

**ENGLISH LANGUAGE LEARNING THROUGH TANDEM
APPLICATION: AN INVESTIGATION ON USERS'
MOTIVATION AND ENGAGEMENT**

THESIS



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF LANGUAGE, ART, AND HUMANITIES
HAMZANWADI UNIVERSITY**

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A Thesis

Submitted to Hamzanwadi University in the Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan in English Language
Education

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ABSTRACT

This study explores how the Tandem application influences motivation and engagement among English as a Foreign Language (EFL) learners using a mixed-methods approach. Over 50 participants completed a questionnaire, and five took part in interviews to provide deeper insights. Quantitative results showed that learners were strongly motivated by instrumental goals such as academic and professional improvement and reported high satisfaction from successful communication. Engagement was evident in intercultural interactions and the active use of new vocabulary. However, challenges included inconsistent learning routines, limited reflection, and uncertainty about autonomy. Qualitative findings supported these trends, highlighting both the benefits and challenges of real-time communication through Tandem. Overall, the study concludes that Tandem fosters motivation and engagement but requires structured guidance to maximize its effectiveness. Future research should employ more instruments, larger samples, and longitudinal designs to deepen understanding.

Keywords: Tandem, Mobile-Assisted Language Learning (MALL), motivation, engagement, EFL learners, mixed-methods

ABSTRAK

Penelitian ini membahas bagaimana aplikasi Tandem memengaruhi motivasi dan keterlibatan siswa Bahasa Inggris sebagai Bahasa Asing (EFL) menggunakan pendekatan campuran. Lebih dari 50 peserta mengisi kuesioner, dan lima di antaranya mengikuti wawancara untuk memberikan wawasan yang lebih mendalam. Hasil kuantitatif menunjukkan bahwa siswa sangat termotivasi oleh tujuan instrumental seperti peningkatan akademik dan profesional, serta melaporkan kepuasan tinggi dari komunikasi yang berhasil. Keterlibatan terlihat dalam interaksi antarbudaya dan penggunaan aktif kosakata baru. Namun, tantangan termasuk rutinitas belajar yang tidak konsisten, refleksi yang terbatas, dan ketidakpastian tentang otonomi. Temuan kualitatif mendukung tren ini, menyoroti baik manfaat maupun tantangan komunikasi real-time melalui Tandem. Secara keseluruhan, studi ini menyimpulkan bahwa Tandem meningkatkan motivasi dan interaksi, tetapi memerlukan bimbingan terstruktur untuk memaksimalkan efektivitasnya. Penelitian masa depan sebaiknya menggunakan lebih banyak instrumen, sampel yang lebih besar, dan desain jangka panjang untuk memperdalam pemahaman.

Kata kunci: Tandem, Mobile-Assisted Language Learning (MALL), motivation, engagement, EFL learners, mixed-methods

DECLARATION

DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 22 Agustus 2025



Isnaini Mahyuni

APPROVAL

APPROVAL

ENGLISH LANGUAGE LEARNING THROUGH TANDEM APPLICATION: AN INVESTIGATION ON USERS' MOTIVATION AND ENGAGEMENT

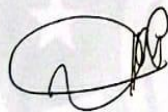
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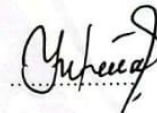
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DEDICATION

I sincerely dedicate this thesis to my parents, who have been there for me throughout my studies, offering me endless patience, support, and prayers. Thank you to my family, who have always supported me and encouraged me to keep going despite difficulties. To my lecturers and mentors, for their valuable guidance and inspiration. To my friends, who stood by me with encouragement and laughter during this journey. May Allah SWT bless you for your kindness.

MOTTO

“It always seems impossible until it’s done.”

-NELSON MANDELA-

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I realizes that this work is still imperfect, therefore constructive criticism and suggestions from various parties are highly appreciated. Finally, I hope this thesis will be useful and beneficial to the author herself in particular and readers in general.

Pancor, 22 Agustus 2025

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CHAPTER I

INTRODUCTION

A. Background of the Study

In line with the development of increasingly advanced technology, modern information and communication technology has enormous potential to greatly enhance second language acquisition. Over the past few decades, language learning has become increasingly intertwined with the use of technology. Digital tools such as mobile applications, online platforms, and visual communication channels have expanded opportunities for learners to practice languages beyond the traditional classroom setting. Modern technologies have supported English as a foreign language (henceforth EFL) to participate in the educational context of language learning (Rassaei, 2017). Lately, numerous investigations have examined the impacts of integrating various technologies in education.

Nowadays, technology, with its continuous developments, has changed learning strategies and teaching methodologies (Hollands and Escueta, 2019). It offers numerous opportunities for EFL learners to simply communicate with native speakers in a foreign language context (Reinders and Benson, 2017). In particular, the rise of Mobile-Assisted Language Learning (henceforth MALL) has transformed how learners engage with language acquisition, promoting autonomy, collaboration, and real-time communication with speakers worldwide. Mobile technology devices make

learning a language more accessible and manageable. Learners can practice the target language more actively and get feedback about their progress (Kukulska-Hulme, 2020). In such a case, unlike computer-assisted language learning, MALL delivers a new form of language learning that is more interactive, spontaneous, and continuous in diverse contexts (Çakmak, 2019).

MALL provides learners with flexible, real-time communication tools that support meaningful and immediate interaction with target language speakers. These tools enable learners to practice English in authentic, spontaneous contexts, essential for developing communicative competence. MALL is a self-paced learning supported and facilitated by any kinds of mobile device (i.e. mobile phones, tablets, or pads) that can be used while language learning and teaching (Hoi, 2020; Ezra & Cohen, 2018; Shi, Luo & He, 2017; Sun et al., 2017). In line, advances in mobile technology enabled educators to implement several technology-oriented language teaching models to improve the learning performance of students (Botero et al, 2019). Besides, learners could experience their studying atmosphere as well as obtain freedom to access learning materials through the use of various functions of mobile devices (Zou et al., 2018; Wu, 2016).

MALL provides a platform for language learners to access language learning materials anytime and anywhere. This flexibility allows learners to engage in language learning activities at their convenience, making MALL a useful tool in developing reading comprehension tests. With MALL, reading materials can be accessed on various devices, including smartphones and

tablets, making it easier for learners to engage in reading activities even when they are on the go.

Unlike traditional classroom environments, MALL allows learners to engage in conversations anytime and anywhere, fostering continuous exposure to the language. Although traditional learning strategy has a lot of advantages, evidence from various previous studies has shown that this learning strategy is not very effective for developing teaching-learning skills and critical thinking skills required for higher education, particularly in medical-related fields. Many instructors and academics feel that this technique is not more effective in the cognitive growth of learners since it is a passive mode of learning. It does not allow students to participate in the educational learning process (Fenteng, 2023).

Traditional learning environments often provide limited opportunities for real-time interaction, which can make it challenging for learners to stay motivated and engaged. Classroom settings typically follow structured schedules, offer fewer chances for spontaneous conversation, and may lack exposure to authentic language use. As a result, students might struggle to apply what they learn in practical contexts, leading to reduced motivation over time. The absence of immediate feedback and real-world communication can also hinder engagement. When people are controlled, they experience pressure to think, feel, or behave in particular ways. According to Ryan and Deci (2006) autonomous and controlled motivation energize and direct

behavior, and they stand in contrast to a motivation, which refers to a lack of intention and motivation.

In contrast, digital platforms like Tandem bridge this gap by facilitating real-time dialogue with native speakers, offering a dynamic and responsive learning experience. The name given to the application was inspired by the tandem method that refers to learning a language independently, as a couple, and interculturally through language exchange. In a language exchange, or in tandem, the speaker of the language must be a native of the same language as they support, reinforce, and contribute with their knowledge of each other, helping in the language learning process. Genine (2021) states that the Tandem application is a platform for learning new languages, enabling users to improve proficiency in a destination language in "tandem" with a native speaker. According to Brammerts in Tiara (2020), when learning a language in tandem, two people with different mother tongues work together to learn from each other. Each learner learns to understand the foreign language better and to express themselves more easily, and this is an authentic oral or written situation.

Considering these platforms' benefits, learners may have difficulties with engagement, motivation, and regular participation. While traditional learning environments frequently offer structured help, Tandem and other applications demand that students be proactive and self-motivated. This provides significant questions regarding the factors that motivate students for using these resources and their sustained level of engagement.

This study investigates the role of Tandem in promoting motivation and engagement among English as a Foreign Language (EFL) learners. By employing a mixed methods approach, it attempts to determine how learners view and experience language acquisition in these digital contexts while also examining the positive and negative aspects of using mobile language exchange platforms.

B. Scope of the Study

The study focuses on EFL learners who use the Tandem application and come from various regions around the world. It employs a mixed-methods research design, combining quantitative data from online surveys and qualitative insights from semi-structured interviews. Participants must have used Tandem for at least one month to ensure sufficient familiarity with the platform. The research center on learners' motivational and engagement experiences, rather than on measuring language proficiency gains or comparing different learning platforms. Instead, it is limited to understanding the affective and behavioral dimensions of learning, namely, how learners perceive their motivation and how actively they engage with language learning through Tandem.

C. Statement of the Problem

Despite the growing use of language learning applications like Tandem, there remains a lack of research examining how such platforms influence key affective factors in learning, particularly motivation and engagement. Traditional classroom environments often fail to offer the same level of

authentic, real-time interaction, which can hinder learners' drive and involvement in the language learning process. Therefore, it is important to investigate how learners experience motivation and engagement when using Tandem for English language learning. Understanding these dynamics can provide valuable insights into the effectiveness of mobile-assisted language learning and inform better instructional practices and app development.

This study seeks to address the following research questions:

1. How do EFL learners' motivation and engagement on the Tandem application for English learning?
2. What effects do EFL learners perception on Tandem application as a language learning tool?

