Speaking Test Apps Development: English Learning Enhancement in Online Learning Complexity

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Abstract. This research tried to map the strength and weaknesses and evaluate the English teaching and learning processes in Balinese EFL learners during the online class. The use of IT in online learning has become a central issue for the decreasing of students' motivation due to the lack of students – teachers' interaction in the online class especially in English subject. The complexities in the online learning include how the use of IT can be synchronized with teaching and learning methods in delivering the learning material, how is the role of the teacher in motivating students, how to assess students' abilities in online learning, and many more. Those are the unavoidable obstacles faced by teachers and students during the online learning. This study was aimed at evaluating and making English online teaching and learning effective and creating IT-based application to optimized the teaching and learning process and the students' performance. This qualitative research collects the data through observation , interviews and English speaking test to 15 students and six teachers. From the empirical studies of the Balinese EFL learners, the students stated that English learning in online classroom atmosphere were ineffective and unsupportive for their English skill development. The problems mainly arise from the lack of practice and interaction which caused a decrease in student motivation and interest in online learning. To be able to overcome those problems, the researcher created learning applications called Speaking Test App. and Teacher Speaking Test App. to facilitate teachers and students in learning process. This application can be freely accessed through the Playstore and Appstore. The students and teachers use the learning applications as interactive English learning mediums in the classrooms. The results of the study showed that with the technology-based learning media, the students' performance, enthusiasm and motivation in learning could be improved and highlight a significant impact for interaction in learning especially in English online learning.

Keywords: *English teaching and learning, IT-based learning, Online Learning*

INTRODUCTION

In the last two years people's awareness on the use of IT in online learning for all levels of education has been raised (Aguilera – Hermida, 2020; Bashir et.al, 2021; Dhawan, 2020)The pandemic situation all over the world transformed face-to-face learning into online learning with the help of technology and also changed people's mindset to ensure the teaching and learning process. At first, accepting these changes was challenging, but as e-learning has develop, it has become a convenient option for everyone.The online learning systems implemented during the pandemic were done through various platforms available on the internet such as Webex meetings, Zoom meetings, Google meets, Youtube, and chatting platforms i.e. LINE and WhatsApp for connecting teachers and students. Teachers can use the platform efficiently to discuss, to send information, learning materials, and videos.

The online learning is very complex because it provides both advantage and disadvantage, and in the same time can be said as effective but also ineffective. Although online learning provides many advantages, however, there are also many shortcomings found in this teaching and learning process (Dumford & Miller, 2018; Haryadi & Rosiana, 2020; Sur et al., 2020; Uyun, 2021). Online learning during the pandemic is considered less effective because students lack enthusiasm for learning (Abramenka, 2015; Uyun, 2021). The ineffective of online learning is also due to the lack of interaction between teachers and students. In English courses the students are expected to improve their communication through interaction; however, they cannot obtain it in the online learning. In online learning, students need more guidance and interaction to understand the material better. A number of researchers have reported that students are mostly not motivated in online learning during the pandemic due to the lack of direct interaction and teachers' role (Abramenka, 2015; Dumford & Miller, 2018; Haryadi & Rosiana, 2020; Sur et al., 2020; Uyun, 2021)

Students' characteristics or ways of learning and environmental factor can affect the spirit of learning itself. However, teachers also hold important role in maintaining a pleasant learning atmosphere during the pandemic. Without the teachers' guidance, the learners will be lost during their learning process. Teachers must understand the principles and factors affecting the effectiveness of digital technology in the learning process (Haleem et al., 2022; Putrawangsa & Hasanah, 2018). They also should select learning media effectively so the learners could achieve learning objectives well. In addition, to increase students' learning motivation in line to increase learning outcomes, teachers should be able to design online learning models as attractive as possible (Rosar & Weidlich, 2022; Uyun, 2021).

