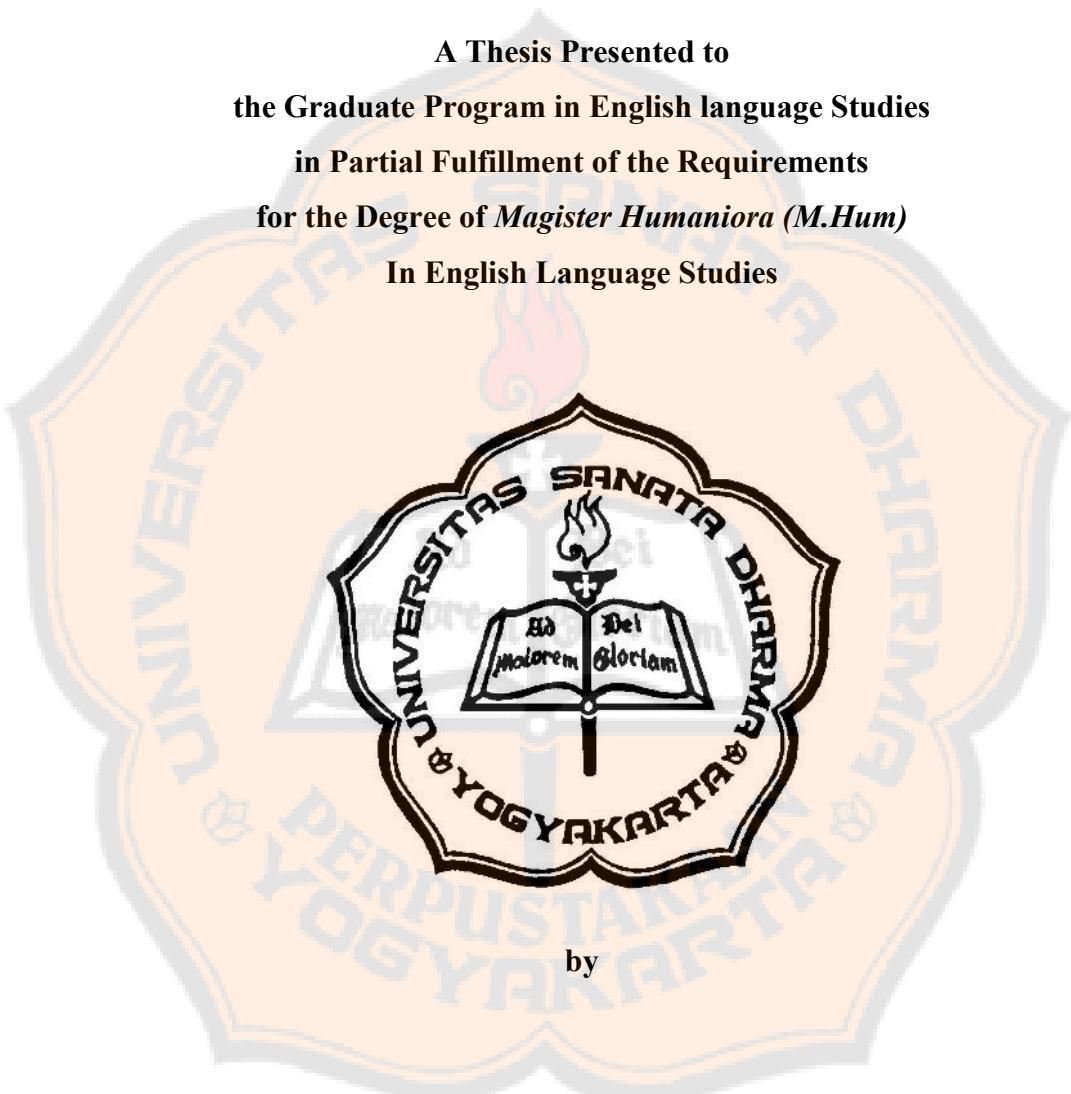


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

**“SPEAK APP”
ANDROID APPLICATION MODEL TO IMPROVE
THE MIDWIVERY STUDENTS’ SPEAKING
COMPETENCE**

A Thesis Presented to
the Graduate Program in English language Studies
in Partial Fulfillment of the Requirements
for the Degree of *Magister Humaniora (M.Hum)*
In English Language Studies



