RESEARCH REPORT

Students’ Perception on the Use of Orai Mobile Application in Speaking Class

By:

Asmi Rusmanayanti

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Abstract

For Indonesian EFL students, learning a foreign language is an integrated process of the four basic language skills; listening, speaking, reading and writing. However, related to speaking skill, some students have difficulties in mastering English speaking. Therefore, students need practices and media that ease and assist their learning either inside or outside the classroom to support their speaking ability and provide autonomous learning. This research aims to find out students’ perception on the use of Orai mobile application or a mobile assisted language learning for speaking. Qualitative method was employed in this research. The data needed in this research were collected by using open-ended questionnaire related to the students’ perceptions toward the use of Orai mobile application in mastering speaking. There were 17 students from an Advanced Speaking class in Lambung Mangkurat University who were chosen as participants for this research. The questionnaire was given four weeks after they were acquainted with Orai mobile application. From the questionnaire, the researcher discovered that even though there are several students who encountered problems when using the application, most of them have positive perspective toward MALL (Mobile Assisted Language Learning) applications, especially Orai. Furthermore, there are several students who have started to use other MALL applications after they tried Orai because they thought MALL applications made them easier to understand material related to their study. Thus, the researcher concluded that EFL students have positive perspective towards MALL applications, especially ORAI since they thought MALL application benefitted for learning English, especially speaking skill.

Keywords: Students, Perception, Orai Application, Speaking
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The researchers
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CHAPTER I

INTRODUCTION

1.1 Introduction and Background of the Research

In Indonesia, English is the foreign language taught at school from elementary up to university level. The objectives of teaching English in Indonesia are designed to make the students able to master the four language skills (Listening, Speaking, Reading and Writing) and other English components (e.g. Vocabulary, Grammar). Those skills and the components should be improved and learned simultaneously to make the students able to use their English appropriately and as the native speakers. Therefore, any ways or media that can improved teaching and learning English for EFL need to be updated and easier to be applied in the daily life. Media are tools that are brought and provided to facilitate teaching-learning process, and to make students easy to understand the materials that given by the teacher.

These days, teaching and learning have begun to integrate mobile-technologies in its’ process. The wide use of smartphones and other portable and wireless devices has been significantly changing the ways of learning in many contexts, including language learning (Kukulska-Hulme, 2009). Numerous mobile applications (apps) have been developed to support different aspects of second/foreign language learning, including listening, speaking, reading, writing, vocabulary, and grammar. Although these apps, usually with sound, images, and interactions, are certainly appealing to learners, the second language pedagogy that underpins these resources and activities should never be ignored. Until recently, however, research on using mobile apps to foster English language learning remains scant. No in-depth studies have been carried out to investigate the features of current English-learning mobile apps in relation to the existing learning theories and
paradigms. And the evaluation of using mobile apps for English learning from language learners' perspective is still at the early stage. Therefore, this study is intended to investigate how we might draw on existing learning theories to help us analyze and evaluate the current mobile apps for learning English.

Speaking skills and Pronunciation is one of the most challenging and demanding aspects of language for learners to master. However, speaking activities are often compromised due to time constraints in the classroom (González, 2012). As a result, students' inability to express themselves has a negative impact on their confidence and enthusiasm (Tuttle, 2013). The use of usual teaching techniques and media in speaking will lead the students lack of motivation and interest to learn how to speak English properly. And it also can make the students unaccustomed to speak English or feel shy to express their opinions by using English. Therefore, new and interesting media are needed to increase their interest in learning English. Mobile apps seem to be the ideal support for speaking learning. It could provide private, stress-free environments which allow unlimited tries until learners feel confident. Thus, the researcher is interested to conduct a research related to EFL students' perception toward the use of mobile apps in English teaching and learning process, especially the one which intended to help them in mastering English speaking. The subjects for this study is whole Advance Speaking (ABKB2402) class in the English department of Lambung Mangkurat University, there are 17 students in this class. They were chosen as the subject since they are on the last level for Speaking skills courses. Therefore, they are expected to be able to speak English fluently.
CHAPTER II

REVIEW OF LITERATURE

2.1 Mobile Learning

In these recent years, the technology has rapidly developed. Almost everyone has their own mobile devices. By using these devices, people almost can do anything. They can interact to other people regardless time and place thanks to internet. Thus, they can exchange and learn new information. According to Ramya and Madhumathi (2017), The very term “mobile” stands for the “mobility” or the ability to move freely and easily from one place to another. Thus, mobile learning refers to the implementation of these devices in teaching and learning process. Furthermore, Kukulska-Hulme (2012) stated that the main characteristic of M-Learning is on the discretion of the learner, since they can decide upon the place and time for language learning.

