

**STUDENTS' PERCEPTION ON THE USE OF ORAI
APPLICATION IN SMPN SATU ATAP KARANG NANGKA
RUBARU SUMENEP**

THESIS

Submitted As A Fulfillment Of The Requirements To Attain The
Degree Of Sarjana Pendidikan (S.Pd) In English Teacher Education
Department



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ABSTRACT

Fawaid, Anas. (2020). *Students' Perception On The Use Of Orai Application In SMPN Satu Atap Karang Nangka Rubaru Sumenep*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: H. Mokhammad, M.Ed., Ph.D and Drs. Muhtarom, M.Ed, Gred, Dip. Tesol

Keywords: Students' Perception, Orai Application

Orai application is one of the android mobile applications more focuses on a range of speaking exercises such as how to reduce fillers and how to avoid fillers even when under pressure. The researcher focuses on the student's perception about the use of Orai application. The aim of this study is to investigate the students' perception about the use of Orai application and the procedure of using Orai application in SMPN Satu Atap Karang Nangka. The descriptive qualitative method was chosen to be used in this study. The researcher obtains the data by using questionnaire and interview guideline. The results of this study indicate those students' responses or perceptions were positive related to the use of Orai applications and students feel happy when using Orai application. While for the use of Orai application is controlled by the teacher at SMPN Satu Atap Karang Nangka.

ABSTRAK

Fawaid, Anas. (2020). *Students' Perception On The Use Of Orai Application In SMPN Satu Atap Karang Nangka Rubaru Sumenep*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: H. Mokhammad, M.Ed., Ph.D and Drs. Muhtarom, M.Ed, Gred, Dip. Tesol

Kata Kunci: Persepsi Siswa, Aplikasi Orai

Aplikasi Orai adalah salah satu aplikasi ponsel android yang lebih fokus pada berbagai latihan berbicara seperti cara mengurangi kata pengisi dan bagaimana cara menghindari kata pengisi bahkan ketika berada di bawah tekanan. Peneliti berfokus pada persepsi siswa tentang penggunaan aplikasi Orai. Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa tentang penggunaan aplikasi Orai dan prosedur penggunaan aplikasi Orai di SMPN Satu Atap Karang Nangka. Metode deskriptif kualitatif dipilih untuk digunakan dalam penelitian ini. Peneliti memperoleh data dengan menggunakan kuesioner dan pedoman wawancara. Hasil penelitian ini menunjukkan bahwa tanggapan atau persepsi siswa adalah positif terkait penggunaan aplikasi Orai dan siswa merasa senang ketika menggunakan aplikasi Orai. Sedangkan untuk penggunaan aplikasi Orai diatur oleh guru bahasa Inggris di SMPN Satu Atap Karang Nangka.

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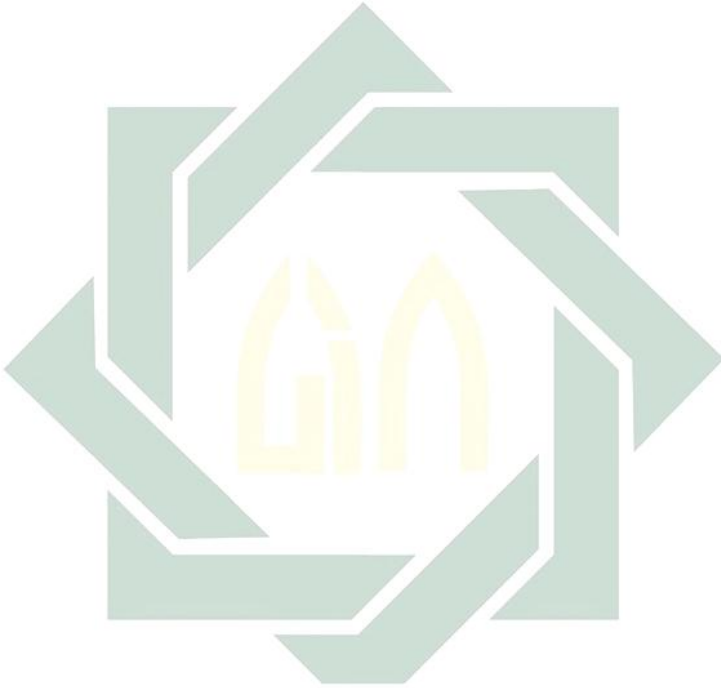
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CHAPTER I INTRODUCTION

This chapter will discuss an introduction part which is divided into several sections; those are background of the study, research question, objectives of study, significance of the study, scope and limitation of the study, and definition of key term.

A. Background of the Study

In the era of globalization there have been a lot of developments, especially in the field of technology. With the help of technology it can reduce and relieve daily work, not only providing benefits for daily activities but also in the activities of the teaching and learning process. This is explained by Muhammad Reza Ahmadi that the use of technology is an important part of the learning process both inside and outside the classroom¹. Besides that he also argues that the use of technology can be used to help and improve learning languages and can be a tool for teachers in the learning process, such as smartphone². Where with this mobile technology, learning services can be developed with unlimited learning space and in any condition. In addition, in the telephone there are also several applications that can be used by teachers and students that enable them to create a fun teaching and learning environment and get learning outcomes effectively.

The application that can be used by teachers and students is the Orai application. Which is the Orai application is one of the android mobile applications built by Paritosh Gupta and Danish Dhamani³. According to Halimah, the purpose of this application is to help people to have better speaking skills⁴. For the mission of this

¹ Mohammad Reza Ahmadi, "The Use Of Technology In English Language Learning: A Literature Review", *International Journal Of Research In English Education*, Vol. 3 No. 2, June 2018, 115.

² Ibid, 115.

³ Emily Matchar, "An App To Make You Better Public Speaker", (<https://www.smithsonianmag.com>, accessed on August 5, 2019)

⁴ Halimah, Jauhar Helmie, Nuraine Susilawati, "Orai Application To Promote Autonomous Learning To English Learner At Senior High School", *International Journal Of Emerging Technologies In Learning*. Vol. 7 Issue. 2, December 2018, 113.

application is to foster a person's confidence and skills when speaking in front of many people⁵. In addition, this application also offers users the ability to be fast and fluent in speaking specifically in speaking English. As Dean Takahashi said that this application can improve one's speaking skills and tell mistakes made when speaking like the pronunciation of 'ums' which is not necessary to say, it happens because they feel doubtful or confused about what they are going to talk about⁶. Therefore this application is very useful for students, which later will help them to have good speaking skills and strong self-confidence.

In addition, the benefits of the ORAI application for students are to help students improve their speaking skills and provide corrections according to the mistakes they make, because this application is able to track certain errors made by its users⁷. In addition the advantages of this application can also improve reading skills, which is one of the features in this application there are several commands that require users to read. This is also expressed by Lan, Sung, & Chang, that mobile device such Orai application can help students improve their reading skills⁸.

One of the strong reasons why this application is very suitable and helpful for students and provides such benefits is significant because from the beginning the target of this application is students, but not only intended for students but also for young students and professionals. This is confirmed by Dean Takahashi that the target of this application is young profession, middle school students and also Students University⁹. In addition, this application also helps students to reduce their worry and lack of confidence when speaking in front of many people. According to Hardman, Orai application can help

⁵ Maurice Chang, "Interview With Danish Dhamani, CO-Founder Of Orai", (<https://aiartisan.wordpress.com>, accessed on July 13, 2019)

⁶ Dean Takakashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on July 13, 2019)

⁷ Halimah, Jauhar Helmie, Nuracine Susilawati, "Orai Application To Promote Autonomous Learning To English Learner At Senior High School", *International Journal Of Emerging Technologies In Learning*, Vol. 7 Issue. 2, December 2018, 113.

⁸ Yu-Ju Lan, Yao-Ting Sung, Kuo-En Chang, "A Mobile Device Supported Peer Assisted Learning System For Collaborative Early EFL Reading", *Language Learning & Technology*, Vol. 11 Number. 3, October 2007, 142.

⁹ Dean Takakashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on July 13, 2019)

students reduce their worries and prepare them to become confident speakers when speaking in front of many people¹⁰. But that does not mean there are no obstacles faced by students when using the Orai application. Which one of the obstacles faced by students when using this application is a less stable internet connection. That's because their location is in the countryside and makes the performance of this Orai application slow. Another obstacle faced by students was that they did not immediately understand the instructions given by the Orai application, which was due to the lack of vocabulary memorized by each student.

