

EFL LEARNERS EXPERIENCES IN USING REAL LIFE APPLICATION TO IMPROVE ENGLISH SPEAKING SKILLS

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ABSTRACT

This study sought to investigate EFL learners' experiences with real-life apps and their impact on English speaking ability. This study used a descriptive qualitative method with four seventh-semester English Education Department students who actively used real-world applications for speaking practice. Semi-structured interviews and observations were used to collect the data, which was then analysed thematically. The findings demonstrated that real-life applications helped learners improve their speaking skills by providing authentic communication experiences, flexible learning options, and interactive speaking practice. The programmes improved learners' pronunciation, vocabulary knowledge, fluency, and communication confidence through continual speaking exposure and meaningful interaction. Furthermore, the findings revealed that real-life applications decreased speaking fear and encouraged students to participate more actively in communication events. The study concludes that real-life applications can be effective tools for improving English speaking skills in EFL learners because they foster communicative, learner-centered, and authentic learning environments that support both linguistic and psychological aspects of speaking development.

Keywords: Authentic Communication, EFL Learners, English Learning, Real-life Applications, Speaking Skills

INTRODUCTION

In this era of globalisation and rapid technological progress, English has emerged as one of the most essential international languages for communication, education, technology, and professional activities. The capacity to communicate

in English is regarded as crucial since it enables individuals to access global information, engage in international engagement, and compete in academic and professional settings. Speaking is recognised as one of the four most significant English language skills because it shows learners' capacity to actively use the language in real-world communication(Rahman & Yulianto, 2026).

Students who learn English as a Foreign Language (EFL) should develop solid speaking skills in order to communicate smoothly, confidently, and effectively in a variety of contexts. Learners can use speaking abilities to express ideas, share opinions, participate in discussions, and communicate with others. Speaking competency helps students with academic presentations, collaborative learning, and interaction in global communication environments(Raudhlatul Islam, 2022). As a result, speaking skill should be one of the key objectives of English language acquisition.

However, the reality is that many EFL learners continue to have severe difficulties speaking English. Despite having studied English for many years, many students still struggle to communicate fluently and naturally in spoken English. They frequently hesitate when speaking due to a lack of vocabulary, poor pronunciation skills, fear of making mistakes, and low self-esteem. As a result, students tend to be inactive during speaking activities and avoid utilising English in communication.

One of the primary causes of this issue is pupils' limited opportunities to practice speaking in authentic communication scenarios(Han et al., 2023). In many classes, English instruction is still centred on grammatical exercises, reading comprehension, and written assignments rather than communicative speaking practice. As a result, pupils understand English conceptually but struggle to use it in everyday communication. Furthermore, because English is rarely used outside of the classroom, the Indonesian EFL environment gives little exposure to the language in everyday life(Parawangsa et al., 2024). This circumstance causes a disconnect between the expectation that students converse actively in English and the reality that they rarely practice speaking spontaneously.

Since technology advances, digital learning platforms and applications have become an increasingly important part of language acquisition(Holozsai & József, 2024). The advancement of technology expands students' options to learn English in more flexible and participatory ways. Several digital applications now include speaking features such as voice communication, pronunciation practice, chat rooms, and connection with people from foreign countries. Ideally, these tools can assist students enhance their speaking skills through authentic and consistent communication practice outside of the classroom.

Among these digital platforms, real-life applications have emerged as one of the most promising methods for enhancing speaking abilities since they allow

students to communicate in more realistic and meaningful settings (Tarigan, 2024). Real-life applications allow students to practice speaking directly, communicate with other speakers, and engage in actual communication settings (Athirah & Dalimunte, 2025). These tools also enable a more flexible and informal learning atmosphere, which may help students reduce speaking anxiety and gain confidence. As a result, real-world applications are thought to be more effective than traditional learning techniques in promoting communicative competence development.

Nonetheless, despite the availability of these technological tools, many students struggle to properly use real-life applications for speaking growth. Some students utilise digital technology primarily for enjoyment rather than instruction, while others remain apprehensive and unmotivated to interact in English even after using language-learning programmes. Furthermore, many past research has primarily focused on the overall effectiveness of digital learning applications and quantitative learning outcomes, such as accomplishment scores or language performance development. Only a few research have looked closely at learners' experiences, psychological changes, and authentic communication processes while employing real-life applications in speaking practice.