D. Purpose of the Study

This study aims to investigate how the Tandem language exchange application influences the motivation and engagement of EFL learners around the world. By exploring learners' experiences and perceptions, this research aims to uncover the potential of mobile-assisted language learning to enhance affective outcomes in English language acquisition. The study's findings are intended to inform educators, app developers, and language learning practitioners about the benefits and challenges of using digital platforms like Tandem for language learning.

1. Explore how EFL learners experience motivation and engagement when using the Tandem application for English learning.
2. Identify the effects on EFL learners while using Tandem as a language learning tool.

E. Significant of Study

This study is significant for several reasons. Firstly, it contributes to the growing body of literature on the use of mobile applications in language learning by offering a qualitative insight into learners' experiences. Secondly, The study provides insightful information for students about how the Tandem app may be utilized as an adaptable and inspiring tool to enhance English language proficiency, especially in speaking and communication. The study demonstrates how real-time interaction with native speakers can boost interest and confidence in ways that traditional classroom settings might not always offer by examining learners' actual experiences. Additionally, it promotes students to use mobile-assisted language learning (MALL) environments to support independent study and supplement their traditional education. Finally, This study adds to the increasing amount of information available to educators and researchers about technology-enhanced language learning, especially in relation to mobile language exchange platforms. The results can serve as a guide for further studies on engagement, motivation, and informal learning with digital tools.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Mobile-Assisted Language Learning (MALL)

The popularity of mobile-assisted language learning (MALL), in particular, has revolutionized the way language learners approach language learning by encouraging independence, collaboration, and direct communication with speakers around the globe. Technology's ability to support meaningful, learner centered language experiences is becoming increasingly more important as it develops. Many mobile technology devices are extensively used by learners and teachers in language learning and teaching. Thus, terms referring to 'mobile' have emerged, namely, MALL (Benlaghrissi & Ouahidi, 2024). MALL is a self-paced learning supported and facilitated by any kind of mobile device (i.e. mobile phones, tablets, or pads) that can be used while language learning and teaching.

MALL is extensively used to increase the effectiveness of different language teaching methods. English as a medium of instruction and content and language integrated learning, which combine content and linguistic skills in parallel (Kamasak et al., 2021). MALL's applications are particularly appropriate for the content and language integrated learning method since MALL can create a learning environment where second language, as the vehicular language, can be practiced anytime and anywhere. Busy life courses that leave people with less time to spend in language classrooms and social

aspects of language learning (i.e. social environments shaping individuals' knowledge) have led to a noticeable shift towards a more mobile technology-based language education (Cerezo et al., 2019; Kukulska-Hulme, 2020). MALL refers to the use of mobile technologies to support and enhance the language learning process. It allows learners to access language resources and engage in communication activities anytime and anywhere. MALL has been recognized for its potential to provide authentic learning experiences, promote learner autonomy, and facilitate immediate interaction.

In line, advances in mobile technology enabled educators to implement several technology-oriented language teaching models to improve the learning performance of students (Botero et al., 2019; Zou, Li & Li, 2018). Besides, learners could experience their studying atmosphere as well as obtain freedom to access learning materials through the use of various functions of mobile devices (Zou et al., 2018). According to Parry in Kamasak et al. (2020), claims that “the future students will inherit is one that will be mediated and stitched together by the mobile web”. Similarly, Zou et al. (2018), who term the current society as the “mobile society”, state that “mobile learning is one of the significant tools by which learners can learn English without the restriction of time and place”. Indeed, the mobile learner society argument of Zou et al. (2018) is supported by the estimates, which show that the number of new mobile subscribers would reach 5.9 billion by 2025 (Kaliisa et al., 2019). Needless to say, this trend will increase the integration of mobile technologies into language teaching even more. Mobile technology devices make learning a

language more accessible and manageable. Learners can practice the target language more actively and get feedback about their progress (Kukulskahulme, 2020). Mobile devices also enhance teaching productivity by facilitating better planning and quick assessment and providing better miscellaneous resources (Jevsikova et al., 2021). In such a case, unlike computer-assisted language learning, MALL delivers a new form of language learning that is more interactive, spontaneous, and continuous in diverse contexts (Çakmak, 2019).

Mobile phones are among the latest mobile devices that have piqued the attention of many instructors and researchers due to their enhanced functionality (Rajendran & Yunus, 2021). They are no longer simply devices for chatting or organising contacts and diaries. They are now pocket devices capable of delivering learning objects and providing access to web systems and services. The number of mobile phones is three times greater than the number of PCs. Many mobile technology devices are extensively used by learners and teachers in language learning and teaching.

The benefits of MALL in language education are extensive. First, MALL promotes flexibility and accessibility, enabling learners to study at their own pace and according to their schedules. Second, it supports learner autonomy by allowing users to take control of their learning journey, choose topics of interest, and set personal goals. Third, MALL fosters authentic communication through real-time conversations with native speakers, which enhances learners linguistic competence and cultural understanding. Additionally, the use of

multimedia features—such as audio, video, and text caters to various learning styles and increases learner engagement. MALL also provides immediate feedback and opportunities for self-assessment, which are essential for language development. Finally, it supports social interaction and collaboration, key components of communicative language learning.

a. Flexibility and Accessibility

MALL enables learners to engage in language learning anytime and anywhere, breaking the constraints of the traditional classroom. Mobile devices provide instant access to a wide range of learning materials, such as dictionaries, grammar tools, and language learning apps. MALL provides a platform for language learners to access language learning materials anytime and anywhere. This flexibility allows learners to engage in language learning activities at their convenience, making MALL a useful tool in developing reading comprehension tests (Riski & Wahyuni, 2023).

b. Learner Autonomy and Personalization

With MALL, learners can tailor their learning experiences to their individual needs, preferences, and learning styles. They can select topics of interest, practice specific language skills, and set their own learning goals. There are innovative features of mobile technologies and diverse mobile applications that aim to enhance different skills of learners. These applications can either be the specialised ones that were developed for the specific requirements of language learners (i.e. Babbel, Duolingo, Rosetta Stone), or the more generic type of current social media applications (i.e.

Facebook, Kahoot, Twitter, WhatsApp, WeChat) that can be used in combination with other conventional language learning and teaching methods (Kamasak et al., 2021).

c. Real-Time Communication

MALL platforms often include features such as chat, voice messages, and video calls, allowing for immediate interaction with native speakers or fellow learners. This enhances communicative competence and builds confidence in using the target language. MALL provides a platform for language learners to access language learning materials anytime and anywhere. This flexibility allows learners to engage in language learning activities at their convenience, making MALL a useful tool in developing reading comprehension tests (Riski & Wahyuni, 2023). With the mobility of learners and learning, MALL makes it possible to deliver learning materials anytime and anywhere, to provide learning feedback just in time, to support learning in both formal and informal settings, to enhance individualized and collaborative learning, and to provide multimedia affordances for language learning. Many language learning apps provide instant corrections and feedback on learners' responses. This allows learners to recognize mistakes and make improvements in real-time, which supports continuous progress.

2. Tandem Application

The Tandem application is a mobile language exchange platform that connects users worldwide for real-time language practice. It supports text, voice, and video communication and allows users to choose partners based on

language proficiency, learning goals, and shared interests. The app includes features such as translation, pronunciation correction, and the ability to schedule tutoring sessions with certified language instructors. Tandem offers a flexible, user-driven environment that promotes autonomous learning and cultural exchange. By engaging in conversations with native speakers, learners gain exposure to authentic language use, colloquialisms, and cultural nuances. The app is especially beneficial for improving speaking and listening skills, enhancing confidence, and increasing motivation through meaningful interaction.

Tandem was founded in Hannover in 2014 by Arnd Aschentrup, Tobias Dickmeis, and Matthias Kleimann. The name given to the application was inspired by the tandem method that refers to learning a language independently, as a couple, and interculturally through language exchange. In a language exchange, or in tandem, the speaker of the language must be a native of the same language as they support, reinforce, and contribute with their knowledge of each other, helping in the language learning process (Lizeth, 2023). Genine (2021) states that the Tandem application is a platform for learning new languages, enabling users to improve proficiency in a destination language in "tandem" with a native speaker. The interesting thing about the Tandem app is that it turns learning into something enjoyable with no structured lessons to follow. This makes you free to practice/chat with your tutors on any topic at any time. Also, from within the app, you'll see nifty

features that will make your interactions much easier, especially if you're struggling to express something.

According to Brammerts in Oktavian (2024), state that in tandem language learning, two people who are learning each other's language work together to help one another achieve their desired aim, such as improving their communicative ability in their partner's mother tongue. Vassallo and Telles in Oktavian, 2024, state that tandem is a form of second language learning that brings along speakers with different linguistic competencies and backgrounds to share their knowledge and learn from one another, guided by the principles of learners' autonomy and reciprocity. With features like chat, audio, and video calls, calls, translation, and language parties, among others, the app makes learning a language fun and engaging. It also allows users to make new friends. Enhancing users' language abilities can also be accomplished without adhering to a study schedule or learning vocabulary, grammar, and other concepts by heart. Tandem's goal is to give users the chance to communicate and connect with a native speaker, giving them the chance to improve their speaking abilities and have a native correct their pronunciation. In line with Kotter in Tiara (2020), which states that support and corrections can also be more individualized in tandem than in larger groups, as the participants themselves can decide what aspects they want to focus on.



Figure 2.1 : Tandem Application

Tandem's intuitiveness and user-friendliness make it ideal for language learners of all skill levels, which is one of its key benefits. Thousands of native speakers from diverse cultural backgrounds are accessible through the app, which helps users improve their language abilities while gaining a deeper understanding of local customs and culture. Tandem also gives users the chance to learn from one another and make new friends all over the world, all of which enhances the overall user experience (Oktaviani, 2024). However, tandem entails two people who are native in their language to interact and learn each other's native language. The purpose of tandem is to allow users to interact and link with a native speaker and thus get opportunities to develop their skills in speaking and have a native to correct their pronunciation.

