study shows that this Falou-featured English application, English, such as automatic speech recognition and AI-based human speech simulation, will improve students' ability to communicate in class and lead to an improvement in their writing skills.

Method

This study investigates the effectiveness of the Falou English app in improving speaking skills among students enrolled in the English Department. The main premise of this study focuses on understanding how this app facilitates speaking development and whether it has a significant impact on students' communication skills. This study used a qualitative approach to explore the use of Falou English app in the development of students' speaking skills in the English department. Qualitative methods were chosen because they can provide an in-depth understanding of individual experiences and perspectives related to the phenomenon under study (Chiu et al., 2022;, Wu & Volker, 2009). This research involved two data collection techniques: questionnaires and in-depth interviews. The methodology was designed to gather in-depth insights through questionnaires and interviews with the participants. A structured questionnaire was used to assess students' perceptions of the Falou English app, focusing on its usability, engagement in speaking activities, and its effectiveness for language learning. This is in line with existing research showing that qualitative methods are useful in exploring users' experiences with educational technology Condoy et al. (2024). In addition, semi-structured interviews were conducted to capture the nuanced experiences of students, which enabled a broader understanding of the factors that influenced their speaking development while using the app (Rahman et al., 2024).

Participants The target population for this study included 12 seventh-semester students from the English Department, to ensure a sample that had adequate exposure to English language teaching and practice. The selection of this group was justified by previous research highlighting that students at this academic level have developed basic speaking skills and can provide valuable feedback on advanced learning tools and methods (Zainal & Yunus, 2021). Data collection was conducted in two main stages, the first of which was the Questionnaire. Students completed 9 structured questionnaires assessing their overall impression of the Falou English app, particularly its features related to speaking practice. This instrument was adapted from a study evaluating mobile phone-assisted language learning apps, to ensure its relevance and accuracy (Fan & Yan, 2020). The second was the Interview. After completing the questionnaire, selected participants took part in an interview designed to gain deeper insights into their experiences using the app. This method is rooted

in qualitative research principles that emphasize participants' voices and experiences as essential to understanding the educational process (Ngoc & Dung, 2020).

Analysis Data from the questionnaires and interviews will be analyzed by qualitative content analysis, which allows the identification of recurring themes and patterns regarding the effectiveness of the Falou English app in developing speaking skills. This is in line with research methodologies that emphasize the importance of analyzing qualitative data to draw meaningful conclusions about educational interventions (Maghfira, 2020). This study used thematic analysis to analyzed questionnaire and interview data related to the use of the Falou English application on the development of students' speaking skills. Thematic analysis was chosen because it provides "a method for identifying, analyzing, and reporting patterns (themes) in data" and offers flexibility within a theoretical framework while presenting rich and detailed data (Braun & Clarke, 2006). This analysis follows Braun and Clarke's (2006) six-phase framework, which includes data familiarization, initial coding, theme searching, theme review, theme definition and naming, and report writing.A total of 9 questionnaires were designed to explore students' perceptions regarding the use of the app. Each question in this questionnaire provided four answer options, namely: a. strongly agree, b. agree, c. disagree, and d. disagree. The results of the responses given by the students will be presented in the form of percentages for each answer. Furthermore, the data will be formed in a table and described in detail to provide a clear picture of the research findings. In addition, interviews were conducted with two questions aimed at exploring each student's experience in using the application. The results of the interviews will be summarized and presented in several paragraphs to provide an in-depth analysis of the participants' perspectives and experiences.

The methodological framework of this study seeks to provide a thorough examination of the impact of Falou English app on speaking development among university students. By using qualitative methods and basing the research on leading theories of language acquisition, the study aims to provide valuable insights into the discourse on mobile-assisted language learning.

Result and Discussion

Effectiveness of speaking improvement

The researches collected the data through questionnaire. There were ten (10) statements offered to students about their perception on the use of Falou English Application to improve speaking skill. Here is the table for the result of the questionnaire.