The use of IT as a learning medium has been discussed by other researchers (Chao, 2019; Coman et al., 2020; Fitria, 2020; Kurniawan et al., 2022; Simalango et al., 2018) . The rapid development of technology has resulted in increasing use of electronic devices. Technological advances require higher education to be creative and innovative in using media to support learning process. The concept of Electronic Learning (E-learning) is a pioneer in the advancement of educational

technology that allows for the interaction of the teaching and learning process using electronic circuits and internet networks which include interactive sound, images, or videos (Simalango et al., 2018; Zhang & Zhou, 2003). Several types of E-learning often used in learning, namely Web-based learning and Mobile Learning (Fitria, 2020). Web-based learning is done through web server, such as Google Classroom, Schoology, or the educational institution's website. Chao (2019) defined mobile learning or m-learning as a learning process carried out in various contexts (location, time, and other environmental factors), where students can benefit the learning materials through mobile devices access such as smartphones and tablet computers. A similar opinion was also expressed by Kurniawan, et al. (2020), mobile learning is an alternative in the development of learning media. In addition, other positive impacts of m-learning expressed by several researchers include students having the opportunity to study independently, providing opportunities to collaborate with other students in community forums, and m-learning having an attractive learning display so that it can increase interest and students' enthusiasm for learning (Maor & Mitchem, 2018). Efriyanti (2020) concluded that m-learning resulted in changes that occurred in educators and students in their way of thinking; how to work; their level of mastery of technology; and their ability to adapt and survive in the external environment. If packaged properly, m-learning can be used as a variation of learning that can enhance conventional learning systems.

The aims of this study were to clarify the complexity in online learning, as well as the importance of interaction in English teaching and learning, the role of teachers in motivating students, and how to synchronize the use of IT to increase students' motivation in English teaching and learning. Mobile learning can be said to be effective because it makes the application of technology-based information and communication optimal for education. The use of IT as a learning medium in the form of mobile phone applications exist, unfortunately the user needs to pay some amount of money to use the application (Chao, 2019; Fitria, 2020; Kurniawan, et al., 2020; Simalango, et al., 2018). The existing English online learning applications are unsatisfactory because they required the user in this case the learners to spend quite a lot of money for downloading and using the app. This adds another inhibition to the learners' in their online learning.

The findings of the previous research are not enough to clarify the role of interaction and teacher's motivation in English online learning situation especially in Balinese EFL learners which share different background and exposure in the urgency of learning English due to importance of English in the tourism island. In addition, the previous research does not emphasis the development of an online free English learning application for students based on the situation analysist.

To tackle those problems, the researcher conducts empirical research on *A University* (pseudonym) students. *A* University is the biggest and the oldest university in Bali. However, Bali tourism was greatly affected during the pandemic, as well as the English education sectors. Before the pandemic, English teaching and learning in A university included real-life interaction with foreigners through speaking practice in the tourism area. However, since the pandemic, the class transferred online and the interaction could not be done as before. Based on the

interview, the students felt their English skills decreased due to the complexity during the online class.

So far, no study discusses the terms teachers – students' interaction, evaluation, and motivation which resulting in the development of IT-based learning application. Therefore, rooted in the background of this study and due to the complexity of online learning, it is necessary to conduct an English teaching and learning evaluation to prepare an IT-based learning innovation to support the English learning process that can be accessed freely by the students. Through investigating the complexity of English online learning, an application to learn English online which is fun, and supportive could be developed, and an enjoyable and conducive English teaching and learning situation can be created

RESEARCH METHODS

In the previous part, the background of the study has been explored. This part presents the design and methodology of the present empirical study which includes description of the research design, the participants, the procedure to collect the data, and the method to analyze the data.

Research Design

This research applies qualitative approach to identify and provide detail descriptions about online learning complexity, the role of interaction in English teaching and learning, the role of teachers in motivating students, and English learning application development.

Participants

This research examined the Balinese EFL teachers and learners in online English language teaching and learning in *A* University. The participants were assured of anonymity and confidentiality. The participants signed the consent form after they got the explanation that their participation in the research is completely voluntary and would not affect the students' grades in the courses. In total, 15 students ranging from 19–23 years old and six teachers approximately 40 – 50 years old voluntarily participate in the research.