In addition, a result, the originality of this study stems from its focus on EFL learners' experiences using real-life applications to improve English speaking abilities through authentic communication activities. Unlike prior studies, which mostly focus on efficacy evaluation, this study particularly analyses how learners experience the learning process, overcome speaking hurdles, gain confidence, and increase speaking skill through real-life contact. This study also emphasises the psychological and communicative aspects of language learning, focusing on how authentic speaking experiences affect learners' motivation, fluency, and willingness to communicate.

Based on these difficulties, this study is crucial to do because it bridges the gap between the expectation that EFL learners should be able to communicate successfully in English and the reality that many students continue to struggle with speaking despite technological advancements. This study is expected to provide a deeper understanding of the role of authentic digital interaction in improving speaking skills by investigating learners' experiences with real-life applications. It will also contribute to the development of more communicative, interactive, and learner-centered approaches in English language learning.

LITERATURE REVIEW

Before going into the theories underlying this study, it is critical to recognise that using real-life applications to improve English speaking abilities entails a number of interwoven aspects of language acquisition. This research

examines not only speaking skills, but also communication processes, social interaction, technology-based learning, and learners' experiences during speaking practice. As a result, various relevant theories are required to complement the study and provide a more in-depth knowledge of how real-life applications help EFL learners enhance their speaking skills.

This section discusses three theories: Speaking Skill Theory, Communicative Language Teaching (CLT), and Sociocultural Theory. These ideas are regarded as relevant because they explain the significance of communicative engagement, authentic speaking practice, and social collaboration in language learning. Furthermore, these ideas contribute to understanding how learners enhance their speaking skills through real-world engagement and communication experiences.

Speaking Skill in EFL Learning

Speaking is one of the most productive skills in English language learning because it allows students to express their ideas, opinions, and information orally. Brown (2023) defines speech as an interactive process of building meaning by producing and receiving information. Similarly, Harmer adds that speaking is a vital component of communication in which students utilise language spontaneously in real-world circumstances. Speaking ability becomes an essential metric of communicative competence in EFL settings because students are expected to use English actively and meaningfully.

Pronunciation, vocabulary, grammar, fluency, and comprehension are all essential components of speaking ability. Pronunciation enables students to produce understandable speech, whereas vocabulary enables them to communicate concepts appropriately (Brown & Lee, 2025). Grammar is required to build meaningful phrases, whereas fluency denotes the capacity to talk fluently and naturally. Furthermore, understanding enables students to understand and respond appropriately during interactions. These components work together to promote effective oral engagement in English learning.

However, many EFL learners continue to struggle with speaking English. Learners frequently face speaking anxiety, lack of confidence, fear of making mistakes, and a limited vocabulary. Speaking practice remains limited in many classes because learning activities prioritise grammar and writing tasks above communicative contact. As a result, pupils don't have enough opportunities to practice speaking spontaneously. Learners require authentic speaking environments that promote active communication and ongoing speaking practice.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a method that makes communication the primary goal of language learning. According to Richards and Rodgers (2022), CLT focuses on students' ability to communicate meaningfully

and appropriately in real-world circumstances. This approach encourages students to actively utilise language through engagement, discussion, and communicative activities rather than simply memorising grammatical rules.

Authentic communication is one of CLT's core ideas. Learners are intended to practice English through meaningful interaction that simulates real-world communication (T et al., 2025). Authentic communication helps children improve speaking fluency, confidence, and communicative competence because they utilise language for real-world goals. In this context, real-life applications allow students to communicate directly with others and practice speaking in genuine scenarios outside of the classroom.

CLT also emphasises communicative competence, which refers to students' capacity to use language effectively and appropriately in a variety of circumstances (Putri, 2025). Grammatical knowledge, sociolinguistic comprehension, discourse competence, and strategic communication abilities are all components of communicative competence. Learners increase not only their language correctness through communicative interaction, but also their ability to maintain discussions, voice viewpoints, and respond appropriately in social situations. As a result, CLT is extremely relevant to the use of real-world applications in enhancing speaking skills.

Sociocultural Theory

Vygotsky's Sociocultural Theory as cited by (YUSOF, 2021) emphasises social contact and collaboration as the means of learning. According to this hypothesis, language development is heavily influenced by social interaction and engagement. Learners construct knowledge through interaction, discussion, and shared experiences within their social environment. As a result, communication is critical to language acquisition and speaking development.

