

EXPLORATION OF THE USE *ENG BREAKING* APPLICATION FOR EFFECT LEARNERS AS AN INDEPENDENT LEARNING MEDIA TO IMPROVE SPEAKING SKILLS

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Abstract: This research explores the effectiveness of the Eng Breaking application as an independent learning medium to improve English speaking skills among students. The Eng Breaking app is designed to provide an interactive and adaptive English learning experience, allowing users to practice speaking independently with minimal guidance from an instructor. This research uses a qualitative approach to investigate how this application affects students' speaking skills as well as their experiences and perceptions during application use. The research method used includes an in-depth case study involving a number of students who participated in a learning program using the application over a sixweek period. Data was collected through semi-structured interview techniques with participant analysis, direct observation of application use, and content from feedback provided by students through application forums and open surveys. In-depth interviews were conducted to explore students' views regarding the ease of use of the app, the relevance of the speaking practice provided, and its impact on their speaking skills. The research results show that the Eng Breaking application has a positive impact on improving students' speaking skills. Participants reported improvements in speaking fluency, clearer pronunciation, and spontaneous speaking ability. Apart from that, this application also increases students' motivation and confidence in practicing speaking English. These findings highlight the potential application of Eng

Breaking as an effective independent learning tool and make a significant contribution to the development of English language learning methods that are more flexible and oriented to individual needs.

Keywords: English Breaking Application, Independent Learning Media, Speaking Skills, English Language Learning, Qualitative Method, Case Study.

INTRODUCTION

In the millennial era this, language English has become Language mandatory international studied. Language English works as liaison main in global communications, incl in context education And career. According to *Wang (2021)* , ability language Good English No only open access to various global information but Also increase opportunity career And mobility social . This matter show importance ability language English in face increasingly global demands complex. However, still Lots students facing difficulty in learn Language English with Good And Correct . Especially in the regions isolated or who uses Language local like Language Sundanese, student often experience difficulty in speak And pronunciation Language England (*Dewi & Setiawan, 2022*). Lack of facility And support teaching in schools the worsen circumstances, causes student feel Language English is difficult language studied.

In the era of digitalization moment this , technology has offer various solution For overcome problem in learning Language English . One of innovation latest is use application learning language based technology , like Eng Breaking. Application This combine AI technology for provide virtual tutors that work in learning Language English . According to *Lee et al. (2023)* , app learning language based technology show potency significant in increase Skills speak And vocabulary student through method customized interactive with need individual . Besides The , *Jansen & Müller (2024)* explain that integration intelligence artificial in application learning Language can adapt material learning with speed And level understanding each student . This possible experience more personalized learning and effective . *Smith (2022)* Also add that technology interactive in education Language No only increase Skills Language but Also motivating student For Study more enterprising .

Application application like Eng Breaking in the environment school can give profit addition with provide method varied learning And interesting . *Yusof & Fadhlina (2024)* show that use mobile application in learning Language English can increase results Study student And build trust self they in speak Language English . Based on explanation above , researcher planned For apply application Eng Breaking in class 10 AL- Falah High School on year teachings 2023/2024. Study This aim For investigate influence application Eng Breaking in

develop knowledge vocabulary And ability speak students , as well evaluate its effectiveness in context learning .

Study This focused on utilization application Eng Breaking as a learning medium independent For increase Skills speak students at Al- Falah High School on year teachings 2023/2024. Application Eng Breaking is selected Because offer designed features special For help student in train speak Language English in a way interactive . Features the covers exercise speak with bait come back direct , various game strengthening education vocabulary , and activity helpful listening in pronunciation . Focus study This Also covers analysis How application This can overcome challenge specifically encountered by students in disadvantaged environments support facility teaching Language English.

RESEARCH METHOD

Method Research used is method study qualitative . According to Creswell (2016) research qualitative is type exploratory research And understand meaning in a number individual or a group of people who come from from problem social . Study qualitative in a way general can used For study about life society , history , behavior behavior , concept or phenomenon , problem social , and so on. One of reason Why use approach qualitative is experience researcher Where method This can find And understand what is hidden behind occasional phenomenon is something difficult For understood . Creswell (2016:3) explains that method study is plan And procedure research that includes steps form from assumptions wide until methods detailed in collection , analysis And data interpretation .