Ramya and Madhumathi (2017) also divided mobile learning into mobility of technology, mobility of learner, mobility of learning. Mobility of technology stands for mobile devices with capabilities to deliver information and learning materials through the internet. The mobility in technology will also increase learners’ mobility, because they can decide upon the place and time for language learning. Thus, these will lead to mobility in learning.

2.2 Mobile Assisted Language Learning (MALL)

MALL is a subdivision of M-Learning and Computer Assisted Language learning (CALL). CALL itself is a term which Ward (2007) refers to the use of a computer in the language learning process, which aims to teach aspects of the language learning process through the medium of the computer. These days,
The rapid development of mobile devices also rapid widespread of it led to new abbreviation, which we called as MALL. According to Kukulska-Hulme and Shields (2008), MALL is different with CALL, for its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access across different contexts of use. Kukulska-Humle (2009) also stated several characteristics of MALL that CALL did not have. Those characteristics are portability and mobility, social connectivity, context sensitivity, and individuality.

To integrate MALL in teaching and learning process, the teacher and students have to install chosen Mobile Applications into their mobile devices. These applications can be downloaded from app stores such as App Store, Google Play, Windows Phone Store, and BlackBerry App World.

2.3 Classification of Mobile Learning Applications

Even though there are many mobile learning applications that have been released, teacher had to be able to distinguish which program that suit their learners. Ramya and Madhumathi (2017) divided mobile learning application for learners into three categories, which are primary learners, secondary learners, and tertiary learners.

2.3.1 Primary Learners

Primary learner or usually called as early learners are young children that use mobile devices to play games and learn basic material. Thus, mobile learning applications for primary learner usually integrated with form of a game. This is appropriate with Ramya and Madhumathi (2016) which stated that mobile devices uplift children’s learning progress, thus will lead to effective learning. Some
mobile application for early level learners are such as ‘Starfall ABCs’ and ‘Kids Learn to Read’.

2.3.2 Secondary Learners

Students for this level are those twelve years old to seventeen. The use of mobile devices and its mobile apps were more focuses on more specialized subskill such as vocabulary acquisition and grammars, but still have to be interesting for the students. Some mobile application for this level learners are ‘Duolingo’ which focuses on vocabulary and ‘Magoosh English Video Lessons’ which focuses on grammar.

2.3.3 Tertiary Students

This level includes college students and adults, thus the level of material in mobile learning provided was also higher level. As a matter of fact, there are a lot of apps referring to learning English for college students since they have an easy access to these resources and materials. However, this may lead to confusion since the App market is like a jungle. Therefore, they need suggestion from their instructor since there is a lack of recommendation about relevant apps and suggestions about how effectively to use them to learn English. According to Ramya and Madhumathi (2017), there are several mobile apps which are appropriate for this level. Those are ‘Sounds Right’ which enhances the articulation and pronunciation of vowels and diphthongs, ‘Exam Vocabulary Builder’ which focuses on vocabulary acquisition through illustrative sentences which helps learners to understand how each word is used in context, and ‘Orai’ which focuses on helping students to practice their public speaking skill.
For this research, the researcher will use ‘Orai’ as the chosen mobile application. According to Oraiapp.com, Orai is a mobile application which uses instant speech feedback using Artificial Intelligence (AI), not only detect the correct pronunciation of normal words, the AI also could detect filler words like um, hm, etc. The AI also could tell its users whether they are too slow or too fast. Thus, the researcher thought that this will be appropriate mobile application for researching speaking skill for college students.

