

**“Students’ Perceptions of Using Beelinguapp for Learning Listening
and Reading Skills through Narrative Texts”**

A THESIS



BY

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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“Students’ Perceptions of Using Beelinguapp for Learning Listening and Reading Skills through Narrative Texts”

Submitted as a Partial Fulfillment of the Requirement for the Degree of Education (S.Pd.)
in the English Education Department



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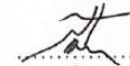
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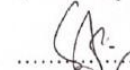
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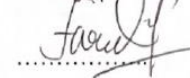
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Declare that:

1. This thesis has never submitted to any other tertiary education insitution for any other academic degree.
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DEDICATION

All praises and gratitudes belong to Allah SWT, the Most Merciful and the Most Compassionate, whose endless blessings, guidance, and mercy have enabled me to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, whose teachings continue to inspire patience, perseverance, and the pursuit of knowledge throughout every stage of life.

I lovingly dedicate this thesis to my beloved parents, **Mr. Andri Febrijanto** and **Mrs. Ummul Ma'rifah**, whose unconditional love, endless prayers, unwavering support, and countless sacrifices have been my greatest strength. I also dedicate this work to my beloved siblings, **Alifiera Putri A.** and **M. Aji Prayoga**, for their love, encouragement, and prayers.

MOTTO

“Yesterday is history, tomorrow is uncertain, and today is a gift. Always do your best”

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The writer realizes that this thesis is not perfect and sincerely welcomes constructive criticism and suggestions for its improvement. The writer hopes that this thesis will contribute to the field of English language education and serve as a useful reference for future researchers

Malang, June 2026

The Writer

LATIN ARABIC AND TRANSLATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zj	ه	=	h
د	=	d	ع	=	‘	ء	=	‘
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphthong Vocal

آو = aw

اي = ay

أو = û

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ABSTRACT

Rahma, Kishi Ananta Tabita. 2026. Students' Perceptions of Using Beelinguapp for Learning Listening and Reading Skills Through Narrative Texts. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

Advisor: Farid Munfaati, M. Pd

Key words: Beelinguapp, Students' Perceptions, Listening Skills, Reading Skills, Narrative Texts.

Beelinguapp is a digital language learning application that provides bilingual texts and audio features to support students in learning listening and reading skills through narrative texts. Although the application has been widely used in English language learning, students' perceptions of using Beelinguapp for developing listening and reading skills through narrative texts remain underexplored. This study aims to explore students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts and to identify the advantages and challenges they experienced while using the application. This study employed a qualitative descriptive research design by involving ten eleventh-grade students of MAN 2 Blitar who had experience using Beelinguapp for learning English. Data were collected through semi-structured interviews and analyzed using thematic analysis based on Braun and Clarke's framework. The findings revealed that students generally had positive perceptions of using Beelinguapp for learning listening and reading skills through narrative texts. Students reported that the application's audio narration improved their listening comprehension and pronunciation, while the bilingual text feature supported reading comprehension and vocabulary development. Most participants explained that they read the English text first and referred to the Indonesian translation only when they encountered unfamiliar words or difficult sentences. They also followed the highlighted sentences synchronized with the audio, which helped them connect spoken and written English more effectively. In addition, students perceived that Beelinguapp increased their motivation to learn English and supported independent learning. However, several challenges were identified, including initial difficulties in using the application, the need for teacher guidance, limited learning features, and the time required to become familiar with the application.

ABSTRAK

Rahma, Kishi Ananta Tabita. 2026. Persepsi Siswa Menggunakan Beelinguapp untuk Belajar Keterampilan Mendengarkan dan Membaca Melalui Teks Naratif. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim, Malang.

Dosen Pembimbing: Farid Munfaati, M. Pd

Kata kunci: Beelinguapp, Persepsi Siswa, Keterampilan Mendengarkan, Keterampilan Membaca, Teks Naratif.

Beelinguapp adalah aplikasi pembelajaran bahasa digital yang menyediakan teks bilingual dan fitur audio untuk mendukung siswa dalam mempelajari keterampilan mendengarkan dan membaca melalui teks naratif. Meskipun aplikasi ini telah banyak digunakan dalam pembelajaran bahasa Inggris, persepsi siswa menggunakan Beelinguapp untuk mengembangkan keterampilan mendengarkan dan membaca melalui teks naratif masih kurang dieksplorasi. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa menggunakan Beelinguapp untuk belajar keterampilan mendengarkan dan membaca melalui teks naratif dan untuk mengidentifikasi keuntungan dan tantangan yang mereka alami selama menggunakan aplikasi tersebut. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan melibatkan sepuluh siswa kelas 11 MAN 2 Blitar yang memiliki pengalaman menggunakan Beelinguapp untuk belajar bahasa Inggris. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik berdasarkan kerangka kerja Braun dan Clarke. Temuan tersebut mengungkapkan bahwa siswa umumnya memiliki persepsi positif tentang penggunaan Beelinguapp untuk belajar keterampilan mendengarkan dan membaca melalui teks naratif. Siswa melaporkan bahwa narasi audio aplikasi meningkatkan pemahaman dan pengucapan mendengarkan mereka, sementara fitur teks dwibahasa mendukung pemahaman membaca dan pengembangan kosakata. Sebagian besar peserta menjelaskan bahwa mereka membaca teks bahasa Inggris terlebih dahulu dan merujuk ke terjemahan bahasa Indonesia hanya ketika mereka menemukan kata-kata asing atau kalimat yang sulit. Mereka juga mengikuti kalimat yang disorot yang disinkronkan dengan audio, yang membantu mereka menghubungkan bahasa Inggris lisan dan tulisan dengan lebih efektif. Selain itu, siswa merasakan bahwa Beelinguapp meningkatkan motivasi mereka untuk belajar bahasa Inggris dan mendukung pembelajaran mandiri. Namun, beberapa tantangan diidentifikasi, antara lain kesulitan awal dalam menggunakan aplikasi, kebutuhan akan bimbingan guru, keterbatasan fitur pembelajaran, dan waktu yang dibutuhkan untuk membiasakan diri dengan aplikasi tersebut.

الملخص

رحمة، كيشي أنانتا تابيتا. 2026. تصورات الطلاب حول استخدام Beelinguapp لتعلم مهارات الاستماع والقراءة من خلال النصوص السردية. أطروحة، قسم التعليم الإنجليزي، كلية التربية وتدريب المعلمين، جامعة مولانا مالك إبراهيم الإسلامية، مالانغ.

المشرف: فريد منفاطي، دكتور في الدفاع

الكلمات المفتاحية: Beelinguapp، إدراك الطلاب، مهارات الاستماع، مهارات القراءة، النصوص السردية.

Beelinguapp هو تطبيق رقمي لتعلم اللغات يوفر ميزات نصية وصوتية ثنائية اللغة لدعم الطلاب في تعلم مهارات الاستماع والقراءة من خلال النص السردية. على الرغم من أن التطبيق استخدم على نطاق واسع في تعلم اللغة الإنجليزية، إلا أن تصورات الطلاب حول استخدام Beelinguapp لتطوير مهارات الاستماع والقراءة من خلال النصوص السردية لا تزال غير مستكشفة. تهدف هذه الدراسة إلى استكشاف تصورات الطلاب حول استخدام Beelinguapp لتعلم مهارات الاستماع والقراءة من خلال النصوص السردية وتحديد المزايا والتحديات التي يواجهونها أثناء استخدام التطبيق. تستخدم هذه الدراسة تصميم بحث وصفي نوعي يشمل عشرة طلاب من الصف الحادي عشر من MAN 2 في بليتار لديهم خبرة باستخدام Beelinguapp لتعلم اللغة الإنجليزية. تم جمع البيانات من خلال مقابلات شبه منظمة وتحليلها باستخدام تحليل موضوعي استنادا إلى إطار براون وكلاارك. كشفت النتائج أن الطلاب كان لديهم تصور إيجابي عموما لاستخدام Beelinguapp لتعلم مهارات الاستماع والقراءة من خلال النصوص السردية. يبلغ الطلاب أن السرد الصوتي في التطبيق يحسن فهمهم للاستماع والنطق، بينما تدعم ميزة النص الثنائي اللغة فهم القراءة وتطوير المفردات. شرح معظم المشاركون أنهم قرأوا النصوص الإنجليزية أولا واستشاروا إلى الترجمات الإندونيسية فقط عندما واجهوا كلمات أجنبية أو جمل صعبة. كما أنها تتنوع الجمل المميزة المتزامنة مع الصوت، مما يساعدها على ربط الإنجليزية المنطوقة والمكتوبة بشكل أكثر فعالية. بالإضافة إلى ذلك، يشعر الطلاب أن Beelinguapp يزيد من دافعهم لتعلم اللغة الإنجليزية ويدعم التعلم المستقل. ومع ذلك، تم تحديد عدة تحديات، منها الصعوبات الأولية في استخدام التطبيق، والحاجة إلى إرشاد المعلمين، وقيود ميزات التعلم، والوقت اللازم للتعرف على التطبيق.

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study, the research questions, the objectives of the study, the scope and limitations of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Language is a crucial channel for communication through which we express our feelings and thoughts to others (Nishanthi, 2018; Alzamil, 2021). English is an international language widely used across the globe. The number of English speakers worldwide has reached 1.5 billion people (Eberhard et al., 2023; Mukti et al., 2025). English is considered a fundamental language that is extensively taught and widely adopted. Proficiency in English can improve opportunities in education, employment, and social status. In Indonesia, English is also commonly utilized in both formal and informal education settings. In formal education, English is a required subject in all schools. It is taught to enhance students' foundational skills in reading, writing, listening, and speaking.

Listening is a fundamental skill, essential for comprehension and effective communication (Karimah et al., 2024). It is an everyday activity performed to receive and understand information. Listening is not just about hearing what the speaker delivers; it also involves understanding the content. Developing English proficiency often requires listening, as it exposes learners to the language, which is crucial for learning. Listening skills can be practiced by developing a habit of listening to audiobooks, podcasts, music, watching movies, and so on. However, several factors can affect listeners, some of which they may not be able to control, such as background noise that can reduce listening comprehension (Alzamil, 2021). Another skill that is also clearly vital is reading.

Reading is one of the four essential skills students must master to succeed in their academic and personal lives. Teaching it requires selecting the right activities, methods, and steps. Good reading skills help learners maximize their education and enable them to actively participate in social and economic activities. Reading skills involve cognitive processes that a reader uses to make sense of a text (Mulatu & Regassa, 2022). Readers understand better when they actively think about and apply their knowledge of the topic and their own experiences. Prior knowledge can be used to enhance reading comprehension, especially when dealing with unfamiliar topics (Ashirova, et al., 2021). According to Fitri Jeni et al. (2022), being proficient in reading helps students understand various types of texts they encounter and share their learnings with friends and family. This idea is also supported by Musrifah, M. (2025), who state that reading has many positive effects, such as fostering a love for reading, meeting mental challenges, increasing interest in specific subjects, and improving focus. Therefore, it can be said that reading is an important skill that students should continue practicing because it provides many significant benefits. This idea aligns with the message of the Qur'an in Surah Al-'Alaq (96:1):

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

“Read in the name of your Lord who created.”

By connecting educational reading practices with this spiritual perspective, students are encouraged to approach reading with purpose, curiosity, and responsibility. This holistic view enhances both their academic growth and their character as lifelong learners. The verse emphasizes that reading is not just a mental activity but also a sacred process that fosters knowledge, reflection, and personal growth. Reading can be practiced by using applications. The application is Beelinguapp.

Beelinguapp is an app that uses bilingual texts for reading and listening. The article or story is presented in both Indonesian and English, depending on the student's language. While showing the text, it also reads out loud. This combination of written and spoken English helps students understand how the two forms of the language connected. Based on Hermaningsih, et al. (2024), Beelinguapp is an application for learning languages that uses electronic books with various categories that students can read. The reading categories in Beelinguapp include fairy tales, news, history, science, fiction, and others. Therefore, the Beelinguapp application is very suitable for learning to read and listen. By using Beelinguapp, we can see how students perceive learning English, especially in terms of listening and reading skills. Students perceptions can be explored through their experiences, opinions, and responses regarding the use of Beelinguapp in learning English. The reading material available in the Beelinguapp application includes various texts, including narrative texts, which are among the materials used for learning English at school.

The first study related to this research, such as the study conducted by Nawari (2025), aimed to determine the effectiveness of the Beelinguapp application on students' reading comprehension of English texts in Grade Eight at MTs Al-Azhar Tembungraja, Brebes. The results show that the use of the Beelinguapp application throughout the learning process has an impact on the reading comprehension skills of the eighth- grade students at MTs Al-Azhar Tembungraja, Brebes. The findings of this study can be used to provide suggestions for teachers to utilize online media when teaching English, especially in teaching reading comprehension. Additionally, teachers can make the teaching and learning process more enjoyable.