Tandem may help students in mastering speaking through audio messages or audio and video calls with the native speaker of the target language, so they will not be bored learning when they learn with the native speaker. When learning in tandem, both partners alternate between learning a foreign language

and acting not as teachers but as expert informants on their language, it is called informal tandem. According to Baker in Tiara (2020) states that “In informal tandem, there is no teacher or other target language learners present, the learner has strong learner autonomy and total freedom to decide which topics or language aspects to focus on”. The app makes language learning playful and creative through features such as chatting, sending audio, video calls, calls, translation, and language parties, among others, whereby you can create and build new relationships. It is also possible to improve users’ language skills without following a study plan or memorizing structures, vocabulary, and so on.

Practicing language skills, including speaking, pronunciation, spelling, vocabulary, grammar, and listening, is arguably the most engaging activity Tandem offers. In terms of speaking, people can practice their speaking abilities by participating in audio and video calls. A study by Carluccio and Rubakova in Topal (2024) found the app’s effectiveness in contributing to the productive skills of Russian-speaking learners of Italian. They can also send and receive voice texts that allow them to listen to and be exposed to authentic language input. The use of voice texts was found to have a more significant impact on written texts (Alakrash & Razak, 2021). Audio/video calls and voice texts also enable users to practice pronunciation in the target language. This claim was supported in a recent study by Menggo et al. (2023). Users can further inquire about the correct pronunciation of words while conversing with native speakers. However, Aubrey (2022) noted that video chat was more

common than text chat, concerning increased attention and focus in computer-mediated contexts.

Additionally, users may send and receive text messages, which allows them to practice and acquire spelling, grammar, and vocabulary. They can notice proper spelling or grammar by using the error-correcting feature. If users are not satisfied with the corrections, they may ask the native speakers they are speaking with for more details. Divergent findings were found in earlier studies on the connection between grammar and text messaging. While some promoted linguistic advancement through messaging (Moghari & Marandi, 2017) others warned against the violations of grammatical patterns in texting. However, texting was found to improve vocabulary in previous studies (Moore & Cuevas, 2021). Regarding the second educational opportunity (i.e., practicing language skills), in her thesis, Masaquiza (2023) discovered that Tandem improved students' vocabulary, grammar, and pronunciation, which enhanced their total communicative ability. Finally, it should be mentioned that the learning outcomes may differ depending on the learning goals of the users. Not all users may receive feedback on the right grammatical, orthographic, or lexical forms because the program lets users adjust their correction preferences.

Users may be given written (text messages), aural (voice messages and audio calls), and visual (video calls and images) feedback on their language proficiency. In addition to being the three kinds of communication, these three forms also make up the three methods that native speakers of the target language can provide feedback. A previous study by Rasi and Vuojärvi (2018)

demonstrated that formative audio feedback fostered personal and emotional connectivity between learners and teachers. In another study, Yorganci (2022) found the effectiveness of video feedback, asserting that it helped increase intrinsic motivation and decrease cognitive load. As for written feedback, Tseng and Yeh (2019) suggested its usefulness in addition to visual feedback. In sum, it is reasonable to claim that feedback received through all modes of communication (i.e., textual, audio, and visual) yields pedagogical gains. Also, such error correction opportunities might be “instrumental in helping learners notice, monitor, and improve their second language output” (Kartchava & Nassaji, 2021).

3. Motivation

Motivation is one of the most studied psychological constructs in educational psychology (Koenka, 2020). The term is derived from the Latin word “movere,” which means “to move,” as motivation provides the necessary energy to people’s actions (Jansen et al., 2022). In the scientific literature, motivation is often defined as “a process in which goal-directed activity is instigated and sustained”. Research on academic motivation focuses on explaining why students behave the way they do and how this affects learning and performance. In the past, several researchers have worked to provide an integrative meta-theoretical framework for classifying motivational processes. According to Hyland’s in Urhahne and Wijnia (2023) states that motivational control theory used a system of hierarchically organized control loops to explain the direction and intensity of goal-oriented behavior. Other hand,

Locke in Urhahne and Wijnia (2023) posited an integrated model for theories of work motivation, starting from needs, values, and personality, and environmental incentives through goal choice and mediating goal and efficacy mechanisms to performance, outcomes, satisfaction, and organizational commitment. The study by Murphy and Alexander in Urhahne and Wijnia (2023) classified achievement motivation terms into the four domains of goal, interest, intrinsic vs. extrinsic motivation, and self-schema. Other hand, the study by De Brabander and Martens in Urhahne and Wijnia (2023) tried to predict a person's readiness for action primarily from positive and negative, affective and cognitive valences in their unified model of task-specific motivation. Linnenbrink et al., (2019) proposed perceived competence, task values, and achievement goals as essential categories to study person-oriented motivation from an integrative perspective. Hattie et al. (2020) grouped various models of motivation around the essential components of person factors (subdivided into self, social, and cognitive factors), task attributes, goals, perceived costs, and benefits. Finally, Fong (2022) developed the motivation within the changing culturalized contexts model to account for instructional, social, future-oriented, and socio cultural dynamics affecting student motivation in a pandemic context.

Motivation is defined as “the internal process that can't be directly observed but that activates, guides, and maintains over behaviour” (Tranquillo et al., 2016). The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the

activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success or failure, is aroused, and makes use of strategies to aid in achieving goals. One type of motivation can be external, such as the punishments for not completing the task and the rewards for completing the task. Another type of motivation can also be internal, such as the feeling of enjoyment the behaviour provides.

a. Types of Motivation

Dörnyei (1998, as cited in Alizadeh, 2016) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to achieve some instrumental aims, like earning a reward or avoiding a punishment. Brown (2000, as cited in Alizadeh, 2016) indicates the relationship between these two kinds of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the second language learner to know the second language for integrative purposes, extrinsic motivation may turn out to be instrumental motivation if an external power wishes the second language learner to learn the second language. Moreover, intrinsic motivation can turn out to be integrative motivation if the second language learner wants to integrate with the second language culture; intrinsic motivation can also turn out to be instrumental motivation if the second language learner wishes to achieve aims using second language. Likewise, learners with the same integrative motivation can indicate great differences

in intrinsic and extrinsic motivation. Intrinsic and extrinsic motivation are pertinent to integrative and instrumental motivation related to second language learning.

1) Integrative & Instrumental Motivation

There are two types of motivation: integrative and instrumental. The integrative motivation means learning the language to participate in the culture of its people. And instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or a further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Students who don't have instrumental or integrative motivation will face problems and difficulties to learn and gaining knowledge of a second language in the classroom, and generally, learning the language would be difficult for them.

2) Intrinsic & Extrinsic Motivation

Self-Determination Theory is another concept in the field of motivation that was introduced by Ryan and Deci (2000). According to Ryan and Deci (2000), Self-Determination Theory classifies and distinguishes various forms of motivation based on the various justifications, causes, or goals that support an action or an accomplishment. According to this idea, the primary distinction between extrinsic and intrinsic motivation is this. Intrinsic motivation is the eagerness and interest to do and take part in certain activities because an individual feels that they are attractive and

pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes. In addition, people with intrinsic motivation are more likely to complete a more creative and unique task because, if there are no external factors such as deadlines or punishment, they can come up with different approaches to solve problems or acquire knowledge. In the following sections, we will review how motivation affects second language learners and how motivation plays a role in second language acquisition. At the same time, we will review some relevant data and experiments to fully interpret our concept.

Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge are assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of reasons that are not linked to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark. To come to the point, intrinsic motivation is a motivation to do an activity for its. The intrinsically motivated individuals do and practice the activities and work because they feel that those activities are enjoyable. According to Pintrich and Schunk (1996, as cited in Mahadi & Jafari, 2012), extrinsic motivation is motivation to do work or an activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do

affairs as they think that their contribution will cause enviable results, like a reward, teacher admiration, or evasion (prevention) of punishment.

b. Motivation in Language Learning

Learner motivation and MALL are strongly related, especially because of MALL's capacity to promote autonomy, relevance, and instant feedback. Because MALL is individualized and customizable, students may take charge of their education, which increases intrinsic motivation. Furthermore, extrinsic motivators are drawn to aspects like social engagement, multimedia content, and gamification. MALL supports the psychological needs listed in Self-Determination Theory by providing opportunities for self-paced learning and real-time communication. These needs include relatedness (interacting with peers and native speakers), competence (feeling successful through feedback), and autonomy (deciding what and when to learn). These components support students' long-term interest in and engagement with language acquisition.

MALL involves the use of cell phones to carry out language activities at any place and at any time (Ahmed et al., 2022). Although the usefulness of MALL for English language learners and its effectiveness in increasing their motivation may be intuitively self-evident and thus ingrained, empirical research is needed to test these assumptions (Alamer & Khateeb, 2021). The relationship between learners' social context and their language motivation has been examined in a cross-sectional research design; however, few empirical investigations have assessed the effects of MALL

over time (e.g., a duration of a whole language course). Such a temporal perspective is vitally important to better evaluate causal associations and to recognize how MALL can be relevant to students' motivation over time. This standpoint allows researchers to better recognize the potential of MALL in enhancing and fostering motivation and, if supported, indicates how such implementation can be sustained through the hurdles, challenges, and successes that are central in the learning of second language. It can motivate students, alters their perspective, and encourages active participants in class activities (Murugan & Teoh, 2022). MALL has the opportunity to engage in real-world learning activities by overcoming the constraints of conventional classroom instructions (Karunasri et al., 2022).