The Zone of Proximal Development (ZPD) is a key concept in Sociocultural Theory, referring to the gap between what learners can do individually and what they can achieve with direction or contact from others (Irshad et al., 2021). Learners' language aptitude and speaking performance can steadily improve as they interact with more skilled classmates or communication partners. Learners in digital communication contexts may receive coaching, feedback, and speaking practice, all of which help them gain confidence and fluency.

In addition, Sociocultural Theory emphasises collaborative learning. Collaborative contact helps students to share ideas, negotiate meaning, and develop communication skills together. Collaborative speaking exercises help learners become more active and motivated to use English (Herrera-Pavo, 2021). Real-life applications facilitate collaborative learning by allowing learners to communicate, interact, and engage in authentic interactions with other users. As a

result, these programmes provide relevant speaking experiences, which help learners build their speaking skills and communication confidence.

METHOD

This study used a descriptive qualitative research approach to investigate EFL learners' experiences with real-world applications for improving English speaking skills. This study focused on understanding learners' perceptions, communication experiences, speaking obstacles, and confidence development while using digital tools, hence qualitative research was judged appropriate. According to Creswell as cited by (Salmona & Kaczynski, 2024), qualitative research seeks to investigate and analyse people's experiences in natural environments. As a result of this technique, the researcher gained a better knowledge of how real-life applications help EFL learners build their speaking skills.

The participants in this study were EFL students who actively used real-life applications for English speaking practice. The participants were chosen specifically based on their experience with digital communication technologies in language learning activities. The key data sources came from participants' replies and communication experiences during the learning process. The data were gathered through semi-structured interviews and observations. Semi-structured interviews were undertaken to acquire extensive information on the learners' speaking issues, communication practice, motivation, confidence, and experiences with real-life applications. In addition, observation was used to detect learners' engagement patterns and speaking actions during communication practice using digital applications.

Braun and Clarke (2022) proposed thematic analysis, which was used to analyse the obtained data. The analysis involved data transcription, coding, categorisation, theme identification, and interpretation. First, the researcher arranged and transcribed the interview and observation data. The data were then coded based on key aspects such as speaking experiences, communication challenges, confidence building, and authentic interaction. Following that, three significant themes were identified to explain learners' experiences with real-world applications for improving speaking skills.

To assure data reliability, the researcher used triangulation, comparing interview results to observation findings (Meydan & Akkaş, 2024). Member verification was also carried out to ensure the accuracy of the participants' responses and the researcher's interpretation. Furthermore, all individuals freely participated in this study, and their personal information was kept strictly confidential for ethical and academic reasons.

FINDINGS

EFL Learners' Perceptions of Using Real-Life Applications

According to the interview findings, participants usually regarded real-life applications as beneficial, practical, and useful tools for enhancing English speaking skills. The learners indicated that these programmes allowed them to practice English through authentic communication experiences, which they found more interesting and entertaining than traditional classroom learning. Direct communication activities increased learners' engagement in the learning process by allowing them to apply English in real-world circumstances rather than only studying theoretical topics.

Respondent S1 stated:

"I use real-life applications to support my English-speaking practice because they give me opportunities to communicate in more authentic situations and help me feel more confident when speaking." (S1)

This comment implies that honest communication was one of the most important aspects impacting the learner's good view of the application. The participant emphasised that speaking practice using real-life applications seemed more natural because the communication activities mirrored real-world interactions. In addition, the respondent felt more confident when speaking English. This research implies that authentic speaking experience is helpful in eliminating psychological barriers such as anxiousness and lack of confidence during communication.

Likewise, Respondent S2 explained:

"Through the use of real-life applications, I can practice pronunciation, understand conversations more easily, and develop my speaking ability in a more practical way." (S2)

The response demonstrates that the participant saw the applications as practical learning tools that help with speaking development through regular communication practice. The participant cited pronunciation practice and listening comprehension as significant benefits from the application. This finding suggests that real-life applications not only increase speaking fluency but also assist students become more familiar with spoken English in actual communication scenarios. As a result, the learner gradually improved his understanding and confidence in speaking activities.