Data Collection

The research was conducted through English speaking tests, observation, and in-depth interviews with the learners and the teachers to find out the learners' ability in English speaking, and to reveal the real situation, especially the complexity of the online learning process. The English speaking test questions were adjusted from the Common European Framework of Reference (CEFR) guidelines on speaking (2001). The in-depth interviews were done for around 20-25 minutes for each participant by answering the questions prepared by the researcher related to their online teaching and learning experience. The interview questions were prepared through reading books, journals, and other materials related to this study. Then the researchers discuss, adjust then create the interview questions which are related to the online learning situation, the teacher's role, teachers' methodology, and the learning process, as well as the students' perception and impression during

the English online teaching and learning. The interviews were audio-recorded and transcribed.

Data Analysis

The data collected was organized and classified through answers, similarities, and differences. The data collected from interview were transcribe and translated into English. To ensure the accuracy of the data obtained in the research and to identify the pattern, the transcriptions were read several times and the participants were contacted after the interviews were done. The classroom observation data were compiled and described based on the discourse pattern noticed in the classroom. Rubrics were used to observe and measure each level of performance of each criterion (Hutson, 2017). The analytic scale rubrics to assess specific aspects in each component of communicative competence such as grammar, vocabulary, fluency, pronunciation, and discourse (CEFR, 2001).

Then the English learning application development was developed based on the situation analysis and the needs of teachers and students to support English teaching and learning.

The figures below explain the design of the research: The research design was created through adjusting theories from reading and combining the researchers' ideas then formulating it into a research design which suitable for the study. The studies used to inspire the research design were from Cassidy (2018), Pratiwi (2021), and Yusrina and Bima (2020).
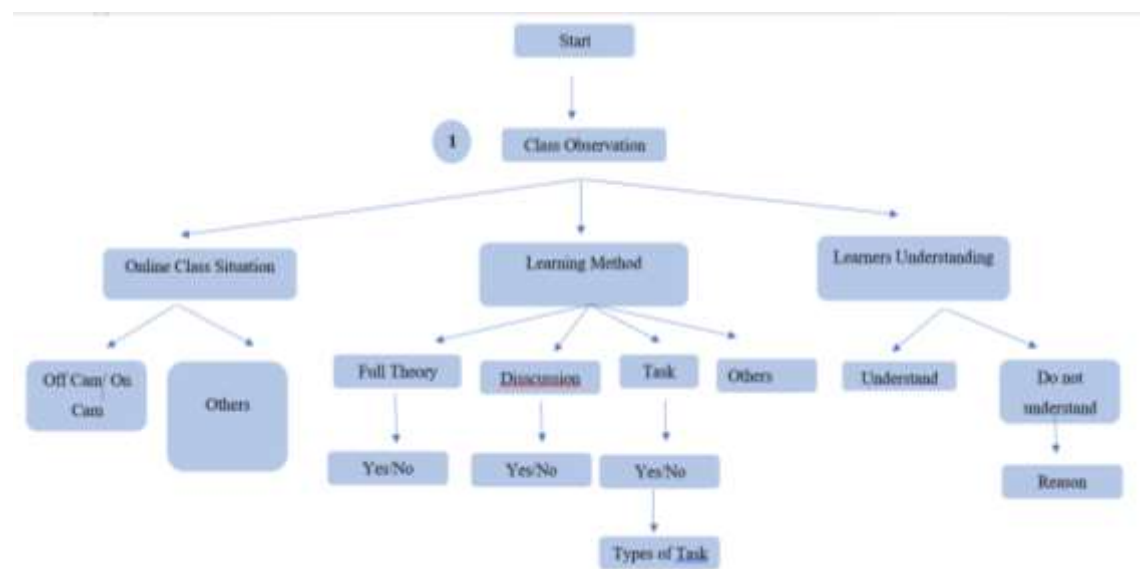