2.4 Previous Study

The use of Mobile Assisted Language Learning (MALL) can be considered as a new issue. Thus, there are only several studies did by researchers concerning the perceptions toward the use MALL, especially speaking skill.

One of them is a research conducted by Rully Agung Yudhiastara and Ihsan Abdul Nasir (2017), which entitled “Toward Mobile-Assisted Language Learning (MALL): Reaping Mobile Phone Benefits in Classroom Activities”. In that research, the researchers studied 70 students to find out their perception toward mobile phone to support classroom activities and their experience in using mobile phone use to support classroom activities. The result showed that they had positive perception and attitude toward mobile phone to support classroom activities. In classroom they used mobile phone to support classroom activities. Reading e-books that support Phonology subject, playing audio and video file to get visualization of Phonological concept, operating offline dictionary to solve vocabularies were examples of classroom activities supported by mobile phone use.

The other study was conducted by Emily Mindog (2016). Her study entitled “Apps and EFL: A case study on the use of smartphone apps to learn English by four Japanese university students”. In this study, she tried to explores, describes and analyzes the utilization of smartphone apps by four Japanese university students to support learning
English as a Foreign Language (EFL). Findings indicate that intermediate language learners use apps to access content and communicate on Social Networking Service (SNS) and are not keen on studying discrete language parts. Participants believe that using apps helped them with their four language skills (listening, reading, speaking, and writing), grammar, vocabulary and spelling. Use of apps (location, frequency and duration) seems to be determined by opportunity, personal preference and desire to use.

Another study was conducted by Gustavo García Botero and Frederik Questier (2016). Their study entitled “What students think and what they actually do in a mobile assisted language learning context: new insights for self-directed language learning in higher education”. In that study, the researchers analyze a self-directed learning experience by using a mobile language application named ‘Duolingo’. In this study, higher education language students were encouraged to use Duolingo outside of the classroom. The data collected via app tracking, surveys and semi-structured interviews reveal that the low activity in the app contrasts the high value students attribute to it. Students indicated that the low activity is due to other obligations in their lives. They also expressed the need of external motivation to finish the course. The study suggests that mentoring and modeling are still needed in the development of self-directed study skills and it highlights the importance of implementing different data collection techniques to understand what students think and do in MALL.

3.3 Procedure

As stated in the previous part, the questionnaire was distributed four weeks after the participants were acquainted with Cerv mobile application during regular class hours. Before the participants began answering the questionnaire, they were informed beforehand that there was no personal information collected and the participants were anonymous. The
CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Participants

The questionnaires were distributed to whole Advance Speaking (ABKR2402) class students in the English department of Lambung Mangkurat University, there are 17 students in this class. As stated before, they were chosen since they are on the last level for Speaking skills courses. Therefore, they are expected to be able to speak English fluently.

3.2 Instrument

Instruments used in this research is a set of open-ended questionnaires. This set of questionnaires is related to participants’ perceptions toward the use of mobile application in mastering English skills, especially Orai, which is focused on helping its user to master English speaking. The instrument itself were distributed four weeks after they were acquainted with Orai mobile application. According to Brown (2001, p. 6), questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The researcher chose open-ended questionnaire over the closed one since open-ended questionnaire give more insight to participants perceptions related to the topic.

3.3 Procedure

As stated in the previous part, the questionnaire was distributed four weeks after the participants were acquainted with Orai mobile application during regular class hours. Before the participants began answering the questionnaire, they were informed beforehand that there was no personal information collected and the participants were anonymous. The
participants filled the questionnaire at their own pace with approximate time was 15 minutes. Since the data was collected by using a set of open-ended questionnaires, the researcher analyzed the data qualitatively. The results collected reflect the students’ general perceptions and insights toward the use of mobile applications in mastering English skill, especially an application named Orai which focused on mastering English speaking, the results also interpreted as broad generalizations rather than definite descriptions.

On the first part it was revealed that the participants mainly use their mobile phones on Chatting and Social Media applications, such as Line, Instagram, WeChat, Facebook, etc.; Web Browser, such as UC Browser, Chrome, etc.; and other mobile applications, such as Games, Music, etc. Only small number of participants which use MALL in their mobile phones, and those applications were mostly the same for all participants which ever used MALL. Those applications were such as dictionary, and Edmodo since they used to use it for their college tasks.