There are some previous studies that related with this research. The first previous study by Halimah, Ninuk Lustyantje and Gufran Ali Ibrahim with the title "Students' Perception on the Implementation of Orai Application in the CLL Method of Teaching Speaking"¹¹. This research investigates the EFL learners' perception toward the application of Orai in CLL method in teaching speaking. It focuses on how CLL method and Orai application are applied together in speaking class and also show the students perception about the use of Orai application in helping them learning speaking. The results show that students have a positive perception of the use of the Orai application in the CLL method to teach speaking. Therefore, researchers suggest that teachers and students use the CLL method and the Orai application to help students become better speakers.

The second previous study was conducted by Karmila Machmud and Ridwan Abdulah¹². Which this study discusses about Using a Smartphone Integrated Teaching Model to Overcome Speech Anxiety Students in Learning English as a Foreign Language. This research aimed at investigating whether the use of Smartphones in teaching and learning English can overcome students' anxiety and improve their learning achievement in speaking English. It focuses on the implementation of smartphone to overcome students' speech

¹⁰ Sara Hardman, "Before You Make That Speech, Check Out Orai", (<https://newlearningtimes.com>, accessed on July13, 2019)

¹¹ Halimah, Ninuk Lustyantje, Guffran Ali Ibrahim, "Students Perception On The Implementation Of Orai Application In CLL Method In Teaching Speaking", *Journal Of English Education And Linguistic Studies*, Vol. 3 No. 1, May 2018.

¹² Karmila Mahmud, Ridwan Abdulah, "Using Smartphone-Integrated Model Of Teaching To Overcome Students' Speaking Anxiety In Learning As A Foreign Language", *Journal Of Arts & Humanities*, Vol. 6 No. 9, September 2017.

anxiety. And for the results of this study, it can be concluded to be several points. First, the use of smartphones in the teaching and learning process is able to have a positive impact on improving student achievement in speaking English. This is evident with students tend to achieve higher scores when they are taught using a smartphone during the teaching and learning process. Second, students tend to feel anxious when taught by conventional methods. However, their anxiety is not shown when they are taught using a teaching model using a Smartphone. Third, there were differences in scores in speaking English students who use conventional methods and who use smartphones during the learning process. This proven that using a smartphone in learning English effectively can reduce students' speaking anxiety.

The third previous study is about technology in teaching speaking skills, this study was conducted by Maryam Bahadorfar and Reza Omidvar¹³. This study talks about some of the modern technologies available that can be used by English teachers to improve students' speaking skills in speaking foreign languages. This research investigates about enhancing students speaking skill with modern technologies. The results of this study the researchers concluded several important points. First, the use of technology in learning activities has become a necessity. Second, the use of computers in learning activities has more value. Third, theory and practice can be matched with the use of modern technology, especially in second language learning. Fourth, the use of modern technology must be followed by effective learning and teaching skills. Fifth, the teacher must advise students to use technology in order to help them develop their speaking abilities. Sixth, educational institutions must update laboratory equipment so they can support the learning process. The last point is that the use of technology is an interest for students because it's fun and motivates students to improve their speaking skills.

From the previous studies that explained in the result of the studies. There are gaps in these studies. The first previous study is focused on how CLL method and Orai application are applied together in speaking class and also show the students perception

¹³ Maryam Bahadorvar, Reza Omidvar, "Technology in Teaching Speaking Skill", *Acme International Journal of Multidisciplinary Research*, Vol. 2 No. 4, April 2014.

about the use of Orai application in helping them learning speaking. Then the second previous study is focused on the implementation of smartphone to overcome students' speech anxiety. So this study will give information the benefits of using smartphone to reduce the anxiety of the students. The third previous study focuses on talking about some of the modern technologies available that can be used by English teachers to improve students' speaking skills in speaking foreign languages.

This research is different from the previous research that researcher explained before. Other researches explained about implementing Orai application into CLL method, the use of smartphone in teaching and learning English, some of the modern technologies available that can be used by English teachers, while this research try to analyze about the use of Orai application particularly to investigate the students' perception about the use of Orai application. Therefore this research needs to be observed in further discussion about students' perception when using Orai application.

Based on the phenomena the researcher will observe this study in SMPN Satu Atap Karang Nangka especially in the ninth grade. SMPN Satu Atap Karang Nangka is chosen as the research location because of this school is applying online learning in the teaching-learning process. Besides that, this school has used Orai application even inside and outside the class. So this school is appropriate to become a place of research for this study.

Therefore, based on the phenomena and previous study the researcher wants to focus to examine the student's perception about the use of Orai application at SMPN Satu Atap Karang nangka and the procedure of using Orai application at SMPN Satu Atap Karang Nangka. Because Orai application has been used in this school especially in English subject. So the researcher will try to examine this based on existing theories. For this reason, this study is entitled **“Students’ Perception On The Use Of Orai Application”**. I interest with this title because students' perceptions can help teachers and institutions to see from a student's perspective. Student perception can be used to consider a program to decide on a new training program and evaluation by a teacher or school not only for that but also for teaching improvement purpose.

B. Research Questions

Based on the background above, the research question is formulated as these following questions:

1. What are the students' perceptions on the use of Orai application for English teaching and learning activities at SMPN Satu Atap Karang Nangka?
2. How do students use the Orai application for English teaching and learning activities at SMPN Satu Atap Karang Nangka?

C. Objective of the Study

Related to the research question above, the objective of this study are:

1. To find out the students' perception about the use of Orai application at grade 9 in SMPN Satu Atap Karang Nangka.
2. To find out the procedure in using Orai application at the grade 9 in SMPN Satu Atap Karang Nangka.

D. Significance of the Study

At the end of writing this study, researcher hopes that the results of this study will provide benefits for:

1. For Teachers
The results of this study indicate students' perceptions about the use of the Orai application. With understanding student perceptions can be an important aspect in evaluating program or teaching strategy.
2. For Student
The results of this study will make students understand about Orai applications and the use of Orai applications in English teaching and learning activities.
3. For School
 - 1) As a constructive suggestion to improve the quality of the students in speaking English, especially to English subject teacher.
 - 2) Can be considered to be applied in teaching and learning activities as a solution to the problems faced by students in English speaking.

4. For Other Researchers

The results of this study could be better research in the future with different aspects such doing a research with one of the three aspect or features that has been researched in this study by explaining it more deeply or it can also doing other research with other features in Orai application and also it can be used as previous study.

E. Scope and Limitation of the Study

The scope of this research is the student's perception on the use of orai application based on three aspects or features that has been used by the students first get any feedback on any speech, second control your pace and the last fight your fillers. And the subject of this research is only ninth class first in SMPN Satu Atap Karang Nangka Rubaru Sumenep. For the limitation of this research is the students' feeling and impression. According to Schacter in Rendi, he said perception is a process of organization, identification and interpretation that related to people's feelings towards their experiences¹⁴. The perception in this research means the students' feeling and impression about their learning experience on the use of Orai application.

F. Definition of Key Term

1. Orai Application

The Orai application is one of the android mobile applications built by Paritosh Gupta and Danish Dhamani¹⁵. Which Orai application can be downloaded in the Play Store for Android devices and in the App Store for iOS devices. Orai is an application with the internet access to help people have better public speaking skills¹⁶. Researchers interpret the Orai

¹⁴ Rendi Hermawan. Undergraduated Thesis: *"Students' Perception Of The Use Of The Integrated Skill Approach In General English Course At UIN Sunan Ampel Surabaya"* (Surabaya: UIN Sunan Ampel Surabaya, 2018), 10

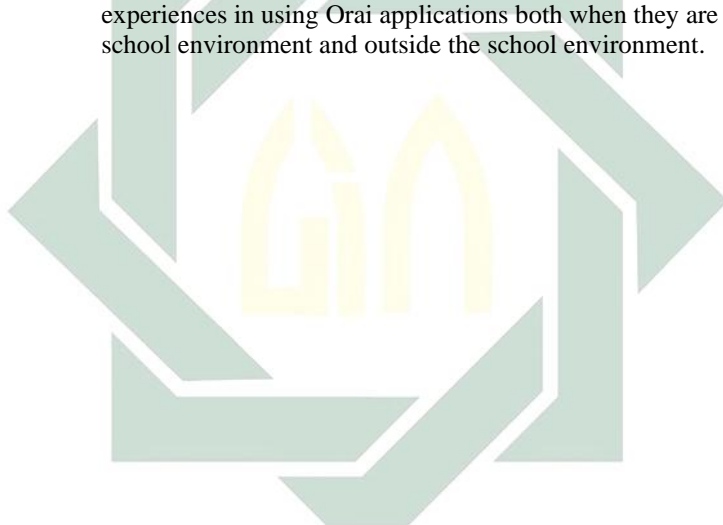
¹⁵ Emily Matchar, "An App To Make You Better Public Speaker", (<https://www.smithsonianmag.com>, accessed on August 5, 2019)

¹⁶ Halimah, Jauhar Helmie, Nuraine Susilawati, "Orai Application To Promote Autonomous Learning To English Learner At Senior High School", *International Journal Of Emerging Technologies In Learning*. Vol. 7 Issue. 2, December 2018, 113.