Several studies show that students' endorsement of autonomous type of motivation is linked to increased amount of engagement in language activates overtime better engagement with the target language community, higher self-evaluation of reading, writing, speaking, and comprehension of the language, increase in vocabulary knowledge (Alamer, 2021) and ultimately to the achievement of the language (Alamer & Lee, 2019). Research outside the language learning domain indicated that undergraduate students who learned the required materials using a mobile phone app (compared to the traditional textbook method) appeared to have greater perceived autonomy, perceived competence, and autonomous motivation (Jeno et al., 2017). However, there is still a lack in the literature regarding the relationship between using MALL and students' autonomous motivation

in the second language domain, and whether MALL enhances the development of autonomous motivation among the learners is still an unresolved issue.

4. Engagement in Language Learning

Engagement defines all learning. Learning requires active involvement on the part of the learner, and action is the defining characteristic of learner engagement (Mercer, 2019). In the everyday sense, engagement has a generic meaning related to being occupied or busy doing something. However, in the realm of teaching and learning, engagement extends beyond this and refers to the amount (quantity) and type (quality) of learners' active participation and involvement in a language learning task or activity. An engaged learner is actively involved in and committed to their own learning, and without engagement meaningful learning is unlikely (Hiver, et al, 2021). The level of focus, curiosity, interest, and perseverance that students display during their learning process is referred to as engagement in learning. It is a complex concept that is frequently divided into behavioral, emotional, and cognitive aspects. Engagement refers to how actively involved a student is in a learning task and the extent to which that physical and mental activity is goal-directed and purpose-driven (Hiver, et al, 2021).

At least three (and occasionally four or more) fundamental characteristics of engagement are proposed by scholars. According to a major body of research in the field, engagement is demonstrated not only in its behavioral aspect (i.e., people's qualitative behavioral choices in learning), but also in the cognitive

(i.e., learners' mental activity during the learning process), social (i.e., relationships between interlocutors that facilitate interaction and learning), and emotional reactions of students to peers and learning tasks. (Henry & Thorsen, 2020).

Firstly, behavioral engagement corresponds with the amount and quality of learners' active participation in learning, and early L2 research operationalized behavioral engagement by measuring word counts and turn counts (Hiver, et al, 2021). Learners' voluntarily speaking participation, interactional initiative, time spent on task, the quantity of semantic material generated while on task, and perseverance on task without assistance or guidance are examples of behavioral engagement in language learning (Philp & Duchesne, 2016). Whereas all domains of engagement involve some degree of action, more recent reviews view behavioral engagement as students' expenditure of effort on learning tasks, the quality of their participation, and their degree of active involvement in the learning process (Sang & Hiver, 2021). This view of behavioral engagement draws on the quality action and gives researchers the opportunity to connect behavioral engagement to other dimensions, despite being more subjective than traditional dichotomous judgments (i.e., of being on-task vs. off-task).

Secondly, Cognitive engagement is the term used to describe students' mental activity and effort during the learning process. Deliberate, selective, and sustained attention to a task or learning objectives is a sign that learners are cognitively engaged (Reeve, 2012; Svalberg, 2009 as cited in Hiver, et al,

2021). Research on cognitive involvement in second language classrooms has mostly concentrated on verbal manifestations, such as peer interactions, students' questioning, hesitation, and repetition, giving replies, sharing ideas, giving feedback, giving instructions, informing, and explaining. In addition to these more obvious communication cues, it is also possible to study cognitive engagement through non verbal cues such as body language, facial expressions, eye movements and body positioning (Fredricks & McColskey, 2012 as cited in Hiver et al, 2021).

Lastly, when learners engage in activities or tasks relevant to the target language, their personal affective reactions frequently show emotional engagement. Students who are emotionally engaged are said to have a "positive, purposeful, willing, and autonomous disposition" toward language, related learning activities, and their peers. Expressions of discrete positive emotions such as enjoyment, enthusiasm, and anticipation are thought to be representations of students' affective engagement, whereas negative emotions such as anxiety, boredom, frustration and anger demonstrate emotional disengagement or disaffection (Mercer, 2019). Emotional engagement is considered to have a key impact on other dimensions of engagement because the subjective attitudes or perceptions learners carry with them in a class or through language-related tasks are fundamental to the other dimensions of engagement (Dao, 2019; Henry & Thorsen, 2020).

Engagement as a construct has many uses in language acquisition as well as in educational research and practice more broadly since it may paint a

comprehensive picture of how students feel, think, and act in classroom environments (Oga-Baldwin, 2019). Engagement is intertwined with many other individual and situational factors and relates to broad aspects of students' and teachers' functioning in school contexts (Mystkowska-Wiertelak, 2020). High learner engagement has been linked to many positive outcomes in education. These include high levels of academic persistence, effort and achievement, high academic aspirations and increased mental health and low dropout rates and reduced high-risk behaviors. Engagement also resonates with practitioners because it is easily understood as an essential ingredient for learning and for quality instruction. Educators across the globe, in language education and beyond, increasingly recognize the difficulties of keeping learners engaged and focused on their learning in the face of a myriad of distractions (Mercer & Dörnyei, 2020).

B. Relevant Study

1. The Impact of Mobile-Assisted Project-Based Learning on Developing EFL Students' Speaking Skills (2024)

According to the study, as compared to conventional teaching techniques, incorporating mobile-assisted project-based learning (MALL + PBL) greatly enhanced the speaking abilities of EFL students. The experimental group demonstrated greater proficiency in fluency, coherence, lexical resource, grammatical accuracy, and pronunciation when using mobile phones for project-based learning. Furthermore, students viewed the implementation with great positivity and valued how engaged and captivating mobile-

assisted projects were. These results support the notion that teaching MALL and PBL together is a successful way to improve EFL students' speaking abilities.

2. Students' Perception on the Effectiveness Of Tandem: Language Exchange Application to Develop Students' Speaking Skill (2020)

According to the study, students' opinions on how well the Tandem language exchange app helped them become more proficient speakers were divided. Students claimed that the app was not totally successful in improving their speaking skills, even though they were encouraged to use it and valued the chance to communicate with native English speakers. Challenges such as conversation difficulties, restricted participation, and sometimes misinterpretation with their Tandem partners hindered their learning experience. According to the results, Tandem can be a helpful tool for language practice, but how well it works will rely on how well the two users connect and how engaged they are.

3. A Study on the Impact of the Sudden Change to Online Education on the Motivation of Higher Education Students (2021)

The study discovered that Oman's higher education students' motivation was significantly impacted by the abrupt switch to online learning brought on by COVID-19. The results showed that both academic and non-academic elements had an impact on motivation. Students' excitement was greatly influenced by academic factors like teacher involvement, an abundance of homework, a dearth of group projects, and online tests. Non-academic

challenges like poor internet connectivity, family responsibilities, and distractions at home also affected their ability to stay motivated. While some students appreciated the flexibility of online learning, others found it difficult to adjust, struggling to maintain their motivation compared to traditional in-person education. The study emphasizes the need for better support systems, including technical improvements, enhanced instructional strategies, and personalized assistance, to help students adapt and stay engaged in emergency remote learning environments.

C. Theoretical Framework

This study is grounded in Self-Determination Theory (SDT). Deci and Ryan (1985) developed SDT, which suggests that there are two types of motivation: extrinsic and intrinsic. Engaging in an activity for its own sake is known as intrinsic motivation, while doing something for the sake of receiving an external reward or avoiding punishment is known as extrinsic motivation. The three psychological demands that the theory emphasizes as being crucial for promoting motivation are relatedness, competence, and autonomy. Because mobile-assisted language learning (MALL) gives students autonomy over their learning paths, allows them to monitor their progress, and allows them to engage in meaningful interactions with others, these needs are especially pertinent.

The framework of SDT is drawn from the psychological perspective of Deci and Ryan (1985) and Ryan and Deci (2020), although until the early 2000s it was not framed to language learning. According to Noels (2001, as cited in Al-

Hashmi, 2021), SDT posits that second language learners can be described as holding a diversity of orientations to (or reasons for) engaging in language learning. Some orientations can be more predictive than others, with increased attainment of the second language learning process (Alamer, 2021).

Whereas many historical and contemporary theories of motivation have treated motivation primarily as a unitary concept, focusing on the overall amount of motivation that people have for particular behaviours or activities, SDT began by differentiating types of motivation. The initial idea was that the type or quality of a person's motivation would be more important than the total amount of motivation for predicting many important outcomes, such as psychological health and well-being, effective performance, creative problem solving, and deep or conceptual learning. Indeed, an abundance of research has now confirmed that the initial idea was sound.

The most central distinction in SDT is between autonomous motivation and controlled motivation. Autonomous motivation comprises both intrinsic motivation and the types of extrinsic motivation in which people have identified with an activity's value and ideally will have integrated it into their sense of self. When people are autonomously motivated, they experience volition, or a self-endorsement of their actions. Controlled motivation, in contrast, consists of both external regulation, in which one's behavior is a function of external contingencies of reward or punishment, in which the regulation of action has been partially internalized and is energized by factors such as an approval motive, avoidance of shame, contingent self-esteem, and

ego-involvements. When people are controlled, they experience pressure to think, feel, or behave in particular ways. Both autonomous and controlled motivation energize and direct behavior, and they stand in contrast to a motivation, which refers to a lack of intention and motivation.

The idea of autonomous motivation, which is essentially composed of two sub constructs intrinsic orientation and identified orientation reflects the centrality of the active to the learner's self. In particular, intrinsic orientation refers to feelings of enjoyment and vitality that resulted from involvement in the activity, while identified orientation occurs when learning the language is perceived as a pleasurable process in and of itself. One of the fundamental ideas of SDT is that learning an second language is personally important and integral to the language learner's sense of self.