As for the second part, the researcher found out many interesting information. As stated before, related to MALL, besides dictionary and Edmodo, most of the participants never used any other MALL applications. This also the first time they ever heard about Orai. From the questionnaire, it was revealed that they thought that the Orai made them interested to try another MALL apps since they felt benefited from using MALL apps. They said that Orai and other MALL applications is easy to use and make their daily tasks easier.
CHAPTER IV

RESEARCH RESULT

4.1 Findings and Discussion

This research was conducted to investigate students' perception toward MALL applications, especially Orai. As stated before, the data analyzed was collected from open-ended questionnaire related to the topic. The questionnaire was distributed four weeks after the participants were acquainted with Orai to make sure that they have understood the application well, whether it is the use or its functions. The questionnaire was divided to two parts, part one was for their perceptions on mobile applications in general, and the second part was exclusively for their perceptions on MALL and Orai.

On the first part, it was revealed that the participants mainly use their mobile phone on Chatting and Social Media applications, such as Line, Instagram, Whatsapp, Facebook, etc.; Web Browser, such as UC Browser, Chrome, etc.; and other mobile applications, such as Games, Music, etc. Only small number of participants which use MALL in their mobile phone, and those applications were mostly the same for all participants which ever used MALL. Those applications were such as dictionary, and Edmodo since they need to use it for their college tasks.

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understand the material they needed and also make them easier to master English skills, especially speaking since the participants thought that it is the hardest skill to master. Thus, MALL application in general and particularly Orai are big help for them.

There were many perceptions toward the strength of MALL application generally, and Orai especially. Related to MALL applications, the benefit they got are:

1. There is no time restraint such as when in the classroom,
2. There are many variant of MALL applications that can be used,
3. Flexible, not only related to time, but also place, since they can use it mostly everywhere.

Related to Orai, they thought that Orai has many strong points, those are:

1. Simple, it does not take many times to understand the usage,
2. It has the AI to give immediate feedback and check many things related to speaking, such as the clarity of pronunciation, power of the pauses, fillers when speaking, pace of speaking, provide transcript to what the users have said, and also gives score,
3. Lastly, it has many features, such as lessons and speaking training to help the user in mastering English speaking, there are two types of training that the user can choose, those are ‘Freestyle’ and ‘My Scripts’, ‘Freestyle’ is when the user speaks without any script provided, and ‘My Scripts’ is when the user input their own script to help them training their English speaking.

Even though there are many positive perceptions to MALL generally, and Orai especially, there is one thing that the participants thought as weakness of most MALL applications including Orai, it is the dependence of the applications on internet connection.
provided by the internet provider and Wi-Fi used by the user since most of MALL applications required to be connected with the internet. However, we could still conclude that the participants have positive perspective toward MALL in general and Orai in particular.

CONCLUSION AND SUGGESTION

From the study, the researcher discovered several results related to the topic. First, even though there are several students who encountered problems when using the application, most of them have positive perspective toward MALL (Mobile Assisted Language Learning) applications, especially Orai; and second, there are several students who have started to use other MALL applications after they tried Orai because they thought MALL applications made their easier to understand material related to their study. Thus, from the results above, the researcher concluded that EFL students have positive perspective towards MALL applications, especially Orai since they thought MALL application benefited for learning English, especially speaking skill.

5.2 Suggestion

It is suggested that English teachers consider the result of this research to apply MALL in the teaching and learning process. Not only to teach speaking but also to apply it in teaching and learning process of other skills.
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the study, the researcher discovered several results related to the topic. First, even though there are several students who encountered problems when using the application, most of them have positive perspective toward MALL (Mobile Assisted Language Learning) applications, especially Orai, and second, there are several students who have started to use other MALL applications after they tried Orai because they thought MALL applications made them easier to understand material related to their study. Thus, from the results above, the researcher concluded that EFL students have positive perspective towards MALL applications, especially ORAI since they thought MALL application benefitted for learning English, especially speaking skill.

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