David Sulistiawan Aditya

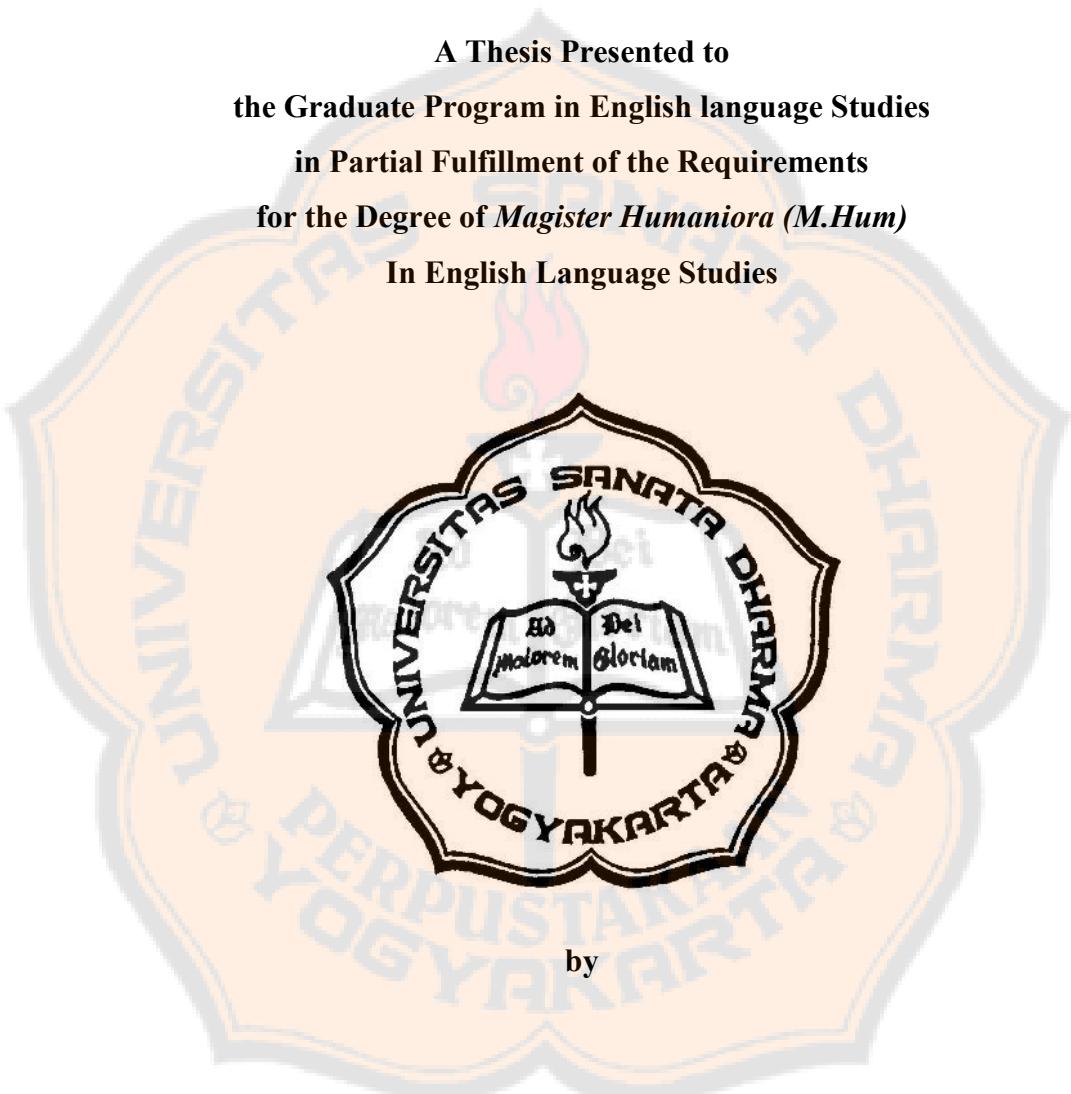
136332037

**The Graduate Study Program of English Language Studies
Sanata Dharma University
Yogyakarta
2016**

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by

David Sulistiawan Aditya

Student Number:

136332037

Approved by

FX. Mukarto, Ph.D
Thesis Advisor

.....

