

EXPLORING EFL STUDENT'S PRACTICE SPEAKING THROUGH SOUNDCLOUD APPLICATION

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining the Bachelor Degree
of English Language Education



Organized by:
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FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN WALISONGO SEMARANG
2021

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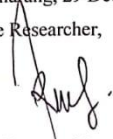
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Assalamualaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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Exploring EFL Students' Language Learning Experience

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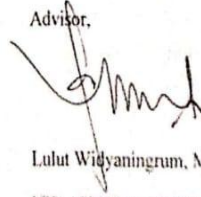
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Wassalamualaikumwr.wb.

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DEDICATION

Praise is given to Allah SWT who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother who always give support, motivation, and endless love.

Praises are given to my friends who supported the researcher to finish this work

MOTTO

“To The Moon”

(Frank W. Abagnale)

“Hope is not a dangerous thing, it is a good thing and no good
thing ever dies”

(Andy Dufresne)

“The hardest part of ending is starting again.

This is not the end this is just the beginning”

(Mike Shinoda)

ABSTRACT

Title : Exploring EFL Student's Practice
Speaking Through Soundcloud Application
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The research aims to provide a broad view of SoundCloud application for English speaking practices to facilitate EFL learning. SoundCloud is known as the largest audio sharing platform online. The researcher explored how through SoundCloud application can be facilitating participant in speaking practices. The researcher applied the qualitative method and descriptive approach; phenomena are displayed in the form of descriptive writing. This research used interview as data collection and thematic analysis as data analysis technique. This research was conducted by freshman year of English department students who were participants who were taking speaking courses. Therefore, compiling data is an interpretive and contextual textual process. The results of this study indicate that the use of the SoundCloud application can be a way to bridge the practice of speaking English. The way participant felt confused and challenged was the practice of participants when using SoundCloud application. The challenges faced in speaking practice can be easily identified. Lack of vocabulary and listening to English audio directed to a lack of motivation to practice speaking English. The participant was expected to be able to spend more time to practice speaking English, SoundCloud can be used as a reference to be the solution.

Keywords: SoundCloud, Speaking skill, Students Experience

ACKNOWLEDGEMENT

Bismillahirrohmanirrohim,

Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher so that this thesis is completely finished. Shalawat and Salam also raised to Prophet Muhammad SAW who brings ummat from the dark era into the brightness era.

In arranging this thesis, the researcher realizes there are many people who were willing to help whether direct or directly. Hence, in this chance, the researcher would like to express great appreciation to:

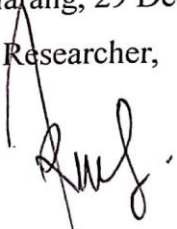
1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. as the Dean of Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. as the Head of English Language Education.
3. Lulut Widyaningrum, M.Pd. as the academic advisor for her patience and willingness in providing guidance, helpful corrections, advice as well as suggestion, and encouragement during consultation.

4. As the consultant for her patience in providing guidance, helpful corrections since I started my study in PBI until right now
5. All lectures of the English Language Education Department who give input and advice to the researcher during conducting this study.
6. My beloved family, my mother my father, and my siblings, who always give me the motivation to complete this study.
7. My dearest friends, my close friends, my half-close friends, and friends of my friend.
8. For those who cannot be mentioned one by one who has supported the researcher to finish this thesis.
9. Me and Myself.

Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happy to accept the constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for others especially for the researcher himself.

Semarang, 29 December 2021

The Researcher,

A handwritten signature in black ink, appearing to be 'Mukhammad Imron Rosadi', written over a vertical line.

Mukhammad Imron Rosadi

Student Number

603046026

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, research questions, the purpose of the study, the significance of the study, limitation of the research, the definition of the key terms, and organization of the study.

A. Background Of The Research

The breadth of learning media is currently expanding as digital technology progresses. Digital media can make it easier for students to obtain information and help them learn to improve their skills. Digital learning can occur with the existence of a network of connections or services that can access the intended media. This network is a social forum that can be accessed by the public. Mobile social networks, as it is called, are defined as services accessed via mobile devices that allow users to connect with others and share information, images, content, and news.¹ The mobile social network needed is user openness in their network of connections and the exchange of communication itself. They allow users to manage, build, and represent their social networks online and let users add anyone

¹ L E E Humphreys, 'Mobile Social Networks', 2015.

on the network as a friend or contact.² A device that has been connected in the network can be found ubiquitous to be a means for further learning media³.

This social networking phenomenon has had a global significance at least in the last one and a half decades. This has led to the emergence of the use of *Social Networking Sites* (SNS). SNS can be widely defined as Internet-based social spaces or cellular devices designed to facilitate communication, collaboration, and content sharing throughout the contact network. SNS is one of the features that characterize "Web 2.0;" they can also be referred to as blogs, wikis, podcasts, and vodcasts in other forms.⁴ It is the development of the internet that can drive the increasing popularity of mobile social networking sites (SNS). The internet on mobile is increasingly making navigation a new form of communication easily accessible by hand. The use of SNS in certain communities can have a positive impact on these individual users, especially for English foreign languages (EFL). EFL students can get social benefits such as social support and social interaction between

² Publisher Taylor and others, *Designing Mobile Social Networking Service Through UCD Process: LifeDiary Through UCD Process: LifeDiary*, 'International Journal of Human' October 2014, 2010, 37–41.

³ Thomas Donald Cochrane, 'Critical Success Factors for Transforming Pedagogy with Mobile Web 2.0', 45.1 (2014), 65–82.

⁴ L Y N Gorman, 'Online Social Networking', 2010.

users. Students who use SNS who tend to impose their use are able to maximize obtaining maximum information as well.⁵ Portable devices make it easier for students with low self-esteem to find personal space to practice the targeted skills. Students can be helped by offering more space and more privacy.⁶ This type of technology has the potential to provide options to address student shortages. Mobile devices help students access learning materials, develop and share their digital learning content, or even can cover discussions with other classmates.⁷

Maximizing the use of digital media can be focused on the needs of each student for each need they encounter. Easy to use and acquire from the Web 2.0 application as a learning medium can maximize student learning in today's digital age. In particular, English students can surf the internet and find information that can help improve their abilities. Mainly because English students are foreign learners making the learning process a little less effective in aural and oral practices, may also

⁵ Mingchuan Gong, Lingling Yu, and Adeel Luqman, 'Understanding the Formation Mechanism of Mobile Social Networking Site Addiction: Evidence from WeChat Users', *Behaviour and Information Technology*, 39.11 (2020), 1176–91.

⁶ Agnes Kukulska-Hulme, 'Mobile-Assisted Language Learning', *The Encyclopedia of Applied Linguistics*, 2020, 1–9 <<https://doi.org/10.1002/9781405198431.wbeal0768.pub2>>.