Application in this study as an application that can be used to solve problems and provide feedback that is appropriate with the mistakes made by users and reduce their mistakes.

2. Students' Perception

Schacter stated in Rendi, perception is a process of organization, identification and interpretation related to people's feelings towards their experiences¹⁷. Schacter's opinion is supported by Chudler, he stated that perception is an experience related to what is felt by someone consciously¹⁸. In this study, the term of student perception refers to students' feelings and impressions about their feelings and impressions of learning experiences in using Orai applications both when they are in the school environment and outside the school environment.



¹⁷ Rendi Hermawan. Undergraduated Thesis: *“Students’ Perception Of The Use Of The Integrated Skill Approach In General English Course At UIN Sunan Ampel Surabaya”* (Surabaya: UIN Sunan Ampel Surabaya, 2018), 10

¹⁸ Ibid., page 10

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss some issues related to the students' perception on the use of Orai application that becomes the focus of this research. The parts of this chapter are literature review and also previous studies that related with this research.

A. Review of Related Literature

1. Different Views about Perception

According to M. Dimiyati Mahmud perception is interpreting stimulus received by the brain regarding the information obtained through the sense organs.¹⁹ Whereas according to Slameto, perception is a process that involves all messages or information received and entered into the human brain through their senses²⁰. In addition, Ony Bektı Aryana also argues that perception is a process in which each individual interprets and organizes information or stimuli that received through their sense which are sent to the brain so they can respond afterwards²¹.

On the other hand Leavitt "distinguishes perceptions into two views, namely a narrow and broad view²². For the First, that is a narrow view which means that perception is only limited to vision, how one sees something. While for a broad view to interpret something not only by sight but more on the understanding of something, how someone interpret something.

¹⁹ M. Dimiyati Mahmud, *Psikologi Suatu Pengantar* (Yogyakarta: ANDI, Yogyakarta: BPFE, 2018), 49.

²⁰ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2003). Cited from Septyan Wahyu Adhitama, Skripsi Sarjana: "*Persepsi Siswa Kelas VIII Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten*" (Yogyakarta: Universitas Negeri Yogyakarta, 2016), 7 - 8.

²¹ Ony Bektı Aryana, Skripsi Sarjana: "*Persepsi Siswa Kelas III Dan IV Di Sd Negeri Panginan Kecamatan Temon Kabupaten Kulon Progo Mengenai Kesehatan Pribadi*" (Yogyakarta: Universitas Negeri Yogyakarta, 2015), 2.

²² Leavitt, "*Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht) Untuk Meningkatkan Aktivitas Dan Penguasaan Konsep Matematika Siswa*". (Lampung: Universitas Lampung, 2001). Cited from ibid, Yasmin dkk, "*Persepsi Siswa Terhadap Cara Mengajar Guru Pkn Di Smp Negeri 21*". *Jurnal Kultur Demokrasi*. Vol 2 No. 7, 2014, 3.

From the statement above, it can be concluded that even though the information or message received is not necessarily the information or message will be the same from everyone because they have different interpreting methods based on their ability and how to interpret it.

a. Basic Principles of Perception

In this section will discuss about the basic principles of perception where the benefit of knowing the basic principles of perception is to avoid misunderstanding of the opinions of others when it is not the same with ours. According to Dewi there are some basic principles of perception that are important to know before we talk about perception;²³

- a. Perception is relative
The principle relative states that each person will have a different view of an object, which depends on who does the perception.
- b. Perception is very selective
The second principle states that perception depends on the interests, choices, uses and suitability of each person.
- c. Perception can be arranged
Perception is important to be organized and organized so that people can easily understand the stimulus and the environment around us.
- d. Perception is subjective
Every person's perception will be influenced by their hopes or desires from the object to be perceived. From this understanding show that perception is actually more subjective.
- e. The perception of each person or group will certainly vary, even though they are in the same situation.
For the last principle this is closely related to differences in the characteristics of each individual, which each individual must have different ways of

²³ Gatot, Skripsi Sarjana: *"Pengaruh Persepsi Siswa Tentang Kompetensi Guru Mata TIK Terhadap Motivasi Belajar Siswa Di SMA Negeri 1 Ngabang Kabupaten Landak Kalimantan Barat"* (Yogyakarta: Universitas Negeri Yogyakarta, 2015), 7.

understanding the stimuli of the environment around them even though later they are in the same situation and the same object too.

b. Components of Perception

According to Bimo Walgito there are some requirements that must be known by people in order they can give their perception:²⁴

a. There is object

Each object provides a stimulus to the senses of each individual. The stimulus can come from within the individual, who is related to the recipient nerve that works as a receptor, but the stimulus can also come from outside the individual and those who come from outside give more influence to the perception of each individual.

b. Sense organ or receptor

Sensory devices it can also be called a functioning receptor to receive a stimulus. Besides that a sensory nerve is needed which serves to receive an accepted stimulus and send it to the brain. Therefore sensory nerves have an important role in order that people can give respond.

c. There is Attention

The first step that needs to be done by people is attention so that each individual can make and give their perception. Because only by giving attention to the object that they want to perceived they can give their opinion.

c. Measurement of Perception

According to Sugiyono Likert scale can be used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena²⁵. Besides that

²⁴ Bimo Walgito, *Pengantar Psikologi Umum*. (Yogyakarta. Andi Offset, 2004). Cited from Septyan Wahyu Adhitama, Skripsi Sarjana: *"Persepsi Siswa Kelas VIII Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten"* (Yogyakarta: Universitas Negeri Yogyakarta, 2016), 9.

²⁵ Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta. 2013). 132.

in the Likert scale there are several questions to measure individual behavior or perceptions by responding to the 5 choice points on each item in the form of strongly agree, agree, neutral, disagree, and strongly disagree.

Likert scale also includes an ordinal scale where the ordinal scale is a measurement scale that provides information about relative quantities. The variables are measured by instrument in the form of an ordinal scale questionnaire that fulfills the Likert scale statements. For each choice to be given a score, the respondent must describe who supports the statement (positive) or who does not support the statement (negative) so that the researcher can find out what the respondent's opinion from their answer.

d. Factors Affecting Perception

According to Miftah Thoha, factors that influence the perceptions of everyone different from the others are:²⁶

a. Internal Factor

Consisting of feelings, attitudes, personalities, individuals, prejudices, desires or hopes, attention (focus), learning processes, physical conditions, psychiatric disorders, values and needs as well as the interests and motivations of individuals.

b. External Factor

Consisting of family background, information obtained, knowledge and culture around, intensity, size, resistance, repetition of movements, new things and familiar or no rival to an object.

2. Students Perception

Student perception is a process where a student observes an object that is valid and still has to do with their school environment by using their senses, so students can give meaning and interpret objects that have been observed.

²⁶ Miftah Thoha, *Perilaku Organisasi Konsep Dasar Dan Aplikasinya*. (Jakarta: Pt Raja Grafindo Persada, 2003). Cited from Septyan Wahyu Adhitama, Skripsi Sarjana: “*Persepsi Siswa Kelas VIII Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten*” (Yogyakarta: Universitas Negeri Yogyakarta, 2016), 11.

Therefore to understand student perceptions, the researcher focuses on student perceptions of students' feelings and impression about their learning experiences. Their learning experience is classroom learning activities or teaching learning process using Orai application.

Each student must have a different perception from the others even though the objects observed by them are the same. According to M. Basri the difference in a person's personality is a proof of human uniqueness so that this personal factor has resulted in different perceptions of something that exists and that happens around it²⁷. It can be concluded that every people will have different perception about something around them.

a. The Importance of Understanding Students' Perception.

Student perception is an important aspect of learning evaluation language. According to Chen, student perceptions are very important for consideration of success²⁸. Students' perceptions can help teachers and institutions to see from a student's perspective. Student perception can also be used to consider a program to decide on a new training program by a teacher or school.

