

IMPROVING THE STUDENTS' ENGLISH SPEAKING THROUGH OMEGLE PLATFORM

Muhammad Aidyl Fahri¹, Didik Santoso²
Pendidikan Bahasa Inggris FITK UINSU¹
Pendidikan Bahasa Inggris FITK UINSU²
aidylfahri555@gmail.com

ABSTRACT

This study explored the improvement of English speaking skills among higher education EFL students through the use of Omegle, a real-time interactive platform. Twenty Indonesian higher education EFL students participated in a one-month intervention that integrated Omegle into structured classroom activities. Data were collected through observations, pre- and post-tests, and semi-structured interviews. Quantitative results showed a notable improvement in speaking performance, with mean scores increasing from 48.2 in the pre-test to 72.5 in the post-test ($t = 13.9$, $df = 19$). Qualitative findings indicated that students became more confident, expanded their vocabulary, and spoke more fluently during spontaneous online conversations. These findings highlighted how combining digital platforms with classroom instruction fostered measurable progress in language proficiency. The study suggested that interactive, technology-assisted practice provided authentic, low-pressure opportunities for developing speaking skills, while future research could examine longer-term interventions and larger, more diverse student populations.

Keywords: Action research; Digital platform; English speaking skills; Omegle

A. INTRODUCTION

The mastery of English speaking has become a crucial competency in the contemporary worldwide educational environment. With the advancement of information and communication technologies, language learning methodologies have transformed, integrating digital platforms to augment linguistic proficiency (Balula et al., 2020). Proficient speaking abilities, encompassing gestures, voice modulation, tone, tempo, and pronunciation, are essential for efficiently transmitting knowledge and information across diverse media platforms (Yadav et al., 2023). These skills not only enhance communication but also ensure clarity, engagement, and the accurate delivery of messages to diverse audiences

(Tavakoli et al., 2020). Therefore, fostering these speaking abilities has become imperative in equipping students with the tools necessary for success in academic contexts.

However, based on preliminary observations conducted at the research site, many EFL students still experience significant difficulties in developing their English speaking skills (Tridinanti, 2018). In the observed classroom context, students rarely use English during speaking activities and tend to rely heavily on Bahasa Indonesia. Most students demonstrated limited fluency, frequent pauses, and hesitation when responding orally in English. These difficulties were mainly caused by limited vocabulary mastery and low confidence, particularly when students were asked to speak spontaneously in front of their peers (Nety, et al., 2020). Furthermore, the learning process at the research site provided minimal opportunities for authentic speaking practice, as students were mostly exposed to textbook-based activities and teacher-centered instruction. As a result, students had very limited exposure to real-life English communication, which negatively affected their pronunciation, intonation, and overall speaking fluency.

These problems indicate a clear gap between the expected speaking competence and the actual speaking performance of students at the research site (Tian, et al., 2024). Based on preliminary classroom observations, students rarely engaged in English oral communication and showed limited fluency, frequent pauses, and low confidence when asked to speak spontaneously (Anjarni, 2025). The existing teaching practices at the research site were predominantly teacher-centered and focused on textbook-based activities, which provided minimal opportunities for authentic speaking practice. Consequently, students had limited exposure to real-life English communication, which contributed to their difficulties in developing speaking fluency. These problems were consistently observed during preliminary classroom observations prior to the implementation of the intervention.

In addressing these problems, numerous digital platforms have been employed to enhance pupils' speaking abilities (Slavuj, 2023). Using educational speaking technology tool significantly improves EFL students' speaking performance compared (Asratie et al., 2023). Digital tools can improve EFL students' speaking skills by providing unlimited resources and fostering student involvement in

learning activities (Fitriani, 2020). One such platform is omegle, omegle is a video chat network that randomly connects users with strangers globally (Asaika, 2023). Omegle is an online communication platform that enables users to engage in real-time conversations with strangers through either text or video modes. The application functions by randomly pairing individuals across the globe, allowing them to initiate dialogue without the need for prior acquaintance or user registration. To use Omegle, individuals simply access the platform's website, select the preferred mode of interaction (text or video), and are instantly connected with another user. This simple and anonymous structure provides learners with opportunities to practice language use in authentic communicative settings, as they interact with diverse interlocutors in spontaneous exchanges. Consequently, Omegle may serve as a supplementary tool for language exposure, particularly in enhancing communicative competence through unstructured and natural conversations. As a result, students can practice and refine their speaking skills in a more natural, less structured setting, simulating real-world conversations that are crucial for language acquisition.