⁷ Rustam Shadiev, Taoying Liu, and Wu-yuin Hwang, 'Review of Research on Mobile-Assisted Language Learning in Familiar, Authentic Environments', 0.0 (2019), 1–12 <<https://doi.org/10.1111/bjet.12839>>.

mention issues in the learner's behavior such as shyness and anxiety.⁸ Technology can encourage an adequate environment for EFL students to support their speaking skills. Speaking skills are not only standing alone the other skills can go along with it. The use of Mobile-Assisted Language Learning (MALL) can affect students' listening comprehension, vocabulary recall, reading skills, and speaking skills.⁹ In addition, it presents numerous advantages such as spontaneity, portability and connectivity, blending, interactivity, and collaboration.¹⁰ The expected increase in capacity is speeded up by the formation of an environment that supports the process of what is going on as well, interacting through an English-language technology-based environment, with the use of SNS can accelerate student skills that are not obtained when students interact face to face.¹¹

Speaking is the outermost skill that every English student is required to have. This skill is its ignition circuit, involving accuracy, fluency, and complexity. Speaking is a language skill

⁸ Zhong Sun and others, 'Improving the English-Speaking Skills of Young Learners through Mobile Social Networking', *Computer Assisted Language Learning*, 30.3–4 (2017), 304–24.

⁹ Sun and others.

¹⁰ Monther M. Elaish and others, 'Mobile English Language Learning (MELL): A Literature Review', *Educational Review*, 71.2 (2019), 257–76.

¹¹ Zhong Sun and others, 'Improving the English-Speaking Skills of Young Learners through Mobile Social Networking', *Computer Assisted Language Learning*, 30.3–4 (2017), 304–24.

that allows someone to use and share their opinions with others in communication.¹² Attainment in this skill, as well as in others, requires sufficient practice to be achieved. In addition, Mobile social networking sites, offer functionality via numerous language learning media. Websites and audio recording applications are authentic sources to mediate students in acquiring language skills. Consequently, learning and practicing using the media can provide learners with actionable information on how to enhance their language skills in the target language.¹³

Language learning practice is only limited to the situation in the classroom, this deficiency is able to give positive value to learning through digital media. Digital tools such as *Soundcloud* and *Author* are a free resource that provides a lot of audio to be heard from podcasts to music especially for the free subscription fee.¹⁴ Podcast in e-learning focuses on a more personal and

¹² Harika Hamzaoğlu and Zeynep Koçoğlu, 'The Application of Podcasting as an Instructional Tool to Improve Turkish EFL Learners' Speaking Anxiety', *Educational Media International*, 3987.November (2016), 0.

¹³ Veronika Timpe-laughlin, Tetyana Sydorenko, and Phoebe Daurio, 'Using Spoken Dialogue Technology for L2 Speaking Practice: What Do Teachers Think?', *Computer Assisted Language Learning*, 0.0 (2020), 1–24.

¹⁴ Zilong Liu and others, 'Self-Regulation Deficiency in Predicting Problematic Use of Mobile Social Networking Apps: The Role of Media Dependency*', *Decision Sciences*, 0.0 (2020), 1–29.

informal touch with the help of the human voice.¹⁵ A podcast is defined as a digital multimedia file that is distributed over the Internet, traceable, and syndicated to play on a computer or audio player.¹⁶ The podcasts were mainly used to share instructions, presentations, and other additional material.¹⁷ Smart devices are a way to support the creation of social networks that support students' speaking skills to pronunciation; students can hear, imitate, and practice imitating certain English audio. Mobile devices and computers are hardware means for acquisition.¹⁸ These tools, allow students create their environment. An adequate environment for students will certainly help students in enhancing their skills in oral communication, especially and others such as self-presentation, information exchange, and social networking.¹⁹

¹⁵ Maryam Asoodar, Seyyedeh Susan Marandi, and Shahin Vaezi, 'Podcasting in a Virtual English for Academic Purposes Course : *Learner Motivation*', November, 2014, 37–41.

¹⁶ Vo Ngoc Hoi and Guanglun Michael Mu, 'Perceived Teacher Support and Students' Acceptance of Mobile- Assisted Language Learning: Evidence from Vietnamese Higher Education Context', 0.0 (2020), 1–20.

¹⁷ Asoodar, Marandi, and Vaezi.

¹⁸ Kukulska-Hulme.

¹⁹ Hsiu Chen Hsu, 'Voice Blogging and L2 Speaking Performance', *Computer Assisted Language Learning*, 29.5 (2016), 968–83 <<https://doi.org/10.1080/09588221.2015.1113185>>.

To overcome this curiosity, the focus of this study is to explore the experiences of foreign language learners in using Mobile social networking sites for speaking practices.

B. Reasons of Choosing The Topic

This study discusses students' experiences in learning English using digital audio recording media at foreign language students at the college level. This research focused on speaking practice. The reasons for choosing this topic are none other than:

1. Researcher wanted to observe student experiences in learning English using mobile social networking for speaking practice.
2. Researcher was interested in exploring student reactions to the application of mobile technology applications in their learning and considers that it is beneficial for student to improve speaking skills.

C. Research Questions

The research questions formulated from the reasons above are:

1. How does the SoundCloud app facilitate the speaking practice of EFL student?
2. How is the speaking experience of EFL student using the SoundCloud application?

D. The objective of The Research

According to the research questions above, the objectives of the study are:

1. To explain the SoundCloud application in facilitating students to practice speaking.
2. To describe students' experiences in practicing speaking using the SoundCloud application.

E. Limitations of The Research

Research boundaries are important to maintain a research focus:

1. This study focuses on students' experiences of mobile social networks through SoundCloud application in bridging their language learning.
2. This research is conducted on student learning enrichment. Therefore students are the subject.
3. This study aims to describe students' experiences after using mobile social networks through SoundCloud application in their learning.

F. Significance of The Research

Upon the results achieved in this study, which can explain Mobile social networking-based English through SoundCloud

application in speaking practices, thus the researcher hopes that this research will be beneficial to others both practically and theoretically:

1. Theoretical benefits

This study can provide a broad view of Mobile social networking-based English speaking practices to mediate EFL learning, especially in learning speaking practices. Research finding has also put some sites which are appropriate on of Mobile social networking to support student learning, these sites are expected to be used as a reference for determining suitable to be applied in EFL learning.

2. Practical benefits

- a. For the students

The researcher hopes that this research can be used as one of their references in a research assignment on the field "Mobile social networking-based English speaking practices.

- b. For the teachers/lecturers

This study is expected to become an inspiration for creating a more complex and less

monotonous learning atmosphere by using social networking in learning.

c. For the researcher

As long as this research is a final assignment in the college, the researcher hopes could provide the best writing for all circles.

d. For the next researchers

Substantially, in a study, the researcher must provide a sufficient reference to strengthen his theory. Therefore, this research is expected to provide a new light for future researchers to create more informative and educative research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the explanation of the related kinds of literature, conceptual framework, and previous research supporting this research to analyze the data and answer the research questions. It gives an insight and easier understanding to the reader through definitions that consist in the research.

G. PREVIOUS RESEARCH

In order to support this research, the research took three researches that are considered relevant to be used as previous research. The previous research has several similarities and differences with this researcher which can improve the quality of the research itself.