According to Guay (2021), the central ideas of self-determination theory focus on helping learners develop intrinsic motivation, that is, motivation coming from an inherent interest and enjoyment of the task. Intrinsic motivation is autonomous and refers to performing an activity for its own sake, for the pleasure and satisfaction it provides. For example, students who enjoy reading are said to be intrinsically motivated for this activity. Extrinsic motivation refers to performing an activity for instrumental reasons rather than for its intrinsic qualities. According to SDT, various types of extrinsic motivation exist, and they differ in their degree of self-determination or autonomy. From low to high autonomy, these are external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan &

Deci, 2000). External and introjected regulations are classified as controlled reasons for acting, whereas identified and integrated regulations are autonomous. SDT thus categorizes some extrinsic motives as volitional, meaning that students who are not intrinsically motivated for a school subject could nevertheless experience positive cognitive, affective, and behavioral outcomes if these extrinsic motives are coherent with their “self.”

Howard et al. (2021) have conducted a meta-analysis on 344 samples comprising more than 200,000 students from different countries. Findings highlight that intrinsic motivation is related to student success and well-being, whereas identified regulation is particularly related to persistence. Introjected regulation was positively related to persistence and performance goals, but also positively related to indicators of anxiety. External regulation was not associated with performance or persistence but was associated with decreased well-being (Guay, 2021).

The framework of SDT could contribute to a better understanding of the relationship between second language learners’ motivation and the pedagogical approach of mobile learning in general and MALL in particular. For example, Jeno et al. (2019) investigated the impact of an m-learning application on students’ well-being and achievement via the lens of SDT. Further, Jeno et al. (2017) noted that the use of m-learning tools is particularly relevant to students’ autonomous motivation, as these tools are often perceived as interesting relative to traditional classroom learning.

CHAPTER III

METHODOLOGY

A. Research Design

To obtain a thorough grasp of how the Tandem application affects users' motivation and engagement in learning English as a foreign language (EFL), this study uses a mixed-methods research methodology, integrating quantitative and qualitative methodologies. Mixed-method methods simply employ a combination of both qualitative and quantitative approaches based on the purpose of the study and the nature of the research question aiming to provide a better understanding of the subject (Taherdoost, 2022).

B. Participants

The study's participants are Tandem application users who are actively learning English and come from a variety of language and cultural backgrounds. Purposive sampling is used in the participant selection process to guarantee a diverse range of usage experiences. Those who have been using the Tandem app for at least a month are eligible to participate.

The quantitative method of this study involves more than fifty participants who use Tandem to learn or improve their English. These participants will be selected using purposive sampling. The instrument will be distributed online through Tandem communities.

The qualitative method of the study involves five participants, who voluntarily agree to take part in a follow-up interview. The interviews are

conducted online through video or voice calls, depending on participants' preferences and internet availability.

C. Research Instruments

This study employs a mixed-methods approach, integrating both quantitative and qualitative methods to provide a comprehensive understanding of how the Tandem application influences users' motivation and engagement in learning English as a Foreign Language (EFL). To capture both measurable patterns and in-depth learner experiences, this research utilizes a combination of questionnaires and interviews, each serving different functions in the two methodological strands.

a. Quantitative Instruments

1. Likert-Scale Questionnaire (Like–Dislike Format)

A structured questionnaire included a series of closed-ended items rated on a 5-point Likert scale (e.g., 1 = Strongly Dislike to 5 = Strongly Like or 1 = Strongly Disagree to 5 = Strongly Agree). The items are constructed based on key constructs from the Self-Determination Theory (SDT), such as intrinsic motivation, extrinsic motivation, perceived competence, and autonomy as well as dimensions of student engagement (behavioral, emotional, and cognitive). These questions quantify learners' perceptions and behaviors related to Tandem usage.

2. Structured Interviews

Structured interviews are conducted to collect quantifiable responses to pre-determined questions. This form of interview limits the responses to

specific options, making it possible to categorize and count participants answers. These interviews supplement the questionnaire data and help validate quantitative findings.

b. Qualitative Instruments

1. Semi-Structured Interviews

In-depth interviews are conducted with a subset of participants to gather comprehensive qualitative data. The semi-structured format allows for flexibility in probing deeper into participants' unique experiences. Interviewees are encouraged to elaborate freely, making it possible to explore nuances not easily captured through surveys alone.

2. Short-Answer Questionnaire

Participants respond to a set of open-ended questions in written form. These questions allow respondents to express their thoughts and opinions in their own words, providing valuable qualitative data on their motivation and engagement. Responses are analyzed using manual thematic analysis to identify common patterns and emerging themes.

D. Data Collection

Quantitative data is collected through online surveys distributed via the Tandem app. Qualitative data is collected through individual interviews conducted via video conferencing tools. The interviews are recorded and transcribed for analysis.

E. Data Analysis

This study uses a mixed-methods approach, including quantitative and qualitative data, to investigate English as a Foreign Language (EFL) learners' motivation and engagement with the Tandem application. As a result, the data analysis is divided into two distinct but complementary phases: one focuses on the quantitative data collected from likert-scale questionnaires and structured interviews, and the other on the qualitative data collected through open-ended questionnaires and semi-structured interviews.

The data is evaluated manually during the quantitative phase because the number of participants is manageable. Responses to the Likert-scale questionnaire are tabulated using numerical coding, with 1 indicating "Strongly Disagree" and 5 indicating "Strongly Agree." Once tabulated, descriptive statistics such as frequency is calculated for each questionnaire item. This enables the researcher to see broad trends in how frequently learners utilize Tandem, their motivation levels, and the extent to which they participate. For example, a high average score on items related to enjoyment and confidence may indicate that learners feel intrinsically motivated when using the app. The data is further examined through basic cross-tabulations and visual comparison, identifying possible relationships between motivation and engagement comparing total motivation and engagement scores to provide additional insight into the strength of relationships among variables.

In the qualitative analysis, the open-ended responses from short-answer questionnaires and transcriptions of interviews are analyzed using manual thematic analysis, following Braun and Clarke's six-step model (Naeem et al,

2023). First, the researcher familiarizes themselves with the data by reading all of the responses. Then, the first codes are created by recognizing important phrases or sentences that describe the participants' ideas or behaviors (for example, "real conversations," "nervous at first," "feedback helps me learn"). These codes are then classified into bigger groups, and larger themes are created to represent the members' common experiences. For example, comments like "confidence from speaking with native speakers" and "authentic language use" could be placed under the theme of genuine communication. The thematic analysis seeks to identify repeating patterns among participants, allowing for a better understanding of how learners perceive their motivation and engagement while using Tandem.

F. Ethical Considerations

Ethical approval is obtained before conducting the study. All participants are informed about the purpose of the study, and their informed consent is obtained before participation. Data confidentiality, anonymity, and the voluntary nature of participation are maintained throughout the research process.

CHAPTER IV

RESULTS AND DISCUSSION

The results of the study are presented in this chapter using information gathered using both quantitative and qualitative techniques. The purpose of this research is to provide answers about English Language Learning Through Tandem Application: An Investigation On Users' Motivation And Engagement.

A. EFL Learners' Motivation and Engagement on Tandem Application

The first part of the findings focuses on the quantitative and qualitative analysis of the questionnaire result and interviews. This section presents statistical summaries and interpretations of participants' responses to items related to motivation and engagement when using Tandem.

a. Motivation

Table 1
Motivation Questionnaire Results

Items	Items Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I enjoy learning English through Tandem because it is interesting	6 (11.1%)	42 (77.8%)	4 (7.4%)	2 (3.7%)	0 (0%)
2	I feel satisfied when I successfully communicate in English using Tandem	7 (13%)	43 (79.6%)	4 (7.4%)	1 (1.9%)	0 (0%)
3	I use Tandem because I to improve like my English skills	8 (14.8%)	43 (79.6%)	3 (5.6%)	1 (1.9%)	0 (0%)
4	Tandem to improve my English for school or work	8 (14.8%)	35 (64.8%)	9 (16.7%)	3 (5.6%)	0 (0%)
5	I use Tandem to get better grades or career opportunities	6 (11.1%)	33 (61.1%)	11 (20.4%)	4 (7.4%)	0 (0%)
6	I feel confident in my ability to learn English through Tandem	5 (9.3%)	32 (59.3%)	15 (27.8%)	2 (3.7%)	0 (0%)

7	Tandem allows me to choose how I want to learn English	5 (9.3%)	28 (51.9%)	17 (32.5%)	5 (9.3%)	0 (0%)
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According to the table, Items 3 and 4 were the highest percentages of Strongly Agree responses (14.8% each). This suggests that learners are most strongly committed to improving their English for both academic and professional purposes. Given that participants mostly view Tandem as a tool to achieve useful language learning goals, this suggests a high level of instrumental motivation. Items 2 and 3 both received the highest 'Agree' responses (79.6% each), showing that improvement in skills and the satisfaction gained from effective communication are key motivating factors. These results align with the competency aspect of Self Determination theory, which holds that learners' willingness to learn more is boosted by positive experiences.

However, Items 6 and 7, which had the highest neutrality rates (27.8% and 32.5%, respectively), imply that although Tandem motivates a large number of users, some are still uncertain about their level of learning confidence or the degree of flexibility the platform offers. Items 5 and 7 also recorded the highest *Disagree* percentages (7.4% and 9.3%, respectively). This shows that a tiny percentage of learners may not relate Tandem to academic success or believe that there is little room for customization of their learning experience. Additionally, no item had a Strongly Disagree answer, indicating that all participants have neutral or generally favorable opinions about Tandem as a language learning tool.

Table 2
Motivation Short Answer Results

Theme	Category	Code	Description	Quote
Motivation	Instrumental Motivation	A-1-a	Improve English speaking skills	"I use Tandem to improve my English speaking skills and connect with native speakers."
		A-1-b	Career or academic purposes	"Improve my level of English for my university studies and be more competitive in the job market."
		A-1-c	Academic or learning goals	"I want to achieve fluency so I can study abroad."
	Integrative Motivation	A-2-a	Cultural exchange	"Meet new friends from around the world and learn about their cultures."