A second study related to this research, conducted by Nurfalalah (2025), aimed to understand the process and effect of using Beelinguapp on the reading comprehension

ability of 41 students at SMK PGRI Ploso. The study found a positive impact of Beelinguapp on the reading comprehension of X-grade students at SMK PGRI Ploso. The analysis showed a significant improvement in students' reading comprehension in the experimental group after using the Beelinguapp. Future recommendations are not explicitly detailed in the quote; however, they typically include suggestions for further research. Beelinguapp offers interactive features such as displaying text and AI- based evaluation, providing immediate feedback to students. This enables students to correct mistakes independently, enhancing the reading comprehension of learning process. Beelinguapp is a language learning app that displays text in two languages simultaneously, allowing users to use their native language as a reference. It can also be used as an audiobook, where users can take notes while listening to recordings in both languages. The app offers a variety of text types in 12 languages, with additional languages still under development. One tool that can support reading comprehension, especially in a second language, is Beelinguapp (Satria et al., 2024).

The third study related to this research, conducted by Fitria (2021), investigates the use of various platforms in English language teaching and learning, especially for listening skills. In the study, there was no direct mention of the Beelinguapp application. However, the results show that some available technologies, both online and offline, include applications or platforms offering many options for listening to English, such as music platforms. Learning English through several applications can be an alternative for students to practice and improve their listening skills. Listening exercises can be performed using engaging listening strategies while learning English. The effectiveness depends on the teachers or lecturers teaching listening subjects and the students learning English materials. From this research, we can see that improving listening skills can be achieved through multiple applications. It is also possible that the

Beelinguapp application could help enhancing students' listening skills.

Although several previous studies have investigated Beelinguapp for language learning, most of them focused on learning outcomes or specific language skills. Limited studies have explored students' perceptions of using Beelinguapp to learn both listening and reading skills through narrative texts. Therefore, this study attempts to fill this gap by examining students' perceptions, experiences, perceived advantages, and challenges in this learning context.

This study aims to explore students' perceptions of using Beelinguapp in supporting their English listening and reading skills. It focuses on how students experience the use of the application and how they perceive its role in their learning process. By exploring their experiences, reasons for using the app, and any difficulties they encounter, teachers and educators can better utilize mobile apps in English language learning. It is important to understand students' perceptions of using Beelinguapp for learning listening and reading skills. Therefore, this study, entitled **"Students' Perceptions of Using Beelinguapp for Learning Listening and Reading Skills through Narrative Texts,"** aims to address these questions.

The usefulness of Beelinguapp's features has been carefully examined in many previous studies. However, this study takes a different approach. Rather than measuring students' language achievement quantitatively, this study focuses on exploring students' perceptions, experiences, and views regarding the use of Beelinguapp for learning listening and reading skills through narrative texts. Therefore, to gain a deeper understanding of students' experiences, this study addresses the following research questions.

1.2 Research Questions

Based on the background presented above, this study addresses the following research questions:

1. What are students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts?
2. What are the advantages and challenges experienced by students when using Beelinguapp for learning listening and reading skills through narrative texts?

1.3 Objectives of the Study

Based on the research questions above, the objectives of this study are as follows:

1. To investigate students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts.
2. To identify the advantages and challenges experienced by students when using Beelinguapp for learning listening and reading skills through narrative texts.

1.4 Scope and Limitations of the Study

This study examines students' perceptions of using the Beelinguapp application for developing listening and reading skills through narrative texts. It explores how students experience the use of Beelinguapp in their classroom learning. The study focuses on students' perceptions of how Beelinguapp supports their listening and reading learning experiences. The researcher summarizes this study as follows:

The research participants include all students in one of the eleventh grades enrolled at MAN 2 BLITAR during the 2025/2026 academic year. And this research focus on students' perceptions of using the Beelinguapp application to support listening and reading skills through narrative texts.

1.5 Significance of the Study

This study aims to explore students' perceptions of using the Beelinguapp application for learning listening and reading skills through narrative texts. Additionally, it hopes to inspire teachers to incorporate technology into their teaching methods, making learning more diverse and engaging for students. The findings are expected to benefit various groups.

This study is expected to provide both theoretical and practical significance. Theoretically, it contributes to the literature on mobile-assisted language learning, particularly regarding students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts. Practically, the findings are expected to help students better understand the advantages and challenges of using Beelinguapp, enabling them to make more effective use of the application in their learning. For teachers, the findings may serve as a consideration when selecting and integrating digital learning media that align with students' learning experiences and needs. In addition, this study may provide useful insights and references for future researchers who are interested in investigating mobile-assisted language learning, students' perceptions, or the use of Beelinguapp in different educational contexts.

1.6 Definition of Key Terms

To provide a clear understanding of the main concepts discussed in this study, the following key terms are defined according to their meanings within the context of this research. These definitions are intended to avoid ambiguity and ensure a consistent interpretation throughout the study.

1. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones or tablets, to support language learning anytime

and anywhere. In this study, MALL refers to the use of the Beelinguapp application as a mobile learning tool to facilitate students' listening and reading activities through narrative texts.

2. Beelinguapp

Beelinguapp refers to a mobile-assisted language learning application used in this study as a learning medium for English instruction. The application provides English narrative texts accompanied by audio narration, allowing students to engage in listening and reading activities simultaneously. In this research, Beelinguapp is utilized specifically to explore students' perceptions of its use in supporting their listening and reading learning experiences through narrative texts.

3. Students' Perceptions

Students' perceptions refer to students' views, opinions, experiences, and interpretations regarding the use of a particular learning tool or activity. In this study, students' perceptions refer to how students perceive the use of Beelinguapp for learning listening and reading skills through narrative texts, including the advantages they experienced, the challenges they encountered, and their overall opinions about using the application.

4. Listening Skill

Listening skill refers to students' ability to understand spoken English presented through the audio narration of narrative texts in the Beelinguapp application. In this study, listening skill is examined in relation to students' experiences of listening to English narrative texts within a mobile-assisted language learning context.

5. Reading Skill

Reading skill refers to students' ability to understand written English narrative texts presented in the Beelinguapp application. In this study, reading activities involve engaging with narrative texts displayed in bilingual format as part of a mobile-assisted language learning environment.

6. Narrative Text

Narrative texts refer to English story-based texts available in the Beelinguapp application that are used as learning materials for listening and reading activities in this study. These texts are presented in written form accompanied by audio narration, allowing students to engage with the stories through both spoken and written language.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories and previous studies. The theories cover the definitions of students' perceptions, Beelinguapp, Listening skills, Reading skills, and narrative text.

2.1 Students Perceptions

Students' perceptions refer to their opinions and feelings about a learning tool or method. Perception is more than just an opinion; it is the process by which individuals organize and interpret sensory impressions to make sense of their environment. These perceptions are shaped by their learning experiences and affect their motivation.

According to Stephen P. Robbins and Timothy A. Judge, perception is a process by which individuals organize and interpret sensory impressions in order to give meaning to their environment. Perception allows individuals to interpret experiences, situations, and events based on their own understanding and background. In the context of this study, perception refers to students' views, experiences, and interpretations regarding the use of Beelinguapp for learning listening and reading skills through narrative texts. Students' perceptions are important because they reflect how learners experience and evaluate the application as a learning tool.

Current studies specifically investigating Beelinguapp have highlighted several recurring themes in student feedback. First is engagement and interest. Unlike traditional textbooks, students perceive Beelinguapp as a "refreshing" and "fun" medium. Nurfalah et al. (2025) reported that students enjoyed the variety of stories (news, fairy tales, and novels), which made them feel less pressured while practicing reading comprehension. Second is support for receptive skills. Students often express a positive perception of the "karaoke-style" reading feature. They feel that hearing the correct pronunciation while

seeing the text helps them overcome the fear of difficult English phonetics. Arumsari et al. (2025) noted that students perceived a significant boost in their confidence, especially in listening, as the app allowed them to repeat audio tracks until they felt they had mastered the sound. And last is autonomy and flexibility.

Karimah (2024) found that students appreciated the "self-correction" aspect of the bilingual text, which allowed them to check their understanding immediately without needing constant teacher intervention. However, perception is not always entirely positive. Some students may perceive digital tools as distracting or overwhelming if the texts are too long. Herminingsih et al. (2024) observed that while most students liked the app, some felt that the free version's advertisements or locked content negatively impacted their learning experience. Understanding these varied perceptions is essential for teachers to provide the right guidance when implementing Beelinguapp in the classroom.

In addition to perceived usefulness and perceived ease of use, recent studies highlight perceived enjoyment as an important factor shaping students' perceptions of Beelinguapp. Perceived enjoyment refers to the extent to which students feel that using a learning application is enjoyable beyond its academic benefits. Al-Emran, Mezhyuev, and Kamaludin (2018) argue that enjoyment plays a significant role in fostering positive attitudes toward mobile learning and sustaining long-term use. In the context of Beelinguapp, features such as narrated texts and diverse reading genres may reduce learning anxiety and create a more relaxed learning atmosphere, thereby strengthening students' positive perceptions of the application.

Another factor influencing students' perceptions is the appropriateness of learning materials to learners' proficiency levels. When texts are perceived as too difficult, students may experience frustration and develop negative attitudes toward the learning

tool. Huang et al. (2020) state that learning materials aligned with students' language proficiency can enhance learners' self-efficacy and overall perception of technology-based learning. Beelinguapp offers bilingual texts and adjustable difficulty levels, which may help students gradually understand English texts and build confidence in their reading and listening abilities.

From a pedagogical perspective, students' perceptions of Beelinguapp are also influenced by the role of teachers in guiding technology use. Although mobile learning promotes learner autonomy, teacher support remains essential to ensure effective learning. Crompton and Burke (2018) emphasize that mobile learning implementations accompanied by clear instructional guidance result in more positive student perceptions than unguided use. Therefore, students' perceptions of Beelinguapp are shaped not only by the application's features but also by how teachers integrate it into classroom activities.

This study is based on the Perception Theory proposed by Stephen P. Robbins and Timothy A. Judge (2017), which explains how individuals interpret and evaluate their experiences. In this study, students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts were explored. The perceptions were analyzed through three aspects: listening skill perceptions based on Brown's listening comprehension theory, reading skill perceptions based on Nunan's reading comprehension theory, and the advantages and challenges of using Beelinguapp based on the concept of Mobile-Assisted Language Learning (MALL) proposed by Tahereh Miangah and Amin Nezarat.

Based on this framework, the study focuses on understanding how students perceive the use of Beelinguapp as a learning tool for listening and reading activities. The findings are expected to provide insights into students' experiences, the benefits they

gained, and the challenges they encountered while using the application in learning English through narrative texts.

In summary, students' perceptions of Beelinguapp are multidimensional and influenced by various factors, including usefulness, ease of use, enjoyment, material suitability, and teacher guidance. A comprehensive understanding of these perceptions is essential for evaluating the effectiveness of Beelinguapp as a MALL tool, particularly in enhancing students' receptive skills. Therefore, examining students' perceptions provides both theoretical insights and practical implications for educators and application developers in optimizing mobile-assisted language learning.

2.2 Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is a learning approach that uses mobile devices such as smartphones or tablets to help students learn a language. With MALL, students can access learning materials anytime and anywhere, not only in the classroom. This makes learning more flexible and student-centered. In English as a Foreign Language (EFL) learning, MALL helps students get more exposure to English through daily use of their mobile phones. Jabbar Abdul (2024) said MALL comprises a broad range of tools, including mobile applications, electronic books, audio-video devices, and social networks. These tools make it possible for learners to learn a language, take quizzes, practice interactively, and communicate via the Internet on the go.

MALL has several benefits in English education learning. First, it is portable, meaning students can carry their learning tools easily. Second, it is accessible because learning can be done at any time and place. Students can use the given language during their spare time or any moment they find they are free, for instance, during the time they are waiting for a bus or any appointment for that matter, making learning thus more flexible and time not limited. (Okumuş Dağdeler, 2023). Lastly, MALL tools utilize

components of tutorial media, including video, games, and audio clips, to enhance learning. Some of the approaches used in implementing gamification in learners include the use of points, badges, and leaderboards. If well implemented, then learners will be motivated to continue with their learning since they will be able to grasp the different languages. it is interactive because it often uses audio, text, and other multimedia features it is interactive because it often uses audio, text, and other multimedia features. (Jabbar. A., 2024). These characteristics make MALL suitable for today's students.

However, MALL also has some challenges. first, internet connection problems. In most areas, learners may encounter challenges due to a lack of reliable internet connection and inadequate devices to support the use of MALL tools. (Shaheen, Soomro, & Ali, 2024). Second, distractions from other applications. Challenges. Such concerns make mobile-assisted learning less effective because learners may be drawn to other activities, such as social media and games.

Beyond flexibility and accessibility, MALL is also closely associated with the development of learner autonomy. Mobile learning environments allow students to take greater control of their learning process by choosing when, where, and how they engage with language materials. According to Kukulska-Hulme and Shield (2017), MALL supports self-directed learning by enabling learners to set their own pace and revisit materials as needed. This autonomy is particularly beneficial in EFL contexts, where learners often have limited exposure to English outside the classroom. Through frequent interaction with mobile applications, students can practice language skills independently and build confidence in their learning abilities.

MALL is also considered effective in supporting receptive language skills, especially listening and reading. Mobile applications commonly integrate audio, text, and visual elements, which align with multimodal learning principles. Lin and Lin (2019)

explain that multimodal input in mobile learning environments helps learners process information more effectively, as it presents language through multiple channels. In EFL learning, repeated exposure to spoken and written language through mobile devices can enhance comprehension and vocabulary acquisition. Therefore, MALL is seen as a suitable approach for improving listening and reading skills in a practical and engaging manner.