The first previous research is “Review of research on mobile-assisted language learning in familiar, authentic environments”. The research was proposed by Rustam Shadiev, Taoying Liu and Wu Yuin Hwang in 2019. This research related to the learning context in the field of Mobile Assisted Language Learning (MALLS). The main objective of this study was to review published articles to understand the pedagogical approach, location, affordability of the authentic ability environment, and problems in MALL research. The results

revealed that the most frequent items in the articles reviewed were task-based learning and communicative language teaching (pedagogical approach). This study uses a quantitative approach in its research design. Questionnaires, pre-tests, and post-test, and interviews were the ways of collecting data. Then, local communities become locations with daily meetings on language learning and cognitive load being the scope of their authentic environmental abilities. Short-term interventions and the small size of other research on MALL create problems in research involving learning using MALL²⁰. While in Shadiev's research using quantitative, my research used qualitative and only focused on the student's learning experience and did not discuss mobile-assisted language learning in general.

The second research “Understands the Intention of Using Mobile Social Networking Apps across Cultures” were proposed by Li Qina, Yongbeom Kima, and Xin Tana in 2018. This research investigated the Understanding the user acceptance of mobile social networking apps in different cultures, the research provided powerful insights for managers and marketers of social networking apps to develop effective globalized and localized strategies to attract users worldwide. While the research used a descriptive quantitative approach and is centered on the field of

²⁰ Shadiev, Liu, and Hwang.

sales and marketing with surveys and questionnaires as data collection techniques, on the other hand my research related to the academic field in the use of online digital media.²¹

The third study “Mobile Social Network” This study was proposed by Lee Humphreys in 2018. He explained and described the definition of a Mobile Social Network. This study explains the sequence starting from the history, characteristics, criteria, and general problems that occur in the establishment of the Mobile Social Network. The approach in this research is to use, firstly, to explore the Sociology of Mobile Social Networks, which is the daily use and perceived effects of Mobile Social Networks. Second, the Mobile Social Networking approach involves the Design and Evaluation of a New Type of Mobile Social Networks. The focus of this research is more centered on the use of mobile phones for interpersonal communication through voice and text messages. Participants selected in this study were daily users of social network sites using mobile²². Although using the same qualitative descriptive approach, the research focus was different. In my research, I did not focus on

²¹ Li Qin, Yongbeom Kim, and Xin Tan, ‘Understanding the Intention of Using Mobile Social Networking Apps Across Cultures’, *International Journal of Human-Computer Interaction*, 34.12 (2018), 1183–93 <<https://doi.org/10.1080/10447318.2018.1428262>>.

²² L E E Humphreys.

the use of mobile social networks in general but in learning English.

This research aims to focus on observation of student language learning experiences using mobile social networks on speaking practice. Unlike the previous research, in this study researchers examined foreign-level foreign language students. This research was conducted when students use cellular sites to record students' voices when practicing speaking English. In addition, this research was conducted by using a qualitative descriptive approach where data collection was carried out with two methods of focus group discussion and interviews. Previous research is very important to provide insight and other views of researchers about the use of Mobile-Assisted Language Learning and the appropriate website to support language learning.

H. LITERATURE REVIEW

1. Mobile Social Network

Mobile Social Networks (MSN) are a means of multi-way communication. Social networking media provider in mobile is another way to get information more simply and unlimited network services. The service uses mobile technology to facilitate the

exchange of social or location information between users to encourage face-to-face interactions. Hence, MSN seeks to alleviate some of the challenges of interacting with others in public. MSN introduction involves combining the social science network with mobile communication networks. Thus, users can not only leverage knowledge of their relationships to enhance the efficiency and effectiveness of network services, but they can also access, share and distribute data in a mobile environment by taking advantage of social connections.²³ Mobile social networks can help turn the public sphere into a parochial realm through *Parochialization*. Parochialization may be described as the process of creating, sharing, and exchanging information, social and location, to contribute to a sense of commonality among a group of people in a public space.²⁴

2. SoundCloud

Soundcloud is one of the largest audio sharing social media platforms in the world. The platform, which was

²³ Yashar Najafloo and others, 'Mobile Social Networks', 2013, 1–21.

²⁴ Lee Humphreys, 'Mobile Social Networks and Urban Public Space', 2010.

launched in 2008 by Alexander Ljung and Eric Walhforss, has grown to host more than 100 million songs with more than 175 million monthly users as of February 2016.²⁵ As the most mainstream music and audio platform, SoundCloud allows users to discover and enjoy a selection of the best music from the world's most diverse community of creators. Soundcloud is the market leader among audio content aggregators, especially for several music genres. SoundCloud allows users to post audio tracks (original recordings, remixes or mashups) and listen to tracks posted by other users. Soundcloud has quickly become recognized for its unique content and features, including the ability to share music and connect directly with artists, as well as discover groundbreaking tracks, raw demos, podcasts, and more. Other activities to facilitate engagement in various rating activities: “following” users, reposting tracks posted by other users, “favoriting” tracks, commenting on tracks, and engaging in conversation with other users through such comments. The SoundCloud platform then comes with providing certain

²⁵ Chris Nickell, ‘Promises and Pitfalls: The Two-Faced Nature of Streaming and Social Media Platforms for Beirut-Based Independent Musicians’, *Popular Communication*, 18.1 (2020), 48–64.

affordability and placing certain restrictions on users. Virtually SoundCloud not only facilitates the freedom of imagination in music but also physical mobility.²⁶

3. English Speaking Practice

Language skills can be categorized as receptive and productive skills. One of the four main skills as Listening, Reading, Speaking, and Writing will be the product of the achievement of the target language. Every skill has its scope. Each skill requires certain accuracy to obtain it. Therefore it takes ways to be able to master it, time, habits; learning media applications to motivation will greatly affect receptive skills, productivity, and students' learning perspective²⁷.

Speaking exercises, among others, has long been recognized to make a major contribution to the development of fluency, confidence, and language learning experience. Exercise is the best way to improve the ability to speak foreign languages. Practicing speaking English can help learners become smoother,

²⁶ Daniel Allington, Byron Dueck, and Anna Jordanous, 'Networks of Value in Electronic Music: SoundCloud, London, and the Importance of Place', *Cultural Trends*, 24.3 (2015), 211–22.

²⁷ Azad Ali Muhammed, 'The Impact of Mobiles on Language Learning on the Part of English Foreign Language (EFL) University Students', *Procedia - Social and Behavioral Sciences*, 136 (2014), 104–8.

feel more confident, and get experience using all the phrases, words, and English grammar that have been studied. These practices represent significant steps in the learning process.²⁸ Speaking practice is not only available in the classroom but there are many places to be a viable resource for practice. Moreover, in most EFL students, speaking practice in the target language is usually limited to language classes²⁹. Nowadays, Digital media also facilitate online courses, maintaining an alternative for a learning experience. As a result, effective interactivity, personalization, and communication are the success of learning³⁰.