Previous studies have explored the use of digital platforms in language learning, particularly in improving speaking skills. Anjarani et al., (2025) found that video chat applications with native speakers help students feel more comfortable and confident in their communication. Similarly, Haris et al., (2025) demonstrated that platforms like omeTv can create a more realistic communication environment, which is crucial for language acquisition. Moreover, studies by Asaika, (2023) also revealed that interactions with native speakers through omegle significantly enhance students' fluency and listening comprehension. These platforms not only provide an immersive experience but also allow students to practice speaking in a context that closely mimics real-life situations, further supporting language development. However, while existing literature highlights the benefits of these platforms, few studies specifically examine the application of an omegle like interactive model in an educational setting especially in Indonesia.

This gap in the literature underscores the necessity for further exploration of innovative tools that facilitate language acquisition. The purpose of this study is to investigate how an interactive platform, modeled after omegle, can be effectively integrated into English language instruction to improve speaking skills among school students. By leveraging technology to create engaging and interactive

speaking opportunities, this research aims to address the existing shortcomings in traditional language teaching methods. Based on the mentioned above, the research question is what extent can omegle platform improve students' English speaking skills?

B. Methodology

The aim of this study is to evaluate the improvement of higher education EFL students speaking skills through omegle. This research employed action research and mix methode, involving 20 Indonesian higher education EFL students recruited by purposive sampling according to specific criteria. Data were acquired via obsevation, pre-test and post-test assessments and along with semistructured interviews. The study adhered to a defined protocol, utilizing omegle's speaking practice tool for 25 minutes daily.

The research procedure employed classroom action research consisting of a preliminary phase and cycle one phase. In the preliminary phase, the researcher identified higher education EFL students' speaking difficulties, such as limited vocabulary, lack of fluency, and low confidence, through classroom observation, a pre-test, , and interviews. The results of this stage served as the basis for the cycle one phase which are divided into several sections including planning section, in which learning activities were designed by integrating Omegle as a tool for authentic communication practice, with topics focused on self-introduction and daily life. Then action section was then carried out, where higher education EFL students engaged in guided conversations through Omegle in order to practice speaking in real-time contexts. During the observation section, the researcher systematically recorded higher education EFL students' participation and interaction using observation sheets, while also administering a post-test to evaluate improvements in their speaking performance. Finally, in the reflection phase, all data obtained from, observations, the tests and interviews were analyzed to assess the effectiveness of the intervention and to identify aspects requiring improvement for subsequent cycles. Data from the pre-test and post-test were examined utilizing descriptive statistics (means, standard and deviations) and inferential statistics (paired-sample t-test) to evaluate significance. Thematic analysis was conducted on qualitative data from observations and

interviews to investigate students' learning experiences. Data veracity was confirmed using triangulation.

C.Result And Discussion

After analyzing the quantitative and qualitative data, the findings of this study showed into two themes including pre-eliminary phase and cycle one phase.

Pre-Eliminary Study

To gain an initial understanding of the students' speaking skill, classroom observation was conducted during the pre-elimentary phase. The observation indicated that participants had poor English speaking skills, as reflected in their limited vocabulary, lack of confidence, and minimal participation in classroom speaking activities. It shown in observation sheet, that is;

“In the pre-elementary phase, only 30% of students actively engaged in speaking activities, while most remained passive. Their willingness to initiate conversation and use English vocabulary was also very limited, reflecting low confidence in speaking.” (Observation Sheet, Pre- elementary Phase)

During the pre-elementary phase, the classroom observation indicated that students' speaking performance was generally low. Only about 30% of the participants actively engaged in speaking activities, while the majority remained passive. Their limited vocabulary, reluctance to initiate conversation, and lack of confidence further reflected their low proficiency in spoken English.

