

Utilization of the Goodnight Application as a Media for English Speaking Practice

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 <https://doi.org/10.31004/jerkin.v4i3.4987>

ARTICLE INFO

Article history

Received: 25 Dec 2025

Revised: 05 Jan 2026

Accepted: 15 Jan 2026

Kata Kunci:

Berbicara, Aplikasi
Selamat Malam, Latihan
Bahasa Inggris,
Mengurangi Kecemasan,
Kelancaran Berbicara

Keywords:

Speaking, Goodnight
App, English Practice,
Anxiety Reduction,
Fluency



ABSTRACT

Berbicara adalah keterampilan produktif yang melibatkan penggunaan tata bahasa, kosakata, pengucapan, dan intonasi untuk mengekspresikan ide secara lisan. Studi ini menggunakan aplikasi Goodnight sebagai media untuk praktik berbicara bahasa Inggris di kalangan mahasiswa Pendidikan Bahasa Inggris semester lima. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa tentang penggunaan aplikasi dan untuk menggambarkan efektivitasnya dalam meningkatkan kemampuan berbicara dan kepercayaan diri. Metode deskriptif kualitatif diterapkan, dengan data dikumpulkan melalui kuesioner terbuka dan dianalisis melalui analisis tematik yang dilengkapi dengan triangulasi data untuk validitas. Temuan menunjukkan bahwa aplikasi Goodnight secara efektif mengurangi kecemasan berbicara sekaligus meningkatkan kelancaran, kosakata, dan daya tanggap dalam percakapan bahasa Inggris, meskipun terdapat tantangan seperti kosakata awal yang terbatas. Studi ini menggarisbawahi peran media digital interaktif dalam mendukung pembelajaran bahasa yang otentik dan kontekstual.

Speaking is a productive skill involving the use of grammar, vocabulary, pronunciation, and intonation to express ideas orally. This study employs the Goodnight application as a medium for English speaking practice among fifth-semester English Education students. The research aims to explore students' perceptions of the application use and to describe its effectiveness in enhancing speaking ability and self-confidence. A qualitative descriptive method was applied, with data collected through open-ended questionnaires and analyzed via thematic analysis supplemented by data triangulation for validity. Findings reveal that the Goodnight app effectively reduces speaking anxiety while improving fluency, vocabulary, and responsiveness in English conversations, despite challenges such as initial limited vocabulary. This study underscores the role of interactive digital media in supporting authentic and contextual language learning.



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How to Cite: Yugi diraga Prawiyata, et al (2026). Utilization of the Goodnight Application as a Media for English Speaking Practice, 4(3) 17557-17562. <https://doi.org/10.31004/jerkin.v4i3.4987>

INTRODUCTION

Language is a complex system of communication that includes sounds, symbols, and structures used by human to express meaning, share thoughts, and promote social interactions (Crystal, 2017). According to (Crystal, 2017), language acts as an important tool for human thinking and cultural sharing, allowing the exchange of ideas across time and groups. The success of language learning can be measured by learners' ability to share ideas clearly and correctly (Prawiyata & Barus, 2021). Learning a language like English as a second or foreign language requires the development of four basic skills: listening, speaking, reading, and writing. Listening, as defined by (Richards & Rodgers, 2018), is the ability to understand spoken language through hearing, including the recognition of sounds, the understanding of intonation, and the interpretation of meaning in context. Speaking, according to (Harmer, 2017), is a productive skill that involves using grammar, vocabulary, pronunciation, and intonation to express ideas orally and take part in conversations. Reading, as outlined by (Grabe &

Stoller, 2020), means decoding written texts to get information, build vocabulary, and improve understanding, often through methods like skimming and scanning. Writing, (Hyland, 2019), is the skill of creating clear and organized texts, using grammar, style, and structure to communicate ideas in written form.

Speaking skills are a key part in mastering English as a second or foreign language. According to (Tarigan, 2017), speaking is the ability to express ideas, thoughts, and feelings through words. (Harmer, 2017) stresses that speaking is a productive activity that requires grammar, pronunciation, and intonation to send messages effectively. In addition, speaking is an important skill in second or foreign language learning, allowing verbal communication through talks and language exchanges. However, fifth-semester English Education students in the Speech course often face problems in building speaking skills, such as too much anxiety, lack of direct practice, and few effective and fun tools for speaking exercises. These issues often result in low self-confidence and fluency in spoken English.

As a solution, using the Goodnight app as a tool for speaking practice offers a new approach. Goodnight is a voice chat app that lets users talk directly through anonymous voice calls with strangers from different countries. The app's main feature is anonymous voice calls without photos or texts, helping users focus on practicing speaking without visual distractions. Users can choose the language to practice and talk for up to 7 minutes with a random or language-matched partner. Earlier research by (Gultom & Siregar, 2024) shows that regular use of Goodnight improves English speaking skills, especially in daily talks, while reducing language anxiety and boosting confidence. Through these interactions, users learn conversation patterns like greetings, asking how someone is, and talking about everyday topics, slowly improving fluency and word variety.