Speaking practice is the reason for developing communicative competencies. As a productive skill, this is the ability of learners to communicate and express their ideas, thoughts, feelings, and needs orally³¹. Practicing regularly can involve the use of target language effectively. Students know how to use and

²⁸ I. Styfanyshyn and Yu. Kalymon, 'Online Practice for Speaking English', *Репрезентація Освітніх Досягнень, Мас-Медіа Та Роль Філології У Сучасній Системі Наук* (1St. Ed), 2020, 124–32.

²⁹ Timpe-laughlin, Sydorenko, and Daurio.

³⁰ Styfanyshyn and Kalymon.

³¹ Sitti Hadijah, 'Investigating The Problems Of English Speaking Of The Students Of Islamic Boarding School Program *Abstract* ', 14.2 (2014), 240–47.

respond to various types of speech actions such as asking, apologizing, thanking, and inviting; and know how to use the language properly³². Speaking as an interactive process is to build meanings involving production, receipt, and information processing. In this case, the speaking skills needed are accuracy, fluency, and understanding.

Furthermore, the accuracy concerns grammar, vocabulary, and pronunciation too, in which learners can express and use the right words in the order of correct greeting and produce clear pronunciation. Then, fluency is related to the ability of a person to speak smoothly and accurately, while *comprehensibility* is the ability to request and respond to the subject being spoken³³.

4. Language Learning Experience

The Language Learning Experience (LLE) determines the continuity of the desire to acquire language skills. In choosing foreign language courses, of course, the language learning experience is

³² Tran Thi, Thanh Quyen, and Nguyen Van Loi, 'Flipped Model for Improving Students ' English Speaking Performance', 54.2 (2018), 90–97 <<https://doi.org/10.22144/ctu.jen.2018.012>>.

³³ Hadijah.

interrelated. Students who have previous foreign language learning experience have more the desire to achieve it. Language learning experience on the choice of a foreign language affects the selection of language learning strategies. Learners have more strategies and are motivated in language acquisition as a choice of interest rather than coercion.³⁴ The main function of LLE is to allow learners to reflect on the nature of language learning from their perspective. By learning through practice, meaning doing an activity, then reflecting on the experience. Discussion sessions and written assignments encourage students to estimate from their insights and those of other students.³⁵ The Experience can determine the results with the linkage of several factors. These include the social context of learning, cultural beliefs about language learning, the status of the target language, and the language learning process. As in addition, other things such as learning

³⁴ Rebecca Oxford and others, 'Japanese by Satellite: Effects of Motivation, Language Learning Styles and Strategies, Gender, Course Level, and Previous Language Learning Experience on Japanese Language Achievement', *Foreign Language Annals*, 26.3 (1993), 359–71.

³⁵ T. Groves, 'Getting the Best out of Theatres', *British Medical Journal*, 299.6709 (1989), 1183.

styles, motivation, and interaction in the classroom also determine success.³⁶

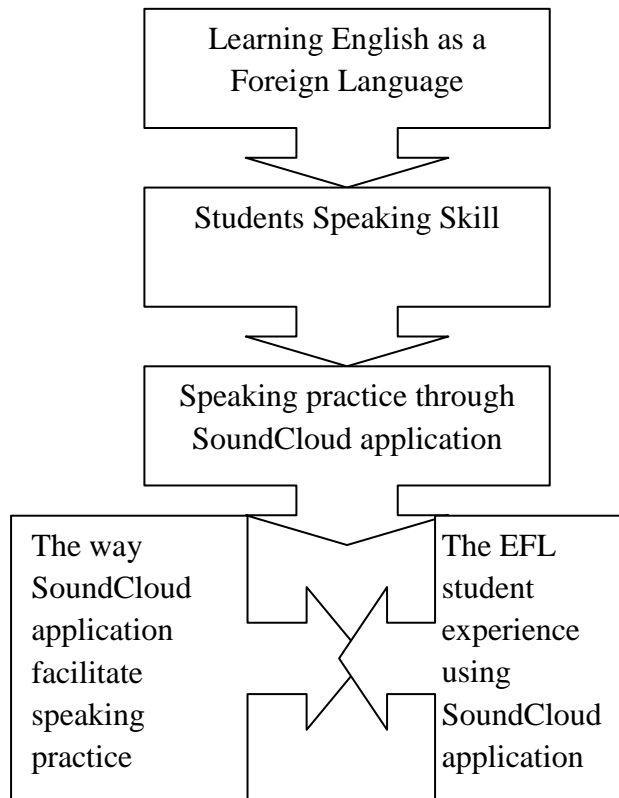
I. CONCEPTUAL FRAMEWORK

Conceptual framework is a concept that is used to provide limitations on the theoretical framework, this is necessary in order to prevent misunderstandings in understanding this research.³⁷ The conceptual framework in a study refers to a visual or written representation of the related relationships between the variables being studied. Through the conceptual framework, the researcher clearly describes the mapping of the steps taken during the research period. The focus of this research is the effect of learning experience on participant achievement.

³⁶ Erlenawati Sawir, 'Language Difficulties of International Students in Australia: The Effects of Prior Learning Experience', *International Education Journal*, 6.5 (2005), 567–80.

³⁷ sri Hartati, 'Pengaruh Pengalaman Belajar Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas Xidi Sekolah Menengah Atas Negeri 2 Kecamatan Tambusai Utara Kabupaten Rokan Hulu', *Phys. Rev. E*, 2011.

Table of Conceptual Framework



CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, time and setting of the research, source of the data, focus of the research, data collection technique, data analysis technique, and thesis organization.

J. RESEARCH DESIGN

In order to achieve research objectives, this study uses a descriptive qualitative research design. Descriptive research studies are designed to obtain information about the current status of the phenomenon. This research also identifies the status of society, any object; a set of conditions, a system of thought, or a recent event.³⁸ Participants are invited to interview and be asked to provide data, opinions, thoughts, and perceptions. In qualitative research, researchers use participatory and in-depth interviews to collect data. The main purpose of qualitative research is to make the facts

³⁸ Farid Noor Romadlon, 'Communication Strategies in the Conversations Between Indonesian University Students and a Native Speaker', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 5 <<https://doi.org/10.21580/vjv5i1858>>.

easier to understand and if possible can generate new assumptions.

This study applies a qualitative descriptive research design because the researcher observes students in a discussion forum about learning English based on mobile social networks, the student's learning experience will later become data that is taken and will be processed by the researcher. This research data was obtained since the researcher explored the feelings and responses of students after using the Mobile social network through interviews. This study's data were obtained since the researcher explores the students' feel after using Mobile social networking through interviews. Moreover, the student's experience in using some of these sites will present data following naturalistic concepts.

1. Research setting and context

This research was conducted at a University in the Faculty of Teacher Training in English. The study did not require participants to take part in a recorded speaking practice and a practice using *Soundcloud*. The site became an extension of a listening and talking tool that had been uploaded.