In addition to the classroom observation, the pre-test results further confirmed the students' low speaking proficiency. The average score achieved by the participants was 48 out of 100, which fell below the minimum mastery criterion (KKM). The detailed analysis showed frequent pauses, limited vocabulary, mispronunciations, and grammatical errors, which hindered fluency and comprehensibility. These findings were consistent with the observational data, highlighting that most students struggled to communicate effectively in English. To provide a clear picture, the summary of the pre-test result compared to the KKM is presented in **Table 1**

N	Minimum Score	Maximum Score	Mean Score	KKM	Interpretation
20	40	56	48,2	70	Below KKM

Table 1. Pre-Test Result

As presented in the table, the mean score of the pre-test obtained by 20 students was 48.2, while the minimum passing grade(KKM) was set at 70. This result clearly indicates that the students' speaking proficiency was still far below the expected standard. The gap between the mean score and the KKM shows that the majority of students encountered significant difficulties in speaking, confirming the need for pedagogical intervention to improve their performance. It aligned with students' interview, as students 3 and 11 said;

"I find it difficult to speak English because I do not know many words. Sometimes I just stop because I forget the vocabulary." (S3)

"When someone talks to me in English, I understand the question, but I cannot reply fluently. I usually just answer very short or mix with Bahasa Indonesia." (S11)

The interview data revealed that the students' primary challenges in speaking were related to limited vocabulary and low fluency. One student admitted that they often stopped speaking because they forgot the necessary words, indicating a lack of lexical resources. Another student explained that although they were able to understand questions posed in English, they could not respond fluently and tended to provide only short answers or switch to Bahasa Indonesia. These responses highlight a gap between students' receptive and productive skills, where comprehension was relatively better than oral expression.

As a result the findings from the pre-elementary phase clearly demonstrated that the students' speaking proficiency was at a low level. Classroom observation revealed that only a small portion of students actively engaged in speaking activities, while most remained passive and lacked confidence. The pre-test results supported this observation, with the mean score of 48.2 falling significantly below the minimum mastery criterion (KKM = 70). Furthermore, the interview data confirmed that students' difficulties were primarily due to limited vocabulary, low fluency, and anxiety about making mistakes, even

though some students were able to understand spoken English. This shows that their receptive skills were relatively stronger than their productive speaking skills. These findings are consistent with prior research on EFL learners' challenges in speaking. Kulsum et al. (2025) identified grammar difficulties, lack of fluency, pronunciation problems, limited vocabulary, and psychological barriers such as low self-confidence, shyness, and anxiety as common obstacles in speaking performance. The evidence from this study directly reflects these issues, particularly in the areas of limited vocabulary and low confidence. Moreover, Wati et al. (2025) emphasized that students' enthusiasm and willingness to practice speaking could be improved through engaging classroom activities and authentic conversational practice. This aligns with the present findings, which suggest that a lack of interesting and meaningful speaking opportunities contributed to students' reluctance to participate.

The psychological dimension of speaking also emerged as a significant factor. Previous research has shown that learners often experience heightened anxiety when speaking in formal or high-pressure settings (Hanifa, 2018; Woodrow, 2006). Such anxiety was also evident in the participants of this study, as they expressed fear of making mistakes and preferred short or mixed responses in English and Bahasa Indonesia. This confirms Jong et al. (2012), who found that limited speaking practice and fear of negative evaluation often prevent students from improving their speaking abilities.

Taken together, the findings emphasize the importance of creating low-pressure, supportive, and engaging learning environments. As Sofian et al. (2024) argued, such contexts provide students with the confidence and motivation to practice speaking more frequently, thereby reducing psychological barriers and enhancing oral proficiency. Therefore, the integration of platforms such as Omegle in subsequent cycles is expected to provide students with more authentic, low-stakes opportunities for communication, potentially addressing the challenges revealed in the pre- elementary phase.