Another important aspect of MALL is its alignment with students' digital habits. Today's students are digital natives who are highly familiar with mobile technology in their daily lives. Integrating mobile devices into language learning reduces the gap between formal learning and everyday activities. According to Lai and Zheng (2018), when learning tools are consistent with students' daily technology use, learners tend to show more positive attitudes and higher engagement. This familiarity makes MALL an effective medium for encouraging continuous exposure to English beyond formal classroom instruction.

Despite its advantages, the successful implementation of MALL depends on pedagogical planning and guidance. Without clear learning objectives and proper instruction, mobile learning may become ineffective or merely recreational. Sung et al. (2016) emphasize that MALL should be integrated with instructional strategies that guide learners toward meaningful learning outcomes. Teachers play a crucial role in selecting appropriate applications, setting learning goals, and monitoring students' progress to ensure that mobile learning supports language development rather than causing cognitive overload.

In summary, MALL offers significant potential for enhancing EFL learning through flexibility, learner autonomy, multimodal input, and alignment with students' digital lifestyles. However, challenges such as technical limitations, distractions, and the need

for instructional guidance must be carefully managed. A balanced understanding of both the benefits and limitations of MALL is essential for maximizing its effectiveness in supporting English language learning.

2.2 Beelinguapp

Beelinguapp is a mobile application designed to support language learners in developing their language skills. Beelinguapp is an application for learning languages that uses electronic books, which have various categories that students can read (Hermaningsih, et al. 2024). The application provides learners the ability to read bilingual texts side by side, allowing for better comprehension through immediate access to translations and contextual clues (Satria, B., et al. 2024). Mukti, et al. (2025) said Beelinguapp has several features to support language learning, including vocabulary, weekly goals, quizzes, a glossary, flashcards, and a read- aloud feature. The parallel text feature helps learners understand English texts more easily. The audio narration feature helps learners practice listening and understand pronunciation. In addition, the text- highlighting feature helps learners follow the text while listening to the audio.

Even though Beelinguapp has many good things to offer, some studies highlight important things that teachers and researchers should think about. A detailed look at this by Papora (2025) and Lingopie (2026) shows that some of the audio content in the app can sound too machine-like or like it was made by AI. This might not be helpful for more advanced learners, who need to hear real, natural speech and native accents to get better at understanding spoken English in different ways. The parallel text feature can be useful for beginners, but there's a risk that learners might get too used to relying on their first language. This can stop them from thinking directly in English, which is slower for learning how to use the language naturally (Lingopie, 2026).

Most of the research, like the work by Arumsari et al. (2025), agrees that Beelinguapp is more focused on receiving information, like reading and listening. It doesn't have much support for practicing by using the language actively, such as writing or speaking with others. It is recommended that Beelinguapp be integrated as a complementary medium within a broader language learning framework to ensure a balanced development of both receptive and productive skills.

From a Mobile-Assisted Language Learning perspective, Beelinguapp can be categorized as a content-based and input-oriented learning application. Such applications emphasize exposure to authentic or semi-authentic language input through reading and listening activities. According to Nation (2017), sufficient and meaningful input is a fundamental requirement for second language acquisition, particularly for developing receptive skills. Beelinguapp supports this principle by offering extensive reading materials accompanied by audio narration, allowing learners to engage with English input repeatedly and in context.

Beelinguapp also aligns with the principles of extensive reading and listening, which emphasize frequent exposure to comprehensible texts at an appropriate difficulty level. Day and Bamford (2015) state that extensive reading promotes vocabulary growth, reading fluency, and positive attitudes toward language learning when learners are exposed to interesting and level-appropriate materials. Through its wide range of text genres and bilingual support, Beelinguapp enables learners to select materials that match their interests and proficiency, which may foster sustained engagement and motivation.

In addition, Beelinguapp's bilingual and audio-supported features reflect a multimodal learning approach. Multimodal input allows learners to process language through multiple channels, such as visual and auditory modes, which can enhance

comprehension and retention. Mayer (2020) explains that combining text and audio can reduce cognitive load when designed appropriately. In Beelinguapp, synchronized audio narration and text highlighting help learners map spoken language onto written forms, which is particularly beneficial for EFL learners who struggle with pronunciation and listening comprehension.

Beelinguapp provides several features that support English language learning. First, it offers parallel bilingual texts, allowing learners to read English texts alongside their Indonesian translations. Second, the application includes audio narration by native speakers, enabling learners to improve listening comprehension and pronunciation. Third, Beelinguapp features synchronized text highlighting, where the words being read are highlighted in real time, helping learners connect spoken and written language. In addition, the application offers adjustable playback speed, offline reading, and a wide selection of narrative stories. These features make Beelinguapp suitable for integrating listening and reading activities in English language learning.

However, the usefulness of Beelinguapp also depends on how learners regulate their use of its features. Excessive reliance on bilingual texts may limit learners' exposure to target-language-only input. According to Lee and Lin (2019), while bilingual support can scaffold comprehension, gradual reduction of first-language reliance is necessary to promote deeper language processing. Therefore, learners and teachers need to use Beelinguapp strategically, for example, by encouraging learners to read the English text first before checking the translation.

Overall, Beelinguapp can be considered an effective tool for supporting receptive language development, especially in listening and reading. Its design supports language input, learner autonomy, and multimodal learning, which are essential components of successful mobile language learning. Nevertheless, its limitations in

productive skill practice highlight the importance of integrating Beelinguapp with other instructional activities to ensure a more comprehensive language learning experience.

2.3 Listening Skill

Listening is often misunderstood as a passive skill, but in language acquisition, it is an active and complex process of constructing meaning. According to Vandergrift & Goh (2022), listening is an active process of receiving and interpreting spoken messages, which involves the coordination of various cognitive and linguistic resources. In the context of English Language Learning (ELL), listening is considered the fundamental starting point because learners typically receive more input through listening than any other skill during the early stages of acquisition.

Experts generally categorize the listening process into two main approaches. First is bottom-up processing. This involves decoding sounds into words, phrases, and sentences. Learners focus on phonemes and grammatical structures to understand the message. Second is top-down processing. This involves using prior knowledge (*schemata*) and context to predict and interpret the meaning of the spoken text. Field (2024) emphasizes that proficient listeners do not rely on just one approach but dynamically switch between bottom-up and top-down processing depending on the difficulty of the task and their familiarity with the topic.

Listening is often cited as the most difficult skill for EFL (English as a Foreign Language) students. Hamouda (2023) identifies several factors that hinder listening comprehension, including, first, the speech rate. Native speakers often speak at a speed that exceeds the learner's processing capacity. Second is vocabulary overload. The presence of unfamiliar slang, idioms, or technical terms. Third is acoustic conditions. Background noise or poor recording quality in digital learning environments. And the last

is a lack of visual clues. Especially in traditional audio- only exercises where learners cannot see the speaker's facial expressions or gestures.

Modern pedagogy encourages the use of multimodal tools to assist listening. Nurfalah et al. (2025) point out that digital applications that synchronize audio with text (like Beelinguapp) provide "scaffolding" that allows students to verify what they hear through visual text. This simultaneous input reduces cognitive load and helps learners recognize the correct pronunciation of written words, eventually leading to better listening fluency.

In addition to multimodal scaffolding, effective listening development requires repeated and meaningful exposure to spoken language. Repetition allows learners to gradually process spoken input more efficiently and notice linguistic features that may be missed during initial listening. According to Rost (2016), repeated listening helps learners strengthen their ability to segment speech, recognize word boundaries, and internalize patterns of pronunciation and intonation. In digital learning environments, the ability to replay audio materials gives learners greater control over the listening process, which is particularly beneficial for EFL learners with limited exposure to authentic English input. Another important aspect of listening skill development is metacognitive awareness. Metacognitive listening involves learners' ability to plan, monitor, and evaluate their listening strategies. Vandergrift and Goh (2022) argue that learners who are aware of how they listen are more likely to overcome comprehension difficulties. For example, learners may predict content before listening, focus on key words during listening, and reflect on misunderstandings afterward. Mobile-assisted tools can support this process by allowing learners to pause, replay, and adjust their listening pace, thereby encouraging strategic listening rather than passive reception.

Listening comprehension is also closely related to vocabulary knowledge and lexical recognition. When learners encounter too many unfamiliar words, their attention shifts from understanding the message to decoding individual items. Nation (2017) explains that sufficient vocabulary coverage is necessary for effective listening comprehension. Applications that provide bilingual support or contextual clues, such as Beelinguapp, may help learners bridge vocabulary gaps while listening, enabling them to maintain focus on overall meaning rather than individual unknown words.

Furthermore, the integration of listening with reading has been shown to enhance comprehension outcomes. Research by Chang and Millett (2019) indicates that learners who engage in simultaneous listening and reading demonstrate better comprehension and higher listening confidence compared to those who rely on audio-only input. This integrated approach supports the development of form meaning connections, as learners can directly associate spoken language with its written representation. As a result, listening activities supported by synchronized text are particularly effective for lower-intermediate EFL learners.

Overall, listening is a complex skill that requires cognitive processing, strategic awareness, and sufficient exposure to language. The use of mobile-assisted and multimodal learning tools provides valuable support for overcoming common listening difficulties faced by EFL learners. When implemented appropriately, such tools can facilitate active listening, reduce anxiety, and support students' listening comprehension and fluency.

2.4 Reading Skill

Reading is not merely the act of recognizing written words; rather, it involves an interactive process between the reader and the text. According to Grabe and Stoller (2023), reading is a cognitive process in which readers actively construct meaning from written

discourse. For language learners, reading functions not only as a learning goal but also as a significant source of linguistic input, particularly in acquiring vocabulary and grammatical structures through contextualized and authentic texts.

To understand how students learn to read, researchers often look at three primary cognitive models. First is the bottom-up model. This approach views reading as a linear process. It starts from the smallest units, letters and sounds, and builds up to words and sentences (McKenna & Stahl, 2024). It is like building a house brick by brick; without recognizing the individual "bricks" (words), the reader cannot understand the whole structure (the story). Second is the top-down model. In contrast, this model emphasizes the reader's mind. Readers use their background knowledge, logic, and expectations to predict the meaning of a text. Instead of focusing on every single word, they look for the "big picture. And the last is "the interactive model. Most modern scholars, including Rumelhart (2022), argue that successful reading is a blend of both. A proficient reader uses an "interactive" approach; they decode technical details (bottom-up) while simultaneously using their intuition and context clues (top-down) to construct a deeper understanding of the message.

Simply finishing a text does not mean a student has "read" it. To achieve true comprehension, several sub-skills must work together. Nurfalah et al. (2025) and Mikulecky (2021) categorize these into several vital areas. First is identifying the main idea. Determining the core message the author wants to convey. Second is locating supporting details. Finding specific facts, dates, or names that back up the main idea. Third is making inferences. Reading "between the lines" to understand meanings that are suggested but not explicitly stated. And the last is vocabulary in context. The ability to guess the meaning of a difficult word by looking at the sentences surrounding it, rather than constantly stopping to check a dictionary.

Despite the importance of reading, many students in Indonesia find it intimidating. Satria et al. (2024) point out that a limited vocabulary bank and a lack of interest in traditional, text-heavy materials are major roadblocks. When students feel overwhelmed by a "wall of text," their motivation drops. This highlights the need for more supportive, multimodal tools like Beelinguapp, which can make the reading process feel less like a chore and more like an engaging experience.

In addition to cognitive processing, effective reading development is closely related to reading motivation and engagement. Students who are motivated to read tend to interact more deeply with texts and apply reading strategies more consistently. Guthrie and Klauda (2016) explain that motivation influences the amount of time learners spend reading, which in turn affects comprehension and vocabulary growth. Digital reading environments that offer interesting content and interactive features may help increase students' willingness to read, particularly among learners who previously viewed reading as a demanding activity.

Another crucial factor in reading comprehension is extensive reading exposure. Extensive reading encourages learners to read large amounts of material that is relatively easy and enjoyable, allowing them to develop reading fluency and confidence. According to Nation and Waring (2020), repeated exposure to written language through extensive reading supports automatic word recognition and improves overall comprehension. Mobile-assisted reading platforms provide easy access to a wide range of texts, making extensive reading more achievable for EFL learners with limited access to English materials.

The integration of audio support in reading activities has also been shown to enhance comprehension, especially for lower-proficiency learners. Chang and Millett (2019) found that students who engaged in reading while listening to audio narration

demonstrated better understanding and reduced reading anxiety. Audio-supported reading helps learners confirm pronunciation and rhythm while processing written text, strengthening the connection between form and meaning. This approach is particularly beneficial in EFL contexts where students have limited exposure to spoken English.

Furthermore, reading comprehension is strongly influenced by vocabulary development and lexical coverage. When learners possess sufficient vocabulary knowledge, they are more capable of focusing on meaning rather than decoding individual words. Nation (2017) emphasizes that vocabulary knowledge is a key predictor of reading comprehension. Features such as bilingual text and glossaries can support vocabulary learning when used strategically, allowing learners to infer meaning while maintaining reading flow.

In summary, reading is a multifaceted skill that involves cognitive processing, strategic competence, motivation, and sufficient exposure to written input. The use of mobile-assisted reading tools offers valuable support in addressing common reading difficulties faced by EFL learners. When implemented appropriately, such tools can foster reading engagement, support reading comprehension, and enhance learners confidence in reading activities.