Date: 16 February 2016



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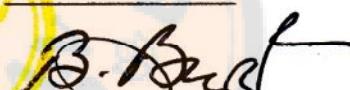
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Was defended in front of the Thesis Committee

and Declared Acceptable

Chairperson : Dr. J. Bismoko 

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Member : Dr. E. Sunarto, M.Hum 

Yogyakarta, February 29th, 2016

The Graduate School Director
Samata Dharma University

Prof. Dr. Augustinus Supratiknya

STATEMENT OF ORIGINALITY

This is to certify that all the ideas, phrases, and sentences, unless otherwise stated, are mine. I understand the full consequences including degree cancellation if I took somebody else's ideas, phrases, or sentences without proper reference.

Yogyakarta, February 29th, 2016

David Sulistiawan Aditya

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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ABSTRACT

Aditya, David Sulistiawan. 2016. SPEAK APP: An Android Application Model to Improve The Midwifery Students' Speaking Competence. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

The sentence, the world needs midwives today more than ever, was raised in the International Day of Midwives this year (International Confederation of Midwives, 2015). The sentence shows that midwives become a demanding profession around the world. Despite the high demand, most of Indonesian midwives could not take part in this great opportunity yet. One of the constraints is their low English communicative competence particularly speaking. Thus, the researcher was interested in designing an Android Application for the midwifery students of 'Aisyiyah Health Sciences College of Yogyakarta as the supplementary materials to improve students' speaking competence. The research answered a research question. The research question was *What an iconic android application model to improve the midwifery students' speaking competence looks like.*

To answer the research question, the research employed an instructional design model called ADDIE. This research design consists of five stages, namely: *Analyze, Design, Develop, Implement, and Evaluate*. The necessary data were obtained through observations, questionnaires, and interviews. They were done in the English class of the Midwifery program at 'Aisyiyah Health Sciences College of Yogyakarta.

Answering the research question, the application provided learning speaking materials in the form of an android application which was accessible through mobile gadgets. The application was called *Speak App*. *Speak App* provided dialogues and monologues audio, speech sounds, exercises of discourse, and speaking projects. They were presented into five units with different topics. Each unit was broken down into five activities: namely Activity 1 about *Dialogues/monologues audios activity*, Activity 2 about *Vocabulary Practices*, Activity 3 about *Expressions Practices*, Activity 4 about *Discourse Exercises*, and Activity 5 about *Video Speaking Project*.

The content of the materials were designed based on the essential theories of teaching speaking cycles by Burns (2011) and teaching speaking by Nunan (2003). Meanwhile, the media and most aspects of the application were developed according to the principles of Mobile Assisted Language Learning which was known as MALL from Stockwell (2013) and principles of mobile learning from Elias (2011).

ABSTRAK

Aditya, David Sulistiawan. 2016. *SPEAK APP: An Android Application Model to Improve The Midwifery Students' Speaking Competence.* Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.