Table above describe when using Tandem, participants showed both instrumental and integrative motivation. Enhancing speaking abilities (A-1-a), reaching particular learning objectives like getting ready for study abroad (A-1-c), and advancing academic or career goals (A-1-b) were examples of instrumental motivation. While one responder said, "I use Tandem to improve my level of English for my university studies and be more competitive in the job market," another said, "I use Tandem to improve my English speaking skills and connect with native speakers." Statements such as "Meet new friends from around the world and learn about their cultures" (A-2-a) and "Build social connections" (A-2-b) exhibited integrative motivation.

Table 3
Motivation Interview Analysis

Theme	Category	Code	Description	Quote
Motivation	Instrumental Motivation	A-1-a	Improve speaking skills	"I wanted to practice and improve my English with native speakers..." (P1)
		A-1-b	Career or academic purposes	"I want to speak English fluently for my future job." (P2)
	Integrative Motivation	A-2-a	Cultural exchange	"To meet people from all over the world. It's very interesting." (P3)
		A-2-b	Building friendships	"I love to connect to people across the world." (P4)

According to table 3, both instrumental and integrative motivations for using Tandem were mentioned by participants. The desire to prepare for academic or career goals (A-1-b) and enhance speaking abilities (A-1-a) were clear examples of instrumental motivation. "I wanted to practice and improve my English with native speakers," for example, was shared by one participant (P1). Others showed integrative motivation by forming friendships (A-2-b) and pursuing cultural exchange (A-2-a). To meet people from throughout the world, for example. This social and multicultural component of learning is shown in the statement, "It's very interesting" (P3).

b. Engagement

Table 4
Engagement Questionnaire Results

Items	Items Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I regularly schedule time to use Tandem for English learning	2 (3.7%)	16 (29.6%)	14 (25.9%)	21 (38.9%)	1 (1.9%)
2	I feel excited when I learn something new using Tandem	9 (16.7%)	38 (70.4%)	6 (11.1%)	1 (1.9%)	0 (0%)
3	I enjoy interacting with people from different cultures on Tandem	15 (27.8%)	37 (68.5%)	2 (3.7%)	1 (1.9%)	0 (0%)
4	I felt more motivated after having a successful conversation on Tandem	7 (13%)	43 (79.6%)	3 (5.6%)	1 (1.9%)	0 (0%)
5	I try to use new vocabulary or grammar when I chat on Tandem	7 (13%)	42 (77.8%)	4 (7.4%)	1 (1.9%)	0 (0%)
6	I reflect on what I have learned after using the app	5 (9.3%)	35 (64.8%)	12 (22.2%)	2 (3.7%)	0 (0%)
7	I make an effort to improve my communication based on feedback from my Tandem partners	5 (9.3%)	41 (75.9%)	7 (13%)	2 (3.7%)	0 (0%)

Based on the table, Item 3 received the highest Strongly Agree percentage (27.8%), encouraging interpersonal relationships and cultural awareness. This shows that students find intercultural engagement to be both enjoyable and exciting, therefore supporting integrative motivation principles. Items 4 and 5 recorded the highest Agree rates (79.6% and 77.8% respectively). These results suggest that using new language forms and actively participating in discussions are essential components of learners' engagement. These actions show behavioral engagement, in which learners actively practice and apply their language abilities in addition to participating.

On the other hand, Items 1 and 6 received the highest Neutral responses (25.9% and 22.2% respectively). This implies that some learners use Tandem more impulsively or casually as opposed to through organized study sessions or focused reflection. Additionally, item 1 had the biggest percentage of respondents who disagreed (38.9%), suggesting that a significant number of individuals do not regularly spend time for Tandem use. This suggests that while using mobile-assisted language learning technologies, learners are possibly lacking in time management or study planning skills. In addition, no item obtained high Strongly Disagree rates, indicating overall positive engagement with the app despite differences in study habits. Disagree answers were also found in other items, albeit on a lower scale.

Table 5
Engagement Short Answer Results

Theme	Category	Code	Description	Quote
Engagement	Emotional Engagement	B-1-a	Fun	“It’s fun chatting with people from all over the world.”
		B-1-b	Friendly community	“People there are friendly and very helpful.”
	Behavioral Engagement	B-2-a	Preferred topics	“I enjoy talking about travel, food, daily life, and cultural differences.”
		B-2-b	Consistency in use	“I try to use Tandem every day... chatting with friends and joining language parties.”

Table 5 describe about engagement appeared in both emotional and behavioral forms. Emotional engagement included enjoyment and fun (B-1-a), as well as appreciating the friendliness of the community (B-1-b). One participant shared, “It’s fun chatting with people from all over the world.” Behavioral engagement

was reflected in preferred conversation topics (B-2-a), such as travel, food, daily life, and cultural differences, as well as consistent usage habits (B-2-b), with learners noting that they tried to use Tandem daily and participate in interactive activities like language parties.

Table 6
Engagement Interview Results

Theme	Category	Code	Description	Quote
Engagement	Emotional Engagement	B-1-a	Comfort with partners	“I feel comfortable because many people there are friendly.” (P3)
		B-1-b	Fun	“I am enjoying using it... people are so helpful, kind, and respectful.” (P1)
	Behavioral Engagement	B-2-a	Preferred topics	“I enjoyed chatting with people who share the same interests as me, such as anime, movies, travel tips.” (P2)
		B-2-b	Cultural discussions	“Telling or sharing about their day or culture... is the best.” (P4)

According to table above. engagement was seen in both emotional and behavioral forms. Emotional engagement emerged when participants reported feeling comfortable with their partners (B-1-a) and enjoying the interactions (B-1-b), as in “I am enjoying using it... people are so helpful, kind, and respectful” (P1). Behavioral engagement included choosing preferred conversation topics (B-2-a) like hobbies, movies, and travel, as well as discussing cultural practices (B-2-b). Such topics were perceived as more stimulating and personally relevant, sustaining learners’ active participation.

B. EFL Learners' Perception on Tandem Application Effects as a Language Learning Tool

The second section of this chapter concentrates on the qualitative results obtained via semi-structured interviews and short-answer questionnaires in order to discuss the perceptions of EFL learners regarding the effects of Tandem on their language learning, with particular focus on its role in enhancing motivation, fostering engagement, and providing authentic cultural exchange.

Table 7

The Effects Short Answer Analysis Results

Theme	Category	Code	Description	Quote
Perceived Learning Benefits	Confidence	C-1-a	Speaking confidence	"Now I feel confident speaking with foreigners."
	Language Skills	C-2-a	Vocabulary	"Exciting while learning new vocabulary and phrases I didn't know yet."
		C-2-b	Fluency	"Be fluent in English."
		C-2-c	Grammar/sentence structure	"The grammar correction helps me learn the right way to say things."
MALL Features	Technological Tools	D-1-a	Grammar correction and translation tools	"The translation and grammar correction help me fix my sentences."
		D-1-b	Pronunciation or transcript features	"When learn pronunciation and vocabulary."
	Communication Modes	D-2-a	Voice and video calls	"Video call is the most feature that I enjoy to improve my speaking skills."
	Community Tools	D-3-a	Language parties	"I like the language party because it's interactive."
Challenges	Partner-related Issues	E-1-a	Lack of response	"Sometimes they don't respond."
		E-1-b	Boring partners	"I feel bored when the conversation feels forced."
	Technical Issues	E-2-a	Limited access	"Because we need to upgrade to chat with more friends."
		E-2-b	Notification problems	"This app does not give notifications when someone messages me."
		E-2-c	Time zone differences	"The time difference often prevents us from having a fluid conversation."

Table above showed that many participants perceived clear benefits from using Tandem. Increased speaking confidence (C-1-a) was one of the most frequently cited outcomes, as illustrated by the comment, “*Now I feel confident speaking with foreigners.*” Other benefits included improved vocabulary (C-2-a), greater fluency (C-2-b), and enhanced grammar and sentence structure (C-2-c). Learners often linked these improvements to features such as grammar correction and translation tools, which provided immediate feedback.

The short-answer data highlighted how Tandem’s technological features support language learning. Grammar correction and translation tools (D-1-a) were among the most valued, alongside pronunciation and transcription aids (D-1-b). Communication modes such as voice and video calls (D-2-a) were seen as essential for practicing speaking skills, and community tools like language parties (D-3-a) offered interactive opportunities for group learning. For example, one respondent wrote, “Video call is the most feature that I enjoy to improve my speaking skills.”

In addition, participants mentioned a number of difficulties that affected their ability to learn. Lack of replies (E-1-a) and dealing with unmotivated or disengaged partners (E-1-b) were partner-related problems. Technical and logistical issues included issues with time zone variations (E-2-c), lack of message notifications (E-2-b), and restricted feature access because of payment (E-2-a). As one participant expressed, “The time difference often prevents us from having a fluid conversation.”

Five participants who were actively using the Tandem application for learning English and came from different countries participated in the semi-structured interviews. Participants' motives, engagement patterns, perceived advantages, and difficulties with the application were all intended to be examined in this investigation. Six major topics were identified by thematic analysis.

Table 8

The Effects Interview Analysis Results

Theme	Category	Code	Description	Quote
Perceived Learning Benefits	Confidence	C-1-a	Speaking confidence	“I think it’s confidence in my case... I was not confident at all before.” (P1)
		C-2-a	Fluency	“I feel really confident to practice English on Tandem... I had learned a lot of natural expressions.” (P5)
	Language Skills	C-2-b	Vocabulary	“I haven’t started... adding more vocabulary yet, but I would like to do it gradually.” (P1)
		C-2-c	Sentence structure	“Sentence formation confidence.” (P5)
MALL Features	Technological Tools	D-1-a	Grammar correction or translation tools	“Translate feature... and grammatical check helped me to fix my sentence.” (P2)
	Communication Modes	D-2-a	Voice or video calls	“I think calling.” (P5)
Challenges	Partner-related Issues	E-1-a	Inconsistent partners	“Sometimes it’s a bit hard to find consistent partners.” (P2)
		E-1-b	Non-serious users	“Most... are using it like a dating app.” (P5)
	Technical/Logistical Issues	E-2-a	Time zone mismatches	“Time differences can be tricky.” (P2)
		E-2-b	Limited feature access	“This app is not available in my country... I need to use a VPN.” (P1)
	Feature Limitations	E-3-a	Lack of reply correction or delete messages	“Tandem doesn’t have reply correction or delete button.” (P5)

Table above showed that, participants identified several learning benefits from using Tandem. Increased speaking confidence (C-1-a) was a recurring theme, with one learner noting, “I think it’s confidence in my case... I was not confident at all before” (P1). Improvements in fluency (C-2-a), vocabulary (C-2-b), and sentence structure (C-2-c) were also mentioned, often attributed to frequent real-time practice and exposure to natural expressions.