2.5 Narrative Text

Narrative text has generally been considered an important type of text in English as a Foreign Language (EFL) teaching because of its clear structure and interesting content. In an EFL context, narrative texts serve not only as stories to entertain but also as pedagogical tools that facilitate the development of language skills such as comprehension and interpretation. Traditionally, narrative text consists of a structured sequence of events: orientation, complication, and resolution, which helps learners understand both linguistic forms and communicative purposes. This clear structure makes

narrative texts especially appropriate for classroom activities, as they allow students to analyze characters, the progression of the story, and important themes within a logical sequence of events.

Empirical research has shown that narrative texts play an important role in helping students learn a language. For instance, Qatrinada et al. (2024) found that narrative texts help teachers identify specific linguistic challenges experienced by learners, such as vocabulary limitations and understanding sentence-level meanings, suggesting that narrative text instruction should be supported with strategies aimed at enhancing learners' comprehension. Narrative texts can function as rich input for reading comprehension activities, in which collaborative techniques such as group work may improve students' understanding through peer interaction and discussion.

Narrative text has also been used in other areas, such as listening instruction, where the storytelling format helps keep learners engaged and enhances their ability to understand and process spoken English in real-life situations. Although listening-focused research in narrative contexts remains limited, existing findings show that guided listening activities with narrative input can help students make inferences, identify supporting details, and understand the overall message of the text (Endriati, 2024).

In addition, combining storytelling with technology has emerged as a promising method in language instruction. Innovative approaches such as digital storytelling have shown positive effects on learners' engagement and comprehension of narrative texts, as students perceive these multimedia-enhanced narratives as more enjoyable and cognitively stimulating than traditional printed texts (Sartika & Syafryadin, 2025). These multimedia stories let students engage with both pictures and sounds, which can help develop their ability to understand and process information through listening and reading at the same time.

Even though there is an increasing amount of research in this area, most studies on narrative texts in English as a foreign language contexts concentrate on individual skills or teaching methods, rather than on how students view learning narratives through the use of technology. Therefore, within the context of mobile- assisted language learning, narrative texts included in applications like Beelinguapp need more study to better understand how learners view and interact with narrative content and how this can help improve their listening and reading abilities. From a cognitive perspective, narrative texts are considered effective because they align with how humans naturally process information. Narrative thinking allows learners to organize experiences into meaningful sequences, making information easier to remember and interpret. In EFL learning, this narrative structure helps students connect new vocabulary and grammatical forms with familiar story patterns, thereby facilitating deeper comprehension. As a result, narrative texts can reduce cognitive burden, especially for learners who struggle with abstract or expository texts.

Narrative texts also support the development of inferential and critical thinking skills. Unlike factual texts, narratives often require readers and listeners to interpret characters' motivations, predict outcomes, and infer implicit meanings. Khatib and Mehrgan (2020) argue that narrative- based reading activities encourage learners to go beyond surface-level comprehension and engage in higher-order thinking. These skills are essential for improving both reading comprehension and listening interpretation, particularly in foreign language contexts where meaning is not always explicitly stated.

In technology-enhanced environments, narrative texts benefit from multimodal representation, which combines written text, audio narration, and visual elements. Mayer (2020) explains that multimodal input can enhance learning when verbal and

non-verbal information are integrated coherently. In mobile applications such as Beelinguapp, narrative texts presented with synchronized audio and text highlighting allow learners to follow the storyline while simultaneously processing pronunciation and intonation. This integration supports comprehension and helps learners build stronger form–meaning connections.

Furthermore, narrative texts are closely related to learner engagement and emotional involvement. Stories often evoke emotional responses, which can increase learners’ attention and motivation. Emotional engagement plays a key role in sustaining learners’ interest and persistence in language learning tasks. When narrative texts are delivered through mobile platforms, learners may perceive them as more relatable and enjoyable, leading to more frequent interaction with the language input.

In the context of Mobile-Assisted Language Learning, narrative texts offer strong potential as learning materials due to their structure, meaning-focused nature, and adaptability to digital formats. However, the effectiveness of narrative texts in mobile applications depends on learners’ perceptions and patterns of interaction with the content. Therefore, examining how students perceive and engage with narrative texts through applications like Beelinguapp is essential for understanding their role in enhancing listening and reading skills within MALL environments.

2.6 Previous Studies

Several researchers have explored the implementation of Beelinguapp in the EFL (English as a Foreign Language) context, providing a solid foundation for this study. These studies generally focus on the effectiveness of the application in improving language skills and how students respond to its features. First, a study conducted by Nawari (2025) investigated the effectiveness of Beelinguapp in teaching reading comprehension. Their pre- experimental research used a one-group pre-test and post-test

design with 41 vocational high school students. The results showed a substantial increase in total reading comprehension scores from 1910 in the pre-test to 3235 in the post-test, and the paired sample t-test revealed a statistically significant effect ($t = 0.000$, $p < 0.05$), indicating that the improvement was not due to chance. The researchers attributed this improvement partly to the “karaoke-style” synchronized text feature of Beelinguapp, which helped students maintain focus and engage more actively with reading tasks. While their study primarily focused on quantitative outcomes, the significant score gains provide empirical support for understanding why students might perceive the tool as useful and effective for enhancing reading comprehension.

Second, Nurfalah et al. (2025) conducted a quasi-experimental study to examine the impact of digital media, specifically the Beelinguapp application, on middle school students’ reading comprehension in Indonesia. The research involved 26 students, who were divided into an experimental group that used Beelinguapp for six weeks and a control group that received traditional reading instruction. The results revealed a statistically significant improvement in the reading comprehension achievement of students in the experimental group, indicating that the use of Beelinguapp was more effective than conventional methods in enhancing students’ understanding of English texts.

The authors emphasize that features such as bilingual texts and interactive reading materials contributed to increased comprehension and engagement. In addition, students reported that the variety of text genres, from science passages to fairy tales, made reading activities feel less formal and more enjoyable, shifting their perception of language learning from a burdensome academic task to a more engaging digital experience. These findings highlight the potential of Beelinguapp’s multimedia and interactive content to positively influence students’ attitudes toward reading in the EFL

classroom.

Third, in terms of auditory and oral skills, Fitria et al. (2021) investigated the effectiveness of Beelinguapp in improving English speaking ability among college students. Using a pre-test and post-test design, they reported that the average speaking score increased from 49.33 in the pre-test to 70.40 in the post- test, indicating a significant improvement in overall speaking performance after treatment with Beelinguapp. The researchers suggest that frequent exposure to audio narration while engaging with reading and speaking tasks helped students process spoken English more accurately, which in turn enhanced their confidence and fluency in speaking. This finding is relevant to the present study because it demonstrates that Beelinguapp functions not only as a reading tool but also as a multimodal platform that integrates audio and text in a way that supports both listening perception and oral production.

In summary, previous studies demonstrate that Beelinguapp has been widely implemented in EFL contexts and has shown positive effects on students' English language learning, particularly in improving receptive skills such as reading and listening, as well as supporting speaking development. Empirical evidence from experimental and quasi- experimental studies consistently reports statistically significant increases in students' achievement scores after the use of Beelinguapp, indicating that the application is effective as a Mobile-Assisted Language Learning (MALL) tool. These improvements are closely associated with the application's key features, including bilingual parallel texts, synchronized audio narration, and genre variety, which facilitate comprehension, increase engagement, and encourage learner autonomy.

Nevertheless, most existing studies emphasize measurable learning outcomes and instructional effectiveness. At the same time, relatively limited attention has been

given to exploring students' perceptions of using Beelinguapp, particularly regarding how they experience its features in developing both listening and reading skills simultaneously. Therefore, further research is required to investigate students' perceptions of Beelinguapp as a MALL tool to gain deeper insight into learners' subjective experiences and to complement the existing outcome-based findings.

CHAPTER III

RESEARCH METHOD

This chapter addresses research design, variables of the research, time setting of the research, population and sample of the research, research data, research instrument, validity and reliability of the research, data collection techniques, and data analysis.

3.1 Research Design

This study employed a qualitative research design. Qualitative research is widely used to explore participants' experiences, perceptions, and meanings related to a particular phenomenon (Creswell & Poth, 2024). This approach was appropriate because the researcher aimed to understand how individuals perceived and interpreted their experiences within a specific context. In line with this perspective, the present study focused on students' subjective experiences and perceptions of using Beelinguapp for learning listening and reading skills through narrative texts.

A qualitative research approach was chosen because it allows the researcher to describe participants' perspectives in a straightforward and comprehensive manner without extensive theoretical interpretation (Braun & Clarke, 2024). This design was suitable for educational research that seeks to capture learners' voices and experiences as expressed in their own words. According to Tracy (2020), qualitative descriptive studies are effective for examining participants' views and perceptions, particularly when the research aims to provide clear and accessible findings grounded in real educational settings.

Furthermore, qualitative research enables the collection of rich and detailed data that may not be obtained through quantitative methods such as surveys or test scores (Miles, et al., 2020). This approach is especially useful for answering “how” and “why” questions related to learners’ experiences and perceptions. Therefore, the qualitative descriptive design allowed the researcher to explore how and why students perceive the use of Beelinguapp as beneficial or challenging in their listening and reading learning experiences.

The purpose of this study was not to measure students’ improvement in listening and reading skills through numerical data. Instead, it aimed to explore students’ perceptions of the changes and benefits they experience when using Beelinguapp in learning English. This focus aligned with the nature of qualitative research, which emphasizes meaning, interpretation, and participants’ perspectives rather than statistical measurement or generalization (Creswell & Poth, 2024).

In qualitative research, the researcher plays an important role as the main instrument for collecting and interpreting data. According to Creswell and Poth (2024), qualitative researchers closely engage with participants in order to understand their experiences in natural settings. In this study, the researcher interacted directly with students to explore their perceptions of using Beelinguapp, allowing participants to express their views openly based on their personal learning experiences.

This research design was particularly relevant for studies focusing on learners’ perceptions, as perceptions are subjective and shaped by individual experiences. Students may perceive the same learning tool differently

depending on their learning preferences, motivation, and familiarity with technology. Therefore, a qualitative research approach enabled the researcher to capture these varied perspectives in detail without reducing them to numerical representations.

Moreover, qualitative research was suitable for investigating technology use in educational contexts, especially when the focus is on how learners experience and respond to digital learning tools (Braun & Clarke, 2024). In the context of students' interactions with applications such as Beelinguapp involve not only technical use but also emotional and cognitive responses. This approach allows the researcher to examine how students perceive the integration of listening and reading activities through narrative texts within a mobile learning environment.

Another reason for choosing a qualitative research design is its flexibility in exploring real classroom practices. As stated by Miles, Huberman, and Saldaña (2020), qualitative research allows researchers to explore phenomena as they naturally occur, without manipulating variables. In this study, students used Beelinguapp as part of their learning activities, and the researcher investigated their perceptions based on authentic learning experiences rather than controlled experimental conditions.

Overall, the qualitative research design aligns with the objectives of this study, which aimed to explore students' perceptions of using Beelinguapp as a tool in supporting listening and reading skills through narrative texts. By employing this design, the researcher was able to provide a detailed and contextualized description of students' experiences, offering meaningful

insights into how mobile applications are perceived in English language learning contexts.

3.2 Variables of the Research

In qualitative research, variables are commonly referred to as the research focus or the central phenomenon. This study focuses on students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts. Specifically, it explores students' views, experiences, perceived advantages, and challenges in using the application as a mobile-assisted language learning tool for learning listening and reading skills through narrative texts.

3.3 Time and Setting of the Research

This study was conducted during the even semester of the 2025/2026 academic year at MAN 2 Blitar. This school was selected because students had access to mobile devices and the researcher had previously conducted teaching practice there, making it a suitable setting for this study.

3.4 Population and Sample of the Research

The population of this study consisted of one class of eleventh-grade students at MAN 2 Blitar, totaling 30 students. Since this study employed purposive sampling, ten students were selected based on consultation with the classroom teacher. The selected participants met the predetermined criteria and were considered capable of providing rich information relevant to the research objectives.

The population of this study consisted of one class of 11th-grade students at MAN 2 BLITAR, totaling 30 students. Instead of a statistical sample, this study used purposive sampling. The researcher selected 10 students. Ten participants were selected based on consultation with the homeroom teacher. Five students

were chosen from those who demonstrated higher academic achievement in English, while the remaining five participants were selected from students with lower English achievement. The participants consisted of 6 female students and 4 male students. This selection was intended to capture diverse learning experiences and perspectives in using Beelinguapp.

3.5 Research Data

The research data in this study were qualitative data in the form of words, phrases, and sentences. These data were derived from: Transcripts from semi-structured interviews with students. The primary instrument used in this study was a semi-structured interview guide. The interview questions were designed to explore students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts, as well as the advantages and challenges they experienced while using the application.

3.6 Research Instrument

In qualitative research, the researcher served as the primary instrument for data collection. In this study, a semi-structured interview guide was employed to ensure consistency in the data gathered. Beelinguapp was used as a mobile-based tool for learning English, and the interview questions were designed to explore students' experiences, perceptions, and potential challenges in using the application.