“*The world needs midwives today more than ever*” (ICM, 2015) adalah sebuah tema yang di angkat dalam memperingati hari bidan internasional di tahun ini. Tema tersebut menunjukkan bahwa bidan menjadi sebuah profesi yang sangat dibutuhkan di seluruh dunia. Disamping banyaknya permintaan, banyak dari tenaga bidan di Indonesia tidak dapat memanfaatkan peluang tersebut. Salah satu hambatan mereka adalah lemahnya kemampuan berbahasa Inggris mereka terutama dalam hal *Speaking*. Oleh karena itu, peneliti tertarik untuk mendesain sebuah aplikasi android untuk mahasiswa kebidanan di Sekolah Tinggi Ilmu Kesehatan ‘Aisyiyah Yogyakarta sebagai materi pendukung untuk meningkatkan kemampuan speaking mahasiswa kebidanan. Penelitian ini menjawab sebuah rumusan masalah. Rumusan masalah tersebut adalah *Seperti apakah model aplikasi android untuk meningkatkan kemampuan speaking mahasiswa kebidanan?*.

Untuk memberikan solusi dari rumusan masalah tersebut sebagai tujuan penelitiannya, penelitian ini menerapkan sebuah desain pembelajaran yang disebut model ADDIE. Desain ini terdiri dari lima langkah yaitu *Analyze* (menganalisa), *Design* (Mendesain), *Develop* (Mengembangkan), *Implement* (mengimplementasikan), dan *Evaluate* (mengevaluasi). Data-data yang dibutuhkan dalam penelitian ini di ambil melalui observasi, kuesioner, dan interview yang diambil di kelas bahasa Inggris untuk mahasiswa kebidanan di Sekolah Tinggi Ilmu Kesehatan ‘Aisyiyah Yogyakarta.

Sebagai hasil dari penelitian ini, terbentuklah sebuah aplikasi yang menyediakan materi pembelajaran speaking yang dalam bentuk sebuah aplikasi android yang dapat diakses melalui perangkat mobile. Aplikasi tersebut disebut *Speak App*. *Speak App* menyediakan audio dialogue dan monologue, pengucapan kata, latihan discourse, dan projek speaking. Aspek-aspek tersebut di representasikan dalam 5 topik yang berbeda. Setiap bagian topic dari aplikasi tersebut terdiri dari lima aktivitas, aktivitas 1 tentang dialog dan monologue audio, aktivitas 2 tentang pembelajaran kosa kata, aktivitas 3 tentang *expressions* dalam bahasa Inggris, aktivitas 4 tentang latihan soal discourse, dan aktivitas 5 tentang speaking project.

Konten dari materi tersebut di desain berdasarkan teori dari Siklus Pembelajaran Speaking oleh Burns (2011) dan pembelajaran speaking oleh Nunan (2003). Sedangkan aspek media dalam aplikasi tersebut dikembangkan berdasarkan prinsip dari Mobile Assisted Language Learning atau MALL dari Stockwell (2013) dan prinsip mobile learning dari Elias (2011).

PREFACE

All praise be to **Allah SWT, the Almighty, the Merciful** for the abundant blessing and ease given to me in accomplishing this thesis.

First of all, I would like to express the greatest gratitude to my thesis advisor, **FX. Mukarto, Ph.D**, who has been willing to spare his valuable time not only for reading, criticizing, correcting and improving my thesis but also for encouraging me to finish this thesis. I am deeply grateful for his significant suggestion, intelligent advice, support, and patience during the completion of this thesis. My gratitude also goes to **Dr. J. Bismoko, Dr. B.B. Dwijatmoko, M.A., and Dr. E. Sunarto, M.Hum.** for reviewing my thesis and giving very useful feedbacks for betterment of my thesis. My deepest gratitude also goes to **Dr. Ir. Gatot Hari Priowirjanto** and **SEAMOLEC's team** for the funding and their dedication in teaching and promoting technology in education. I would also thank to all lecturers of English Language Studies Program of Sanata Dharma University who have guided and taught me very well. And, **Pak Mul**, I thank you for helping me with technical things in the classroom.

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Finally, I would like to thank some other friends and relatives for all of their supports and prayers during the process of writing this thesis. For all people who have given me hand, whose names I cannot mention here one by one. My wholehearted thanks to them will never be enough but I believe that God blesses them all. Amin.