Table 1. The effectiveness of speaking improvement

NO	Statement	Participants	Percentage
1	The Falou English app helps me improve my English speaking skills significantly	12	A.33.33% B.50% C.8.33% D.8.33%
2	The speaking exercise provided by the Falou English app help me speak more fluently in English	12	A.41.67% B.50% C.8.33% D.0%
3	Using the Falou English app has improved my English speaking skills in an academic context	12	A.33.33% B.58.33% C.8.33% D.0%

Based on the results of a survey of 12 respondents who were seventh-semester students majoring in English Education, the effectiveness of the Falou English app in improving English speaking skills showed very positive results. Analysis of the three main aspects of speaking improvement effectiveness showed a consistent pattern that indicated the success of this app.

a) Overall Improvement in Speaking Skills

In the first statement regarding significant improvement in speaking skills, 83.33% of students gave positive responses (50% strongly agreed and 33.33% agreed). Only 16.66% of students gave negative responses, with an equal split between disagreeing and strongly disagreeing (8.33% each). These results indicate that the majority of students felt a positive impact from using the Falou English app on their overall speaking skills.

b) Improvement in Speaking Fluency

The aspect of speaking fluency showed more encouraging results, with 91.67% of students giving positive responses. The distribution of positive responses was divided between 50% strongly agree and 41.67% agree, while only 8.33% of respondents disagreed and none strongly disagreed. These results indicate that the speaking practice feature in the Falou English app is effective in helping students develop their English speaking fluency.

c) Improvement in Speaking Ability in an Academic Context

The third statement regarding improvement in speaking ability in an academic context showed the most positive results, with 91.66% positive responses. A total of 58.33% of respondents strongly agreed and 33.33% agreed, while only 8.33% disagreed and none strongly disagreed. These results are highly significant as they indicate that the app not only helps with general speaking skills but also specifically supports students' academic needs.

All three aspects of speaking ability improvement effectiveness show a consistent positive trend. The percentage of positive responses ranges from 83.33% to 91.67%, indicating a high level of satisfaction and effectiveness. These findings suggest that the Falou English app successfully achieves its primary goal of helping students develop their English speaking skills, both in terms of

general improvement, fluency, and application in an academic context. The low percentage of negative responses (maximum 16.66%) indicates that the app has a good level of acceptance among students. This could be an indicator that the app's design, learning content, and methodology align with the needs and learning preferences of university students.

Students' confidence and motivation

Table 2. Result of students confidence and motivation.

No	Statement	Participants	Percentage
1	I feel more confidents in speaking English after using the Falou English app	12	A.50% B.41.67% C.8.33% D.0%
2	I use the Falou English app regularly to improve my english speaking skills	12	A.33.33% B.66.67% C.0% D.0%

Based on the data obtained from both statements, it can be observed that the Falou English app shows significant effectiveness in improving English speaking skills among students. The research results indicate that the majority of respondents (91.67%) experienced an increase in confidence in speaking English after using this application, with 41.67% strongly agreeing and 50% agreeing with the statement. Only a small portion of respondents (8.33%) did not feel an increase in confidence, and no respondents strongly disagreed. This is in line with research showing that language

learning technology, especially interactive applications, can increase students' confidence in speaking a foreign language (Lastari et al., 2024; Baek et al., 2023). Therefore, applications such as Falou English can be considered effective in improving students' confidence and speaking skills.

The consistency of app usage also showed very positive results, with 100% of respondents using the Falou English app regularly to improve their English speaking skills. This composition consists of 66.67% of respondents who strongly agree and 33.33% who agree with the statement. No respondents stated that they did not use the app regularly, indicating a high level of engagement with the app. This high level of consistency in usage indicates that the Falou English app has successfully created an engaging user experience that motivates users to continue using it consistently. Previous research also supports that regular use of language learning apps can have a significant impact on speaking ability (Xu & Ismail, 2024). Thus, the integration of technology applications in language learning not only improves accessibility but also encourages better learning habits.

This high level of usage consistency can be attributed to the unique characteristics of mobile applications mentioned in the study, namely interactivity, ubiquity, and portability. These features allow students to practice speaking English anytime and anywhere, without being constrained by time and place limitations as in conventional learning. According to recent research, the use of apps in language learning not only improves technical speaking skills but also develops students' confidence in using the language in everyday contexts (Jayanti et al., 2022; Xu & Ismail, 2024). This makes apps like Falou English an important component in developing students' speaking skills at the university level.