Goodnight Application

Goodnight, developed by SoundOn Inc. and now under Paktor Pte. Ltd., exemplifies a modern trend toward voice-first social platforms, which are recognized in current research as effective tools for meaningful interpersonal connection and skill development in digital contexts. Recent studies affirm that audio-based social applications can help mitigate the anxiety often linked to visual self-presentation, thereby fostering more genuine and confident spoken interaction—qualities pivotal both for social bonding and for language acquisition. (Xiao, Zhao, Sha, Yang, & Warschauer, 2025) reviewed AI-driven spoken dialogue systems and found that they enhance oral proficiency and learner engagement through simple and consistent interfaces, particularly benefiting those who lack direct access to native speakers, thus affirming the core design of Goodnight.

The app's availability on both Google Play and App Store, reflected by over 5 million downloads and a 4.1 rating, underscores its global reach and trust among users. Mobile language learning platforms have been highlighted by (Pei & Vishal, 2025) as essential vehicles for democratizing access to structured language input and conversation practice, particularly for learners beyond formal educational environments. According to current market analyses, language apps that simplify access and emphasize usability such as Goodnight are instrumental in expanding the reach of authentic language experiences, complementing traditional teaching through accessible and scalable digital environments.

Goodnight's core feature, the provision of free, time-limited random voice calls, directly addresses one of the fundamental needs in language learning: regular, low-pressure practice in a real context. This mode aligns with pedagogical findings that frequent speaking opportunities, when paired with anonymity and reduced social pressure, significantly increase self-confidence and reduce foreign language anxiety. Research by (Aurasna, 2023) demonstrates that independent and anonymous speaking practice, as enabled by apps like Goodnight, can lower foreign language anxiety and improve self-assessed speaking proficiency. (Wang, Li, & Zhang, 2025) also find that social network-based interactions via voice significantly boost learners' spoken English skills and motivation through increased engagement and feedback.

By enabling users to connect with native speakers and diverse peers worldwide, Goodnight embodies a communicative approach shown to promote more natural and contextual language acquisition. This interactional aspect is consistently cited by applied linguists as a vital advantage of technology-mediated language learning. (Pei & Vishal, 2025) observe that learners value one-on-one, audio-based feedback for its authenticity and for satisfying their communicative practice needs, particularly in settings with limited access to immersive environments. (Wang, Li, & Zhang, 2025) further highlight the motivational benefits of speaking with real partners over mere app-based exercises.

Goodnight's ease of use—download, set up, select language, and talk—removes common barriers to practice and is viewed in the literature as critical for sustaining ongoing learner participation. As a dedicated speaking practice tool, Goodnight is highly relevant for English language learners aiming to develop fluency and communicative competence, two outcomes strongly linked in recent studies to repeated, authentic speaking experience in risk-free digital spaces. Studies (Shashidhara, Kumar, & Rao, 2025) and others confirm that voice-based chatbots and speaking platforms can meaningfully improve learners' pronunciation, comprehension, and confidence through repeated, contextualized language use, making such platforms prudent recommendations for language educators.

With technology increasingly integrated into education, its role includes curriculum component, instructional delivery system, instructional assistance, and enhancing the entire learning process. (Raja & Nagasubramani, 2018) note that game-based learning is a popular technology trend employing game elements.

This study aims to explore the perceptions and experiences of fifth-semester English Education students using Goodnight as a media to practice English speaking, to describe the application's effectiveness in improving speaking skills and confidence.

METHOD

This research employs qualitative descriptive methods to understand students' perceptions and experiences in utilizing the Goodnight application as a medium for speaking practice. The population consists of fifth-semester students enrolled in the Speech course at a university. Purposive sampling was employed to select participants who used the Goodnight app regularly throughout the study.

Data collection was conducted through open-ended questionnaires designed to explore in depth the users' experiences, perceived benefits, encountered challenges, and the influence of the application on enhancing their English speaking skills. The questionnaire was developed based on an extensive review of relevant literature and prior studies, and subsequently validated through a pilot test to ensure clarity and relevance. Data collection was carried out online to facilitate ease of distribution and response.

Thematic analysis was utilized to analyze the data by coding and categorizing respondents' answers into main themes, yielding comprehensive insights into their experiences and perceptions. To ensure data validity, triangulation was applied by comparing questionnaire responses with observational data derived from the actual usage of the app.

Qualitative research, as defined by (Creswell, 2018), is an approach aimed at understanding social phenomena in depth and context through non-numerical data, such as textual descriptions and narratives. (Moleong, 2017) highlights that qualitative methods emphasize detailed descriptions of people's experiences and behaviors. The selection of this method is justified as it is well-suited to explore the subjective and complex nature of students' experiences with digital tools for language learning, capturing nuances that quantitative methods might overlook (Patton, 2019).