In addition, student perceptions are also important to measure learning outcomes and indicators of classroom influence. According to Van Petegem, students' perceptions are significant in measuring learning outcomes. Students' perceptions are also important to describe classroom climate²⁹. Freiberg and Stein also expressed students' perceptions as key components and indicators that reflect classroom climate³⁰. Based on the statement above, the researchers agree that the students' perceptions as an important aspect of the language

²⁷ M. Basri, Skripsi Sarjana: "*Persepsi Siswa Tentang Kemampuan Mengajar Guru Pendidikan Agama Islam Di SDN Rambutan 03 Pagi Jakarta Timur*" (Jakarta: UIN Syarif Hidayatullah Jakarta, 2012), 9.

²⁸ Yining Chen and Leon B Hoshower. "Students Evaluation of Teaching Effectiveness: An Assessment of Students Perception and Motivation," Carfax Publishing 28, Assessment and Evaluation in Higher Education. (2003)

²⁹ Van Petegem et al. Thesis: "*Students Perception as Moderator For Students Wellbeing*"

³⁰ Freiberg and Stein. "Measuring, Improving and Sustaining Healthy Learning Environments".

learning process, not only for evaluation but also for teaching improvement purpose.

b. Orai Application

The application that can be used by teachers and students is the Orai application. Which is the Orai application is one of the android mobile applications built by Paritosh Gupta and Danish Dhamani³¹. According to Alexandra Simon Lewis, the benefits of using the Orai application for speaking is the application more focuses on a range of speaking exercises such as how to reduce fillers and how to how to avoid fillers even when under pressure, beside that this application can also be used by native and non-native language speakers³². Dean Takahashi also believes that another benefit of using the Orai application is being able to count how many words we say for one minute and tell how fast we speak and what fillers we say when speaking, beside that Orai application can be used by students in general because the target of Orai application is young profession, middle school student and until the students of university³³. Another benefit of using the Orai application according to Maurice Chang is being able to grow people's confidence and skills when speaking in front of many people³⁴, and being able to reduce people's worries when speaking in front of many people³⁵.

Furthermore, the reason why we should use this Orai application is because according to Halimah the purpose of making this application is to help us to have better speaking skills in English, besides using this application the same way when we also speak in front of a mirror which later we will get

³¹ Emily Matchar, "An App To Make You Better Public Speaker", (<https://www.smithsonianmag.com>, accessed on August 17, 2019)

³² Alexandra Simon Lewis, "Terrified On Public Speaking? Orai Uses Machine Learning To Turn Your Phone Into A Speaking Coach ", (<https://www.wired.co.uk>, accessed on August 17, 2019)

³³ Dean Takahashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on August 17, 2019)

³⁴ Maurice Chang, "Interview With Danish Dhamani, CO-Founder Of Orai", (<https://aiartisan.wordpress.com>, accessed on August 17, 2019)

³⁵ Sara Hardman, "Before You Make That Speech, Check Out Orai", (<https://newlearningtimes.com>, accessed on August 17, 2019)

accurate feedback and in accordance with the mistakes we make when talking³⁶. In addition Dean Takahashi said that the Orai application also promises to make and help users become better speakers by using artificial intelligence and also offers a safe environment for training as well as providing accurate feedback that matches the mistakes made by users when speaking³⁷. This is the same as the statement by Lucy Douglas who stated that the application is equipped with artificial intelligence (AI) which has the advantage to provide direct and personal feedback based on three indicators. First, it is related with how many fillers we said, speed of our speaking and the energy of our speaking from the first until the end of our speaking³⁸.

Bodana in Halimah also said that Orai application works with machine that will give direct feedback to the user using AI (Artificial Intelligent) with some features included³⁹. First, record a speech and receive direct feedback on the number of filler, how to reduce them, how fast we speak and your energy level. Second, in Orai application the lesson designed to stay motivated and guide the user through the speech improvement process from day 1 to day 30. Third, Technically, Orai makes all this happen with nuances and patterns in sending your real-time speech by using in-depth learning technology to give you instant speech insight and voice analysis.

In the pictures below are the features in the Orai application. For the first is picture 2.1 as the key feature of Orai application that can be used by students to do practice of speaking. After doing the practice students will get immediate feedback as we can see in the picture of 2.2 and 2.3 which includes world

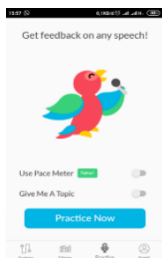
³⁶ Halimah, Jauhar Helmie, Nuraine Susilawati, "Orai Application To Promote Autonomous Learning To English Learner At Senior High School", *International Journal Of Emerging Technologies In Learning*. Vol. 7 Issue. 2, December 2018, 113.

³⁷ Dean Takakashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on August 17, 2019)

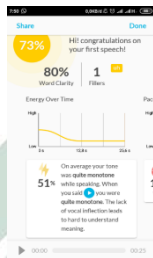
³⁸ Lucy Douglas, "Want to Captivate an Audience Like Obama? There is an App For that", (<https://www.theguardian.com>, accessed on August 17, 2019)

³⁹ Halimah, Jauhar Helmie, Nuraine Susilawati, "Orai Application To Promote Autonomous Learning To English Learner At Senior High School", *International Journal Of Emerging Technologies In Learning*. Vol. 7 Issue. 2, December 2018, 113 - 114

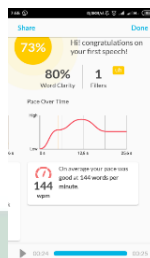
clarity, filler, energy over time, pace over time and our tone while doing practice of speaking.



Picture 2.1



Picture 2.2



Picture 2.3

B. Review of Previous Study

The first previous study by Halimah, Ninuk Lustyantje and Gufran Ali Ibrahim with the title “Students’ Perception on the Implementation of Orai Application in the CLL Method”⁴⁰. This research was conducted in the second semester of the Department of English Language Education at a private university in West Java in the 2017/2018 academic year. The participants involved in this study consisted of 24 adults aged between 18 and 25. 19 of whom were women and the remaining 5 were male. In this study, researchers used a qualitative descriptive method to obtain data. After all data is collected the results show that students have a positive perception of the use of the Orai application in the CLL method to teach speaking.

Therefore, researchers suggest that teachers and students use the CLL method and the Orai application to help students become better speakers. The difference between this research and my research is that the Orai application is not combined or incorporated into any method, different from the research conducted by Halimah where the Orai application is included or combined with the CLL Method in learning speaking. While in my research students are encouraged to use this application to reduce errors and help them to be better at speaking English, and students use the Orai application. The other

⁴⁰ Halimah, Ninuk Lustyantje, Gufran Ali Ibrahim, “Students Perception On The Implementation Of Orai Application In CLL Method In Teaching Speaking”, *Journal Of English Education And Linguistic Studies*. Vol. 3 No. 1, May, 2018.

difference is for Halimah research; the object is a student while for the research I do the object is the student, which inevitably there will be a difference in the two studies. For the similarity of this research and my research is still have related to students' perception and the use of Orai application.

The second previous study was conducted by Karmila Machmud and Ridwan Abdulah⁴¹. The title of this study is about Using a Smartphone Integrated Teaching Model to Overcome Speech Anxiety Students in Learning English as a Foreign Language. The study was conducted aimed at investigating whether the use of smartphones in teaching and learning English can overcome students' anxiety and improve their learning achievement in speaking English. The method used by researchers is the experimental method, while to collect data researchers used a questionnaire taken from 63 secondary schools in Gorontalo. And for the results of this study, it can be concluded to be several points. First, the use of Smartphones in the teaching and learning process is able to have a positive impact on improving student achievement in speaking English. This is evident with students tend to achieve higher scores when they are taught using a smartphone during the teaching and learning process.

Second, students tend to feel anxious when taught by conventional methods. However, their anxiety is not shown when they are taught using a teaching model using a smartphone. Third, there were differences in scores in speaking English students who use conventional methods and who use smartphones during the learning process. This proven that using a smartphone in learning English effectively can reduce students' speaking anxiety. Regarding the difference between this research and my research is for this study discusses more about the benefits of using smartphones in the learning process to reduce the anxiety of students which in this study use video as a tool. While for my research I discuss about student perceptions after using the Orai application. And for the similarity of this research and my research is the use of smartphone to solve students' problems.

⁴¹ Karmila Mahmud, Ridwan Abdulah, "Using Smartphone-Integrated Model Of Teaching To Overcome Students' Speaking Anxiety In Learning As A Foreign Language", *Journal Of Arts & Humanities*. Vol. 6 No. 9 September 2017.