TABLES OF CONTENTS

	page
TITLE PAGE	i
ADVISOR'S APPROVAL PAGE	ii
THESIS COMMITTEE'S APPROVAL PAGE.....	iii
STATEMENT OF ORIGINALITY	iv
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI.....	v
ABSTRACT IN ENGLISH	vi
ABSTRACT IN BAHASA INDONESIA	vii
PREFACE.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Problem Identification.....	5
C. Problem Limitation	6
D. Research Questions	6
E. Research Goals.....	6
F. Research Benefits.....	6
CHAPTER II LITERATURE REVIEW.....	9
A. Theoretical Review	9
1. Android Application Model	9
a. Mobile-Learning.....	9
b. Mobile-Assisted Language Learning	11
c. Android.....	13
d. App Inventor	15
2. English for Midwifery	16

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

a.	English for Specific Purposes	16
b.	Midwifery Program.....	18
c.	Instructional Design Model.....	20
3.	Speaking	24
a.	The Nature of Speaking.....	24
b.	Teaching Speaking	29
B.	Theoretical Framework	33
CHAPTER III RESEARCH METHODOLOGY		36
A.	Research Method.....	36
B.	Research Design.....	37
C.	Research Setting and Participants	40
1.	Research Participants	40
2.	Research Setting	41
3.	Research Instrument	41
a.	Questionnaire	41
b.	Interview	42
c.	Observation	43
d.	Document	43
4.	Data Collecting Technique	44
5.	Data Analysis Technique	44
CHAPTER IV DEVELOPMENT PROCESS AND FINAL PRODUCT		48
A.	Process of Developing the <i>SPEAK APP</i>	48
1.	<i>Analyze</i>	48
2.	<i>Design</i>	54
3.	<i>Develop</i>	61
a.	Developing Material.....	61
b.	Developing the Application Using App Inventor	62
c.	Building the Application into .apk file.....	63
4.	<i>Implement</i>	65
5.	<i>Evaluate</i>	67

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

a.	Experts Validation.....	67
b.	Users Validation.....	76
B.	The Description of the Final Product and Its Accountability	79
1.	Homepage of the Product.....	81
2.	Topic Screen.....	82
3.	Unit Preview Screen.....	83
4.	Activities Screen	84
5.	Screen Activity 1.....	85
6.	Screen Activity 2.....	86
7.	Screen Activity 3.....	88
8.	Screen Activity 4.....	89
9.	Screen Activity 5.....	90
CHAPTER V CONCLUSION AND SUGGESTION		93
A.	Conclusions	93
B.	Suggestions	94
BIBLIOGRAPHY		96
APPENDICES		100

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LIST OF TABLES

	Page
Table 3.1 The Description of The Expert Validators.....	40
Table 3.2 The Description of the Validation Questionnaire Result.....	45
Table 3.3 The Conversion Table of The Questionnaires Results.....	46
Table 3.4 The Data Classification Using CRE.....	46
Table 4.1 The topics of English for Midwives 1 of ‘Aisyiyah Health Sciences College of Yogyakarta.....	53
Table 4.2 The topics, Materials, and Learning indicators.....	55
Table 4.3 The formulation of tasks flow design.....	58
Table 4.4 The parts and the parts description of SPEAK APP.....	60
Table 4.5 The Categorization of the Scores.....	69
Table 4.6 The Experts Opinions of the materials in the application.....	69
Table 4.7 The Experts Opinions of the Media Aspects in the Application.....	73
Table 4.8 The experts’ comments and Suggestions about the product.....	75
Table 4.9 Users’ Opinions of the materials aspect.....	76
Table 4.10 The students’ Opinions about the use of Speak App in Learning Speaking.....	77
Table 4.11 The Students Opinion about the media.	78