2. Participants

Three elements are consisting of places, actors, and activities that interact with each other at the same time. In practice, this study uses a sample called participants. During the research, students of Universitas Islam Negeri Walisongo Semarang, the student was around 18 years old when the research was conducted. There is 1 student in the class. The student came from Pacitan, East Java, of course, a place very far from the university. In addition, while studying offline he lived in a boarding house around campus. During the interview, the main participants used Indonesian and sometimes Javanese. The meeting lasts as long as the researcher considers the data obtained to be insufficient and the data search is stopped when the data produced is saturated.³⁹. Finally, participant recruitment and interviews were conducted using Indonesian for the convenience and flexibility of ideas.

Determining the data is needed as the primary support in research. Data collection techniques allow

³⁹ Budur Anufia and Thalha Alhamid, 'Instrumen Pengumpulan Data', 2019, شماره 8; ص 117-99.

us to collect information on the object of study (people, objects, phenomena) systematically and about the arrangement in which it occurs. In collecting data, we must be able to systematic.

3. Data Collection Technique and Instrument.

To obtain the qualitative data needed, the researcher has taken the following ways:

a. Data Collecting Procedures

The Data was collected through 1 participant who is representative of the entire population. Here are the steps to do the research:

- Google form: participant is given several questions in the form of a digital question form. These questions are closely related to the use of mobile applications in the network and to the involvement of participants' learning experiences in using certain platforms.
- Interview: in a semi-structured interview, the researcher asked about the experience of using online media in learning English

- Conversation: The researcher invited participant to communicate with the researcher regularly via Whatsapp messages to ask further questions about the participants' experiences and update the information obtained.

b. Instrument

In this research, the researcher chose interviews as the instrument. The interview was chosen as a data collection technique for qualitative descriptive research. This technique is also actually widely used in this form of research.

The interview is a process of communication or interaction to collect information by utilizing questions and answers between researchers or research subjects. Interviews aim to record opinions, feelings, emotions, and other matters relating to individuals in the organization. In essence, the interview is an activity to obtain in-depth information about a

problem or theme raised in the research.⁴⁰

Interviews can also be conducted with or without interview guidelines. The researcher asked participant to retell their experiences about learning speaking skills. All questions were in Indonesian. The answers were recorded by the researcher.

Table interview for participant

No.	Questions
1.	Describe the SoundCloud and the features, how is learning speaking through this platform?
2.	How are your feelings about using SoundCloud?
3.	How are your opinions about the platform?
4.	What are the challenges when using SoundCloud and how to deal with them? (Practically and Accessibility)

⁴⁰ Zhong Sun and others, 'Improving the English-Speaking Skills of Young Learners through Mobile Social Networking', *Computer Assisted Language Learning*, 30.3-4 (2017), 304-24.

5.	How do you improve your speaking skills in English other than using the platform?
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4. Data Analysis Technique

In this qualitative research, the researcher involved a qualitatively selected process to explore and tell the experience of someone involved in an event. In the finding for data and compiling the data to produce results, the researcher used the thematic analysis methods to analyze and described the data. In qualitative descriptive research, data can be obtained from interviews. In using the thematic analysis method, there are 6 stages in compiling the data obtained. Mainly the researcher familiarized the data, Generate initial codes, and Finding Themes. This stage aims to get to know more closely the data obtained.

a. First stage

Familiarizing the data is the process to get close and attach with understanding the obtained data. After obtaining the wanted data does not mean that the researcher directly understands the

phenomenon. Familiarizing the data is aims the research to explore in-depth what happened from an event through the participant's perspective. Therefore, the researcher needs to understand and integrate with the qualitative data obtained. The researcher reread the transcript of the interview or the recording of the interview.

b. Second stage

Generating initial code in research is to label data related to research questions. The code is made to describe the phenomena that appear from the data, the writing of the code is based on the words used by the participant. Generating codes were written clearly so that researchers were better understanding the meaning conveyed by participants. The writing code is a combination of descriptive and interpretive writing.

c. Third stage

Finding a theme is intended to describe something important in the data related to the formulation of the problem. This theme is a

pattern description of the phenomenon under study. Determining the theme is the freedom of the researcher in interpreting the data by reviewing all the codes that have been made.

d. Fourth stage

Reviewing the themes is an analytical process. This process is described as a two-level analysis; on the first level analysis the researcher coded the data to ensure the proper theme fit. This process contains the researcher reviewing notes or memos during data acquisition to develop, change and delete themes so that the data obtained are relevant. Level two is setting questions for themes to the entire data. The researcher decided whether a chosen theme is following the data obtained and can accurately describe the entire data.

e. Fifth stage

Defining and naming themes is a process to create a definition and narrative description of each theme. These theme names are included in the final report and reviewed to ensure that they are brief and clear descriptive. The researcher

selected the important aspect of each theme which provides unique insight, understanding the questions, and get interact with other themes.

f. Sixth stage

Producing the report as the researcher wrote the final step of the research. Writing the report began through all the taking notes, describing the themes and selection of representative data processes. Then the report provided clear and briefs the interpreted data by the researcher and the selection background of the themes. The discussion of the report consisted of a broad analysis by relating themes, discussing the implication of findings, and questioning the assumption that gave rise to the theme.⁴¹

⁴¹ Michelle E. Kiger and Lara Varpio, 'Thematic Analysis of Qualitative Data: AMEE Guide No. 131', *Medical Teacher*, 42.8 (2020), 846–54 <<https://doi.org/10.1080/0142159X.2020.1755030>>.

CHAPTER IV

FINDINGS & DISCUSSION

This chapter includes research findings and discussions that include the results of research interviews with the participant on the learning experience of EFL students who learn speaking skills using digital media, mobile social networks. The results can be displayed as follows:

A. Mobile Social Network Mediated English Speaking Practice

The data of this study were obtained from interviews related to mediating the learning of EFL students who learned speaking skills using digital media. It will contain some of the points that the researcher found. The researcher found that the participants had used the SoundCloud platform before, although not regularly and continuously. The participant is also an active Smartphone user by accessing various other platforms every day. The participant is accessing online social media for learning purposes or just for entertainment.

The participant describes the Soundcloud platform briefly, an overview of the various features of

SoundCloud, and how to use it. The participant also expressed how they felt during using and about Soundcloud, as well as their opinions.

1. *Participant knowledge of the platform*

During the introduction session and filling out the form, a participant expressed their interest in learning to use digital media. Participants gave several points from the interview and described SoundCloud briefly.

“As far as I know SoundCloud is an online audio streaming and music sharing platform that can provide listeners with a variety of topics ranging from interesting music, audio, and podcasts to use as a means of public listening. The platform is completely free so users are not charged for using it. SoundCloud is also accessible to anyone; SoundCloud can be a source for learning English because of the large selection of audio learning materials.”

“As for the features themselves, SoundCloud offers various features like other online platforms. The features available from the SoundCloud platform include search for the wanted audio, play & pause, create playlists, leave comments, give likes, follow accounts,

change user names, change profiles and background photos.”

The participant described the platform and mentioned the available features on SoundCloud. As an online platform, SoundCloud is easy to find and access. It is entirely free, so the users do not need to be scared of any payment. Soundcloud had a lot of audible and selectable audio that the users only needed to find whatever their needs on it. It can be said that SoundCloud, practically, facilitates the user in ease of use of their platform. The users can find the audio they are looking for; they can make a playlist and play it. The users can like the audio and also can leave comments about the audio whether they like it or not about the audio. Following some accounts to fulfill the desire they wanted and they change the profile photos and share the audio or the playlist the users made to their friends.