The third previous study was about Technology in teaching speaking skills, in which this study was conducted by Maryam Bahadorfar and Reza Omidvar⁴². This study aims to discuss some of the modern technologies available and can be used by English teachers to improve students' speaking skills in speaking foreign languages. From the results of this study the researchers concluded several important points. First, the use of technology in learning activities has become a necessity. Second, the use of computers in learning activities has more value. Third, theory and practice can be matched with the use of modern technology, especially in second language learning. Fourth, the use of modern technology must be followed by effective learning and teaching skills. Fifth, the teacher must advise students to use technology in order to help them develop their speaking abilities. Sixth, educational institutions must update laboratory equipment so they can support the learning process. The last point is the use of technology is an interest for students because it's fun and motivates students to improve their speaking skills.

The difference between this research and my research is for this research discusses some of the technologies and benefits that can be used by teachers to improve students' speaking ability in foreign languages by using the internet, podcasts, video conferencing, videos and speech recognition software. And for my research, I focus more on discussing about student perceptions after using the Orai application. While the similarities of this research and my research are the same as utilizing applications to help student and learning English based on android.

The fourth previous study was conducted by Jefrizal, Jaroji and Agus Tedyyana⁴³. Which this study discusses about the English teacher application as an android-based English conversation learning tool by implementing voice recognition, This study sampled 10 people with the accuracy of each experiment was dependent on pronunciation. In this study researchers concluded that voice recognition can be a tool for English conversations. This application has 4 learning categories, namely the category of schools,

⁴² Maryam Bahadorvar, Reza Omidvar, "Technology In Teaching Speaking Skill", *Acme International Journal Of Multidisciplinary Research*. Vol. 2 No. 4, April 2014.

⁴³ Jefrizal, Jaroji, Agus Tedyyana, "Aplikasi English Teacher Sebagai Alat Bantu Belajar English Conversation Berbasis Android Dengan Menerapkan Voice Recognition", *Jurnal Inovtek Polbeng – Seri Informatika*. Vol. 2 No. 2, November 2017.

markets, public places and tours, and for the advantages of this application it is easier to learn English. One way of working and also the advantages of this application is that it can translate what is said by the user without having to type what the user wants to translate.

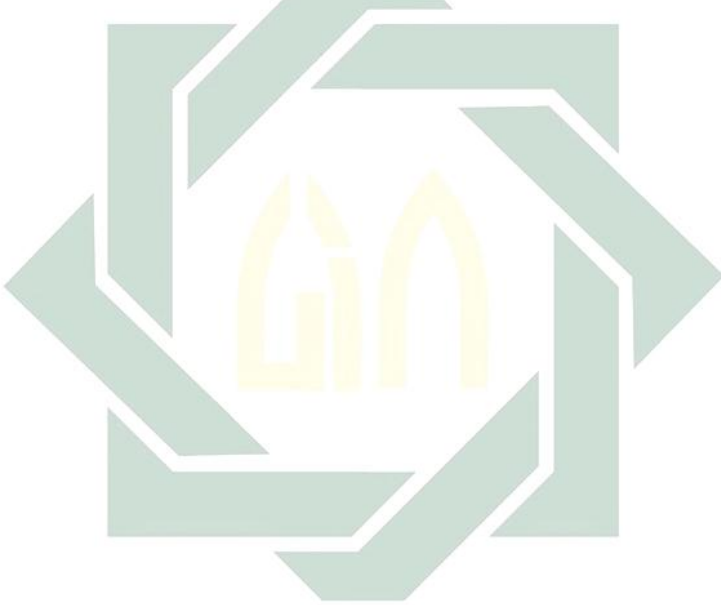
There are some differences between this research and my research. First, this research is about the application used by the teacher to help students, the name of the application is voice recognition while for my research is using the Orai application. Second, the voice recognition application only focuses on translating from words into sounds and words into texts. And for the benefit of the Orai application is to help students have better speaking skills and reduce student errors and worries. The third is about the target of voice recognition is more common than the target of Orai application. For the target of the voice recognition application are students, markets, public places and tours, while for the target of Orai application is students in general. And for the similarity of this research and my research are both Voice Recognition and Orai application can be used by teachers and students to learn English and available on smartphone.

And the last previous study here was about android client server based learning application for 7th grade junior high school, this research was conducted by Ratna Widyastuti⁴⁴. The purpose of this study was to design and create applications that can be used in English learning that can help and measure the ability of the community, especially students in learning English by working on the problems in the application. The application in question is the client server where this application has 2 users, namely web admin and android users. Besides this application also provides some material that can be learned by users such as tenses, verbs 1, 2, and 3 (regular and irregular), there is also an English expression and also includes some tips on how to introduce yourself to people.

The advantages of the client server application are training hearing and pronunciation of students when learning and speaking English. There are some differences between this research and my research. This research using the client server application is to help the community in learning English, while my research used Orai

⁴⁴ Ratna Widyastuti, "Aplikasi Pembelajaran Bahasa Inggris Berbasis Android Client Server Untuk Sekolah Menengah Pertama Kelas 7", *Jurnal Informatika & Multimedia*. Vol. 08 No. 01, 2016.

application to help students in reducing their errors and help students to have better speaking skills. Furthermore, for the features of the client server application itself there are two namely web admin with android users. And for the features of the Orai application is more than two, one of them is control your pace, fight your filler and speech training which we will get immediate feedback after practice. For the similarity of this research and my research are using modern technology to help students to improve and have better speaking skill.



CHAPTER III RESEARCH METHOD

This chapter will discuss about the process in conducting of the research. The parts of this chapter are approach and research design, setting of the research, subject of the research, research procedure, data and source of data, data collection technique, data analysis technique and research stages.

A. Method and Research Design

The descriptive qualitative method was chosen to be used in this study based on the research question above, where by using this design the researcher can get more detailed and in-depth information about perceptions of students about using the Orai application and how students use this application for speaking practice. Sugiyono considered qualitative research as a study category used to analyze natural events. He also state also states some characteristics of qualitative research, those are; first, Qualitative research is done in natural setting. Second, the data collected are in the form of words or pictures. Third, this study is concerned in process rather than product or outcome. Fourth, the data analyzed inductively, and the last this study more emphasizes in meaning⁴⁵.

The aim of this research is to investigate the student's perception about the use of Orai application and the procedure of using Orai application for speaking practice. With the specific aim the researcher wants to describe how students' perception about the use of Orai application and how the students use the Orai application for speaking practice, therefore the researcher applied descriptive qualitative method.

B. Setting of Research

This research will conduct in SMPN Satu Atap Karang Nangka. It is located in Dusun Talaga, Karangnangka, Rubaru, Kab. Sumenep. This school is chosen because this school applied Orai application for students in English subject especially for grade 9 class.

⁴⁵ Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2017), 12 – 16.

C. Subject of Research

The researcher focuses on observing the first year students who enroll in grade 9 class. The participants of this study is students of first semester in English SMPN Satu Atap Karang Nangka Rubaru Sumenep in academic year 2018/2019 who join at grade 9 class. The participants of the study included both male and female and their ages range from 13 to 15 years old. The researcher selected one class because in that school for grade nine is only one class with twelve students and one teacher of English lesson.

D. Research Procedure

According to Gay L. R. Mills, There are some techniques which can be used to collect data qualitative by the researcher, such as observation, field notes, interview, questionnaire, and examining records.⁴⁶ In this study uses the qualitative data. The data are collected during the end of semester. To get the data, the researcher distribute questionnaire to students to answer the first research question and for answering the second research question the researcher do interview to teacher and students to know the procedure of using Orai application at SMPN Satu Atap Karang Nangka.

E. Data and Source of Data

In this research, the researcher used Questionnaire and interview to get the data from students and the teacher. Students' perception on the use of Orai application at SMPN Satu Atap Karang Nangka. The researcher used questionnaire to know the perception of the students about the use Orai application. And for the interview the researcher interviewed teacher and students to know the procedure of using Orai application at SMPN Satu Atap Karang Nangka.