LIST OF FIGURES

	Page	
Figure 2.1	Dick and Cary Design Model.....	21
Figure 2.2	Hannafin Peck Design Model.....	22
Figure 2.3	ADDIE Model (Rogers, 2002).....	24
Figure 2.4	The Teaching Speaking Cycles.....	30
Figure 2.5	Model Development Framework.....	33
Figure 3.1	Instructional Design Phase.....	37
Figure 3.2	The Description of The Research Stages.....	39
Figure 4.1	The Flowchart of <i>SPEAK APP</i>	59
Figure 4.2	Conceptual Model of the Product.....	80
Figure 4.3	Homepage of Speak App.....	81
Figure 4.4	Topic Screen of Speak App.....	82
Figure 4.5	Unit Preview of Speak App.....	83
Figure 4.6	Activities Screen of Speak App.....	84
Figure 4.7	Screen Activity 1 of Speak App.....	85
Figure 4.8	Screen Activity 2 of Speak App.....	86
Figure 4.9	Checking Pronunciation of activity 2 of Speak App.....	87
Figure 4.10	Feedback activity 2 of Speak App.....	88
Figure 4.11	Screen Activity 3 of Speak App.....	88
Figure 4.12	Screen Activity 4 of Speak App.....	89
Figure 4.13	Feedback Activity 4 of Speak App.....	90
Figure 4.14	Screen Activity 5 of Speak App.....	91
Figure 4.15	Whats App Sharing.....	92

LIST OF APPENDICES

	Page
Appendix 1	101
Appendix 2	105
Appendix 3	111
Appendix 4	113
Appendix 5	115
Appendix 6	117
Appendix 7	119
Appendix 8	120
Appendix 9	125
Appendix 10	127
Appendix 11	133
Appendix 12	138

CHAPTER 1

INTRODUCTION

This chapter presents the general information which explains the reasons of the research problems. There are background of the study, problem limitation, problem formulation, research goals, and benefits of the study.

A. BACKGROUND OF THE STUDY

A sentence, *the world needs midwives today more than ever*, was raised in the International Day of Midwives this year (International Confederation of Midwives, 2015). The sentence shows the world how midwives are really needed by all over the world. It also indicates that the opportunities to reach career in international are widely opened. Thus, it is no doubt that the profession of midwife becomes a demanding profession around the world. World Health Organization reported a survey in 2011 that from 58 countries, among the 38 countries most desperately in need of midwives. The report estimates that the countries require a minimum of six skilled birth attendants per 1000 births if they are to achieve the aim of 95% coverage. However, most of midwives in Indonesia cannot take part in this great opportunity yet. Rivai (2013), the Chairman of Health Workers Standardized Division Council of Indonesia (MTKI), points out that the demand of health workers from Indonesia to work in foreign countries has reached 100.000 workers per year including nurse and midwife. From that number, Indonesia could only send 10% of the demand. He adds that there are two factors that contribute to the inability of

Indonesia health workers taking the opportunities, namely language and technology. Indonesia midwives haven't had good English proficiency and haven't been familiar with current health technology.

Actually, most of health sciences colleges and universities in Indonesia have included English as the obligatory subject of Midwifery study program. However, it seems not to give significant improvement on midwives' English proficiency. Most Indonesia midwives still cannot fulfill the English proficiency requirement to go abroad. Not few of them fail in applying for a job because of their inability to speak English and their TOEFL score. The problem is that the lack of exposure in English. Maharani (2013) states that the low English proficiency of health workers in Indonesia is due to the insufficient of exposure they get from English class. More exposure is needed to provide more input and opportunities to practice English. Besides, Krashen (1981) through his theory of input points out that The best methods are therefore those that supply 'comprehensible input' in low anxiety situations. These methods do not force early production in the second language, but allow students to produce when they are ready. Thus, in order to give input better, we need to provide an ease situation for them when they are learning. Due to the limited exposure, midwife's student also needs supplementary material which enables them to learn it at anytime, anywhere, and also promote the ease situation.

With regard to English for Health, the purpose of teaching English at 'Aisyiyah Health Sciences College of Yogyakarta is the communicative purposes. It means that the teaching emphasizes on productive skills particularly speaking. Speaking is a skill which needs to have more practices in order to master it. By giving

the learners more tasks and exercises in speaking will provide them more exposures and practices in speaking. However, as English is not specific major in Health Sciences College, the short meeting hours always become a problem in the teaching and learning English especially speaking. The students have very little time to practice their speaking. One of solution is using mobile technology. By wrapping the speaking tasks and exercises into an interesting technology will put the students at ease situation and will automatically arouse their motivation to learn it. The teacher will not be worried with the short meeting hours because the students can learn anytime and anywhere.