Moreover, Respondent S3 stated:

"I prefer learning through real-life applications since they allow me to experience English in everyday contexts, especially for improving fluency"

and increasing vocabulary knowledge.” (S3)

This statement suggests that the participant found real-life applications more effective since they linked English learning to ordinary communication experiences. The learner emphasised the importance of continual exposure to English conversations in improving speaking fluency and vocabulary knowledge. This research implies that learning through actual interaction allows students to acquire language more naturally because vocabulary and expressions are taught directly through conversation practice rather than memorisation tasks.

In addition, Respondent S4 stated:

“I regularly use real-life applications as part of my speaking practice because they encourage me to apply English directly in communication activities and make me more active during the learning process.” (S4)



Figure 1. Learners' Participation in English Speaking Activities through Interactive Communication Practice

The participant's reaction demonstrates that the applications promoted active participation in speaking practice. Direct communication exercises encouraged the learner to actively use English rather than passively receive learning materials. This research demonstrates how real-life applications foster communicative learning environments that encourage active contact, learner participation, and verbal engagement.

The figure reflects the interview findings, demonstrating that learners become more active and confident throughout speaking exercises. The communication-based learning environment encourages students to actively participate in speaking practice and communicate more naturally with others. Furthermore, the learning environment looked to be more adaptable and communicative, making it easier for students to express themselves in English.

Overall, the research found that EFL learners viewed real-life applications positively because they provided realistic communication experiences, flexible

learning possibilities, practical speaking tasks, and supportive speaking environments. The students thought that these programmes helped them become more confident, active, and driven in utilising English for communication. Furthermore, realistic interaction with the applications made speaking practice more engaging because learners saw English as a tool for real conversation rather than just an academic subject.

The Role of Real-Life Applications in Overcoming Speaking Challenges

The findings demonstrated that real-life applications assisted learners in overcoming various common issues associated with learning English speaking abilities, such as speaking anxiety, lack of confidence, limited vocabulary, pronunciation difficulties, and low speaking fluency. The participants stated that constant communication practice using the applications steadily enhanced their speaking abilities and lessened their dread of communication activities.

Respondent S1 stated:

"I use real-life applications to practice English speaking because they help me communicate in more authentic situations and improve my confidence when speaking English." (S1)

The participant's reaction implies that real communication experiences have a substantial impact on confidence development. The student noted that learning English in real-life circumstances helped him overcome anxiousness and fear of making mistakes. This research implies that regular communication exposure can assist learners in being mentally prepared and comfortable when speaking English.

Respondent S2 explains:

"I use real-life applications to practice pronunciation and understand conversations more easily, so I can develop my speaking skills in a more practical way." (S2)

This statement indicates how the applications promoted pronunciation improvement and listening comprehension through repeated interaction and speaking exposure. The participant improved gradually since the programmes allowed him to hear and practice English expressions on a constant basis. This research suggests that learners' speaking development improves when they actively interact with actual spoken language rather than depending solely on classroom instruction.

Meanwhile, respondent S3 said:

"I use real-life applications because they allow me to learn English through everyday communication activities, which helps improve my fluency and vocabulary mastery." (S3)

The participant emphasised that everyday communication activities

organically improved vocabulary and fluency. This research implies that authentic communication situations assist learners in contextualising language and improving fluency through continual speaking practice. As learners become more comfortable with popular language and communication patterns, they become more fluent and confident in their talks.

In addition, Respondent S4 stated:

“I use real-life applications regularly to support my speaking practice because they encourage me to use English actively during communication activities.” (S4)

This response suggests that the applications promoted consistent and autonomous speaking practice. The student got more engaged in using English because the applications provided flexible opportunities for communication practice outside of the classroom. This research indicates that learner autonomy and continual practice are essential factors in enhancing speaking abilities and overcoming communication challenges.



Figure 2. Collaborative Speaking Activities in the English Learning Process

The image shows that learners actively participated in speaking activities and communication interactions throughout the learning process. Students appeared more interested in discussion, engagement, and speaking practice exercises, demonstrating the importance of authentic communication in enhancing speaking confidence and fluency. Furthermore, the learning environment encouraged collaborative and autonomous speaking practice, which helped students overcome fear and become more comfortable using English in communication scenarios.

Overall, the findings show that real-life applications help to overcome both linguistic and psychological barriers in English speaking learning. Linguistically, the programmes help students enhance their pronunciation, vocabulary, fluency, and communication comprehension through authentic engagement and repetition.