The interview questions were developed based on the research questions and relevant theories related to listening comprehension, reading comprehension, students' perceptions, and Mobile-Assisted Language Learning (MALL). Specifically, the interview protocol was informed by Brown's theory of listening

comprehension, Nunan's theory of reading comprehension, Robbins and Judge's perception theory, and the MALL framework proposed by Miangah and Nezarat. This approach allowed participants to express their experiences, opinions, and perceptions regarding the use of Beelinguapp for learning listening and reading skills through narrative texts. The interview questions were organized into three main aspects: First, students' perceptions of Beelinguapp in improving listening skills through narrative texts. Second, students' perceptions of Beelinguapp in improving reading skills through narrative texts, and last is challenges encountered while using Beelinguapp

3.7 Validity and Reliability

In qualitative research, validity and reliability are addressed through trustworthiness. To ensure the credibility of the data, member checking was employed by returning the interview transcripts to the participants to confirm that their responses had been interpreted accurately and reflected their intended meanings. To minimize researcher bias, the researcher reviewed the interview recordings and transcripts several times before conducting the analysis and interpreted the findings based on the participants' original responses rather than personal assumptions. This process helped ensure consistency and accuracy throughout the data analysis.

3.8 Data Collection Techniques

The data were collected through the following step: During the learning activities, students used Beelinguapp to read and listen to narrative texts. They first selected a narrative story available in the application, listened to the audio narration, and followed the English text while comparing it with the Indonesian translation.

After completing the activity, the students participated in semi-structured interviews to share their perceptions of using Beelinguapp for learning listening and reading skills.

3.9 Data Analysis

The data were analyzed using thematic analysis, following the framework by Braun & Clarke (2024): First, the researcher familiarized herself with the data by reading the interview transcripts several times to gain a comprehensive understanding of the participants' responses. Second, initial codes were generated by identifying meaningful statements related to students' perceptions, experiences, advantages, and challenges in using Beelinguapp. Third, similar codes were grouped into broader categories and organized into themes. Finally, the themes were interpreted and presented in a narrative form, supported by representative quotations from the participants.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion based on the data collected through semi-structured interviews conducted with students who had experienced using Beelinguapp.

4.1 Thematic Analysis Results

The interview data were analyzed using thematic analysis proposed by Braun and Clarke (2024). Through the coding and categorization process, three major themes emerged from the interview data. These themes served as the basis for presenting the research findings. A summary of the themes and sub-themes is presented in Table 4.1.

Table 4.1 Themes

No.	Theme	Sub-theme
1.	Students' Perceptions of Using Beelinguapp for Listening Skills	Audio feature supports listening comprehension
		Simultaneous listening and reading
		Increased confidence
2.	Students' Perceptions of Using Beelinguapp for Reading Skills	Bilingual text supports reading comprehension
		Vocabulary development
		Increased reading motivation
3.	Advantages and Challenges of Using Beelinguapp	Advantages
		Challenges
		Students' suggestions

4.2 Research Findings

This section presents the findings obtained from the interviews conducted with ten students who had used Beelinguapp for learning listening and reading skills through narrative texts. The findings are organized according to the research questions and themes that emerged from the data analysis. The themes include

students' perceptions of using Beelinguapp for listening skills, students' perceptions of using Beelinguapp for reading skills, and the advantages and challenges experienced by students while using the application.

4.2.1 Students' Perceptions of Using Beelinguapp for Listening Skills

Based on the interview results, most participants expressed positive perceptions toward the use of Beelinguapp for supporting their listening skills. Three major themes emerged from the data: the audio feature supports listening comprehension, simultaneous listening and reading facilitates understanding, and Beelinguapp increases students' confidence in listening to and pronouncing English words.

a. Audio Feature Supports Listening Comprehension

Most participants reported that the audio feature helped them understand English pronunciation and follow narrative texts more easily.

Participant S1 stated, "The audio feature helped me know how English words are pronounced correctly." Similarly, Participant S4 explained, "By listening to the audio, I could understand the pronunciation better and follow the story more easily."

b. Simultaneous Listening and Reading Facilitates Understanding

Another important finding was that students perceived listening while reading the text simultaneously as a helpful learning activity. Most participants reported that combining audio and text enabled them to understand the stories more easily compared to listening or reading separately.

Participant S2 stated, "Yes, it helped me understand English more easily because I could listen to the pronunciation while reading the text."

Similarly, Participant S6 explained, “Listening and reading at the same time made it easier for me to follow the story and understand the meaning of unfamiliar words.”

c. Increased Confidence in Listening and Pronunciation

The interview data also revealed that Beelinguapp contributed to students’ confidence in listening to and pronouncing English words. Several participants stated that they felt more confident because they had learned the correct pronunciation through the audio feature. Students reported that hearing the pronunciation repeatedly helped them become less afraid of making mistakes when speaking English.

Participant S3 stated, “The audio helped me know the correct pronunciation of English words, so I was less afraid of saying them incorrectly.” Similarly, Participant S8 explained, “After listening to the audio several times, I became more familiar with English pronunciation and could understand spoken English more easily.”

4.2.2 Students’ Perceptions of Using Beelinguapp for Reading Skills

The findings demonstrated that students generally had positive perceptions of using Beelinguapp for reading activities. Three major themes emerged from the data: bilingual texts support reading comprehension, Beelinguapp facilitates vocabulary development, and the application increases students’ motivation to read English texts.

a. Bilingual Text Supports Reading Comprehension

Most participants stated that the bilingual text feature helped them understand English texts more easily. Participant S3 commented, “The

Indonesian translation helped me understand difficult words and sentences.” Similarly, Participant S8 stated, “I could compare the English text with the Indonesian version, so I understood the story faster.”

b. Vocabulary Development

Another theme that emerged from the data was vocabulary development. Many participants reported that they learned new English words while reading narrative texts through Beelinguapp.

Participant S3 stated, “Beelinguapp helped me learn new vocabulary because I could see the Indonesian translation directly.” Similarly, Participant S8 explained, “I found many new English words while reading, and the translation made them easier to understand and remember.

c. Increased Reading Motivation

The interview results also revealed that Beelinguapp increased students’ motivation to read English texts. Most participants reported that reading through the application was more interesting and enjoyable than reading printed textbooks.

Participant S5 commented, “I prefer reading with Beelinguapp because it is more interesting than reading from a textbook.” Similarly, Participant S9 stated, “The application made me more motivated to read English stories because it was enjoyable and easy to use.”

4.2.3 Advantages and Challenges of Using Beelinguapp

The interview data revealed that students experienced both advantages and challenges while using Beelinguapp for learning English. In addition, participants

provided several suggestions for improving the application.

a. Advantages of Using Beelinguapp

The most frequently reported advantage was the ease of understanding English narrative texts. Students explained that the combination of audio support and bilingual texts helped them understand stories more quickly and effectively. Another important advantage was pronunciation support. Participants reported that the audio feature enabled them to learn how English words should be pronounced correctly. This contributed to both listening comprehension and speaking confidence.

Participant S5 stated, “I learned many new vocabulary words while reading and listening.” Participant S9 added, “Learning English became more enjoyable because the application was interesting.”

b. Challenges of Using Beelinguapp

Despite the positive perceptions, several challenges were identified during the interviews. Some students reported experiencing difficulties when using the application for the first time. These difficulties included confusion about selecting language levels, choosing appropriate stories, and navigating certain features.

Participant S2 explained, “At first, I was confused about how to use some features in the application.” Participant S7 stated, “I still prefer learning directly from the teacher.”

c. Students’ Suggestions for Improvement

Participants provided several suggestions to improve the use of Beelinguapp in English learning. Many students recommended adding more

interactive features, such as educational videos, flashcards, conversation practice, and additional exercises. Some participants also suggested providing more free content and longer narrative texts to increase learning opportunities. Others recommended improving the visual appearance of the application to make it more attractive and engaging.

Participant S4 suggested, “I think it would be better if the application included more learning exercises after reading the stories.” Similarly, Participant S7 stated, “It would be interesting if Beelinguapp had conversation practice and more interactive features.”

4.3 Discussion

This section discusses and interprets the findings of the study in relation to the research questions, relevant theories, and previous studies. The discussion focuses on how students perceive the use of Beelinguapp for learning listening and reading skills through narrative texts, as well as the advantages and challenges they experience while using the application. Each finding is interpreted by comparing it with relevant theoretical perspectives and previous empirical studies to determine whether the findings support or differ from existing knowledge. This discussion also explains how the findings answer the research questions and highlights their implications for English language learning.

4.3.1 Students’ Perceptions of Using Beelinguapp for Listening Skills

The findings reveal that students generally perceive Beelinguapp positively as a learning tool for developing their listening skills. Most participants reported that the audio feature helped them recognize English pronunciation more accurately, understand spoken words more clearly, and follow narrative texts

more easily. In addition, the synchronized transcript or bilingual text displayed during the audio playback enabled students to match spoken words with their written forms, making it easier for them to understand unfamiliar vocabulary, improve pronunciation, and comprehend the narrative texts. In addition, students explain that listening to the audio while simultaneously reading the text enables them to understand the content of the stories more effectively. These findings indicate that integrating listening and reading activities through a single application provides meaningful support for students in learning English.

The positive perceptions identified in this study support Brown's (2004) theory of listening comprehension, which explains that listening is an active process in which learners construct meaning from spoken language through comprehensible input. Brown argues that meaningful language input enables learners to recognize sounds, interpret vocabulary, and understand messages more effectively. In the context of this study, Beelinguapp provides students with synchronized audio and written texts, allowing them to connect spoken and written forms of language simultaneously. This learning process enables students to recognize correct pronunciation while understanding the meaning of the narrative texts, thereby facilitating listening comprehension.

The findings are also consistent with Robbins and Judge's (2017) perception theory, which states that perception is the process by which individuals organize and interpret information to give meaning to their experiences. Students who experience positive learning outcomes through the use of Beelinguapp tend to develop favorable perceptions of the application. Because the participants perceive that the audio feature improves their listening comprehension and

pronunciation, they view Beelinguapp as an effective learning medium for practicing listening skills. This suggests that positive learning experiences influence students' perceptions of educational technology.

Furthermore, the findings are consistent with previous studies investigating the use of Beelinguapp in English language learning. Ayu Fitria (2021) reports that audio-based language learning applications encourage learners to participate more actively in listening activities. Likewise, Arumsari et al. (2025) find that Beelinguapp contributes to the improvement of students' speaking performance through repeated exposure to authentic English pronunciation. The similarity between those studies and the present study may be explained by the multimodal learning approach implemented in Beelinguapp. By combining audio narration with written texts, the application provides learners with auditory and visual input simultaneously. This combination enables students to recognize pronunciation, understand unfamiliar vocabulary through context, and follow the storyline more easily, resulting in better listening comprehension and greater confidence when listening to English.

One important finding of this study is that students not only improve their listening comprehension but also develop greater confidence in listening to and pronouncing English words. Repeated exposure to native-like pronunciation allows students to become more familiar with the sounds and rhythm of English. As students repeatedly interact with authentic spoken language, they become less hesitant to listen to English audio and more confident in pronouncing unfamiliar words. This finding indicates that listening practice supported by synchronized audio and text contributes not only to language comprehension but also to

students' confidence in using English.

The findings suggest that Beelinguapp has the potential to be integrated into English language learning, particularly in listening and reading activities. Its combination of bilingual texts, synchronized audio narration, and text highlighting enables students to connect spoken and written language while improving vocabulary and comprehension. Therefore, teachers may use Beelinguapp as a supplementary learning medium to support classroom instruction and encourage students' independent learning.

Overall, these findings answer the first research question by demonstrating that students perceive Beelinguapp positively for learning listening skills through narrative texts. The application is considered beneficial because its audio feature, combined with bilingual narrative texts, helps students improve listening comprehension, pronunciation awareness, and confidence while engaging in English learning activities. Therefore, the findings suggest that Beelinguapp can serve as an effective tool for supporting listening instruction, particularly when listening activities are integrated with reading through narrative texts. These findings also imply that English teachers may incorporate Beelinguapp into listening activities to provide students with greater exposure to authentic English pronunciation and encourage independent listening practice beyond the classroom.

4.3.2 Students' Perceptions of Using Beelinguapp for Reading Skills

The findings demonstrate that students generally perceive Beelinguapp as a useful learning tool for improving their reading skills. Most participants reported that the bilingual text feature helped them understand English narrative texts more easily because the application displays the English text alongside its Indonesian

translation. This presentation allows students to compare both languages sentence by sentence, making it easier to understand unfamiliar vocabulary, sentence structures, and the overall meaning of the narrative texts.

In addition, students explained that the application helped them acquire new vocabulary and increased their motivation to read English texts. These findings indicate that the integration of bilingual texts with narrative stories creates a supportive learning environment that facilitates reading comprehension and encourages students to engage more actively in reading activities. The bilingual texts are presented in parallel, allowing students to read the English version while simultaneously viewing its Indonesian translation. This feature enables students to move between both languages without leaving the story, supporting better reading comprehension.

These findings support Nunan's (2003) theory of reading comprehension, which explains that reading is an interactive process in which readers construct meaning by combining textual information with their prior knowledge and language competence. According to Nunan, successful reading comprehension occurs when learners are able to understand the meaning of a text rather than merely recognizing individual words. In the present study, the bilingual text feature provides linguistic support that enables students to understand unfamiliar vocabulary and sentence structures more efficiently. As a result, students are able to focus on understanding the overall content and message of the narrative texts instead of translating each word individually.