In recent years, schools have predominately used the Microsoft Windows platform on PCs and Laptops to deliver educational content. However, more recently there has been an increase in the use of non-Windows based devices in education, most notably mobile and tablet. In today's language teaching, some experts have attempted to integrate mobile technology in learning the language based on the consideration of its efficiency and flexibility. The recent research on integrating mobile technology are mobile language learning relates to MP3, (e.g., Ducate & Lomicka, 2009), mobile phones (e.g., Browne & Culligan, 2008), or Personal Digital Assistants (PDAs) (Huang & Lin, 2011). The term for the use of mobile phone in language learning is addressed as MALL (Mobile-Assisted Language Learning). MALL is considered to provide independent and effective learning. Kukulska-Hulme and Shield (2008) define Mobile-Assisted Language Learning (MALL) as “formal or informal learning mediated via handheld devices which are potentially available for use anytime, anywhere.

The Android is one of the popular mobile operating systems in the world today. It was developed by Google specifically for mobile devices and it is currently used in more than 50% of the world's smartphones. The first tablet-optimized version of Android (called Honeycomb) was released in 2011, and was designed to take advantage of the larger size and functionality of tablet devices. A mobile operating system such as Android seems to be well suited to the classroom and developed in MALL. For instance, devices start quickly and can power on and off in seconds, they have better power management so batteries last longer, and they offer a less distracting environment than traditional desktop computing. Moreover, android is an open source operating system which means users are able to change and develop the system to provide custom functionality. In this case, teachers of language as the users can develop this OS to support their teaching.

In addition, using mobile technology in English class is not an easy task. An English teacher should understand some principles in using mobile technology in the class. Stockwell (2013) proposes ten principles of mobile language learning. The ten principles are 1) mobile activities, tasks, and apps should distinguish both a) the affordances and limitations of the mobile device and b) the affordances and limitations of the environment in which the device will be used in light of the learning target, 2) limit multi-tasking and environmental distractions, 3) Push, but respect boundaries, 4) strive to maintain equity, 5) acknowledge and plan for accommodating language learner differences, 6) be aware of language learners' existing uses and cultures of use for their devices, 7) keep mobile language learning activities and tasks short and succinct when possible, 8) let the language learning task

fit the technology and environment fit the task, 9) some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning, 10) recognize and accommodate multiple stakeholders. These principles are based on the consideration of physical, pedagogical, and psycho-social dimensions and additional literature from multiple resources as the initial basis for developing and implementing mobile language learning.

B. PROBLEM IDENTIFICATION

The setting of the research is at ‘Aisyiyah Health Sciences College of Yogyakarta. The Midwifery students of ‘Aisyiyah Health Sciences College of Yogyakarta have English lesson once in a week in their first until fourth semester. However, the number of meetings is unlikely to give them enough exposure of English. The Quality Insurance Department of STIKES ‘Aisyiyah Yogyakarta reported that there are less than 5% who have their research reports’ or theses’ defenses in English and less than 30% of students in the academic year 2014 who have 450 score of TOEFL. They need to have 450 score of TOEFL as a requirement of graduation starting from 2015 and they need to be fluent in English if they want to get better score in the thesis defense and get the better job for their career. The problem is they need more exposure and speaking practices because the English class for one meeting a week in four semesters might not be enough for their exposures. The Midwifery students need supplementary materials that they can learn anytime and anywhere in their free time without time and dimension limitation.

C. PROBLEM LIMITATION

The research deals with developing an Android application model as supplementary materials to help the first semester of midwifery students to improve their speaking competence. The application will enable them to learn the useful vocabulary, useful expressions, and dialogues related to their subjects which aim to give them more exposure in speaking. The application also will give them opportunities to practice speaking outside the classroom.