The technological tools within Tandem were considered valuable in supporting language learning. Features such as grammar correction and translation (D-1-a) helped learners produce more accurate sentences, while communication modes like voice or video calls (D-2-a) provided a richer, more natural speaking experience. As one participant stated, “Translate feature... and grammatical check helped me to fix my sentence” (P2).

Despite the benefits, participants reported several barriers to effective learning. These included inconsistent partners (E-1-a), non-serious users treating the app as a dating platform (E-1-b), and time zone mismatches (E-2-a) that complicated scheduling. Additional challenges included limited feature access due to regional restrictions (E-2-b) and the absence of certain interactive functions like reply correction (E-3-a). For example, one participant noted, “This app is not available in my country... I need to use a VPN” (P1).

The interviews revealed a number of potential advantages. Along with enhanced fluency, sentence structure, and exposure to genuine language, participants frequently mentioned greater confidence as the most obvious result. MALL features, like voice/video messaging, translation tools, and grammatical

correction, were essential in offering learners immediate support so they could participate without always worrying about misinterpreting or making mistakes.

However, the results also showed significant obstacles to regular participation. Mismatched time zones, unresponsive or inconsistent partners, and situations when the site was exploited for non-educational purposes, like casual dating, were challenges for a few participants. These difficulties have the potential to reduce the pace of learning and emphasize how crucial platform moderation, user matching algorithms, and guided conversation prompts are to keeping the focus on education. Furthermore, limited access to some functions in particular nations shows how geographical and technical limitations can affect user experience

D. Discussion

The findings from this study reveal that the Tandem application plays a significant role in supporting both motivation and engagement among EFL learners, but the underlying dynamics differ across categories. From the motivation perspective, that learners are highly driven by instrumental motivation, which mean learning English for tangible outcomes such as academic success and professional development. Such results align with Arciaga and Lucas (2024), which emphasizes that instrumental goals often serve as powerful initial motivators, particularly for learners in EFL contexts where English is not the dominant language. In practical terms, this means that learners are more likely to use Tandem consistently if they believe it will yield concrete skill-based benefits that extend beyond casual conversation.

In line with the importance of Self-Determination Theory (Deci & Ryan, 2000), when learners achieve successful communication, it reinforces their belief in their own abilities, which in turn sustains their motivation. This is well-documented in (MALL) studies, where instant feedback and real-time communication have been shown to strengthen self-efficacy and persistence (Izadpanah.,et al 2024). These findings align with Kudryk and Lazarenko (2025), who found that language exchange applications increase motivation by providing authentic opportunities to practice with native speakers

Self-Determination Theory (Deci & Ryan, 2000), which makes a distinction between intrinsic and extrinsic motivation, is consistent with this dual drive. Extrinsic motivation surfaced in this study when learners wanted quantifiable gains in competency, whereas intrinsic motivation surfaced when learners participated in meaningful conversations for personal happiness.

Compared with Tiara (2019), which found that learners' motivation was influenced by both intrinsic factors (interest and enjoyment) and extrinsic factors (grades and teacher influence). In contrast, this study shows that motivation in Tandem is more self driven and context based, shaped by authentic communication with peers worldwide.

In terms of engagement, many participants reported that using Tandem made them more eager to learn and practice, while interviews revealed that learners appreciated the authenticity and spontaneity of conversations with global partners. According to Jones (2018), there's three-dimensional model of engagement such as learners were behaviorally active (participating in

conversations), emotionally positive (enjoying cultural exchanges), and cognitively challenged (using new grammar and vocabulary). Learners value the cultural exchange and social connections fostered through the platform, and this intercultural dimension appears to be a significant driver of emotional engagement.

In line with Kukulska-Hulme (2020), who concluded that MALL environments foster collaborative and authentic learning, and with Darwin and Norton (2023) concept of “investment,” which argues that learners engage more deeply when they see value in their participation where learners’ willingness to participate is tied to their desire to build meaningful relationships and cultural understanding.

The nature of the relationships between partners and learners was just as important in determining engagement as technical aspects (Teng & Wang 2021). Thematic analysis revealed that when discussions were polite, respectful, and personally relevant, learners stayed interested. Compared to general small talk, topics including culture, hobbies, and daily routines were more likely to maintain a long-term connection (Zhong, et al 2024).

Although engagement and motivation were typically high, a number of platform-related and external issues had an impact on sustainability. Participants complained about difficulties with inconsistent partners, time zone mismatches, and users who used the program more as a dating app than as a teaching tool.

Overall, the findings suggest that Tandem is effective at fostering both motivational and engagement factors through cultural exchange, communicative success, and opportunities for skill improvement. Yet, there is room for improvement in promoting learner autonomy, building confidence, and encouraging structured and reflective learning habits. For researchers and educators, these results indicate that the success of MALL tools like Tandem is not only dependent on their technical features but also on how learners are guided to use them strategically for sustained language development.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings, Tandem's ability to connect learners with native or fluent speakers from around the globe for genuine, real-time dialogues increases motivation and engagement. Both instrumental (professional and academic ambitions) and integrative (a desire for honest communication and cultural exchange) elements drove motivation. Conversations that were friendly, polite, and personally relevant maintained engagement.

Significant perceived benefits were noted by learners, including exposure to natural language, enhanced vocabulary, enhanced fluency, and higher confidence. The platform's capabilities include audio and video calling, translation tools, and grammatical correction. Nevertheless, the study also discovered obstacles that hindered the sustainability of participation, such as irregular partner availability, time zone mismatches, technical limitations, and platform cases of maltreatment. These difficulties show that although Tandem has a lot of potential for EFL learning, its efficacy is dependent on its quality and regularity of interactions as well as the preservation of an educational focus.

B. Suggestion and Limitations

It is important to recognize a number of limitations even though this study offers valuable insights into how the Tandem application supports EFL learners' motivation and engagement.

First, the findings may not be as widely applicable as they may be due to the sample size and mix. Only five people were interviewed, despite the fact that over fifty people filled out the form. Although this imbalance is appropriate for mixed methods research, it might not properly reflect the range of experiences among people from various educational, linguistic, and cultural backgrounds. Furthermore, participants were chosen by themselves, which may have increased the possibility of participation among people who already had a favorable opinion of Tandem. Future research should use a bigger and more varied sample to improve the findings' generalizability. A more comprehensive understanding of how Tandem encourages or helps motivation and engagement in a variety of situations would be possible if students from other nations, skill levels, and educational environments were included. The validity of mixed methods findings would also be strengthened by a balanced number of participants for the quantitative and qualitative aspects.

Second, focusing on just one application (Tandem) restricts the findings' applicability. Despite being a popular platform for language sharing, Tandem might not be an accurate representation of all MALL resources. The design, functionality, and user experiences of various programs differ, and these variations may have different effects on learners' motivation and engagement. For future researchers, there is value in conducting longitudinal studies to measure actual language proficiency gains from Tandem use, comparing its effectiveness with other MALL platforms which is more popular, and

investigating how cultural factors influence online language learning dynamics.

Lastly, this study relied on two main instruments, a questionnaire and interviews. While these tools provided valuable insights into learners' motivation and engagement. Future research is recommended to use more varied instruments to obtain a fuller understanding of learners' experiences. Alongside questionnaires and interviews, researchers could use classroom observations or digital learning analytics.

Tandem can be used by teachers as an additional teaching tool in classroom, where learners are taught efficient online communication techniques and encouraged to think back on their experiences in order to identify linguistic and cultural benefits.

App developers should improve moderation to guarantee instructional focus, add directed conversation prompts, improve partner matching algorithms, and make all features more globally accessible to maintain user motivation and engagement.

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APPENDICES

Appendix A

Likert-Scale Questionnaire

Motivation	Engagement
I enjoy learning English through Tandem because it is interesting	I regularly schedule time to use Tandem for English learning
I feel satisfied when I successfully communicate in English using Tandem	I feel excited when I learn something new using Tandem
I use Tandem because I to improve like my English skills	I enjoy interacting with people from different cultures on Tandem
Tandem to improve my English for school or work	I fell more motivated after having a successful conversation on Tandem
I use Tandem to get better grades or career opportunities	I try to use new vocabulary or grammar when I chat on Tandem
I feel confident in my ability to learn English through Tandem	I reflect on what I have learned after using the app
Tandem allows me to choose how I want to learn English	I make an effort to improve my communication based on feedback from my Tandem partners

Appendix B

Short-Answer Questionnaire

Motivation	Engagement
What motivates you to use the Tandem app for learning English?	How often do you use Tandem to practice English and what do you typically do on the app?
What do you enjoy the most about learning English through Tandem?	Describe your typical interaction with a language partner on Tandem
Are there any specific goals you want to achieve by using Tandem?	What kind of conversation or topics help you stay engaged while using Tandem?
How does Tandem help you stay motivated to learn English regularly?	Have you ever felt bored or disconnected during a Tandem session? If yes, why?
Have you ever felt less motivated to use Tandem? If so, what the reasons?	What features of Tandem make learning English more enjoyable or interesting for you?