Cycle One

The results from Cycle One indicated a noticeable improvement in students' speaking performance compared to the pre-elementary phase. The results from

Cycle One indicated a noticeable improvement in students' speaking performance compared to the pre-elementary phase. After used Omegle, students appeared more engaged, demonstrated greater confidence in expressing themselves, and showed progress in both vocabulary use and overall fluency. It shown in the following classroom observation sheet.

Around 65% of students were actively involved in speaking tasks. Many showed more initiative in starting short conversations compared to the pre-elementary phase. (Observation Sheet, Cycle One)

Classroom observations in Cycle One revealed that Omegle had a clear increase in students' participation, with approximately 65% actively involved in speaking tasks. Compared to the pre-elementary phase, more students took the initiative to start short conversations, reflecting a growing sense of confidence. It align with next classroom observation.

Students demonstrated more frequent use of English vocabulary. Although errors remained, hesitation and long pauses were less dominant than before. (Observation Sheet, Cycle One)

This finding indicated students demonstrated more frequent use of English vocabulary. Although grammatical errors were still apparent, hesitation and long pauses were less dominant, suggesting that learners were becoming more comfortable in expressing themselves. To complement the observational findings, the result of post test were also analyzed to measure students' progress in speaking proficiency after the implementation Omegle in cycle one phase. It indicated in **Table 2**.

N	Minimum Score	Maximum Score	Mean Score	KKM	Interpretation
20	60	85	73	70	Meets KKM

The post-test was conducted after one month of intensive learning activities. The results indicate a significant improvement in higher education EFL students' performance compared to the pre-test. The scores ranged from 60 to 85, with a mean score of 72.5, which meets the Minimum Mastery Criterion (KKM) of 70. All students demonstrated progress, showing that even those who initially struggled were able to achieve a substantial increase in their scores. This suggests that the applied teaching strategies such as interactive tasks, consistent practice, and

engaging learning media effectively enhanced students' understanding and mastery of the material. Overall, the post-test results reflect a positive shift in students' abilities, confirming that one month of focused instruction can lead to measurable improvement in learning outcomes. And to determine whether the learning intervention significantly improved students' performance, a paired sample t-test was conducted comparing pre-test and post-test scores. The analysis revealed a significant increase in students' speaking. Following **Table 3** t-test result.

N	Mean Pre-test	Mean Post-test	Mean Difference (D)	SD of Difference	t-value	df	Interpretation
20	48,2	72,5	24,3	7,8	13,9	19	Significant increase

Table 3. T-Test Result

A paired-sample T-test was conducted to examine whether there was a significant difference between students' pre-test and post-test scores after one month of learning activities. The results showed that the mean pre- test score was 48.2, while the mean post-test score increased to 72.5, resulting in a mean difference of 24.3 points. The standard deviation of the difference scores was 7.8. The T-test analysis yielded a t-value of 13.9 with 19 degrees of freedom ($df = 20 - 1$), indicating that the improvement in students' scores was statistically significant. These results suggest that the applied teaching strategies effectively enhanced students' understanding and performance within a short period. Overall, the T-test confirms that the post-test scores were significantly higher than the pre-test scores, demonstrating that Omegle had positive impact of the instructional intervention.

Thus, to support the quantitative findings from the post-test, student interviews were conducted to explore their perceptions of using Omegle for improving speaking skills. The interviews aimed to provide qualitative evidence on how interactive practice through Omegle contributed to students' confidence, vocabulary use, and overall fluency in English. These insights complement the post-test results, offering a deeper understanding of the learning outcomes

achieved after one month of using this online communication platform.

“Using Omegle heloeă me soeek more confiăently. I coulă orectice new worăs with reel oeoole every âey.” (S9)

One student reported that using Omegle significantly improved their confidence in speaking English. They explained that the platform allowed them to practice new vocabulary with real people every day, which helped them become more fluent and comfortable in using the language in real-time conversations.

“I useă to hesitete e lot, but chetting on Omegle meăe me fester et forming sentences enă using vocebulery correctly.” (S4)

Another student shared that they used to hesitate frequently when speaking English, but engaging in conversations on Omegle helped them form sentences more quickly and use vocabulary more accurately. This experience allowed the student to become more confident and fluent in real-time communication.