The findings are consistent with Robbins and Judge's (2017) perception theory, which suggests that perceptions are formed through individuals'

experiences and interpretations of their environment. In this study, students developed positive perceptions of Beelinguapp because they experienced meaningful benefits while using the application, such as understanding narrative texts more easily, learning new vocabulary, and increasing their motivation to read English materials. These positive learning experiences influenced the way students evaluated Beelinguapp and encouraged them to perceive it as an effective learning medium. Therefore, the findings indicate that students' perceptions were shaped by the positive outcomes they experienced during the learning process.

Furthermore, the findings are consistent with previous studies on the implementation of Beelinguapp in English language learning. Satria et al. (2024) report that the bilingual text feature and interactive reading activities improve students' reading comprehension and engagement. Similarly, Nurfalah (2025) finds that students experience positive learning outcomes when using Beelinguapp for reading comprehension. The similarity between these studies and the present study may be explained by the distinctive features of Beelinguapp, particularly the availability of bilingual texts and authentic narrative materials. These features enable students to compare English and Indonesian texts directly, making it easier for them to understand unfamiliar vocabulary, understand the meaning of sentences, and comprehend the storyline. Consequently, students become more confident and motivated to read English texts independently.

Another important finding of this study is that Beelinguapp contributes to students' vocabulary development and reading motivation. Students report that they naturally acquire new vocabulary while reading narrative texts because the bilingual translation allows them to understand unfamiliar words immediately

within meaningful contexts. Rather than memorizing vocabulary in isolation, students learn new words through repeated exposure during reading activities. In addition, the interactive features and accessibility of the application encourage students to read more frequently and enjoy the learning process. These experiences strengthen students' motivation to continue reading English texts beyond classroom activities.

Overall, these findings provide a clear answer to the first research question by demonstrating that students perceive Beelinguapp positively for learning reading skills through narrative texts. The application supports reading comprehension by providing bilingual texts, facilitates vocabulary development through contextual learning, and increases students' motivation to read English materials. Therefore, the findings suggest that Beelinguapp is an effective tool that supports reading instruction while promoting independent learning among senior high school students. These findings imply that English teachers may utilize Beelinguapp as supplementary reading material to encourage students to read English narrative texts more frequently and develop vocabulary through authentic reading experiences.

4.3.3 Students' Learning Experience in Using Beelinguapp

An important finding of this study is related to how students interacted with Beelinguapp during the learning process. Most participants reported that they read the English text first before referring to the Indonesian translation. Rather than relying solely on the translated text, they used the Indonesian version only when they encountered unfamiliar vocabulary or difficult sentences. This finding

indicates that the bilingual text served as learning support instead of replacing the English text.

Furthermore, students explained that they followed the highlighted sentences synchronized with the audio narration while reading. This synchronization enabled them to connect spoken English with its written form, making it easier to recognize pronunciation, understand sentence meanings, and follow the storyline. Consequently, the integration of bilingual texts, synchronized text highlighting, and audio narration supported both listening and reading comprehension simultaneously.

These findings suggest that the positive perceptions reported by the participants were influenced not only by the availability of Indonesian translations but also by the way the application's features encouraged them to engage actively with the English texts throughout the learning process. This finding demonstrates that the Indonesian translation functioned as scaffolding rather than the primary learning material.

4.3.4 Advantages and Challenges of Using Beelinguapp

The findings reveal that students experience various advantages while using Beelinguapp for learning listening and reading skills through narrative texts. The most frequently reported advantages include improved listening and reading comprehension, vocabulary development, pronunciation support, increased confidence, greater motivation to learn English, and flexibility in accessing learning materials. However, the findings also show that students encounter several challenges, particularly during their initial use of the application. These

challenges include difficulties in understanding some features, selecting appropriate language levels, and navigating the application. In addition, several students still prefer direct explanations from teachers because they believe classroom interaction provides clearer guidance when learning English.

The findings support the concept of Mobile-Assisted Language Learning, which emphasizes that mobile technologies provide learners with flexibility, accessibility, and opportunities for independent learning. Participants perceive Beelinguapp as a practical learning tool because it allows them to access English learning materials anytime and anywhere through their smartphones. This flexibility encourages students to practice listening and reading beyond the classroom environment, enabling them to become more independent in managing their own learning process.

Another significant advantage identified in this study is the integration of audio narration, bilingual texts, and interactive features within a single application. These features enable students to receive multimodal input while learning English, making the learning process more engaging and meaningful. Students report that they can simultaneously listen to correct English pronunciation, read the narrative texts, and immediately understand unfamiliar vocabulary through bilingual translations. This integrated learning experience appears to reduce learning difficulties while increasing students' confidence and motivation. Therefore, the findings suggest that combining multiple learning supports within one mobile application contributes positively to students' English language learning experiences.

Previous researchers report that mobile learning applications increase students' motivation, promote learner autonomy, and improve language learning outcomes by providing flexible access to learning materials. Similarly, the participants in the present study appreciate the convenience of learning independently through their smartphones while still benefiting from the interactive features provided by Beelinguapp. The similarity between these findings may be explained by the characteristics of MALL itself, which enables learners to access authentic learning resources according to their individual learning needs and learning pace.

An important finding of this study is that most participants reported reading the English text first before referring to the Indonesian translation. Rather than relying solely on the translated text, they used the Indonesian version only when they encountered unfamiliar vocabulary or difficult sentences. In addition, the participants explained that they followed the text sentence by sentence according to the highlighted words synchronized with the audio narration. This feature enabled them to connect spoken English with its written form while confirming the meaning through the Indonesian translation. Therefore, the bilingual text functioned as learning support instead of replacing the English text.

Despite these advantages, the findings also indicate that technology-based learning does not completely replace the role of teachers. Several participants report that they initially experience confusion when using some features of the application and still prefer direct explanations from teachers for difficult English materials. This finding suggests that mobile learning applications should be viewed as complementary learning tools rather than complete substitutes for

classroom instruction. Teachers continue to play an important role in providing explanations, guidance, and learning support, while applications such as Beelinguapp serve as additional resources that extend learning beyond classroom activities.

In addition, students provide several suggestions for improving Beelinguapp, including adding more educational videos, conversation practice, flashcards, additional exercises, more free learning content, and a wider variety of narrative texts. These suggestions indicate that students expect the application to provide richer learning experiences that accommodate different language skills and learning preferences. Their recommendations also demonstrate that students are actively engaged in evaluating the application and recognize its potential for further development.

Overall, these findings answer the second research question by identifying both the advantages and challenges experienced by students while using Beelinguapp for learning listening and reading skills through narrative texts. Although several challenges are identified, students generally perceive that the advantages of the application outweigh its limitations. The findings therefore suggest that Beelinguapp is a tool that supports English language learning while complementing the role of teachers in classroom instruction. These findings imply that mobile learning applications should be integrated with teacher guidance to maximize students' learning experiences. Schools and teachers are encouraged to combine digital learning tools with classroom instruction to create a more engaging and balanced English learning environment.

Despite the positive perceptions, several challenges were identified. Some

students experienced difficulties when using the application for the first time and required time to become familiar with its features. Others preferred teacher guidance, particularly when learning difficult vocabulary or grammar. In addition, participants suggested that Beelinguapp could be further improved by providing more interactive learning features, such as vocabulary exercises, quizzes, and speaking activities. These findings indicate that although Beelinguapp offers meaningful learning support, teacher facilitation remains essential to maximize its educational benefits.

CHAPTER V

CONCLUSION

This chapter presents the overall conclusions drawn from the findings and discussions in the previous chapters. It also provides practical suggestions addressed to students, teachers, and future researcher about Students' Perceptions of Using Beelinguapp for Learning Listening and Reading Skills through Narrative Texts.

5.1 Conclusion

This study concludes that students generally had positive perceptions of using Beelinguapp for learning listening and reading skills through narrative texts. Most participants perceived that Beelinguapp was an engaging and helpful learning medium because it combined audio narration with bilingual texts, making English learning easier and more enjoyable. The participants also reported that they usually read the English text first and referred to the Indonesian translation only when they encountered unfamiliar vocabulary or difficult sentences. In addition, they followed the highlighted sentences synchronized with the audio narration, which helped them connect spoken English with its written form and better understand the narrative texts. This indicates that the bilingual text functioned as learning support rather than replacing the English text.

The findings also revealed several advantages of using Beelinguapp. The application helped students improve listening comprehension, pronunciation, reading comprehension, vocabulary acquisition, learning motivation, and independent learning. Nevertheless, several challenges were identified, including students' initial difficulty in using the application, the need for teacher guidance,

limited learning features, and the time required to become familiar with the application. These findings suggest that although Beelinguapp provides meaningful learning support, teachers still play an essential role in guiding students and maximizing the use of the application during classroom learning.

Overall, Beelinguapp can be considered a promising Mobile-Assisted Language Learning (MALL) application for supporting English listening and reading instruction. Its integration of bilingual texts, synchronized audio narration, text highlighting, and narrative stories encourages students to actively engage with English texts while using the Indonesian translation as learning support when necessary. Therefore, Beelinguapp can serve as an effective supplementary learning medium for both classroom instruction and independent English learning.

The findings of this study contribute to the growing body of research on Mobile-Assisted Language Learning (MALL) by demonstrating that the effective integration of audio narration, bilingual texts, and synchronized text highlighting can create a supportive learning environment for developing students' listening and reading skills through narrative texts.

However, its effectiveness depends on appropriate teacher guidance and students' active engagement with the English texts. Therefore, Beelinguapp should be integrated as a complementary learning medium rather than a replacement for classroom instruction.

5.2 Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for students, teachers, and future researchers. These recommendations are intended to maximize the educational benefits of Beelinguapp and to support

the implementation of Mobile-Assisted Language Learning (MALL) in English language learning.

1. For Students

Students are encouraged to use Beelinguapp regularly as a supplementary learning medium to improve their listening and reading skills. To maximize the learning benefits, students are advised to read the English text first while listening to the synchronized audio narration and use the Indonesian translation only when they encounter unfamiliar vocabulary or difficult sentences. They are also encouraged to repeat the audio, practice pronunciation, and learn new vocabulary from each narrative text to strengthen their English language skills.

2. For Teachers

Teachers are encouraged to integrate Beelinguapp as a supplementary learning medium for listening and reading instruction, particularly when teaching narrative texts. Before the lesson, teachers should introduce the application's main features and demonstrate how to use them effectively. During the learning process, teachers may encourage students to listen to the audio narration while following the highlighted English text and use the Indonesian translation only as learning support when necessary. After the activity, teachers can facilitate vocabulary discussions, reading comprehension questions, pronunciation practice, and story-retelling activities to reinforce students' understanding. Teacher guidance remains important to ensure that students actively engage with the English texts rather than relying solely on the Indonesian translation.

the synchronized audio and use the Indonesian translation only as learning support when they encounter unfamiliar words or difficult sentences. Afterward, teachers can facilitate vocabulary discussions, comprehension questions, and story-retelling activities to reinforce students' understanding.

3. For Future Researchers

Future researchers are encouraged to investigate the effectiveness of Beelinguapp using different research designs, such as experimental or mixed-method studies, to measure its impact on students' English proficiency. Future studies may also explore students' reading behaviors while using bilingual texts, particularly how they interact with the English and Indonesian versions during the learning process. In addition, researchers may investigate the implementation of Beelinguapp in different educational levels, language skills, or learning contexts to provide a more comprehensive understanding of its potential as a Mobile-Assisted Language Learning (MALL) application.

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APPENDICES

Appendix I Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email: fitk@uin-malang.ac.id

Nomor : 1102/Un.03.1/TL.01.04/05/2026
Lampiran :
Hal : Permohonan Izin Penelitian

12 Mei 2026

Kepada Yth.
Kepala MAN 2 Blitar
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Kishi Ananta Tabita Rahma
NIM	: 220107110080
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: Student Perceptions of Using Beelinguapp for Learning Listening and Reading Skills through Narrative Texts
Lama Penelitian	: Mei 2026 sampai dengan Juli 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Prof. Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix II Instrument Validation Letter

Validations Sheet

Instrument Validation Sheet of Interview Question

“Students’ Perceptions of Using Beelinguapp for Learning Listening and Reading Skills through Narrative Texts”

Validator : Farid Munfaati, M.Pd
NIP : 198604202023212049
Expertise : English Language Teaching Development
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 27 Februari 2026

A. Introduction

This validation was made to obtain an assessment from the validator Ms on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:

- 1: Very poor
- 2: Poor
- 3: Average
- 4: Good
- 5: Excellent

2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies				✓	
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the research objectives				✓	
5.	The research instrument can help the research find out students abilities in vocabulary acquisition				✓	
6.	The research instrument is easy to understand				✓	
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper text				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulated clearly and unequivocally				✓	

D. Suggestion

The instrument can be used because it is relevant
to the topic of the research.

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- b. The instrument can be used with alight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, 27 Februari 2026

Validator,



Farid Munfaan, M.Pd

NIP 198604202023212049

Appendix III Interview Questions

Participant Name:

Grade:

Date:

Instructions:

The following interview questions are intended to explore students' perceptions of using Beelinguapp for learning listening and reading skills through narrative texts.

A. Listening Skill Perceptions

1. What was your experience using Beelinguapp for listening to narrative texts?
2. What do you think about the audio feature in helping your listening skill?
3. Did listening while reading the text at the same time help you understand English more easily? Why?
4. How did Beelinguapp affect your confidence in listening to spoken English?
5. Which feature in Beelinguapp helped your listening comprehension the most? Why?