⁴⁶ Gay, L. R. Milss, Geoffrey E, & Airasian, Peter. *Educational Research: Competencies for Analysis and Applications*. (Columbus: Person Merrill Prentice Hall, 2006)

F. Data Collection Technique

To collect the data the researcher used some data collection techniques namely:

1. Questionnaire

According to Sugiyono the questionnaire is a set of questions or statements given to respondents by researchers to be answered⁴⁷. In addition, he also stated that the questionnaire is very efficient for researcher if the researcher knows the respondent that will be measured and to find out what is expected of the respondent⁴⁸. In this research, the researcher used questionnaire to get the data about the students' perception on the use Orai application. Then from the questionnaire that was answered by the students the researcher can know the students perception about the use of Orai application. (See Appendix I for the questionnaire)

2. Interview

The purpose of using interviews is to get more in-depth and detailed information from respondents⁴⁹. For the types of interviews itself, there are three types, namely structured, semi-structured and the last is unstructured. Based on the information above this study chooses to use a semi-structured because later researcher would ask the opinions of respondents and record what was said by respondents later during the interview. Researcher uses interview because researcher wants to get accurate and detailed data or information and accordance with what is expected by researcher. While for this research the researcher wants to know the procedure of using Orai application and to know the procedure of using the Orai application the researcher will interview the teacher and students to get the data. After that the teacher and students will give information about the procedure of using Orai application at SMPN Satu Atap Karang Nangka. (See Appendix II for the Interview Guide)

⁴⁷ Sugiyono. *Metode penelitian pendidikan pendekatan, kuantitatif, kualitatif dan R&D*. (Bandung: Alfabeta, 2011)

⁴⁸ *Ibid.*, page. 199 - 203

⁴⁹ *Ibid.*, page. 317

G. Data Analysis Technique

Researchers analyzing data through several stages in order to get accurate results with following the steps based on Matthew B. Miles and Michael Huberman:

1. Data Collection.

Data collection is the process which researcher collects the information from determining the place and also the subject to be researched to find out the situation of the phenomenon.

2. Data Reduction

After collecting the data then the researcher selected and focused the data that has been collected and discards un needed data.

3. Display Data or Presentation of Data

After the data are already organized and appropriate with the research, then the researcher show and explain the result with descriptive to be easily understood by the reader. And the analyzed data will appear in chapter 4 on the finding section

a. Students perception on the use of Orai application at SMPN Satu Atap Karang Nangka

In this research, the researcher will distribute the questionnaire to get the data about the students' perception about the use of Orai application. The questionnaire that the researcher used in this research is Likert – scale questionnaire which adopted from journal of students' perception on the implementation of Orai application in CLL method in teaching speaking that was written by Halimah, Ninuk Lustyantie and Gufran Ali Ibrahim where the data will be analyzed with descriptive statistics.

b. The way to use Orai application for speaking practice at SMPN Satu Atap Karang Nangka

After knowing the students perception, then the researcher will interview the teacher and students to get the data about the procedure of using Orai application for students speaking practice.

4. Conclusion or Verification

The results of research that have been collected and summarized must be repeated again by matching data reduction and displaying data so that later information is correct and accordance with the object of this study. According to Miles the conclusions that have

been made and studied can be agreed to be written as reports that have the correct level of trust⁵⁰.

H. Research Stages

1. First stage the researcher must create title, choosing theories, method, and also the place and the subject of the research. After that if the design is accepted then the researcher starts to write a proposal.
2. Second stage the researcher went to school and gives the letter of the research to headmaster to get permission from headmaster, after getting permission from headmaster the researcher meet with the English teacher of SMPN Satu Atap Karang Nangka and make appointment about the time when the research is possible to do.
3. Third stage the researcher distribute the questionnaire to the student with the hope the researcher can get the data about students perception on the use of Orai application at SMPN Satu Atap Karang Nangka, then the researcher do interview to teacher and students to know the procedure of using Orai application at SMPN Satu Atap Karang Nangka.
4. For the last stage the researcher analyzes the data with data analysis technique, then making a conclusion from the data that has been obtained.

⁵⁰ Miles, B. Mathew dan Michael Huberman. *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru* (Jakarta: UIP, 1992), p. 12.

CHAPTER IV FINDING AND DISCUSSION

This chapter will present the results and finding of this research and their discussion. This is done to answer the research question from this research. In the finding section will explain the data obtained from the participant directly, while for the discussion section will present the response of researchers to finding and relates it with the theory.

A. Finding

1. The Students' perception on the use of Orai application in SMPN Satu Atap Karang Nangka Rubaru Sumenep.

The researcher distribute questionnaire to find out the students' perception about the use of Orai application to 12 students in SMPN Satu Atap Karang Nangka Rubaru Sumenep, those 12 students are students from 9 grade class. The questions that distributed to students are 10 questions with 5 choices for the answers: strongly agree, agree, neutral, disagree and strongly disagree. (See Appendix III for the complete questionnaire)

Table 4.1 Students' perception on the use of Orai Application

No	Question	Response				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I'm happy to use Orai application	25%	75%	0%	0%	0%
2.	Orai application is easy to be used	25%	50%	25%	0%	0%
3.	I can study any time and everywhere using Orai application	17%	67%	17%	0%	0%
4.	Orai application helps me to study personally	42%	42%	17%	0%	0%
5.	Orai application helps me to speak fluently	75%	8%	17%	0%	0%

6. Orai application helps me to reduce fear when speaking in the class	58%	33%	8%	0%	0%
7. Orai application control speed of my speaking	25%	58%	17%	0%	0%
8. Orai application coaches me to decrease my filler	42%	58%	0%	0%	0%
9. Orai application helps me to be aware of my mistakes in my speaking	58%	42%	0%	0%	0%
10. Orai application gives me direct feedback from my speaking	42%	50%	8%	0%	0%

From the table 4.1 above, some conclusions can be drawn regarding students' perceptions about the use of Orai applications in teaching and learning activities. For students' responses about whether they were happy or not when using Orai application it reached 75%, which shows that students agree that they are happy when using Orai application while no one disagrees if they are not happy when using Orai application. Students also agree if Orai application is easy to use, it is shown from 50% of respondents who answered agree.

The response of students also agree if Orai application can help them to practice in class where it can be seen from 67% of respondents choosing agree on question number 3. While in question number 4 there were students who strongly agree and agree if the Orai application can help them to learn personally, for strongly agree 42% and agree also 42%. In addition, students strongly agree if Orai application can help them to speak fluently. This can be seen from the students' responses until 75% on question number 5. The same response (strongly agree) was also

shown by students if Orai application can help them to reduce their fear when speaking in class (58% on question number 6).

While for question number 7 the student response reach 58%, which shows that they agree if the Orai application can control their speaking speed. The same response was also shown by students in question number 8 which students agree if Orai application can coaches them to reduce their fillers like uh and um according to 58% of respondents. Besides that students also strongly agree if Orai application can help them to realize with their mistakes that they made when speaking according to 58% of respondents. And for the last question students give a positive response or agree if Orai application gives them direct feedback from their conversation or practice, this can be seen from the 50% of respondents who choose agree on item 10.

2. The procedure of using Orai application in SMPN Satu Atap Karang Nangka Rubaru Sumenep.

Based on the results of interviews with Mrs. Tanti as English teacher at SMPN Satu Atap Karang Rubaru Sumenep, she stated that the use of the Orai application is when meeting with text that needs to be read and also based on the purpose of either individual or in group practice. And for the procedure of using the Orai application in teaching and learning activities, the first teacher gives an example by reading the text procedure first to students; here students listen to the teacher who is practicing in front of the class. The second step the teacher reads first after that followed by the student. The third step the teacher gives about 5-10 minutes for students to learn and practice, after the time allotted has expired and felt sufficient. The fourth step the teacher asks students to practice using the Orai application which in this case the teacher uses several methods such as groups or only two people to practice, but if there is still a long time students are told to come forward one by one to practice using the Orai application. Then the final step the teacher will explain and provide feedback in accordance with the feedback given by the Orai application to students after practice.

Table 4.2 Procedure of using Orai application

No	Teacher Activities	Students' Activities
1.	Teacher gives an example by reading the text procedure first to students	Students listen to the teacher who is practicing in front
2.	Teacher reads first after that followed by the student	Students read after the teacher
3.	Teacher gives about 5-10 minutes for students to learn and practice	Students learn and practice with personally
4.	Teacher asks students to practice using Orai application	Students practice with Orai application
5.	Teacher will give feedback accordance with the feedback given by the Orai application to students after practice to students.	Students listen to teacher and make some note

There are several reasons given by the teacher why she chooses to use the Orai application in teaching and learning activities. The first is because Orai is more focused on English, so it is in accordance with the subjects that she teaches. Secondly, the school where I teach uses the 2013 curriculum which is more focused on practice, especially speaking, so Orai application is very helpful especially in improving students' speaking. Third, because the Orai application is one of the applications on mobile phones so students can learn anywhere not only at school but also at home because there are correctors in assisting students when studying at home.