The results from Phase Cycle 1 indicate a significant improvement in students' speaking skills after one month of intervention. Observation data showed that approximately 65% of students actively participated in speaking tasks, with increased initiative in starting conversations and reduced hesitation compared to earlier sessions. The post-test results further confirmed this progress, with the mean score rising from 48.2 in the pre-test to 72.5 in the post-test. Paired-sample T-test analysis demonstrated that this improvement was statistically significant ($t = 13.9$, $df = 19$), indicating a substantial enhancement in students' speaking ability. Supporting these quantitative findings, student interviews revealed that using Omegle enabled them to practice new vocabulary, form sentences more quickly, and gain confidence in real-time communication.

The findings of this study indicate that the use of Omegle as an interactive platform significantly contributed to the improvement of students' English speaking skills. This result aligns with previous research on digital platforms and interactive methods in language learning. Studies have shown that platforms like Omegle,

which provide real-time conversational practice with native or fluent speakers, can enhance language proficiency by offering authentic communicative experiences (Asaika, 2023). The observed increase in post-test scores further supports the notion that frequent speaking practice, particularly in informal and low-pressure environments, leads to substantial gains in speaking abilities (Sihotang et al., 2021).

The statistical significance of the results reinforces the effectiveness of this intervention. This finding is consistent with Sofian et al. (2024), who emphasized that relaxed, low-stress settings enable students to develop confidence and improve performance in speaking activities. Students' feedback from interviews corroborates this argument, highlighting that the informal, real-time interaction provided by Omegle made the learning environment more comfortable and less judgmental. This setting allowed learners to experiment with language use, practice new vocabulary, and form sentences more confidently.

Moreover, previous studies support these insights. Boonyopakorn et al. (2024) found that interactive platforms facilitate dynamic, authentic conversations, enhancing both speaking ability and learner comfort. Similarly, Jones (2025) and Lee & Drajati (2019) reported that unscripted, real-world conversational practice significantly improves linguistic competence and self-assurance. Nst et al. (2025) further emphasized that learners who regularly engage in spontaneous dialogues demonstrate reduced anxiety and increased willingness to take risks in language use, contributing to accelerated language development.

Overall, this study demonstrates a positive impact on students' English speaking skills, as evidenced by significant improvements in post-test scores and supportive feedback from interviews. Compared to previous studies, this research differs by specifically integrating Omegle as a real-time, informal conversational platform alongside structured classroom activities, providing students with more authentic and spontaneous opportunities to practice English. The findings imply that incorporating digital platforms for interactive speaking practice can effectively enhance both linguistic competence and learner confidence, offering a practical model for language educators seeking to bridge classroom instruction with real-world communication experiences. However, the study has some limitations: the sample size was relatively small, the intervention was conducted over a short

period (one month), and the use of Omegle may not be equally accessible to all students due to technological constraints. Future research could address these limitations by exploring longer-term interventions with larger, more diverse samples and by examining additional platforms or blended approaches to further optimize speaking skill development.

Conclusion

The findings of this study indicate that integrating Omegle as a real-time, interactive platform significantly improves EFL students' English speaking skills, enhancing vocabulary use, fluency, and confidence. The combination of structured classroom activities and spontaneous online conversations provides authentic opportunities for language practice, distinguishing this approach from traditional teaching methods. The results suggest that incorporating digital platforms for interactive speaking can effectively support linguistic development and boost learner confidence. Implications for educators include the potential to integrate similar technology-assisted interventions to create engaging, low-pressure speaking environments.

Despite these positive outcomes, the study has several limitations. The sample size was relatively small (20 students), the intervention period was short (one month), and the use of Omegle requires stable internet access and device availability, which may limit accessibility for some learners. Additionally, the study focused primarily on speaking skills, without examining other language competencies such as listening, reading, or writing. Future research should explore longer-term interventions, larger and more diverse student populations, and alternative or blended digital platforms to further optimize speaking skill development.

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