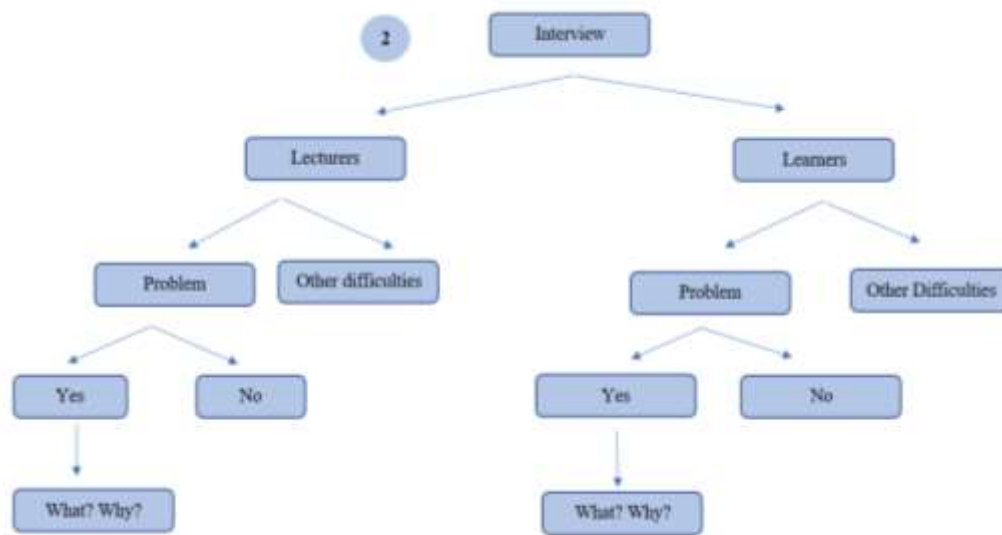Figure 1. The Flow of Classroom Observation
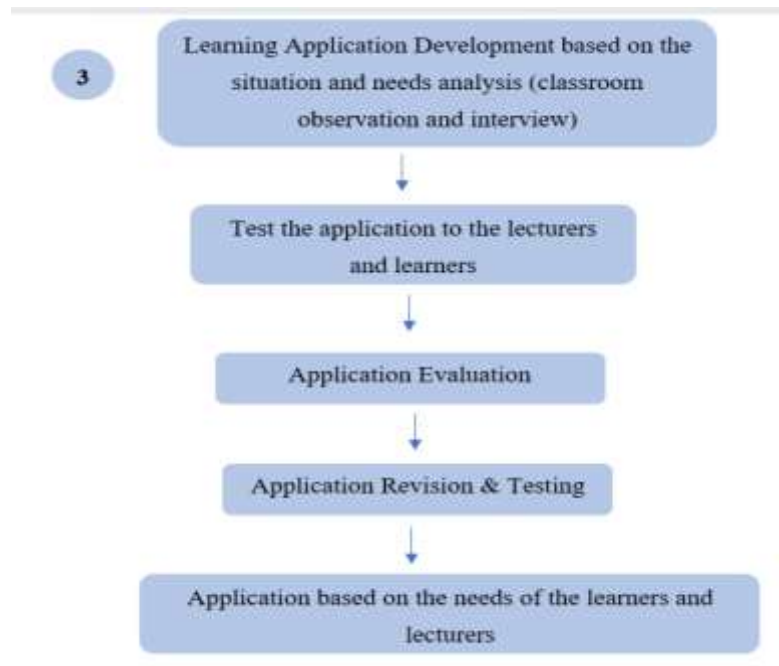
Figure 2. The Interview flowchart

Figure 3. Application Development

RESULT AND DISCUSSION

At the interview, the participants explored the complexity of the online learning, the importance of interaction and the role of teachers in motivating students in online learning. Then, based on the current situation of the online learning, an English application was developed to maximize the students' learning process and to increase students' motivation in the online learning.

Complexity and Flexibility in Online Learning

Based on the interview and observation, there are some complexities of the online learning with both the advantages and disadvantages. The advantages of English online learning commonly mentioned by the teachers and the students were time effectiveness and flexibility. In terms of time effectiveness, the participants mentioned that in the online classes they did not have to waste their time mobilizing to the university because the teaching and learning activity could be done anywhere as long as there is a good internet connection. The teachers agreed and also mentioned fewer mobilizing means they could have more time to prepare the teaching material.

