

**THE USE OF TANDEM APP TO SUPPORT ENGLISH LANGUAGE
LEARNING ON INTERCULTURAL COMMUNICATION**

THESIS

Presented in partial fulfillment of the requirement
for the Bachelor degree of English Language Education



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MUHAMMADIYAH UNIVERSITY OF PONOROGO

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Submitted to Teacher Training and Education Faculty as Partial Fulfillment of The
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Department



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APPROVAL PAGE

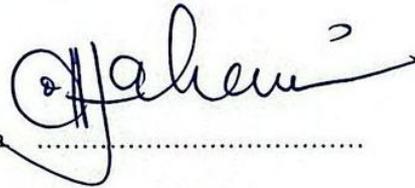
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Erlina Rahmawati

22332077

MOTTO

“Indeed, with hardship comes ease. Indeed, with hardship comes ease”

(QS. Al-Insyirah : 5-6)

“Allah does not burden a soul beyond its capacity”

(QS. Al-Baqarah : 286)

“Human beings are only responsible for striving, not for forcing the outcome. We may face limitations, but Allah holds the ultimate control. When Allah takes part in our affairs, nothing is impossible”

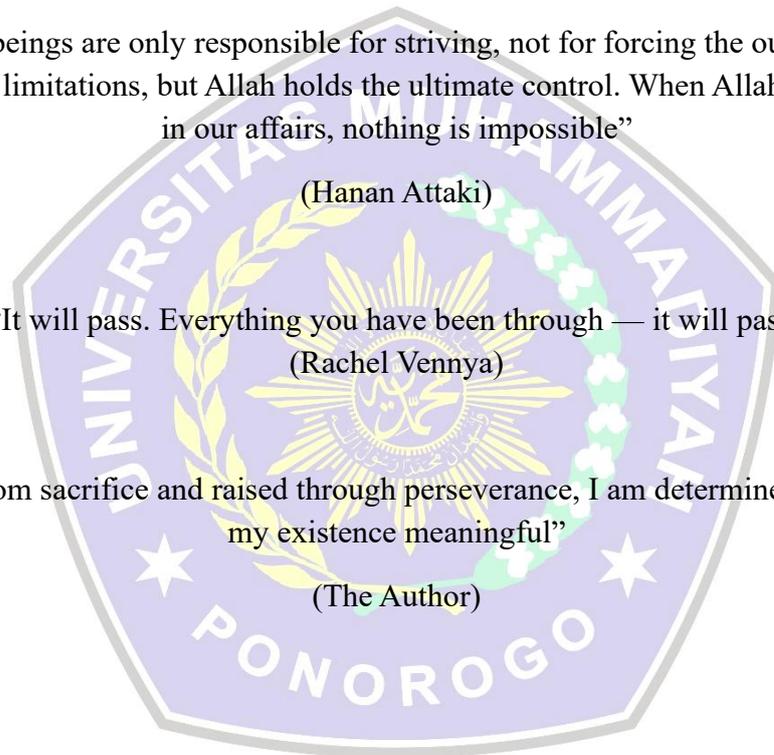
(Hanan Attaki)

“It will pass. Everything you have been through — it will pass”

(Rachel Venny)

“Born from sacrifice and raised through perseverance, I am determined to make my existence meaningful”

(The Author)



DEDICATION

This thesis is sincerely dedicated to those who gave guided, encouraged, and supported me throughout this journey. Therefore, allow me to express my deepest gratitude to my parents, my supervisor, and even my relatives who willingly sacrificed their time, energy, thoughts, and even material things to help me complete this thesis. For that, I would like to express my deepest gratitude and appreciation to:

1. Allah SWT, who has always granted the writer wisdom when the mind felt lost, smoothness when every step felt heavy, strength when the body wanted to surrender, and happiness even in its smallest forms when hope seemed distant. In moments of silence, exhaustion, and unanswered prayers, Allah SWT never left. Every breath of endurance, every tear shed quietly, and every page of this research exists only by His mercy and permission. *“Fa inna ma‘al ‘usri yusrā. Inna ma‘al ‘usri yusrā.”* (Indeed, with hardship comes ease; indeed, with hardship comes ease.) These verses from Surah Al-Inshirah were repeated twice so that His servants would truly remember and understand. They became the writer’s constant remembrance in times of trial a gentle reminder that Allah SWT repeats His promise so that the heart does not forget, so that the soul remains patient, and so that hope never fades even in the heaviest moments of hardship.
2. My beloved parents, Ibu and Bapak. Thank you for your endless love, sacrifices, and prayers for your only child. Ibu, thank you for your strength, care, and unwavering support in every moment of my life. Bapak, thank you for your silent struggles and constant encouragement that allowed me to continue dreaming. Your prayers became my shelter in weakness and my direction in uncertainty, enabling me to complete this undergraduate

journey. May Allah SWT always protect and bless you. I sincerely apologize for my shortcomings and hope to make you proud.

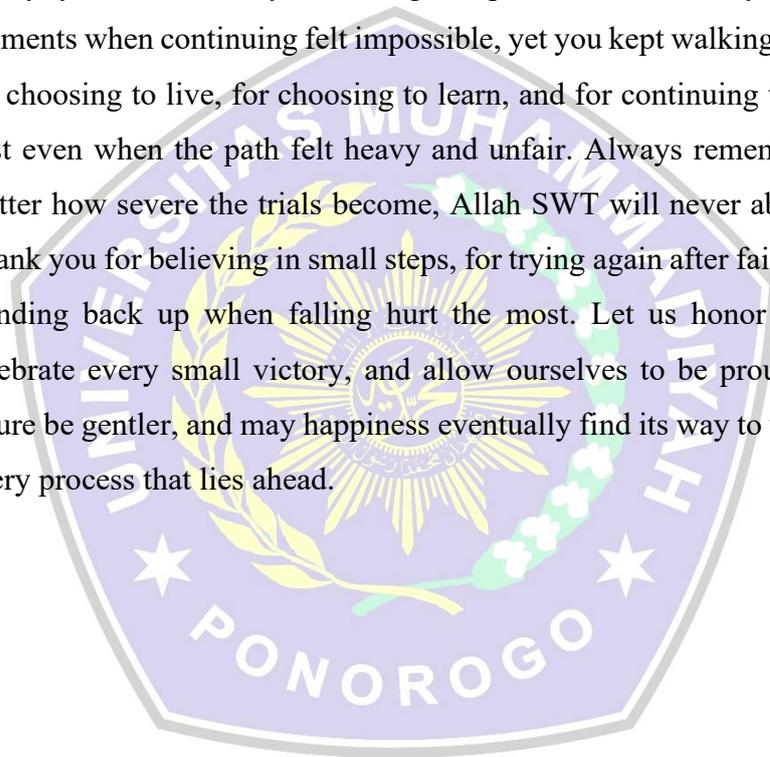
3. My sisters, Arum and Irma. Despite the tears, arguments, and challenges we faced, our bond has grown stronger through every hardship. Arum, thank you for your sacrifices and support that helped me reach this point. Irma, your presence has been a quiet source of strength in difficult times. Having both of you is a precious blessing, and I hope we continue to grow and support one another in the future.
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10. Rachel Vennya, thank you for the mantra that has stayed quietly in the writer’s heart: “*It will pass*” *Everything you’ve gone through, it will pass.* These words became something the writer held onto whenever trials felt too heavy to bear. In moments when pain felt endless and the road seemed dark, this simple sentence became a reminder to breathe, to endure, and to believe that nothing lasts forever not even suffering.
11. Mark Lee, thank you for the words “Fall seven times, stand up eight” which taught the writer to rise again every time falling felt inevitable. Those words became strength in moments of failure, reminding the writer that falling was never the end as long as standing back up remained a choice. And through your words, “*But I don't blame it on anyone or any environment. I just think it was just in me. But now I'm just accepting how imperfect life is and how imperfect I am, and trying to find things that can help me become as close to that perfection as possible*” the writer learned acceptance—acceptance of an imperfect life, an imperfect self, and the courage to keep growing without blame.
12. All friends in the English Education Department, Class of 2022. Thank you for sharing this academic journey from the beginning until its most

challenging moments. The discussions, collaborations, and support we shared made every struggle lighter and every achievement more meaningful. These experiences will always be a valuable part of the writer's growth.