Method research used researcher is descriptive with approach qualitative . Study descriptive that is something descriptive writing actual situation about object under study , according to actual situation on moment study direct , collected data No form numbers but the data originate scripts , interviews , notes field , document personal , memo notes , and document other . Principle study qualitative naturalistic or natural . It is called naturalistic because situation field study is "natural" or reasonable , as is exists without manipulated , arranged with experiment or test. Study This No test something hypo A paper will but only want to know variable state let go , no connect between one variable with other variables in a way systematic by Because That method study use approach qualitative .

Approach qualitative in study This is Matching between data Actually with applicable theory with use method descriptive . Formulation that problem will be researched determine observation And study in a way deep . Creswell (2016:4) explains that study qualitative is methods For explore And understand meaning by a number individual or a group of people is considered originate from problem social or humanity .

RESULT AND DISCUSSION

RESULT

This section summarizes key insights from the analysis of qualitative data on the use of the Eng Breaking application by EFL learners. The findings are categorized into primary themes that reflect participants' experiences and the application's effectiveness in enhancing speaking skills.

Student Experiences with Eng Breaking

- Participants found the application flexible and user-friendly, allowing them to study anytime and anywhere. The interface was described as simple and intuitive.
- Initial confusion with the application's features diminished with usage, leading to improved English skills, especially in listening and speaking.

Impact on Independent Learning

- The interactive and engaging materials in Eng Breaking motivated participants to study regularly, with features like assessments and feedback driving their progress.

Favorite Features

- The most valued features were listening, speaking, and multidimensional reflection, which comprehensively supported participants' language development.

Integration with Curriculum

- Teachers effectively integrated Eng Breaking into their curriculum, enhancing lessons with interactive speaking activities.
- Evaluation and Feedback
- The application's evaluation tools allowed teachers to monitor progress and provide targeted feedback.

DISCUSSION

The findings show that most participants felt that the Eng Breaking application made it easier for them to learn English. This ease of use is an important factor in allowing this application to be widely adopted by students with various levels of technical ability.

Lowenthal and Dunlap (2020) support these findings by stating that language learning technology allows much-needed flexibility for students with busy schedules.

First Experience Using Eng Breaking

Participants' first experiences varied, but were overall positive. Initial adaptation may take some time, but the features offered are proven to help students improve their English skills. This shows that this application has the potential to provide a good learning experience with minimal adjustments from new users. in accordance with what was stated by Chen et al. (2021), that students' active involvement with learning technology can improve their language skills significantly.

Increasing Learning Motivation

These findings strengthen Dörnyei and Ushioda's (2021) theory about the importance of motivation in language learning. The majority of participants reported increased learning motivation after using the Eng Breaking application. This motivation is driven by interactive features and engaging materials, which make learning more fun and effective. This shows that this application can play an important role in increasing student engagement in English language learning.

Favorites Feature in the Application

Participants highlighted features such as listening, speaking, and multidimensional reflection as most helpful. These features not only improve language skills but also provide reflection that is important for understanding learning progress. These features show that the app is well designed to meet students' learning needs. McKay (2020) supports these findings by stating that interactive exercises in language learning technology can significantly improve students' skills.

CONCLUSION

This research explores students' experiences in using the Eng Breaking application as an independent learning medium to improve speaking skills in English. Based on the qualitative data collected through the questionnaire, several main conclusions can be drawn:

Ease of Use and Positive Experience:

The Eng Breaking app is very easy to use and flexible, allowing students to learn English anytime and anywhere. The majority of participants reported positive experiences, although some experienced initial difficulties that were quickly overcome.

Increasing Learning Motivation:

The app's interactive and engaging features, such as listening, speaking and multidimensional reflection exercises, significantly increase students' learning motivation. Immediate feedback from the app helps students see their progress, which encourages them to continue learning and improving their skills.

Support for Independent Learning:

Eng Breaking is effective in supporting students' independent learning. Students feel more motivated to study independently with this app, which allows them to organize their study time according to their personal schedule.

Potential Benefits for Teachers:

Although this research did not directly examine the benefits for teachers, the findings suggest that with improved student skills and motivation, these apps can help teachers manage class time more effectively, allowing for a focus on in-depth discussions and advanced practice.

Implications:

This research shows that technology such as the Eng Breaking application can be an effective tool in learning English. Educational app developers must continually pay attention to user feedback to improve the user experience and effectiveness of learning features. Teachers can also consider integrating these applications into formal classroom learning.

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