Then the participant added about learning speaking through SoundCloud. How the participant uses it for her benefit. The participant stated that:

“Learning by listening to many types of audio on SoundCloud is actually quite fun but also

challenging because it trains our dexterity in listening. After that, we can try to imitate what we hear from the audio, how to pronounce certain words and sentences.”

From a participant's point of view, learning through SoundCloud has two sides. One can be fun and interesting; that's the point that can be said as an advantage in learning. Students can learn more when they enjoy and feel comfortable while learning. The other side can be a problem if it can't be solved immediately because when learning gets too many challenges and no action is taken to overcome them it will be called a disadvantage.

The participant described how to get access and use SoundCloud, it briefly expressed:

“Maybe the first thing we go to the website first, through Google and then write SoundCloud in the search bar. Then open the SoundCloud. When on the SoundCloud site we can write the audio or music we want to hear, then after the search appears we can select and play it. When the audio is playing we can give our likes and comments to the audio.”

The participant stated that SoundCloud can get access through a search on Google. The user of this platform can find the music or the audio they wanted on the search section, play it and leave a like or comments on the available section.

2. *Participant feeling about the platform*

During the interview, the researcher engaged in feelings about the platform by asking what the participant was feeling. Participants then expressed their feelings while learning English speaking exercises through the SoundCloud application.

“At first I was a little confused because all this time I thought SoundCloud was usually for listening to music. I think the chosen audio is a bit heavy for me because I don't really understand what the audio is saying, it was too fast for my ability, but the fact I feel happy because I can learn from it, so I can use it for practice.”

“Learning to use a smartphone is definitely more interesting, the interesting point is learning by using the media and being connected to a digital network system you can access any possible resources that might help you improve your English skills, that's what I like. But it can't directly guarantee success to

reach a certain level in English skills because I think skills need to be more directly involved while using them. There are no ads also”

The participant said that she got a little confused while using SoundCloud for the first time to learn from this media because participants’ thought SoundCloud was only for listening to music. However it is not only just music on SoundCloud, there was a lot of audio and podcast also.

The participant added another thing that she thought about her preference for using digital media learning, which in her view was more interesting to do and with more open access to various online sources. Although she also added that it did not necessarily lead to the success of one's language skills.

Participant also stated that there is free access and there are no ads. One of the things that other platforms do not have is that SoundCloud has no ads or is ads-free. Soundcloud seems to be trying not to interfere with the comfort of its use in listening to its playlists. Then it makes this platform free of adverts.

3. *Participant opinions about the platform*

The researcher digs up the participants' opinions and reasons about the platform or while using the SoundCloud app.

“Yes, I think Soundcloud is an easy-to-access application, it looks simple to use, so if anyone wants to use it, and it won't be a hassle. I think the features are good. To be honest, I don't really understand the app because I don't use it regularly, but to me, it doesn't look weird or ridiculous, if you want to play it just a click away.”

“I think the application is good because SoundCloud can support my listening, for speaking I think it still needs a lot of practice; you need to improve and increase your skills first. Actually, this application is easy to access, you can access it from your phone, but when I put it into practice I was a bit confused, the problem is that when the audio plays some audio presentations are quite fast, so it is a bit difficult, I have not been able to get it, but it is fun after all.”

The participant stated that the platform SoundCloud is easy to access; it is a website and also available in-app, which is so simple when it comes to use. Based on the participant, even if it will not be difficult to use she did not

really master all the platform detail features and still believed it is fine to use.

The participant expressed that SoundCloud can support listening but in participants' perspective need improvement in speaking to practice. Participants' concluded even though SoundCloud was easy to access the participant still got some difficulties when the audio presentation. As of last addition, a participant stated that insufficient ability of hers.

The participant expressed about the popularity of SoundCloud online, in public usage.

“It is less so in my opinion, maybe because there are other music platforms that are more popular maybe. But it is easy to use and supported by various access tools, either through a cell phone or computer.”

The participant stated interesting things about SoundCloud which is considered to be the weak point of the platform to become the main online learning media. In the opinion of the participant, SoundCloud lacks is the popularity of the platform. SoundCloud was discovered in 2008 and peaked around 2013, but in 2016 it seems to be its downfall. With several online platforms for listening to

audio and music popping up, it changed the online stream, making SoundCloud a less mainstream music platform online. The downfall caused SoundCloud to be unable to regain its popularity and had to compete with more popular and mainstream music platforms online. Although, SoundCloud is still a platform quite visited, but not as many users of the same platforms as Spotify.

With a less familiar platform, acquiring English through the use of SoundCloud as an online medium is considered an easy way. Considering that SoundCloud is practically easy to use. Ease of use as a support system is the impression of participants in using this platform. The support system in learning is an important thing to be considered. Digital media can fill that aspect, with easy access and loads of references to study, not to mention the tools that everyone seems to have today. Learning can be anytime and anywhere, the portable tools speak for themselves. participants agreed that digital online media is an easy way to become a learning medium and can be the right way to be used in learning English language skills if there is also the right formula.

As the participant stated that the access tools as the devices can support the learning activities. Access

tools can be interpreted that the participant seemed to agree about supporting tools for learning. The form of physical support will affect the activity and performance of students in learning. Supporting tools will encourage all student activities on track, hardware is generally very easy to find, of various shapes and types. However, not all of them can cover all the activities they want to do with various obstacles, ranging from software, storage space, display screens, and ease of portability.

B. Mobile Social Network Language Learning Experience

In the experience of using SoundCloud for language learning media, Participants presented an overview of what challenges they faced. Next is a general description of how participants improve their English skills.

1. The challenges for the participant of using the platform

The thing would surely come up while learning English and how the learner faced the challenge while learning using the SoundCloud app and how they deal with it.

“The challenge in using it, in my opinion, is because my English is not very good, so it's a bit difficult to keep up with it, although not all of it

is like that, some of the audio I can understand too, especially if the audio is short and when the material delivered from audio is not delivered quickly. Actually, I want it to be like that, a smooth and uninterrupted delivery speech. I think I should have a lot of vocabulary first, it will be easy for me if there are words that I know come out of the audio I hear. As well as listening to this English audio a lot, so that you get used to it and it is easy to understand.”

The participant said that his not-so-good ability made it a challenge he faced. Participant also added that there is a need for good vocabulary mastery if you want to get used to English words and make them easier for understanding. As the participant said that she dreams of being as good as what he heard from the audio, so possessing a lot of vocabulary at a certain level of difficulty can make a person's speech easier.

There are a lot of challenges that happen while learning using digital online media. It can be the practices and the accesses in terms of forms. So the participant put some general points but can be interpreted in-depth. The practical challenges are lack of vocabulary, lack of practice, motivation, English audio exposure, and the

challenge from the accessibility. The participant also stated that:

“Yes. The Vocabulary and Lack of practice. In my opinion, motivation also has an effect, because there is an intention to practice from imitating the audio listening, trying to use a British accent in our speaking. With this maybe also by hearing a lot of audio so we get used to certain vocabulary and expressions.”