Flexibilities mentioned by the respondents means doing other assignments and attending class at the same time. Even though the risk of losing focus and attention is high, almost all of the teachers and students mentioned they can cope with it well.

> "I prefer to teach online because I can teach at home or everywhere. I can save my expenses to buy gasoline and I can teach and attend seminar at the same time. The preparation prior teaching also becomes easier because there are many learning resources in the internet." (P.6)

The teachers also mentioned that flexibility means they could change the class schedule at any convenient time without thinking about the classrooms' availability. In online classes, they were capable of handling more classes in a day compared to the usual offline class. Flexibility also means class substitution when the teachers could not teach. In that case, they could change the schedule to the other day or only send the learning materials or assignments through online platform. In terms of time effectiveness and flexibility, the online class allows the teachers to manage their schedule and merge the same-subject classes into one. Thus, the teachers only teach the same material once to several classes. In addition to the time effectiveness, the increasing creativity of the students and the teachers was also mentioned as the advantage of online learning. The teachers were required to make innovations and increase their creativity in preparing teaching material with digital support.

> "I use every means of technological tools and platform to help me organizing the material and the classroom." (P.3)

Laborda & Litzer (2017) mentioned using more than a single learning platform to support teaching and learning process is beneficial. Various online learning platforms exist such as Webex, OASE, Youtube, Google forms, and others. No matter age and skills, every teacher needs to create interactive and creative teaching material by using those online platforms. The teachers' and the students' creativity and ability to do assignments were also increasing especially in making the PowerPoint presentation or editing video documentation.

Online learning advantages the students who categorized themselves as introverted students. Based on introverted students' confession, their nervous level

could be decreased so they feel comfortable making a presentation in English in the online class, unlike what they felt in a face-to-face class.

> "I never feel comfortable to speak in front of many people. Maybe because I am a kind of an introvert people. That is why I think online learning is the best way for me to learn because I don't have to see and being seen directly by the teacher and the other students." (P.15)

Despite the advantages, the respondents also stated they felt huge differences and more weaknesses in online learning compared to offline learning. One of the examples was the lack of teacher and student interaction during online teaching and learning activity. In the offline class, through direct interaction, teachers could find out students' responses and whether they have any comments, questions, or anything that they do not understand. However, in online classes, on the one side, the teachers found it difficult to deliver the material, and on the other side, it was hard for the students to absorb the material. This caused the students' level of understanding to be far from optimal.

Another weakness is the piling up of teachers' assignments during the pandemic caused the teachers and students do multitasking which then cause them do not focus on one activity.

> "…. I can teach and attend seminar at the same time." (P.6)

It is often happened teachers turn two devices online for handling their classes and participating in workshop or doing other tasks at the same time. As the consequence, they became lack focus on their students or give their students assignments instead. Thus, the students' workload could not be denied. So, both teachers and students did not focus on their classes due to the burden and busyness. In contrast to the situation happened in Balinese EFL learners with piling up tasks during the online learning, Iswati (2021) mentioned that in her study the teachers are aware that tasks should not be burdensome for students. She agrees with Hashemian et.al (2022) that asserting tasks with an acceptable degree of difficulty led to a shift in self-efficacy, which could increase students' motivation for language learning.

The unstable internet connection was also one source of students' and teachers' complaint.

> "Online learning is ineffective and expensive. And when it comes to the connection trouble then it is hard to focus on the lesson." (P.7)

The online meeting application consumes a big amount of data to send video and audio at the same time. During the pandemic when the economic situation was dropped, the students felt it was hard to spend much money on purchasing quota. As compensation for the unstable economic situation, the teachers allowed students not to activate the camera while studying because they took more data than needed. However, as stated previously, in some cases students pretend to have a bad connection and ask permission to do off cam however they are busy doing other things and did not listen to the teachers. The poorly supported infrastructure such as internet availability and material resources were also

concerned by several previous studies (Mushtaha et.al., 2022; Jian & Xuesong, 2022; Yang, 2020; Zhu & Liu, 2020).Merging several same-subject classes caused a large number of students to gather in the joint class.