In addition, the teacher also gave a response regarding the use of the Orai application in the field of education. According to her, it was very helpful for both teachers and students. The benefit of the application for students is they will get a direct feedback from their practice so that they can know what they need to be improved from their practice. Another benefit of using

the Orai application for students is it can improve students' speaking abilities or oral texts especially in part of read aloud with a shorter and more efficient time. While the benefits for the teacher are in the process of assessing students and also when teaching and learning activities so that the source or that provides correction not only from the teacher but also from the Orai application itself, in addition with the use of Orai application more efficiently for example when using the Orai application with the method of group.

For the students' responses about the use of the Orai application in teaching and learning activities according to Mrs. Tanti they were very enthusiastic because the application was considered as a new and relaxed way of learning, fun but the results were greater than using the old method of lecturing, in which students felt bored because the teacher will speak and give explanation to them again.

B. Discussion

1. The Students' perception on the use of Orai application in SMPN Satu Atap Karang Nangka Rubaru Sumenep.

Based on the results of the findings in the field regarding students' responses to the questionnaire distributed, 75% of students agree if they are happy in using Orai application, happy in this case it can be because the students are easy to use Orai application or it can be because Orai application can be used by all people or students in general. It is in line with what was said by Dean Takahashi that the target of Orai application itself is young professions, middle school students and university students⁵¹. So do not be surprised even middle school students can use Orai application because it may be the instructions from Orai application that is easy to understand by them.

Other findings in the field also show that 67% of students agree if they can study anytime and anywhere using Orai application. It can happen because almost all students in SMPN Satu Atap Karang

⁵¹ Dean Takakashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on August 17, 2019)

Nangka, especially class 9 have mobile phones, which makes it possible for students to study personally at home and not only learn while at school. Besides that Orai application is an application that can be downloaded on Play Store for Android users and AppStore for Iphone / iOS users. This is supported by Emily Matchar's statement which states that Orai application is an application that can be used by teacher and student, which Orai application is one of the android or iOS mobile applications built by Paritosh Gupta and Danish Dhamani⁵². So it can be the main factor why 75% of respondents agree if with the use of Orai application they can learn anytime and anywhere.

Besides that, 75% of students strongly agree if the Orai application can help them to speak fluently. One of the factors that can make students choose strongly agree it can be because of the benefits of the features in the Orai application itself, one of them is the practice of speaking in which the feature has a minimum of time that must be completed by the user so that later they can get direct feedback from Orai application. The correction that will be received by the user is related to the clarity of words, fillers like uh and um, energy during speech and also the speed of their speech during practice. Or it can also because of the benefits of the exercises in the Orai application such as control your pace, fight your fillers and learn by imitation. This is in line with what was said by Alexandra Simon Lewis, where the benefit of using Orai application is that the Orai application more focuses on various of speaking exercises such as how to reduce the filler and how to avoid the filler even when under pressure⁵³.

And 58% of students also strongly agree if the Orai application can help them to reduce their fear when speaking in class, and there are no students who disagree if the Orai application cannot help them to reduce their fear when speaking in class. This can happen because using Orai application can make students accustomed to speak or it

⁵² Emily Matchar, "An App To Make You Better Public Speaker", (<https://www.smithsonianmag.com>, accessed on August 17, 2019)

⁵³ Alexandra Simon Lewis, "Terrified On Public Speaking? Orai Uses Machine Learning To Turn Your Phone Into A Speaking Coach ", (<https://www.wired.co.uk>, accessed on August 17, 2019)

can also because the Orai application is an application that can reduce fear and help users' to foster their confidence when they speak in front of many people. This was confirmed by Sara Hardman who stated that the Orai application can help the users to reduce their fears and be able to speak in front of many people without fear and afraid to make mistakes⁵⁴.

Besides that, 58% of respondents agree if with the use of Orai application can help them to control their speaking speed and train them to reduce their fillers or unnecessary words like uh and um when speaking. From the two findings in the field above can be influenced or occur from several things or possibilities. One of them is Orai application users will be notified about the speed of their speaking and what fillers that they say when speaking, or it can be because the advantages or benefits from the Orai application itself that can tell and help users to control their speaking speed and reduce their fillers when speaking. This is supported by the results of research conducted by Halimah, Jauhar Helmie and Nuraeini Susilawati which states that using the Orai application is the same as when we speak in front of mirror where the speaker will be notified with the speed of their speaking whether too slow or too fast and also what fillers are mentions when speaking⁵⁵.

Dean Takahashi also believes that the benefit of using Orai application is able to count how many words are spoken and tell how fast we speak and what fillers are mentioned by the users when speaking⁵⁶. This is also reinforced by Alexandra Simon Lewis who states that the Orai application can help users to reduce filler words even if they are in under pressure⁵⁷. With that the Orai application users can realize what mistakes are made when speaking and what

⁵⁴ Sara Hardman, "Before You Make That Speech, Check Out Orai", (<https://newlearningtimes.com>, accessed on August 17, 2019)

⁵⁵ Halimah, Jauhar Helmie, Nuraeine Susilawati, "Orai Application To Promote Autonomous Learning To English Learner At Senior High School", *International Journal Of Emerging Technologies In Learning*. Vol. 7 Issue. 2, December 2018, 113.

⁵⁶ Dean Takakashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on August 17, 2019)

⁵⁷ Alexandra Simon Lewis, "Terrified On Public Speaking? Orai Uses Machine Learning To Turn Your Phone Into A Speaking Coach ", (<https://www.wired.co.uk>, accessed on August 17, 2019)

needs to be improved in order to have better speaking skills. This is evident from 58% of respondents agree if Orai application can help them to be aware with their mistakes that they made when speaking.

While for the last findings in the field regarding students' responses to the questions given indicate that 58% of respondents agree if Orai application provided direct feedback from their speaking or practical results. The ability to provide direct feedback by the Orai application can occur because it is indeed an advantage that is only have by the Orai application, so this application will be very good and help users to be aware of errors and what needs to be improved from their speaking, so that users can have good speaking and public speaking skills. Or it can be because the Orai application is indeed equipped or specifically designed with the ability to provide direct feedback on the conversation or the results of the user's practice. That was reinforced by Lucy Douglas who stated that the application is equipped with artificial intelligence (AI) which has the advantage to provide direct and personal feedback based on three indicators⁵⁸. First, it is related with how many fillers are said. Second, regarding the speed of our speaking and the last related to our energy from the beginning to the end of our speaking or practice.

2. The procedure of using Orai application in SMPN Satu Atap Karang Nangka Rubaru Sumenep.

In the finding part of this study explains that Orai application is used if meets with the text that needs to be read such as the procedure text. In addition, the use of Orai application is used both individually and in groups. So it depends on the purpose, for example if the teacher wants students to practice using Orai application with the group method, the teacher will divide students into groups, after students have divided into some groups, the teacher will tell the text that will be used to practice using the Orai application. After that the teacher will give an example first about the reading of the text, after that students will be given practice time individually to practice. After the time is considered sufficient, students will be chosen randomly by the teacher based on absence or can also be done by

⁵⁸ Lucy Douglas, "Want to Captivate an Audience Like Obama? There is an App For that", (<https://www.theguardian.com>, accessed on August 17, 2019)

lottery. After that, the selected students will practice using the Orai application in their groups. So the use of the Orai application is based on purpose and also the topic.

Orai application can also use both when in the class and outside the class. Which Orai application is an application that is available on the smartphone so it is very easy for students to operate it. Where they can download Orai application in the Play Store for Android users and for iOS users can download it in the App Store. Before using the features in Orai application users must sign up first through a Google account or also with Facebook account, after that they can use the features in the Orai application. From some of the features in the Orai application, users will get direct feedback after using it, such as the speaking practice feature where users will get direct feedback from the results of their practice.

In the table below is the procedure of using Orai application that can be used by teachers and students when teaching and learning activities.

Table 4.3 the procedure of using Orai application

No	Teacher Activities	Students' Activities
1.	Teacher inform to the class that we will practice using Orai application	Students give attention to the teacher
2.	Teacher inform to students about the text that will be used for practice	Students will try to find out the text that informed by the teacher
3.	Teacher divide students into some group or practice individually	Students will follow with the instruction about the method that will be used by teacher
4.	After determine the method that will be used. Teacher give an example by reading the text procedure first to students	Students listen carefully to teacher

5.	Teacher reads first after that followed by the student	Students read after the teacher
6.	Teacher gives about 5-10 minutes for students to learn and practice	Students learn and practice with personally
7.	Teacher asks students to practice using Orai application	Students practice with Orai application
8.	Teacher will give feedback accordance with the feedback given by the Orai application to students after practice to students.	Students listen to teacher and make some note

Students will use the Orai application if there is instruction from the teacher that they will practice speaking using Orai application. *"The teacher will use the Orai application for speaking practice when meeting with the text that needs to be read" (Interview Section)*. Based on the interview section above the teacher will instruct students to practice using Orai application if she meets with the text that needs to be read like a procedure text. One of the examples of procedure text is about making apple pudding novels. Here students will only read about the steps without reading the parts of the ingredient. Furthermore, students will practice using Orai application either individually or in groups according to the instructions of the teacher. After students finish the practice, they will get direct feedback from Orai application and also from the teacher. The feedback that will get by students includes clarity in saying words, fillers, speed of speaking, and energy during speaking and also the accuracy in choosing the time to stop.