Regarding the questionnaire, (Sudman & Bradburn, 2017) define it as a systematically structured instrument comprising written questions intended to elicit information from respondents. Open-ended questionnaires allow participants to provide freely articulated responses, facilitating rich, in-depth data collection. (Fowler, 2020) emphasizes the importance of pilot testing questionnaires to confirm their clarity, relevance, and reliability prior to actual administration.

In summary, using qualitative descriptive methodology with open-ended questionnaires and thematic analysis provides a coherent and appropriate framework for capturing the complex, subjective experiences of students using the Goodnight app for English speaking practice. The addition of triangulation further enhances the rigor and credibility of the research findings.

RESULTS AND DISCUSSION

The findings of this study demonstrate that Goodnight is an effective medium for English speaking practice among fifth-semester English Education students. Overall, user perceptions are predominantly positive, particularly in alleviating speaking anxiety and enhancing self-confidence. These results corroborate similar studies, such as (Aurasna, Basri, & Widiati, 2023), which emphasize the importance of an interactive and pressure-free learning environment.

The primary feature contributing to this effectiveness is the anonymous voice chat, which significantly reduces users' fear of visual judgment and speech discrimination, allowing for more comfortable and open practice. Participants consistently reported improvements in fluency, vocabulary acquisition, and responsiveness during daily conversations, indicating that Goodnight facilitates authentic and contextual language use.

Supporting these findings, scholars highlight the importance of flexible learning environments in language acquisition that promote autonomous learning and intrinsic motivation (Hafifah, 2019). Descriptive qualitative research emphasizes that non-formal, low-pressure settings can foster emotional engagement crucial for language learning success (Yuliani, 2018).

Participants also identified challenges such as limited vocabulary and initial lack of confidence when speaking with unfamiliar partners. These challenges align with language acquisition theory, which stresses the necessity of continual practice within authentic contexts for skill development (Bogdan & Biklen, 2007).

Experts further affirm that gamification elements and social interactions within platforms like Goodnight stimulate intrinsic motivation by providing attainable goals and engaging challenges, thereby sustaining active learner participation and consistency (Mochklas, Suryanto, & Rahman, 2023).

The following are interview excerpts from seven student participants:

Data 1

“By chatting on the Goodnight application, I feel more confident.”

"Yes, I feel very open.”

"Yes, it is very flexible.”

“Internet connection.”

“Yes, it adds new vocabulary.”

Data 2

“Yes, it can help because the environment is safe and the practice is more practical.”

“With time limits, we feel calmer and do not panic when choosing conversation topics.”

“Yes, for people who are busy but want to learn English easily.”

“Network connection.”

"Yes"

Data 3

“No”

“No as well, afraid of being considered too friendly”

“Yes”

“Don’t know, haven’t tried yet”

“Could be”

Data 4

“By chatting on the Goodnight application, I feel more confident.”

"Yes"

"Yes"

"Lack of vocabulary"

"Not really"

Data 5

“Yes, it really helps to reduce my speaking anxiety.”

"Yes"

"Yes"

"Internet Connection"

“Yes, it really adds to my vocabulary.”

Data 6

"Yes"

"Not really"

"Yes"

"Only network problems.”

"Yes"

Data 7

"It reduces a little."

"Just a little."

"Yes"

"Network"

"Yes, Increase my vocabulary"

This research opens opportunities for future studies using larger samples and mixed methods to quantitatively measure skill development and explore psychological factors influencing app usage in foreign language learning.

CONCLUSION

This study concludes that the use of the Goodnight application as a medium for English speaking practice is effective in improving the speaking ability of English Education students. The application successfully reduces speaking anxiety through its anonymous voice call feature, which provides a social pressure-free practice space. Additionally, users experience improvements in verbal fluency, vocabulary, and responsiveness in real conversations. Although there are challenges such as initial limited vocabulary and adaptation to communicating with new partners, overall Goodnight offers an authentic and contextual language learning experience that supports intrinsic motivation and autonomous learning. This study opens opportunities for further research with larger samples and mixed methods approaches to quantitatively measure speaking skill development and psychological factors influencing application usage in the context of foreign language learning.

ACKNOWLEDGMENTS

The author extends profound gratitude to the fifth-semester English Education students who participated in this study, for their enthusiastic engagement and insightful contributions that substantially enriched the empirical data. Sincere appreciation is conveyed to the academic advisors and institutional colleagues for their expert guidance, constructive feedback, and unwavering support in refining the research methodology and analytical framework. Gratitude is also expressed to the developers of the Goodnight application for furnishing an innovative digital platform that enabled authentic and contextual language practice. Finally, the author acknowledges the meticulous critiques and editorial oversight provided by the journal's reviewers and editorial team, which significantly enhanced the scholarly rigor of this manuscript. This investigation would not have materialized without the collective and indispensable contributions of these stakeholders.

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