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The writer welcomes any suggestions and criticisms for the improvement of this research.

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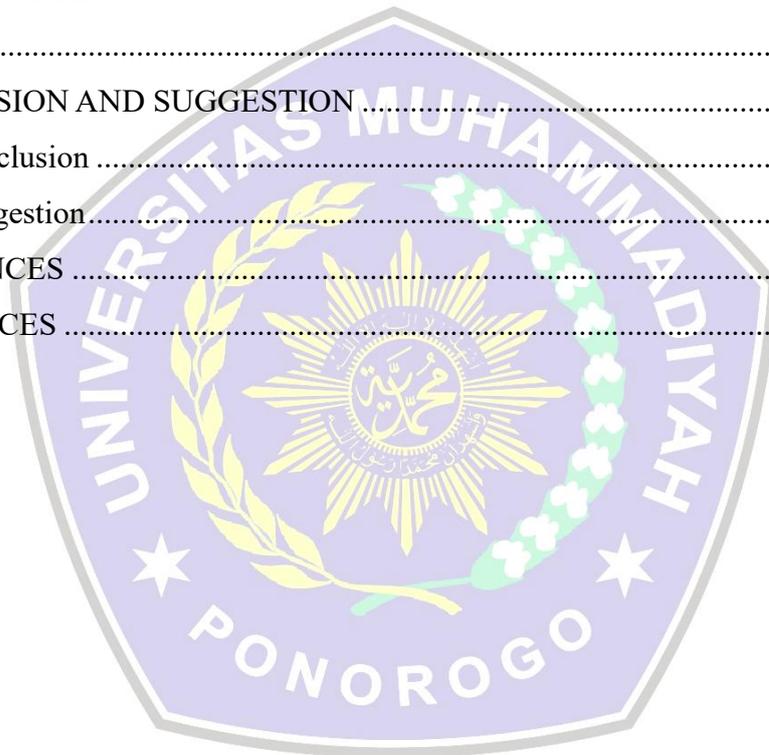
Erlina Rahmawati



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ABSTRACT

Erlina Rahmawati. The Use of Tandem App to Support English Language Learning on Intercultural Communication. Thesis. Department of English Education, Muhammadiyah University of Ponorogo. Advisor 1 Dr. Diyah Atiek Mustikawati, M.Hum, Advisor 2 Dr. Elok Putri Nimasari, M.Pd.

This research aims to: (1) identify learners' perceptions of their intercultural communication experiences through the Tandem App; (2) describe the challenges and enabling factors encountered by learners during intercultural interaction on the Tandem App; and (3) explain the role of the Tandem App in supporting the development of learners' intercultural communicative competence.

The development of global communication has increased the need for language learners to develop intercultural communicative competence in addition to linguistic competence. Conversely, opportunities for genuine intercultural engagement outside structured educational environments remain limited. Digital language exchange platforms, such as the Tandem App, offer potential avenues for international collaboration and intercultural learning. Therefore, this study aims to explore learners' perceptions of their intercultural communication experiences through the Tandem App, identify the challenges and enabling factors encountered during interaction, and examine the role of the Tandem App in supporting the development of intercultural communicative competence.

This study used a qualitative case study approach carried out online, looking at how people communicate across cultures using the Tandem App. The participants were five people who actively used Tandem and often talked with others from different cultures. The researcher interviewed them using open-ended questions to gather information. The responses were carefully reviewed to identify common themes and patterns in how learners experienced intercultural communication.

The results show that most learners see their intercultural encounters as positive and important. Through these interactions, learners have a better awareness of different cultures and learn how to deal with communication problems better. The Tandem App helps people from different cultures talk to each other by making it easier for them to have real, learner-centered conversations outside of the classroom.

Keywords: Tandem App, intercultural communicative competence, intercultural communication, global collaboration, language learning.