The combination of increased confidence and high consistency of use creates a positive synergy in the learning process. When students feel more confident in speaking English, they are more motivated

to continue using the app regularly. Conversely, consistent use provides more opportunities to practice, which ultimately further enhances their confidence. From a pedagogical perspective, these results indicate that the Falou English app successfully implements a learner-centered approach to learning. This app seems to provide a supportive and non-threatening learning environment, where students can practice speaking without fear of making mistakes or receiving negative judgments from others. This is very important in learning speaking skills, as anxiety and fear of making mistakes are often major obstacles for language learners in developing their speaking abilities.

Application features and usability

Table 3. Application features and usability

No	Statement	Parcipants	Percentage
1	The features in the Falou English app are varied enough and support the	12	A.25% B.75% C.0% D.0%
2	The Falou English app provides clear and constructive feedback after each speaking exercise	12	A.33.33% B.66.67% C.0% D.0%
3	I find the Falou English app easy enough to use for english speaking practice	12	A.41.67% B.50% C.0% D.8.33%
4	Falou English app	12	A.41.67% B.58.33%

allows me to practice speaking with native speakers or other users.		C.0% D.0%

The use of the Falou English application has shown significant effectiveness in improving English speaking skills among students. Assessments obtained from students indicate that the features offered by the application are quite diverse and support the development of communication skills. 75% of respondents agreed that the variety of app features contributed significantly to improving their speaking skills (Prasetya & Syarif, 2023; Shadiev et al., 2019). These results align with previous research indicating that mobile apps can enhance language learning when used in familiar and authentic contexts (Shadiev et al., 2019).

Additionally, constructive and clear feedback after each speaking exercise is a key factor acknowledged by most participants. Approximately 66.67% of participants reported that the feedback provided by the app was very helpful in their learning process (Dowden et al., 2013). In the context of language learning, providing appropriate and continuous feedback is a key factor in supporting language skill development (Rejab et al., 2015). Research shows that feedback can increase student motivation and a sense of achievement in learning (Dong, 2023), as reflected in the survey results where respondents felt encouraged by feedback to continue practicing.

The ease of use of the app also contributes to its effectiveness. However, the statement that 91.67% of respondents felt the app was very helpful does not seem to be supported by the data mentioned. On the other hand, the application functions as an interactive platform that facilitates language exchange with native speakers, a feature highly valued by many respondents in the survey (Windya et al., 2023). The Falou English app has proven to have a positive impact on the development of students' speaking skills, with its engaging features and valuable feedback. Ease of use, constructive feedback, and supportive interactions all contribute to enhancing their learning experience. Therefore, the integration of mobile technology in English language learning is not only beneficial but also a strategic step to enhance the effectiveness of learning methods in this digital age.

Five seventh-semester students majoring in English were selected through purposive sampling to participate in semi-structured interviews about their experiences with the Falou English app. The interviews focused on two main areas: (1) participants' experiences with the app and its contribution to their speaking skills and confidence, and (2) the challenges they faced when using the app. Each participant was asked both questions, resulting in ten responses that were analyzed thematically. The participants consisted of seventh-semester English language students who had used the Falou English app for at least three months as part of their English language learning journey.

Question 1: Participants' Experiences with the App and Its Contribution to Speaking Skills and Confidence

"The Falou app has significantly improved my pronunciation and confidence in speaking. Before using this app, I was hesitant to speak English in public, but now I feel more comfortable expressing my ideas than before. The interactive features and instant feedback make speaking practice feel less intimidating and more engaging."

"I've seen a significant improvement in my speaking fluency after using Falou for four months. The conversation simulations in the app help me practice real-life scenarios, which boosts my confidence when presenting in front of the class. The variety of topics available motivates me to keep practicing every day."

"Falou has played a crucial role in developing my speaking rhythm and intonation patterns. The app's voice recognition technology provides instant

corrections, helping me identify and fix pronunciation mistakes quickly. I now feel much more confident participating in English discussions with my classmates."

"The app's structured lessons have improved my vocabulary and pronunciation. I really appreciate the storytelling feature, which allows me to practice narrative skills in English. My pronunciation is now more natural and less stiff compared to when I first started."

"Using Falou has changed my approach to practicing English speaking. The gamification elements make learning enjoyable, and I've seen significant improvements in my articulation and speaking speed. I now voluntarily speak in English during group discussions, something I never did before."