B. Reading Skill Perceptions

1. What do you think about reading bilingual narrative texts in Beelinguapp?
2. Did Beelinguapp help you understand English texts better? Please explain.
3. How did Beelinguapp help you learn new vocabulary while reading?

4. Compared to printed textbooks, how did you feel when reading using Beelinguapp?
5. Did Beelinguapp increase your motivation to read English texts? Why or why not?
6. In your opinion, what makes reading narrative texts in Beelinguapp different from reading them in printed textbooks?

C. Advantages and Challenges of Using Beelinguapp

1. What advantages did you get from using Beelinguapp for learning English?
2. What difficulties or challenges did you experience while using Beelinguapp?
3. Did you face any technical problems, such as internet connection or application features? Please explain.
4. Was there any feature in Beelinguapp that you found less helpful or distracting? Why?
5. What suggestions would you give to improve the use of Beelinguapp in English learning?

Appendix IV Interview Transcript

1. Student 1

Interviewer: Yeah, so you just found out about the Beelinguapp. So, what was your first impression of the app? Did you like it, or were you like, “Oh, so there’s an English app like this”?

Student 1: Yeah, it’s really fun. Yeah, I was surprised. Because usually, when it comes to stories, where do you usually read them? Duolingo? Yeah, but Duolingo doesn’t have stories, right? It’s just questions like that. But this one has stories, plus the meanings, and there’s the audio that helps us learn how to pronounce them too. It’s great, I like it.

Interviewer: So, you liked the audio feature, right? It makes it easier for you to understand how to read it. Usually, when you read narrative text in a book or on a test, it’s hard to grasp what the content is about, right? So, by using the BeelinguApp, with the two languages and the audio, does that help you understand the story’s content better?

Student 1: Yes, because I think the stories in the app are more concise. Hmm, what else? The language is also really easy to understand.

Interviewer: So, you mentioned earlier that the audio feature helps you learn how to pronounce the words. Now that you know how to pronounce them, does that make you feel more confident speaking English?

Student 1: Yes. Because I’m not hesitant anymore, and I’m not afraid of making mistakes either since I already know how to pronounce them.

Interviewer: Well, with books, it gets boring. Because, you know, there’s probably only one language. And sometimes, if there’s something in the book we don’t understand, we have to figure it out on our own. But with the app, the meanings are

already provided, so it's easier.

Interviewer: Okay. So earlier, when you used the app and understood the story, were you happy? You were happy, right? It's like, sometimes it's not that we don't want to learn, but because we don't know what's in it, we get confused, right?

Student 1: Exactly.

Interviewer: So after this, now that you know about this app, are you more motivated to learn English?

Student 1: Yes.

Interviewer: And the benefit is that you can learn how to read it and understand the meaning, right? Since this was your first time using it, did you have any difficulties at first?

Student 1: Yeah, at first I was still confused, because I didn't know the meaning of all the words, so I was like, "What am I supposed to do with this?"

Interviewer: Okay, so you needed some guidance. You've already tried it you tried reading a story, right? So, in the app, are there any features you think aren't useful?

Student 1: No, I think everything is useful.

Interviewer: So it helps you, then?

Student 1: Yes.

Interviewer: So if you could offer some advice like, "I think if this app had this extra feature, it would really help me" what would you suggest? Is there anything?

Student 1: I think they should just make the stories longer.

Interviewer: That's it? That's it? Okay.

2. Student 2

Interviewer: You've tried reading the story, right?

Student 2: Yes, 1 chapter.

Interviewer: What's your first impression after using the app?

Student 2: Personally, I don't like reading on my phone. I prefer reading novels. It's healthier for my eyes, right?

Interviewer: Okay, but did you try using the voice feature while reading?

Student 2: Yes, I have.

Interviewer: Do you think reading while listening helps your English? Like you understand how to pronounce it better?

Student 2: No, because I think English is better when explained. So, it's explained sentence by sentence.

Interviewer: So, do you think the Beelinguapp app isn't right for you?

Student 2: It's not that it's not right, it's just not quite right.

Interviewer: Usually in class, you read long texts in books. So, do you feel the difference between reading texts in books and reading stories in the app? Do you find it helpful when reading texts in the app? The book is only in English, but the app has two languages: Indonesian and English. So, which one do you think helps you understand the text better?

Student 2: The app, sis. Because it's for expanding your vocabulary.

Interviewer: Okay, so, you think you understand better when reading the app because there are two texts, right? So, does that make you more motivated to learn English?

Student 2: So, I'm motivated, but this motivation I don't know if I want to learn English from my phone, do you understand? I definitely want to be able to speak English, but not through an app because it's not suitable.

Interviewer: Okay, it's okay if it's not suitable. But what benefits did you get from reading one story? The app can help you expand your vocabulary. It also helps you

understand more because it has two languages. And what about correct pronunciation? So, you just found out about Beelinguapp, right? Did you have any difficulties when you first started using it?

Student 2: No, ma'am. At most, they helped you understand the translation better.

Interviewer: At that time, Beelinguapp had two text features and a voice feature. Do you think there's anything you need to add to the app, like adding videos or something else that you think would be suitable for me using this app? As you said earlier, what do you think suits you best?

Student 2: Here's an additional video explaining the words, the phrases that work best. It's like highlighting each word.

Interviewer: Okay, thanks.

3. Student 3

Interviewer: Okay, thanks for helping me. I'll ask you a few questions. It's up to you which app I want. You just found out about the Beelinguapp app, right? How do you think the Beelinguapp app helps you learn?

Student 3: It helps because reading usually involves unfamiliar vocabulary, and it immediately shows you how to pronounce it. Moreover, unfamiliar words can expand my vocabulary.

Interviewer: Also, there was a voice feature. Do you think that helped you understand the text better?

Student 3: It's quite helpful, Sis. You can slow it down, speed it up, or even speed it up. Especially if you're a beginner, you can't listen to fast audio.

Interviewer: You can slow it down, speed it down, so the pronunciation is clear. Also, having voice and text in both English and Indonesian helps you understand the text better, right?

Student 3: Yes, because if you usually translate a sentence one by one, it sometimes doesn't make sense because it's interpreted one sentence per paragraph. So it helps you understand the story.

Interviewer: So, you said earlier that because of the voice feature, you understand how to pronounce the vocabulary, right? Does that affect your confidence in speaking? Because you already know it? Later, when you're asked to speak English, will you be more confident?

Student 3: Yes, I can be more confident because you already know how to speak it.

Interviewer: Yes, and you've tried it all the way through. There are several features, like two languages and voice. Which feature do you think is most helpful for understanding the text?

Student 3: Usually, I like to read, so I just read, but because this is English, because the pronunciation is still unfamiliar, I don't know it, so I need to listen too.

Interviewer: So, the one that made the voice just now? So, in 11th grade, you have narrative text material. Usually, you only read narrative text in books or in test texts, right? How do you feel about that?

Student 3: Oh, it turns out there's an English app that provides narrative text. If there was an app, it might be more helpful for me to find text references, if possible, or similar words like that.

Interviewer: So, because you said earlier, Beelinguapp can help you better understand the text and how to speak it. Well, English is usually the most disliked subject among people. So, do you think this app makes you more motivated to learn English?

Student 3: Maybe because it has pronunciation instructions and can add vocabulary. Maybe if there were quizzes or flashcards, it would also improve our memory of the

vocabulary. In terms of reading vocabulary, it's very helpful because it already has pronunciation and the meaning of each sentence and paragraph.

Interviewer: So, you just found out about this app, right? Did you encounter any difficulties? What were you confused about?

Student 3: When you logged in, you were confused about choosing the English level.

Interviewer: That's the initial level, because you're still learning English, so you used Beginner. What did you think was missing from the app?

Student 3: The one with the flashcards, sis. I think it would be more helpful.

Interviewer: Okay, thanks.

5 Student 4

Interviewer: You've already tried using it. So, what did you think when you first used this app? Was it fun, or did you think, "Oh, it turns out learning English isn't just about books?"

Student 4: At first, I was a bit surprised that there was an app like that. Usually, in English, it's just the original text. This is easier, because the English text is read aloud and you can immediately understand it through the translation.

Interviewer: And there was a voice feature, right? So you read while listening to the reading. Do you think that had an impact on you?

Student 4: It was very, very influential because in English, most of what is spoken and what is written is different, and there's no formula, so you have to really understand, you have to really know how to read something like this.

Interviewer: So, with the voice, you understand how to read it better, right? So, you now know how to read this text better. Since you already know how to read, is it likely that the Beelinguapp application has influenced your confidence?

Student 4: Yes, very much.

Interviewer: Since you already know how to read, you're also more confident when speaking, right?

Student 4: Yes, sis, so you're more confident.

Interviewer: So, there are a lot of features here, right? There are two languages and voice. Which feature do you think is the most helpful? The voice or the two languages?

Student 4: The most helpful is the voice.

Interviewer: Why the voice?

Student 4: Because as I said, there are a lot of texts in English that are read and written differently, so the Listen feature is very helpful.

Interviewer: So, you're currently in 11th grade, and you're studying narrative text. Now, the Beelinguapp contains stories, including narrative text. Do you think Beelinguapp has helped you learn narrative text?

Student 4: I think it's very helpful. With this app, I've learned more and learned a lot of new vocabulary in English. It's helped me with narrative text in English lessons.

Interviewer: So, comparing reading texts in books or in apps, which one do you prefer?

Student 4: The app, because if you read books, it's just the same old thing. If there's nothing else, for example, you'll get bored and fall asleep, right? With apps, there are lots of options.

Interviewer: So, most of the students I teach English are always unmotivated to learn English. Has this app increased your motivation to learn English?

Student 4: In my opinion, yes. Because with this application, I can not only discuss the material in the book but also gain broader education. I can listen to English songs, stories, and other knowledge.

Interviewer: So, you said earlier that you were still unfamiliar with the application. What were the difficulties when you first used it?

Student 4: Actually, there weren't any difficulties. But when I logged in and was using the application for the first time, I was a bit confused about where to go.

Interviewer: So, in your opinion, are there any features in the application that you found less helpful, or didn't seem useful at all?

Student 4: I think they're all useful.

Interviewer: Do you think they're all useful? Do you have any other suggestions for the application? Maybe you have suggestions for the application to be made like that? What features should you add?

Student 4: Maybe my input is, maybe you could add videos, so for example, in the narrative text in the application, if it describes the islands of Indonesia, videos could be presented about the islands of Indonesia.

Interviewer: Okay, thank you.

6 Student 5

Interviewer: thanks for your help. So, I'm going to ask you a few questions. You've already used the app, right? So, what was your first impression when you opened the app?

Student 5: Yeah, so this was actually my first time downloading this app. Then I found out that it has audio, so even if you don't know how to pronounce something at first, you can learn. And there's the meaning listed below, so it's super easy to look up the meaning too.

Interviewer: So this app really helps, then. And regarding what you mentioned earlier about the audio it helps you understand how to read it. Do you think that's really helpful?

Student 5: It's really helpful. Because I'm also lacking in, what do you call it, speaking vocabulary. My speaking skills are lacking too. It's really helpful.

Interviewer: So you said earlier that it really helped because you listened, so you know how to read it. Well, do you think that since you know how to read it, does that affect your confidence in speaking English? Because you already know how to speak it, right? Does that make a difference?

Student 5: It makes a huge difference. Because when we know how to do it, we feel more confident and aren't afraid of making mistakes. Since we already know from this earlier.

Interviewer: Right. So earlier on Beelinguapp, there was that two-language feature with audio. Which feature do you think helped you the most?

Student 5: Earlier, right after reading that, there was an option to answer questions three questions and vocabulary exercises. That was really helpful. It's like we're asked to review how well we understood it after reading. It helps a lot. It's cool; I was surprised it was there.

Interviewer: And usually, you have narrative text material in school, right? Usually, we just read from books. But now there's actually an app that provides narrative texts on a phone. What do you think? What do you think about reading narrative texts on a phone? Is it more fun?

Student 5: More yeah, it's more fun, and it's easier too. Since it's a phone, it's easy to carry around everywhere, unlike a book.

Interviewer: So, you mentioned earlier that after reading those three questions, it helped you understand the text better, right?

Student 5: Yes.

Interviewer: It's better than just reading the text on its own, right? And it also helps

with your vocabulary. You've picked up some new words, haven't you?

Student 5: Yes, I learned new vocabulary.

Interviewer: Hmm, and you mentioned earlier that reading on the app is more fun, right? Well, here's the thing when I teach English, my students are always unmotivated. They say it's because English is hard, and they can't speak it. With this app, does it make you more motivated to learn English?

Student 5: It's super motivating. Because, you know, there are practice exercises, and the audio makes it so much easier. I mean, for someone who was initially unmotivated since I usually just search on Google this really helps motivate me, you know.

Interviewer: So, what benefits did you feel from it? What was it again? It's more...

Student 5: Expanding my vocabulary.

Interviewer: Expanding your vocabulary, and learning how to pronounce the words. So, you just discovered the Beelinguapp. What were the challenges when you first started using it? The challenges when...

Student 5: There weren't any.

Interviewer: None?

Student 5: Not that I can think of, anyway.

Interviewer: Okay, so earlier when you tried the app, you mentioned a few features. Now, in your opinion, are there any features in the Beelinguapp that you think are just average or not really useful? Like, features that shouldn't be in the app are there any? Or are they all useful?