Psychologically, the programmes lessen speaking fear, boost confidence, stimulate active engagement, and drive students to practice speaking independently. As a result, real-life applications might be considered useful instruments for promoting English speaking growth among EFL learners through relevant and authentic communication opportunities.

DISCUSSION

EFL Learners' Perceptions of Using Real-Life Applications

This study's findings demonstrated that EFL learners saw real-life applications as helpful and meaningful tools for enhancing their English-speaking competence. Participants stated that the applications provided authentic communication experiences, flexible learning possibilities, and interactive speaking practice, which aided their speaking development. The students felt that communication activities conducted using real-life applications were more natural and engaging since they reflected real-world communication situations rather than fake classroom exercises. These findings suggest that learners are more likely to respond positively to learning environments that allow them to communicate and use English effectively.

One of the study's most noteworthy conclusions concerns honest communication encounters. The participants emphasised that real-life applications enabled them to interact in English in actual scenarios, which increased their confidence and comfort during speaking activities. This finding can be examined through the lens of Communicative Language Teaching (CLT), which prioritises meaningful interaction as the primary goal of language learning (Qasserras, 2023). According to Richards and Rodgers (2022), language acquisition is more effective when students actively utilise language for communication rather than simply memorising grammar rules. In this study, the participants received direct communication exposure, which encouraged them to use English functionally in communication activities. As a result, speaking practice became more context-based, participatory, and communicative.

The findings also show that real-life applications improved learners' confidence in speaking English. The participants stated that they gained confidence since the applications provided flexible and less stressful communication spaces. This problem is significant since many EFL learners frequently suffer fear of making mistakes, uneasiness, and anxiety during speaking exercises. Learners eventually gained confidence in expressing themselves in English as they practiced authentic communication. This research lends support to Krashen's affective filter hypothesis as cited by (Li & Zhou, 2023), which states that language learning is more effective when learners are comfortable, motivated, and confident. In this study, the applications alleviated

psychological strain during speaking activities, allowing students to communicate more freely and actively.

Another key finding is learners' active participation during communication practice. Participants indicated that real-life applications encouraged them to participate more in speaking activities since communication occurred naturally and continuously. This discovery is consistent with Vygotsky's Sociocultural Theory as cited by (YUSOF, 2021), which emphasises that language development takes place through social contact and collaborative communication. Through engagement with other users, learners were able to repeatedly practice speaking, gain communication exposure, and ultimately improve their speaking abilities. The communication process evolved into a social learning activity in which students developed their language skills by participating and interacting.

In comparison to past studies, the findings of this study are consistent with other research demonstrating that digital applications improve speaking motivation and communication confidence among EFL learners. Previous research found that technology-based learning settings provide more engaging and flexible learning experiences, increasing learners' propensity to communicate in English (Teng et al., 2025). Similarly, this study discovered that learners found speaking practice in real-life applications more engaging because the exercises were related to their daily communication experiences. However, this study makes a more significant addition by concentrating explicitly on learners' experiences and perspectives during authentic communication interactions rather than simply assessing speaking achievement or technological efficacy objectively.

Furthermore, this study found that learners regarded real-life applications not just as learning tools, but also as communication spaces that promote social engagement and self-directed learning. Participants explained that they could practice speaking at their own pace, making the learning process more adaptable and learner-centered. This research implies that learner autonomy plays a key role in affecting speaking improvement. When students have more control over their communication practice, they are more motivated and active in developing speaking skills on their own.

Overall, the study found that EFL learners viewed real-life applications positively because they provided authentic communication exposure, reduced psychological obstacles, encouraged active involvement, and supported autonomous speaking practice. The findings show that meaningful communication interactions are critical for building speaking competency among EFL learners. As a result, real-world applications might be considered valuable instruments for developing communicative and learner-centered speaking environments.

The Role of Real-Life Applications in Overcoming Speaking Challenges

The study's findings demonstrated that real-life applications assisted EFL learners in overcoming a number of issues in learning to speak English, including speaking anxiety, pronunciation difficulties, a restricted vocabulary, low speaking fluency, and lack of confidence. The participants reported that constant speaking practice and authentic communication exposure via the applications steadily enhanced their communication skills and reduced their anxiety of speaking. These findings suggest that real-life applications help not only with linguistic growth but also with psychological readiness in communication.