> "I lost my concentration when I'm in a large class with big numbers of students. Most of my classmates also feel the same." (P.1)

The students felt the teachers did not pay much attention to all of the students because only focused on smart and active students. They felt disappointed because other students also need attention and special attention must be given especially to those who have shortcomings in understanding the material and assignments given. This resulted in the lack of interaction and focus of the learners. This study is in line with Iswati (2021) who stated that in online learning the obstacle faced by the teachers is the difficulty in monitoring the students and their participation in the class.In terms of evaluation, it is indeed difficult for both teachers and students. From the student's point of view, the online evaluation process was less transparent and cheating seems to be acceptable. The teachers agreed and found it difficult for them to evaluate online classes with a large number of students. Another weakness of online classes was the lack of students' objectivity and honesty when attending lectures, doing assignments, or during exams. The students pretend to have trouble or unstable connection and then asked to do off camera during the class. Instead of listening to the teacher's explanation, they seemed to work on other assignments, away from the laptop, or were not actively following the lesson. In offline class, the teachers can immediately know the students' actual performance; however, in the online class, it is difficult to assess their real competence.

The importance of interaction

Based on the interview, due to the lack of interaction, many students felt depressed, lonely, and need support from their surroundings. The worst case happened to a student of the Faculty of Math and Natural Sciences who could not adapt to online learning felt depressed and decided to quit which shocked the whole faculty.

> "I am not an online learning type of student. I really cannot understand anything and cannot adjust even I tried so hard. So, I better quit."

Even after he consults his friends, teachers, then psychiatrist he could not solve his problem. Despite his outstanding achievement in high school, in university, he could not adapt to the situation in online learning and needed direct interaction and motivation from his surrounding to study however, that was impossible to be conducted during the pandemic. Many students struggle with psychological problems during the COVID-19 pandemic because they cannot do transition to an online learning environment (Pelucio et.al., 2022).

In addition to the previously mentioned result, the lack of direct interaction also causes the students' passiveness while joining the class. This caused bad impacts on learning. In most interview sections, the teachers mentioned the students were mostly silent in class. This silent condition is an uncomfortable

condition that can cause the teachers and learners disharmonious relations and decrease students' motivation. The students stated that due to the lack of direct interaction they were reluctant and embarrassed to express their difficulty and feel awkward during the discussion to ask teachers or fellow students. As a consequence, the discussions became ineffective. This shyness hinders language learning, especially foreign languages such as English, where the students are expected to be more active in asking questions, expressing opinions, and communicating with others. The students' passiveness was also shown in their laziness to do self-learning and only wait for the teachers' explanations. The students also thought missing a class or two is acceptable because they could watch the class recording and got the material from teachers' Youtube and watch them anytime.

The role of teachers in motivating students in online learning.

Motivation is a driving factor for someone to do something. Motivation is one crucial aspect that relates to the learners' attitude towards reaching his/her goal. It can drive the action/behavior that can be seen in the learners' performance and results in the learners' proficiency (Pratiwi, 2020).

When individuals have a strong motivation to learn, they can adjust to the situation either in online or offline learning. Besides internal motivation, the teachers' role to motivate students are also very important. It can help the online learning process to be more fun, avoid boredom, and provide comfort for students in learning online.

Various ways used by teachers to motivate students in studying English courses, including giving quizzes; assigning creative video tasks; emphasizing the importance of mastering English, presenting storytelling, providing additional points for those who actively participate in class, and inserting students' favorite elements or trending in society as teaching materials, and so on.

Based on the observation, compare to teachers from other faculty, the Faculty of Math and Natural Science teachers have more choices in online teaching and learning activities. They use IT-based learning applications such as Quizzes, Mentimeters, and Vocaroo. In addition, they also created online videos learning that were uploaded to Youtube so the students can watch and repeat the lessons whenever they need them. This becomes an advantage to the students because they can watch the video learning many times, anytime and anywhere unlike in offline learning. In addition to self-created Youtube content, the students may assess the learning through the YouTube application. The roles of the teacher as a teacher in helping, guiding, and motivating students are very significant. According to students, the teachers who teach English in their study program are very helpful and contribute to their learning process. Part of the motivation given by teachers to students is in the form of words of positive affirmation, giving enthusiasm and understanding of the importance of mastering English for their future work.