With statements from participants regarding the challenges that are felt to also have a role in online learning, it can be classified into:

- *The challenge of Vocabulary*

The participant agreed about enriching the vocabulary can lead to the mastery of English, especially speaking skills for language output. It can be indicated the lack of rich vocabulary has made the practice of speaking find a steep path. This deficiency causes a lot of interest in speaking English to be unstable and tends to be weak.

- *The challenge of Lack of Practice*

The point state about lack of practice can cause weakness in English practices. It can be interpreted within sufficient hours of practice; an English learner can be able

to maximize the practice of speaking. Contrary to the “enough” word, the lack of hours of practice for speaking practice will greatly affect a student's speaking ability.

- *The challenge of Motivation*

The Motivation point is about the participant's encouragement to stay on the line to learning and gaining speaking skills. Even the participant thought motivation can play the role. Motivation can boost the presence of stimulation from within the brain will also determine activity in maximizing language acquisition. Motivation to work is very crucial in various aspects of learning; therefore it is necessary to have something that will always keep someone motivated.

- *The challenge of English Listening Audio Exposure*

In learning to improve speaking skills, students are also strongly advised to find authentic learning resources to expose and familiarize themselves with things in English. Learning resources such as text and audio are forms of results that can be used as learning resources that will greatly determine the acquisition of one's language skills; therefore a learner needs to expose herself to something that will build her skills.

Participant also added about the physical condition of the audio that had been played. She argued that:

“Don't really understand about that, but the audio state when playing is good without any problems. For the topic chosen in the audio, I also think it is still easy, but only in capturing the audio delivery that needs to be rehearsed. As far as the device that I use, there are no problems, because as far as I have used, the condition of the cell phone is in good condition.”

Furthermore, statements from participants can then be classified into several points including:

- *The challenge of Poor Audio Quality*

There were two parts in terms of quality. In Poor Audio Quality there is between the physical audio or the content of the audio, two completely different parts but can support each other. Poor Audio Quality Audio quality also needs to be considered when giving directions to listen to it. Quality will certainly lead students to the stability of a sense of comfort and curiosity.

- *The Physical Audio*

This point is to be considered as Incomprehensible Audio, the participant did feel to come in agreed view.

The challenge in listening to English audio is capturing the meaning conveyed. Every word that is heard will then be assembled and arranged for its meaning, this also makes a sign of the ability of an English learner. Audio listeners will have different reactions depending on their level of ability, listeners will begin to catch a word, hear from the pronunciation, intonation, and accent of the audio as well. These points will tell about audio are they can understand or vice versa.

➤ The Related Topic

The related Topics are the content of the chosen audio listening. It could be gone the wrong direction if learners need to gain more in some certain topic and do not find it. It can be stated that Audio selection should also be able to understand the direction of the needs to be mastered. Topics are selected according to the ability of students; the selection of audio listening can be done based on the ability to catch students listening to what is conveyed from the audio. The content of the audio as the chosen topic can relate to the mastery of English skills.

➤ The hardware assistance

The hardware assistance is the supporting device to expedite learning activities. It can cover

heavy tasks with sufficient hardware; all the online accesses will work fast and not stagnate. Tools support is also a physical challenge to be concerned in learning through online media because the tool is the main medium in presenting the learning materials.

2. *Participant way to improve with other platforms.*

In a way of how to master English language skills, the participant expressed how to master her language skills.

“I think it seems that at this time I really need a lot of time to improve speaking practice, listening practice and can immediately be used for speaking practice. Find a friend to practice with so you can practice and talk to them face-to-face.”

The participant stated that mastering the ability to speak takes a lot of time or in other words, not a little time will be missed. Participant also added that listening practice was able to maximize the practice of speaking, and then look for friends or an environment that can support and encourage them to speak English.

Discussion

From several participant statements regarding the use of SoundCloud in the English learning experience, it can be illustrated that online media platforms can support the acquisition of participants' language skills. Mobile social networks can be used as a source of material or learning materials that can provide various types of discussion materials that can be selected and can accelerate with the desire to improve the user's English language skills. The participant can also determine the most efficient way to master English.

As a result of the process of mediating participants' English learning, several things can encourage success. This can be known through what the participants have gone through. The participant can comprehend SoundCloud better by understanding the available features. Furthermore, what is felt by participants is a feeling of pleasure which is a point that encourages comfort in learning; this point is considered important considering that when learning is felt it will go well if it is fulfilled emotionally. The participant will feel continuously motivated to stay afloat in achieving the learning targets that have been made. Even with the recent lack of popularity of SoundCloud not making something less meaningful even though it is not widely known by the general public, SoundCloud is still

a medium that quite a lot of users visit to listen to audio or just listen to music.

Learning to use online media is inseparable from challenges. Every challenge faced can be a reflection of students in improving their language skills. Other results in the learning process also found several obstacles. Some of the challenges faced when using SoundCloud include the lack of vocabulary when listening to English audio which then explains the lack of practice in using English to the lack of English listening audio exposure. Hardware assistance as the physical state also affects the time of audio playback. The topic in selecting audio for learning resources also needs to be considered because the main goal is to acquire English to be practiced in speaking skills, not for entertainment purposes or other purposes.

Lastly, there are also many places and ways to maximize your English skills. Mobile social networks offer a wide selection of platforms to acquire language skills. The participant argued that it takes a lot of time to improve speaking practice, conventional methods such as finding partners to practice speaking English directly are still an option to improve their speaking skills in English. In the end, learning is not only centered on one point but there are many options to choose from and go through.

This study does not generalize to mobile social network users, so it is possible that if there is similar research in the future, it will not necessarily get the same results as the research that the researcher is currently making. Therefore, the researcher realizes that there are still many shortcomings in this study due to the limited processing time and the small number of respondents.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents a conclusion and gives suggestions related to the research problem.

A. CONCLUSION

The conclusion was taken based on the data which had been analyzed in the previous chapter. From the data, the learning experience of EFL student students through online media SoundCloud to learn speaking skills. Based on the results of the interviews, it can be concluded that participant expressed interest in using digital media to help learn English. Through the SoundCloud platform, the participant is facilitated by the practice of speaking English, marked by participants being able to operate the SoundCloud application and being able to find out the features available in it. Although they were confused at first with the main functions of SoundCloud that were known to the participant, the participant was both content and challenged after knowing that the SoundCloud application could be a source that could encourage the development of speaking practice. Participant also revealed that the SoundCloud application is an application

that is easy to access; the SoundCloud platform can be accessed and downloaded via phone or pc. Although SoundCloud has become less popular among the online public, it is able to change the participants' views in using digital listening media to measure their abilities as a reference to raise the level of their speaking practice.