Based on the results of interviews with Mrs. Tanti as a teacher of English 9th grade in SMPN Satu Atap Karang Nangka said that students can learn speaking practice using Orai application not only when at school but also at home because Orai application is an application that is available on the smartphone and also almost all students grade 9 has a smartphone so they can study outside school because there is already a corrector (Orai application) in assisting students when learning to practice speaking at home. This is in line

with Emily Macthar's statement which states that the Orai application is an application that can be used by teachers or students, which Orai application is one of the applications that available and can be installed on a mobile android or iOS built by Paritosh Gupta and Danish Dhamani to help users to have good speaking skills especially in English language⁵⁹.

Besides that Mrs. Tanti also said that the Orai application was very useful for students because by using Orai application it can help students to improve their speaking skills so that they can speak fluently when speaking mainly in English. This is supported by Alexandra Simon Lewis, who states that the benefits of using the Orai application to speak are Orai application focuses more on various speaking exercises such as how to reduce the filler and how to avoid the filler even when under pressure⁶⁰. Dean Takahashi also stated that the target of the Orai application itself is young professions, middle school students and university students⁶¹. Therefore Orai application will be very helpful for students to improve their speaking skills, especially in speaking English.

Other findings from this study indicate that Mrs. Tanti as an English teacher at SMPN Satu Atap Karang Nangka uses Orai application based on purpose and topic. The teacher sometimes tells students to practice individually and also in groups in order students do not feel bored. In addition, it makes easier for teachers in the process of assessing and also in teaching and learning activities so that the source or who provides correction is not only from the teacher but also came from the feedback given by the Orai application.

Besides that, the results of the interview with an English teacher at SMPN Satu Atap Karang Nanka showed several reasons why she chose to use Orai application in teaching and learning activities. The

⁵⁹ Emily Macthar, "An App To Make You Better Public Speaker", (<https://www.smithsonianmag.com>, accessed on August 17, 2019)

⁶⁰ Alexandra Simon Lewis, "Terrified On Public Speaking? Orai Uses Machine Learning To Turn Your Phone Into A Speaking Coach ", (<https://www.wired.co.uk>, accessed on August 17, 2019)

⁶¹ Dean Takahashi, "Orai App Uses AI To Help You Become A Better Public Speaker", (<https://venturebeat.com>, accessed on August 17, 2019)

first is because the Orai application is more focused on English, so it is in line with the subjects that I teach. Secondly, the school where I teach uses the 2013 curriculum which is more focused on practice, especially speaking, so Orai application is very helpful especially in improving students' speaking. Third, because the Oai application is one of the applications on the smartphone so students can study anywhere not only when at school but also at home because there are correctors in assisting students when studying at home.

From the interview results we can know that English teacher in SMPN Satu Atap Karang Nangka have the interest to continue to use Orai application in teaching and learning activities because it provides many benefits both for teachers and also for students, especially in improving their speaking ability in English. *"Students are very enthusiastic, because Orai application is considered a new and relaxed way of learning, fun but the results are great"* (Interview Section). Based on the interview section above shows that using the Orai application in teaching and learning activities can make students enthusiastic and enjoy when learning because when students are enthusiastic and enjoy when learning it will make them easier to understand with what they are learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present conclusion and suggestion. In the conclusions section the researchers made conclusions based on the findings in the field and also the discussion. While for the suggestion section, the researcher wrote down several suggestions for teachers, students, Indonesian education ministers, schools and also further researchers.

A. Conclusion

The purpose of this study was conducted to investigate about students' perceptions in using Orai application in teaching and learning activities at SMPN Satu Atap Karang Nangka. And to answer the research question of this study, researcher used questionnaires given to students to find out their perceptions about the use of Orai applications in teaching and learning activities and interviewed teachers to find out about the procedures for using Orai applications in teaching and learning activities in SMPN Satu Atap Karang Nangka. The findings in the field indicate that students' responses or perceptions were positively related to the use of Orai applications in teaching and learning activities. And also the students were very enthusiastic, because Orai was considered a new and relaxed way of learning, fun but the results were greater than using the old method of lecturing.

Based on the results of the study, students' perceptions about using Orai application which is known based on the results of the questionnaire

can be seen that the majority of students are happy to use the Orai application, Orai application is easy to use and can be used anytime and anywhere. As many as 42% of students strongly agree and agree if Orai application can help students to learn personally. In addition, the majority of students also agree if the use of the Orai application in the learning process can help students to speak fluently, reduce fear when speaking in class, can control the speed of speaking, can reduce the use of fillers when talking, and help students realize with their mistake when speaking, and can provide direct feedback from the results of their practice.

Orai application is used to facilitate the learning process in the classroom and help students to improve their speaking skills, especially in speaking English. The procedure of using Orai application first starts with the teacher giving an example of reading a text first, while students listen to the teacher who is giving an example of reading a text. The second step the teacher reads the text first then is followed by the student. The third step the teacher gives students 5-10 minutes to study and practice independently, after the allotted time is up or felt to be enough the teacher asks students to practice using the Orai application by forming students in groups or individually. The final step the teacher explains and gives feedback to students according to the feedback given by Orai application.

B. Suggestion

Based on the results of this study about students' perceptions on the use of Orai application, there are several suggestions for:

1. Teachers

In this study, the teacher has used the Orai application as a media in teaching and learning activities. So the teacher must be able to develop about the use of Orai application in the class and also when outside the class. For example, the teacher gives assignments to students to practice speaking at home using Orai application and save the feedback given by Orai application and order them to bring that to school and shown to the teacher and discuss it together. Therefore it will help students more quickly to improve their ability to speak, especially in English language.

2. School

Beside the teacher's role, schools must also contribute in helping teachers improve their students' speaking skills by using Orai application. For example, by providing support facilities such as Wi-Fi so that the internet network at school can be stable, so that the use of Orai application can be maximized. So both teachers and schools have contributed in helping their students improve their abilities.

3. Indonesia ministry of education

The program implemented by the government at this time is good because it requires students to be more active when studying in class. But it will be much better if it is accompanied

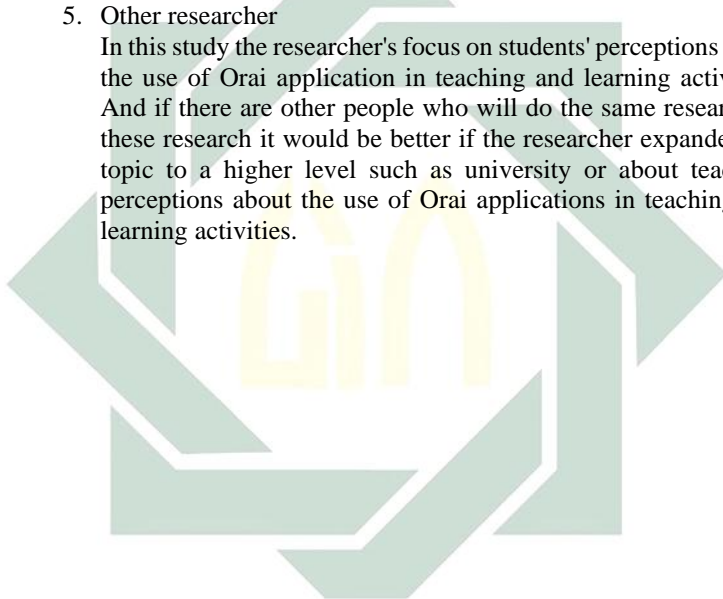
by utilizing several media so that students are faster in improving the ability of the students.

4. Students

The use of media in teaching and learning activities will be very helpful for students to more easily understand with the material that they learned, therefore the students must be able to use all things around them to be used as learning media because several things that are around them can be used as a learning media which certainly has different benefits and advantages.

5. Other researcher

In this study the researcher's focus on students' perceptions about the use of Orai application in teaching and learning activities. And if there are other people who will do the same research as these research it would be better if the researcher expanded the topic to a higher level such as university or about teachers' perceptions about the use of Orai applications in teaching and learning activities.



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