Appendix C

Interview Transcript

Participant 1

Q1: How do you know about the Tandem application?

P1: "I wanted to practice and improve my English with native speakers or fluent speakers, so I asked Chat-GPT for some apps that will match my requirement, and it recommended me the Tandem app."

Q2: How long have you been using this application?

P1: "I've been using this for a month."

Q3: What first motivated you to use Tandem for learning English?

P1: "There's nothing like that. I was looking for it and I just found a good app, so I am using it."

Q4: How do you feel when using Tandem for practice English?

P1: "Feeling good, like I am satisfied with this app for language exchanging, people are so good here, they are so helpful, kind, and respectful, and I am enjoying using it."

Q5: Do you feel more motivated to learn English now than you did before using Tandem?

P1: "Yeah, definitely, because there are many amazing people on Tandem, and I feel excited to talk and connect with them through good conversations."

Q6: What types of conversations or partners do you find most engaging?

P1: "I enjoy conversations that are thoughtful, meaningful, and a little fun too. I like partners who are kind, respectful, and can discuss various topics in depth. People who are emotionally aware and speak with sincerity engage me the most."

Q7: Do you prefer tandem over other languages?

P1: "I didn't use other language exchange apps, but I would like to use Tandem over other apps, because i am satisfied with it."

Q8: What features of Tandem application do you find most helpful for learning English?

P1: "I haven't explored all the features yet, but I find it helpful that we can chat with people from different cultures, including native and fluent speakers."

Learning about their culture and daily life makes the language practice more interesting and meaningful. The party feature also seems great for improving fluency, even though I don't use it actively.”

Q9: In what ways did Tandem application help improve your English skills (speaking/vocabulary/confidence)?

P1: “I think it’s confidence in my case, because I was not confident at all before using the language exchange app, where I can also talk in English at least in chat, but I haven't started practicing speaking or adding more vocabulary yet, but I would like to do it gradually in the future.”

Q10: Have you faced any challenges while using Tandem application?

P1: “Not in the chat section, but I have faced some challenges using the party feature because this app is not available in my country, so I need to use a VPN every time while I use the party feature.”

Participant 2

Q1: How do you know about the Tandem application?

P2 : “I heard about the tandem application from my friend, cause she knows that I want to speak English fluently.”

Q2: How long have you been using this application?

P2: “I just started using it about 2 months ago.”

Q3: What first motivated you to use Tandem for learning English?

P2 : “Maybe because I wanted to practice speaking with real people instead of just memorizing vocabulary, and because this tandem application makes me have real conversations that helped me.”

Q4: How do you feel when using Tandem for practice English?

P2: “At first, I was confused about how to use it, but now I feel comfortable, and people on the tandem are also friendly, and they corrected my mistake.”

Q5: Do you feel more motivated to learn English now than you did before using Tandem?

P2: “Actually, I am not sure about that, but I can feel that talking with real people makes it more fun and practical.”

Q6: What types of conversations or partners do you find most engaging?

P2: “I enjoyed chatting with people who share the same interests as me, such as anime, movies, maybe some travel tips that make conversations flow naturally.”

Q7: Do you prefer tandem over other languages?

P2: "I can say yes. Tandem has a focus on real communication, unlike another app that only uses flash cards or more exercises. But I still need another app to increase my English skills in conversations."

Q8: What features of Tandem application do you find most helpful for learning English?

P2: "Maybe the translate feature, that really useful for me to translate to Indonesia cause I am not fluent in English, and then the grammatical check and correction feature that's helped me to fix my sentence."

Q9: In what ways did Tandem application help improve your English skills (speaking/vocabulary/confidence)?

P2: "I think the tandem application makes me more confident to speak with the native speakers and with other people. And I am not afraid to make a mistake in speaking English. "

Q10: Have you faced any challenges while using Tandem application?

P2: "Sometimes it's a bit hard to find consistence partners, and also time differences can be tricky to send a message."

Participant 3

Q1: How do you know about the Tandem application?

P3 : "On internet because I needed to improve my English"

Q2: How long have you been using this application?

P3: "More than 6 months"

Q3: What first motivated you to use Tandem for learning English?

P3 : "To meet people from all over the world. It's very interesting"

Q4: How do you feel when using Tandem for practice English?

P3: "I feel comfortable because many people there are friendly"

Q5: Do you feel more motivated to learn English now than you did before using Tandem?

P3: "Yes, sometimes I feel more motivated. (but) other times, not so much (motivated)"

Q6: What types of conversations or partners do you find most engaging?

P3: "I feel comfortable with people who talk about hobbies"

Q7: Do you prefer tandem over other languages?

P3: "Yes, I prefer Tandem, because people are friendly"

Q8: What features of Tandem application do you find most helpful for learning English?

P3: "The language can be translate and voice note can be transcribe"

Q9: In what ways did Tandem application help improve your English skills (speaking/vocabulary/confidence)?

P3: "The people on the app correct my mistake. Which has been very helpful"

Q10: Have you faced any challenges while using Tandem application?

P3: "At the first I wasn't sure how to use it"

Participant 4

Q1: How do you know about the Tandem application?

P4 : "I knew it through my friend"

Q2: How long have you been using this application?

P4: "Almost one year"

Q3: What first motivated you to use Tandem for learning English?

P4 : "To connect with the people around the world"

Q4: How do you feel when using Tandem for practice English?

P4 : "I feel good when somebody reply (chat) and I don't feel good when somebody don't reply"

Q5: Do you feel more motivated to learn English now than you did before using Tandem?

P4: "Yeah, I do. I am enjoy practicing English o it (Tandem) and I like exploring people through it across the world. I love to connect to people across the world."

Q6: What types of conversations or partners do you find most engaging?

P4: "Telling or sharing about their day or about their culture. It is the best"

Q7: Do you prefer tandem over other languages?

P4: "Yes, I do. On this platform you can contact with the most probably people across the world and on this app they are mostly connect with the native language from the language you want to learn"

Q8: What features of Tandem application do you find most helpful for learning English?

P4: "It's translation feature"

Q9: In what ways did Tandem application help improve your English skills (speaking/vocabulary/confidence)?

P4: "It helped me to improve my confidence and speaking skill"

Q10: Have you faced any challenges while using Tandem application?

P4: "No, I haven't"

Participant 5

Q1: How do you know about the Tandem application?

P5 : "My motivation was to learn English and actually the speaking. And the biggest obstacles was that I don't use it in real life. Using in study is different. I want to use it in real life and wanted a partner so I can practice my English with. And to found it, I searched on internet and I found this app."

Q2: How long have you been using this application?

P5: "More than 6 months"

Q3: What first motivated you to use Tandem for learning English?

P5 : "The first motivation I think, I wanted to improve my English in fun way and real way not just in textbooks. Tandem seems perfect to meeting new people around the world and practice with the native"

Q4: How do you feel when using Tandem for practice English?

P5 : "I feel very comfortable using it. I feel really confident to practice English on tandem. Its nice to talk with real people. And I had learn a lot of natural expressions that you don't get from book."

Q5: Do you feel more motivated to learn English now than you did before using Tandem?

P5: "I don't feel much different as compared to before, but I would say I like to talk with people on tandem"

Q6: What types of conversations or partners do you find most engaging?

P5: "I see most of the people not to learn English skill, they are using it like dating app in my experience."

Q7: Do you prefer tandem over other languages?

P5: "I never use any application like this before. So I cant say I prefer or not"

Q8: What features of Tandem application do you find most helpful for learning English?

P5: "I think calling"

Q9: In what ways did Tandem application help improve your English skills (speaking/vocabulary/confidence)?

P5: "I think in 'sentence formation' confident"

Q10: Have you faced any challenges while using Tandem application?

P5: "Yes. Tandem don't have reply correction or delete button"



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21 Agustus 2025

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di-
Tempat

Bismillahirrahmanirrahim.

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

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Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi/Karya Ilmiah : ENGLISH LANGUAGE LEARNING THROUGH TANDEM
APPLICATION : AN INVESTIGATION ON USERS'
MOTIVATION AND ENGAGEMENT

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di Lombok Timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

Wallahul Muwaffiqu Walhadi Ila Sabilirrasyd.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



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di Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Warahmatullahi Wabarakatuh

Menunjuk surat Dekan Fakultas Bahasa, Seni, dan Humaniora Universitas Hamzanwadi Nomor : 504/UH.FBSH/LT/2025, tanggal 21 Agustus 2025, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

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Tujuan / Keperluan : Untuk memperoleh data
Judul / Tema : English Language Learning Through Tandem Application : An Investigation On Users' Motivation And Engagement
Tanggal Pelaksanaan : 27 Agustus s/d 27 November 2025
Nomor Telepon : 081936093395

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih.

Billahittaufiq Walhidayah
Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:


BULAN PERTAMA : untuk Pendaftaran Proposal
BULAN KEDUA : untuk Instrumen Penelitian
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pihak Pertama
Pembimbing Petama



Siti Ayu Surayya, M.Pd

Pembimbing Kedua


Andri Suherman, MA., M.Ed.TESOL

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English Language Learning through Tandem Application : An Investigation on Users' Motivation and Engagement

8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
				I	II
1	15 April 2025	Title + outline	17 April 2025		
2	23 April 2025	- Research Question - Instruments			
3	22 Mei 2025	- Introduction - Literature Review			

25/06 2025	Instruments: Survey & Interview				OK
		- Revise some citation - Check the instrument sources per item			OK
12/08 2025	Quantitative findings				OK
18/08 2025	Box 5 ACC				OK
20/08 2025	Limitations & Suggestions				OK
23/08 2025		- Add the discussion - Revise the table format - Reorder the subtopic, follow the research question.			OK
25/08 2025	ACC				OK

Pancor, 27 Agustus 2025
Ketua Program Studi



(..... M. ADIB WAZRI, M.Pd)
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