One of the most significant findings of this study is the lowering of speaking anxiety. The participants stated that they were first frightened and afraid of making mistakes while speaking English. However, consistent communication practice using real-life applications helped students grow more comfortable and competent in talks. This data can be explored using Krashen's affective filter hypothesis as cited by (Li & Zhou, 2023), which says that anxiety and terror can impede language acquisition processes. In this study, the applications provided pleasant communication spaces, reducing learners' nervousness and encouraging them to participate more actively in speaking practice. As students became less fearful of making mistakes, their desire to communicate improved dramatically.

The study also found that frequent communication exposure enhanced students' pronunciation and speaking fluency. Participants indicated that listening to conversations and practicing speaking on a regular basis helped them become more familiar with English pronunciation, phrases, and communication styles. This study lends support to Brown's hypothesis (Brown, 2023), which emphasises the importance of ongoing engagement and repetitive language practice for speaking development. In this study, learners improved their speaking skills because they were consistently exposed to spoken English through authentic communication experiences rather than isolated classroom exercises.

Another significant discovery pertains to vocabulary development. Participants stated that they learned new terminology and expressions spontaneously through chats and communication activities within the programmes (Numonova, 2024). This research implies that vocabulary acquisition is more effective when learners encounter language in relevant circumstances. Instead of memorising vocabulary lists, students learned language through interaction and communicative exposure. This process corresponds to the concept of natural language acquisition, in which learners gradually build language competence through communicative encounters.

The findings show that real-life applications promote student autonomy and independent speaking practice. The participants explained that the applications' flexibility allowed them to practice speaking both inside and outside of the classroom, depending on their individual learning requirements and

preferences. This situation encouraged continual communication practice, which helped greatly with speaking improvement. Unlike limited classroom speaking opportunities, the applications allowed unlimited access to communication practice, allowing students to enhance their speaking skills more consistently (Liu, 2023).

This study's findings are consistent with previous research suggesting that technology-based communication platforms improve speaking fluency, confidence, and learner motivation. Previous studies discovered that learners feel more at ease practicing English through internet communication because the learning environments are more adaptable and less frightening than conventional classroom settings (Athirah & Dalimunte, 2025). Similarly, participants in this study stated that real-life applications increased their confidence in practicing English by making communication activities feel more natural and pleasurable (Novela Ananda & Hastini, 2023).

This study, however, builds on past research by demonstrating that the authenticity of communication experiences delivered within real-life applications has a significant impact on their effectiveness. The findings show that speaking progress occurs not simply because technology is employed, but also because the applications give significant communication exposure, repeated interaction, and learner-centered speaking experiences. As a result, authentic communication emerges as the most important factor in EFL learners' speaking growth.

Overall, the findings show that real-life applications can assist EFL learners overcome both linguistic and psychological speaking obstacles. Linguistically, the applications help with pronunciation improvement, vocabulary development, speaking fluency, and communication comprehension. Psychologically, the programmes minimise fear, boost confidence, promote active involvement, and enable students to practice speaking independently. The analysis of these findings reveals that real communication practice and constant engagement are critical components in promoting English-language development among EFL learners.

CONCLUSION

This study explored EFL learners' experiences with real-life applications and their impact on English speaking skills. The findings demonstrated that real-life applications helped learners build their speaking skills by providing authentic communication experiences, constant contact, and flexible speaking practice. The applications were well-received by students because they gave important opportunities to utilise English in real-world communication circumstances rather than just formal classroom settings.

The study also discovered that real-life applications dramatically improved

trainees' speaking skills, both linguistically and psychologically. Linguistically, the programmes improved learners' pronunciation, vocabulary acquisition, speaking fluency, and communication comprehension by exposing them to spoken English and authentic engagement on multiple occasions. Psychologically, the applications lowered speaking fear, boosted confidence, encouraged active engagement, and inspired students to practice speaking more independently and consistently.

Furthermore, the study found that true communication was the most influential aspect in promoting speaking progress. Learners gained more natural and engaging speaking practice through communication activities based on everyday situations, encouraging them to participate actively in conversations. The applications' flexibility also enabled students to practice English outside of the classroom and in accordance with their individual learning needs.

Overall, this study shows that real-life applications can be useful instruments for promoting English speaking improvement among EFL learners. The combination of authentic communication, interactive learning environments, and learner-centered speaking practice allows students to build their speaking skills more meaningfully and confidently. As a result, real-life applications have the potential to promote more communicative, adaptable, and engaging English language learning methods.

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