In addition, participant also gave statements about the challenges they faced when using the SoundCloud application. As a point that was emphasized that her language skills was still not at an advanced level, participant explained that lack of vocabulary mastery was their weak point in capturing every word conveyed in the audio, this statement was in line with the statement that the lack of time to expose themselves to English audio so that This difficulty resulted in his lack of speaking practice. The statement also explained that motivation also tends to be weak, resulting in delays in speaking practice. In closing, participants explained that speaking practice takes a lot of time. Listening practice is said to be able to maximize speaking practice and encourage them to keep practicing English with the support of their environment and friends to practice.

B. SUGGESTION

Although this research was conducted with a small number of participants and in a short time, the researchers tried to provide information that was considered important and useful about the learning experience of EFL students through online media, SoundCloud application to learn speaking skills. Thus, here are some suggestions from this research:

1. For the researcher

This is the first research conducted by the researcher. There are still many shortcomings because the research was carried out when the corona outbreak emerged. In addition, data collection was carried out online by filling out a Google Form, and then interviews were also conducted online via Whatsapp, causing several obstacles because not all students were willing to be interviewed directly or by telephone. Generally, the acquisition of information data can be unclear, hardware problems are not supported and the signal is bad so that it cannot be freely during interviews. It is hoped that this research can motivate future researchers to research with a longer research period so that researchers can provide different topics and better research quality in the future.

2. For the participant

This study provides information for participants about the learning experiences of EFL students who learn speaking skills through digital online media, SoundCloud. In addition, the researcher advises participants to share information with other students from other schools or universities, so that the findings of this study will be useful for other places, not just one place.

3. For the next researcher

It is hoped that this research can be used as a good reference for future researchers who wish to research the same topic. The researcher also suggests furthering the researcher's conduct research for a longer time so that the information obtained includes more in-depth things.

C. CLOSING STATEMENT

Sincerely, this thesis is the researcher's first academic work which is a form of the researcher's contribution to the academic field of UIN Walisongo Semarang. Finally, with gratitude, Hamdalah, this thesis can be completed properly as one of the requirements for obtaining a Bachelor's degree in English Education FITK UIN Walisongo Semarang.

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APPENDIX

Appendix I

Interview Guideline (For Participant)

No.	Questions
1.	Describe the SoundCloud and the features, how is learning speaking through this platform?
2.	How are your feelings about using SoundCloud?
3.	How are your opinions about the platform?
4.	What are the challenges when using SoundCloud and how to deal with them? (Practically and Accessibility)
5.	How do you improve your speaking skills in English other than using the platform?

Appendix 2

Interview Transcription

Date: November 2021

A: the researcher B: the participant

A : Good afternoon Mba? Mba I have a few questions I want to ask about the learning experience using SoundCloud. Will you help me answer these questions?

B : Afternoon too, Mas. Yes, Mas, I'll try.

A : The first question. Can you describe what SoundCloud is and what are the features in it?

B : As far as I know, SoundCloud is an online audio streaming and music sharing platform that can provide listeners with a variety of topics ranging from interesting music, audio, and podcasts to use as a means of public listening. The platform is completely free so users are not charged for using it. SoundCloud is also accessible to anyone; SoundCloud can be a source for learning English because of the large selection of audio learning materials.

As for the features themselves, SoundCloud offers various features like other online platforms. The features available from the SoundCloud platform include search for the wanted audio, *play & pause*, create playlists, leave comments, give likes, follow accounts, change user

names, change profiles and background photos.

A : Continuing from the first question How is learning speaking through this platform?

B : Learning by listening to many types of audio on SoundCloud is actually quite fun but also challenging because it trains our dexterity in listening. After that, we can try to imitate what we hear from the audio, how to pronounce certain words and sentences.

A : would you Please explain briefly how to use Soundcloud?

B : Maybe the first thing we go to the website first, through Google, and then write SoundCloud in the search bar. Then open the SoundCloud. When on the SoundCloud site we can write the audio or music we want to hear, then after the search appears we can select and play it. When the audio is playing we can give our likes and comments to the audio.

A : Okay. The second question, How do you feel about using SoundCloud?

B : At first, I was a little confused because all this time I thought SoundCloud was usually for listening to music. I think the selected audio is a bit heavy for me because I don't really understand what is being said in the audio, it's too fast for my abilities, but I feel happy because I can learn from the audio, so I can use it for practice.

Then Learning to use a smartphone is more interesting in my opinion, because what's interesting is learning by using media and being connected to a digital network system. You can access any resources

that might help you improve your English skill, that's what I like. But it also can't directly guarantee success to reach a certain level in English skills because I think skills need to be more directly involved when using them.

A : did you know that SoundCloud is ad-free when accessed?

B : As I recall, there are no ads.

A : OK, third question. What do you think about the platform?

B : Yes, I think Soundcloud is an easy-to-access application, it looks simple to use, so if anyone wants to use it, and it won't be a hassle. I think the features are good. To be honest, I don't really understand the app because I don't use it regularly, but to me, it doesn't look weird or silly, if you want to play it just a click away.

I think the application is good because SoundCloud can support my listening, for speaking I think it still needs a lot of practice; you need to improve and increase your skills first. Actually, this application is easy to access, you can access it from your phone, but when I put it into practice I was a bit confused, the problem is that when the audio plays some audio presentations are quite fast, so it's a bit difficult, I haven't been able to get it, but it's very fun after all.

A : Do you think this SoundCloud is quite famous?

B : It's less so in my opinion, maybe because there are other music platforms that are more popular maybe. But it is easy to use and supported by various access tools, either through a cell phone or

computer.

- A : The fourth question. What are the challenges of using SoundCloud and how can they be overcome? (Practical and Accessibility)
- B : The challenge in using it, in my opinion, is because my English is not very good, so it's a bit difficult to follow it, although not all of it is like that, I can also understand some audio, especially if the audio is short and the material delivered from the audio is not very fast delivery. Actually, I want it to be like that, smooth and uninterrupted delivery. I think I need to have a lot of vocabulary first; it will be easy for me if any words I know come out of the audio I hear. And listen to a lot of English audio, so you get used to it and it's easy to understand.
- A : It means that you can make points in the outline of the challenge in your vocabulary, and you don't have enough practice. For motivation and audio quality, do you think it has any influence?
- B : Yes. Vocabulary and Lack of practice. In my opinion, motivation also has an effect, because there is an intention to practice from imitating the audio listening, trying to use a British accent in our speaking. With this maybe also by hearing a lot of audio so we get used to certain vocabulary and expressions.
- A : Good. Continuing the fourth question. Is the quality of the audio also included in your challenge? Like the state of the audio, the topic of the audio, and the hardware you are using?
- B : Don't really understand about that, but the audio state when playing is

good without any problems. For the topic chosen in the audio, I also think it's still easy, but only in capturing the audio delivery that needs to be rehearsed. As far as the device that I use, there are no problems, because as far as I have used it, the condition of the cell phone is in good condition.

- A : The last question, How do you improve your speaking skills in English apart from using the platform?
- B : I think it seems that at this time I really need a lot of time to improve speaking practice, listening practice and can immediately be used for speaking practice. Find a friend to practice with so you can practice and talk to them face-to-face.

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