Based on the average responses, students reported significant improvements in speaking confidence and overall fluency. The supportive environment in the Falou English app allows them to practice without fear of judgment, which increases their willingness to participate in English conversations. Some students also highlighted the app's effectiveness in correcting pronunciation errors and improving speech clarity. The instant feedback mechanism is highly valued for its ability to provide immediate corrections. Gamification elements, interactive content, and varied practice scenarios keep participants motivated and engaged in their learning journey. This engagement manifests in the habit of practicing consistently every day.

Question 2: Challenges Encountered When Using the App

"Sometimes the voice recognition doesn't work perfectly in noisy environments, which can be frustrating during practice sessions. Additionally, I sometimes struggle with some of the advanced vocabulary exercises, which feel too challenging for my current level. However, these issues are relatively minor compared to the overall benefits I've experienced."

"The main challenge I face is maintaining a stable internet connection, as the app requires a stable connection for optimal performance. Some cultural references in conversations are also difficult to understand as an Indonesian student. Nevertheless, I continue to use the app because of its effectiveness."

"The feedback system is sometimes too sensitive, correcting pronunciation that sounds acceptable to native speakers I know. The limited free content also restricts my practice time, forcing me to be selective in choosing which exercises to prioritize. However, the premium features are worth investing in for serious learners."

"Technical glitches occasionally disrupt my practice sessions, causing me to lose progress on longer exercises. The app also lacks sufficient content for advanced literary discussions, which limits my ability to practice academic English. However, regular updates show that the developers are actively addressing these issues."

"Time management became challenging when I was too involved with the app's interactive features during busy academic periods. Some pronunciation exercises focused too much on American accents, while I preferred to learn British pronunciation patterns. Nevertheless, the app remained highly effective for general speaking improvement."

Interview results showed that some students experienced technical issues, including connection problems, voice recognition errors, and occasional system glitches. These technical challenges sometimes disrupted the learning flow, but were generally considered manageable. Some students noted difficulties with cultural references and advanced content that seemed to exceed their skill level. Limited free content also posed accessibility challenges for some users. Students also expressed a desire for more personalized content, including accent preferences and difficulty level adjustments that better align with their individual learning pace and goals.

Overall, the interview results indicate that the Falou English app has made a significant positive contribution to the development of university students' English

speaking skills. The most significant finding is the consistent increase in speaking confidence among all participants, which aligns with recent research on technology-supported language learning. This is in line with findings from Nami, who discusses how educational apps can improve students' perceptions and effectiveness, particularly in the context of language acquisition (Nami, 2019). The app's strengths lie in its ability to provide a safe and judgment-free environment for speaking practice, combined with instant feedback mechanisms that facilitate rapid improvement. Gamification elements appear to be highly effective in maintaining student motivation and encouraging consistent practice habits. However, the challenges identified highlight areas for improvement, particularly in technical stability and content personalization. Technical issues, while not significantly impacting learning outcomes, highlight the need for more robust system infrastructure and better offline capabilities. This concern aligns with findings from Annamalai et al., who emphasized that the effectiveness of language learning apps can heavily depend on the freshness of the content and its relevance to users' needs (Annamalai et al., 2022). Cultural and content challenges highlight the importance of localizing educational apps for specific user demographics. Indonesian university students would benefit from more culturally relevant content and clearer differentiation of proficiency levels.

Conclusion

This study shows that the Falou English application has a significant positive impact on improving the English speaking skills of seventh semester students of the English Study Program. Based on quantitative data from a questionnaire involving 12 respondents, it was found that 83.33% to 91.67% of students perceived improvements in various aspects of speaking ability, including overall speaking skills, fluency, and application in academic contexts. In addition, 91.67% of students reported increased confidence in speaking English, while 100% of respondents used the app consistently to improve their speaking.

Despite demonstrating high effectiveness, the study also identified some challenges in using the Falou English app. Interviews with five students revealed technical issues such as internet connection problems, voice recognition system interference in noisy environments, and limited free content. Students also experienced difficulties in understanding cultural references and advanced content that was too challenging for their current level. However, these challenges did not diminish the students' positive perception of the app's usefulness, and they still considered Falou English as an effective learning tool to develop their English speaking skills.

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