Several teachers provide quizzes and lessons through new platforms such as Vocaroo (a platform for testing speaking skills) or by giving creative video assignments. With this, student motivation to study can increase.

One of the good ways to motivate the students was done by the teachers of the Faculty of Law.

> "The young generation likes K-Pop and I take that opportunity to insert K-Pop and K-Drama as part of my teaching material. And it works!" (P.13)

They realized that most of her female students liked K-pop (Korean Pop) and K-drama (Korean Drama). So, they inserted famous Korean superstar pictures in their PowerPoint presentation. Occasionally they also change the topic with popular K-drama or K-pop and ask the students to explain it in English. The teachers find it effective to maintain students' interest and motivation in learning English and build good relationships with students.

In addition, student' soft skills are also used as points for assessment, such as attendance at lectures and also activeness in class.

> "In my class, extra points will be given to the students who are active in asking or answering question." (P.7)

Soft skill assessment can act as a guide for students to develop their soft skills. According to the teachers, the easiest way to increase student motivation online is to record their activity and provide additional points so that they have more enthusiasm to want to learn. The more active a student is in asking questions or answering questions, the more points would be given to the student. This finding corroborates earlier study undertaken by Iswati (2021) which found that giving rewards to adult learners is still common to be done as it can increase their participation and motivation in learning.

Similar to the offline teaching and learning process, online learning also requires diverse, interesting, interactive material and visuals and of course, it is supported by a good way of delivering material by teachers so that it can make it easier for students to understand the material presented. The students also mentioned, when teachers are communicative and interactive with students so that there is closeness with their students, this can also be one of the factors that influence the online teaching and learning process.

Based on the complexity and the current situation of the online learning, an English application was developed to maximize the students' learning process and to increase students' motivation in the online learning.

English Speaking Test Apps. Development

The development of science and technology from time to time is increasingly rapid and sophisticated, supported by increasingly intense globalization. It causes education is continuously evolving to find an ideal, effective and efficient teaching and learning through the support of science and technology.

Based on the observation and interview results, the students stated that English online learning and its atmosphere were ineffective and unsupportive. In addition, the lack of seriousness from classmates also does not support their learning experience.

"Based on my experience, my shyness is the cause of my lack of interaction in English class." (P.1)

"My classmates do not feel comfortable to do conversation in English with me. I do not have practice buddy. This situation does not support my English language skill improvement." (P.7)

Through observations and interviews in Balinese EFL learners in *A University*, problems were found regarding learning English, especially in the speaking course. This is caused by various factors, including low students' skills, lack of time to interact directly in learning English, and various other factors. In addition, the lack of students' enthusiasm for the teachers' teaching methods, and the low level of students' language skills also make the teacher difficult to convey the material to students. It is common for teachers to use the Indonesian language in teaching English to make the students understand. And students feel more comfortable listening to explanations in Indonesian than in English, so they often ask teachers to use Indonesian instead of English. However, this type of teaching resulted in students' lack of vocabulary, confidence in practicing English, less fluency in listening to pronunciation and pronouncing English, difficulty in expressing ideas in English, the failure of teachers learning objectives.

Proficiency in English consists of four skills, namely writing skills, reading skills, speaking skills, and listening skills. To be able to master the four basic English skills requires regular, serious, and continuous practice. The students said that in learning English, they not only had difficulties in mastering vocabulary, pronunciation, writing, and listening, but also practicing speaking. Mainly because speaking lessons require more practice.

To be able to overcome this and to evaluate students' English skills, it is necessary to update each component and learning media by involving the use of technology to produce learning aids that are effective, flexible, and fun. Technology-based learning media is effective to convey the teachers' teaching material. So, it should be designed as attractive as possible to increase student interest and enthusiasm and more motivated to learn. Based on the results of observations and interviews, the students revealed their enthusiasm if they have more opportunities to learn and practice English skills, however, they missed that chance during the pandemic.