Student 5: They're all useful, every single one is useful.

Interviewer: Okay. So, do you have any suggestions for what might be good to add to the Beelinguapp?

Student 5: I'd suggest adding more exercises not just three. Maybe five or ten, to make it more fun.

Interviewer: Okay. Okay, thank you.

7 Student 6

Interviewer: So, have you tried using the app?

Student 6: Yes, just now.

Interviewer: Just now? Uh-huh. Yes, have you read the stories too?

Student 6: Yes.

Interviewer: How many? Just read the stories?

Student 6: Oh, three.

Interviewer: So why three stories? Does the app mean it's fun?

Student 6: Yes, I'm curious and fun too.

Interviewer: Why is it fun?

Student 6: Because it's not just the writing, but also how we learn to read it. Most of the time, we just look at it without knowing how to read it. Sometimes, when I'm curious, I like to look at Google Translate first. Then, I think, "How do I read this?" Then I listen. But that's not the case. There's a feature for reading aloud, so we can immediately imitate it, just copy it. By continuing to reason every day, God willing, we'll be able to learn the vocabulary one by one.

Interviewer: Hmm, yes. So, does that voice feature help you?

Student 6: Yes, it helps.

Interviewer: It helps. So, do you think that it helps you know how to read? With your method, you already know how to read, so when you're asked to speak English, do you feel more confident?

Student 6: Yes, if you memorize it, you feel more confident.

Interviewer: More confident, because you know how to read it?

Student 6: Yes, because you know how to read it.

Interviewer: So, what difference do you feel? Usually, when you read narrative texts in class, you read them in a book?

Student 6: Yes.

Interviewer: Now it's in an app. What difference do you feel? Hmm, maybe reading a book makes you sleepy, or what? What do you feel?

Student 6: If you learn by yourself in a book, you might get bored and sleepy, but the advantage is that you can scribble on it. But if you want to learn on your cellphone yourself, you still won't get bored, because there is already that feature.

Interviewer: Okay, so you just found out about the Beelinguapp app and just started using it. Did you experience any difficulties when you first started using it?

Student 6: No, thank God, it went smoothly.

Interviewer: So you just used it, and out of curiosity, you started reading, right?

Student 6: Yes.

Interviewer: Okay, so you mentioned some of the features in the app. In your opinion, among the existing features, what other features should you add, perhaps to make you more interested in using the app? Hmm, or is that enough?

Student 6: It's enough, but those who can access more reading should, preferably, not the premium version; they said they'd give you a trial for a few days.

Interviewer: Okay, okay. So, what if after this, we're about to take our final exams, and then we're going into 12th grade? Would you still want to use the app after this?

Student 6: Hmm, God willing.

Interviewer: Okay. Okay, thank you.

8 Student 7

Interviewer: So, oh, so you're interested in opening the app? Because it has meaning?

Student 7: Yeah, right.

Interviewer: Well, it wasn't just the meaning, it also had sounds. So, do you think that helped?

Student 7: It helped, so we could better understand what it meant.

Interviewer: Oh, so it helped you understand how to pronounce it? Because through the sounds, like, "Oh, so this word is pronounced like this." Did it help?

Student 7: Yeah, it helped.

Interviewer: Okay. So because it had meaning, did it help you understand the story better? Because usually, in books, it's only in English. You're like, "What's this story about?" Right? So, if it had meaning, would you understand better?

Student 7: Got it.

Interviewer: Got it? Because it had meaning, right?

Student 7: Yes.

Interviewer: Okay. So, there's the voice feature, so you can hear how they speak. Because you know how they speak, when you're asked to speak English, do you feel more confident because you already know it?

Student 7: Yes, more confident.

Interviewer: Okay. So, you usually learn narrative texts from books, right? In class, it's from books. What's the difference between reading narrative texts in books and in apps?

Student 7: The difference is that in books, you don't know what they mean. In apps or BiLingual, you know the meaning and also know how to read them.

Interviewer: Okay. So, since you understand more when using apps, do you actually

like English?

Student 7: Not bad.

Interviewer: Oh, not bad. So, because of this app, are you more motivated to learn English?

Student 7: Motivated.

Interviewer: Motivated, because it's easier, right? So, the advantage is that you understand how to speak better and understand the story more easily, right? So, when you first started using it, did you have any difficulties? Like, "Why is this happening, how do I do this?" I mean, were you confused at first?

Student 7: No, because the features are already clear.

Interviewer: Oh, okay. So, there were no problems at all, right?

Student 7: No.

Interviewer: So, in your opinion, do you have any suggestions or ideas about the app? I think if this app had something, like adding videos, or something else, it would be more interesting. Do you have any ideas about adding something or something? Or is this enough for you?

Student 7: Adding something like a video feature, like an English tutorial video, something like the elements of English.

Interviewer: Oh, okay, okay. So, do you think you'll still be using Beelinguapp after this, or not?

Student 7: Yes.

Interviewer: Still want to? Still want to use it?

Student 7: Yes.

9 Student 8

Interviewer: Have you read the story?

Student 8: Yes.

Interviewer: How many? One story?

Student 8: Ah, three.

Interviewer: Wow, great, great. Three stories. So, how did you read three stories? Is the app fun?

Student 8: Fun, Sis. Fun, fun.

Interviewer: Why? Why is it fun?

Student 8: Because you can adjust the speed to be fast or slow.

Interviewer: Mmm, so?

Student 8: Yes.

Interviewer: Yes, because of that? Well, there was the sound, you said fast and slow earlier. So, that helped you helped you understand better, didn't it?

Student 8: Really helpful.

Interviewer: Because?

Student 8: Because I haven't memorized it yet, I don't speak English yet.

Interviewer: don't know how to read it yet?

Student 8: Yeah, it's better if it has sounds, so I can.

Interviewer: okay. So, there were two languages, Indonesian and English. Does that make you understand the story better?

Student 8: Understand it better, so you can read the Indonesian too.

Interviewer: Usually, when books and questions are only in English, you get confused, right? What does this mean, how do you read it, right? So, because there were sounds, you learned how to read it, right?

Student 8: Yes.

Interviewer: You now know how to read it, what it's like. Now, if you know how to

read it, how to pronounce it, will you be more confident speaking English?

Student 8: Still, not yet. Because you're not fluent yet.

Interviewer: Yes, but I mean, you'll probably be more confident because you know how to read it, right?

Student 8: You'll be able to. Yes.

Interviewer: So, after that, you usually learn English, narrative text in class, only through books. So, what's the difference between reading text in a book and reading text on your phone, on the app?

Student 8: The difference is that there are no pictures in a book. If there are pictures in the app, it's more fun.

Interviewer: So because you think the app is more fun, and you said you don't speak English very well yet, are you more motivated to learn English through the app?

Student 8: Mmm... a little.

Interviewer: Okay, a little. Okay. So, you just found out about the Beelinguapp, right?

Student 8: Yes.

Interviewer: Did you experience any difficulties when you first downloaded it, or when you opened the app?

Student 8: Oh, all your answers were in English.

Interviewer: The first one, right? Oh, is there anything else besides that?

Student 8: Okay.

Interviewer: That's it?

Student 8: Okay.

Interviewer: Okay. So, there was a dual-language feature, and there was a voice feature. Do you think there's anything that needs to be added to these features? Should

we add videos or something like that to make reading more enjoyable? Or is there nothing, is that enough?

Student 8: That's it for now.

Interviewer: Is that enough? Okay. So, after this, do you still want to use the app?

Student 8: Rarely.

Interviewer: Okay.

10 Student 9

Interviewer: Let me introduce myself, I'm Kishi.

Student 9: Okay, my name is Nadia.

Interviewer: Okay. Have you used the app?

Student 9: Yes.

Interviewer: Have you read it?

Student 9: Yes.

Interviewer: How many stories are there?

Student 9: Two, but... but one, one... one is finished, one is not.

Interviewer: Okay. So what's your first impression of this app?

Student 9: Mmm... fun.

Interviewer: Fun.

Student 9: Because what it has sound. Okay yeah, it has sound. So you know better how to read it correctly, like that. And there was also there was music.

Interviewer: Okay, heeh. So there are two features, the one with two languages and sound, right? Yes. So, do you think having those two features makes you understand the story faster?

Student 9: Yes, it's quicker to understand the stories I chose earlier.

Interviewer: Hehe. So, with those two features, do you think your vocabulary has

increased?

Student 9: Yes, it has. Because, uh, for English vocabulary that you don't what, don't know, there's the Indonesian version below it too. So you know more, you know. Those unfamiliar words now understand better, oh, what does this, this, this, that mean.

Interviewer: Yes. Well, there was there was the voice feature. You now know how to read it, right? Yes. So, now that you know how to read it, will you be more confident when asked to speak?

Student 9: God willing, you'll be more confident.

Interviewer: Because you now know how.

Student 9: Yes, because there are also features that speed up and slow down, if I'm not mistaken. So, we can understand better, like that. So maybe you'll be more confident when you chat later.

Interviewer: Okay. So, then since you said earlier that using the Bilingual App makes you understand the story better, how to read it, does that make you more motivated to learn English?

Student 9: Yes.

Interviewer: Do you actually like English?

Student 9: Uh, not really not really. Because, uh, at home, my mother is the one who speaks English more. So I'm a little motivated to learn to speak English or learn English. Well, because of this app, it makes it easier, so I'm more enthusiastic to learn more.

Interviewer: Okay, so you usually in 11th grade, the material is narrative text, right?

Student 9: Yes.

Interviewer: Okay, what's the difference between reading narrative text in a book

and in an app?

Student 9: In a book, it's entirely in English, so it might be a bit difficult to understand what it means if there are words that are very unfamiliar. But on a cellphone, in that app, because it has two languages, English and Indonesian, and also audio, it's more fun and uh, easier to understand.

Interviewer: Hehe. So you just found out about the BeelinguApp, right?

Student 9: Yeah, I just found out.

Interviewer: When you first used it, did you have any difficulties? Like, you were confused, like, what should I do?

Student 9: Yeah, I had some difficulties.

Interviewer: Where?

Student 9: But... uh, what was that? When you were choosing...

Interviewer: The first one...

Student 9: Yeah, the first one was the story the stories. But over time, I got the hang of it and it turned out to be easy.

Interviewer: So, of the existing features, do you think the app needs to add any other features?

Student 9: Maybe to make it more fun, we could add animations, like that. So it'll be more interesting.

Interviewer: Okay. Okay, thank you, Nadia.

Student 9: Yeah, you're welcome.

11 Student 10

Interviewer: Have you read the story?

Student 10: Yes.

Interviewer: How many?

Student 10: Two.

Interviewer: Two stories? Why two? Was it fun?

Student 10: The other one wasn't fun.

Interviewer: Oh, so you changed the story?

Student 10: Change the story.

Interviewer: So, both stories are fun? (So, both stories are fun?)

Student 10: Fun.

Interviewer: Okay. So you just found out about the BeelinguApp app, right? Your first impression was like... oh, so this app is like this, isn't it fun?

Student 10: Fun, but...

Interviewer: What?

Student 10: it's fun, but the story isn't long enough. It's incomplete, it's not exciting, it's a little lacking.

Interviewer: Oh, okay. I think the story is good, but it's half-hearted. Okay, So what's so fun about the app? Do you think it's fun, and why is the app fun?

Student 10: The story.

Interviewer: The story. So, do you think the features help you understand the text better?

Student 10: It's very helpful.

Interviewer: Why? Which features?

Student 10: The voice language English voice.

Interviewer: Oh, voice. So there were two languages, and there was voice. Did that feature help you understand the story better? Usually, in books, the narrative text is only in English.

Student 10: Yes.

Interviewer: But in the app, there are two, Indonesian and English. So, do you understand the English text better, or do you understand it better when you read both languages?

Student 10: Two languages.

Interviewer: Two languages, okay. And there was a voice feature, right?

Student 10: Yes.

Interviewer: You now know how to speak, right?

Student 10: How to read.

Interviewer: Once you know how to read, you already know, for example, that the word R-E-A-D is pronounced "read," right? Because you know how to read it, do you think you'll be more confident when asked to speak English?

Student 10: Confident.

Interviewer: Why?

Student 10: Because...

Interviewer: Because you already know how to read it?

Student 10: Yes, you already know how to read it.

Interviewer: You already know, and... in your opinion, there were two features, right?

Student 10: Yes.

Interviewer: Voice and two texts. Which one do you think is most helpful?

Student 10: Voice.

Interviewer: Voice. Because you can read it. And because you think this app is helpful and fun, are you motivated to learn English?

Student 10: No.

Interviewer: Oh no? Why?

Student 10: Because it's difficult.

Interviewer: Oh, it's difficult.

Student 10: Because it's lazy.

Interviewer: Oh, lazy, okay. Moving on, moving on. And... when you first started using it, were there any difficulties? Like you were confused about how to do it.

Student 10: No.

Interviewer: No? So you just used it right away?

Student 10: You understand.

Interviewer: So there are two features, do you have any suggestions? I think adding these features would be more fun and better for the app.

Student 10: Yes.

Interviewer: What?

Student 10: Adding a feature, talking to what speaking English, the conversation back and forth.

Appendix V Documentation



Appendix VI Curriculum Vitae

CURRICULUM VITAE



Name : Kishi Ananta Tabita Rahma

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