The students revealed the existence of an application to learn English speak does exist, unfortunately, they need to pay some amount of money to use that application (Chao, 2019; Fitria, 2020; Kurniawan, et al., 2020; Simalango, et al., 2018). This caused students inconvenience, especially during the pandemic situation. This underlies the researchers to create speaking test applications namely Speaking Test Apps. for students and Teacher Speaking Test Apps. for teacher that can be accessed from http://unudspeakingtest.com/, AppStore for IOS and Playstore for Android.

The applications were created to support the students and teachers in their English learning which is easily accessible, free of charge, and can be accessed anywhere through the user's cellphone via a smartphone or through laptop or PC. The applications have high flexibility, both in terms of time and place that knows no

boundaries. Students and teachers can download and use the applications anytime and anywhere. In addition, learning using mobile learning media may increase students' motivation and enthusiasm for learning. The Speaking Test Apps. have already registered at Ministry of Law and Human Rights Republic of Indonesia with the Copyright registration no. 000391459. The applications can be downloaded freely via smartphones, laptop, and PC. The features in the Speaking Test Apps. ease the students in expressing their thoughts and answer various questions asked in the application.

In the Speaking Test Apps., the students are given ten questions to be answered in one minute for each question. If they cannot complete the answer within one minute, the answer will be submitted immediately and continued with the next question. Through this application, students are trained to think quickly in answering questions. After all the questions are answered, then teachers can directly evaluate students and mark their performance.

The Speaking Test application for teacher is an open-source operating system which means users are able to change and develop the system to provide custom functionally. In this case, teachers can develop this system regarding the question and time limitation to support their teaching. Teachers can change and modify questions so that students can access them repeatedly to practice their ability to think quickly and critically in answering questions in a short time. This application is free of charge and tends to save on quota so it does not burden students to spend extra money to be able to access it.

The applications get positive responses from students who have used the applications. The more often students try to use this application, the more challenged they are to test their ability in English. By combining the speaking tasks and exercises into an interesting and challenging technology will put the students at ease situation and will automatically arouse their motivation to learn speaking. The teacher will not be worries with the short meeting hours because the students can learn anytime and anywhere. Based on the interview, through this application, the learning process becomes more interesting, support the learning process, and indirectly increases the students' interest and motivation in learning.

CONCLUSION

Prior to the existence of application, the teaching and learning process used to be limited by space and time. With the existence of m-learning applications, the learning process becomes flexible and can be accessed anywhere and anytime. This provides equal opportunities for students because the lesson can be accessed easily without distance and time restrictions and also accessible to lifelong learning. Based on observations, interviews, and evaluation with the teachers and students regarding online learning methods and teaching and learning processes during the pandemic in three faculties at *A* University, it can be concluded that the online teaching and learning process is very complex because it does not only involve signals and quotas but also interest and student motivation.

The aim of English subject in respective classes emphasizes on productive skills particularly in speaking which needs to have more practices in order to master it. However, English is not the major subject and the short meeting hours always

become a problem in the teaching and learning English. As the consequences, the students have very limited time to practice their speaking. By giving the learners more tasks and exercises in speaking will provide them more exposures and practices in speaking. An IT-based learning innovation was then created to support the English learning process, especially in learning speaking. The Speaking Test Apps. provide good impact in terms of making the students more active, enthusiastic, and challenged in learning English through this application.

The previous studies have explained that no study examine the teachers' - students' interaction, evaluation, and motivation at the same time. In addition, this research does not only explore those terms but also tries to contribute to the development of IT – based English learning application which adapt and suitable to the Balinese EFL learners' situation. Through this research and the application development, it is hoped that the English online teaching and learning can be conducted in a more enjoyable and fun situation. It is hoped that this application can be further developed and more students can access this application to further improve students' skills in learning English. With the Speaking Test Apps, the students have more chance to learn English and the teacher also have more opportunity to evaluate the learners.

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