D. RESEARCH QUESTIONS

The research question of this research is *What does an iconic android application model to improve the midwifery students' speaking competence look like?*

E. RESEARCH GOALS

The objective of this research is to present the iconic model of android application to improve midwifery students speaking competence.

F. RESEARCH BENEFITS

1. Contribution to English education science
 - a. The application will contribute to the development of English Education Science. The integration of a current technology with English education will give a new idea of effective English teaching particularly on distance learning. Since the application is designed for mobile phone in android basis, a device that most of people have in

this current era, it will allow the students to learn anytime and anywhere without thinking about constraints of time and place.

b. Since it is designed specifically for midwife students, hopefully it will give benefits for the development of ESP especially in health science area. The fundamental of ESP is learners' needs. This research will contribute to the development of methods and techniques of ESP. the research will also introduce digital native learners of English as a product of learners' current needs.

2. To the research participants

The participants will be more efficient in learning English. By experiencing this new media, the participants are expected to have better English proficiency through an efficient learning, particularly their speaking skill. Besides, the participants will have positive motivation toward English as the product of the research give an exciting technique in learning English. Eventually, the students as the participants could give feedback toward the implementation of the new technique.

3. To the audience

The audience will get the efficiency of learning English. Besides, the audience will be encouraged to explore the product of the research in learning English. Finally, they will be inspired to do the same research on the similar topic so that it will become another contribution in the development of ELS.

4. To the researcher
 - a. The researcher will have a new media as a supplementary material in the teaching English for midwifery students.
 - b. The study will motivate the researcher to explore other techniques in developing English education technology with interesting and effective ways.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review and the theoretical framework of the study. The theoretical review presents some theories underlying the research in developing the learning model. The theoretical framework presents how the theories presented organized. The following are the discussion of each item.

A. THEORETICAL REVIEW

The theoretical review consists of three terms. They are Android Application, English for Midwifery, and Speaking. These terms are discussed as follows:

1. **Android Application**

This section discusses some related studies. They are Mobile Learning, Mobile Assisted Language Learning, Android, and App Inventor. The discussion is presented as follows.

a. **Mobile Learning**

It cannot be denied that technology has been a part of human life including education. In recent years, technology enables people to be more practical and efficient in living roles. It keeps developing rapidly. People begin to leave PC or personal computer and move to mobiles and tablets which are more practical and efficient. Facer in Kukulska (2006) states that it was already being claimed for several years ago that, at least in the UK, mobile technologies were “a familiar part of

the lives of most teachers and students". Mobile technologies have been used in the developing countries in the teaching and learning process.

Mobile learning (m-learning) has come up as an innovative learning concepts which takes advantage of the mobility of learning devices such as cell phones, personal digital assistants (PDAs), tablet PCs, and MP3 players. These devices enable the users to acquire information and knowledge at any moment, even when they are on the move.

M-learning is the use of mobile technology in education. Chen et al. (2012) state that M-learning refers to the use of mobile technologies for pedagogical purposes. It plays role as media or a learning tool. Similarly, Geddes (2004) in Chen et al. (2012) defined mobile learning as the acquisition of any knowledge and skill through use of mobile technology, anywhere, anytime which results in an alteration in behavior.

The advanced development of mobile learning nowadays diverts the past perception. Sharples (2006) in Kukulska-Hulme and Shield (2008) argues that mobile learning has often been defined in terms of its use of mobile technologies, more recent thinking has foregrounded the mobility of the learner. It shows the efficiency of the mobile devices to use as learning anywhere and anytime. Similarly, Trifanova et al. (2004) define mobile devices as "...any device that is small, autonomous and unobtrusive enough to accompany us in every moment". Supporting the Trinova's definition, m-learning is identified both by being available "anywhere, anytime" (Geddes, 2004) and by the tools used: mobile learning can perhaps be defined as "any educational provision where the sole or dominant technologies are handheld or palmtop devices" (Traxler, 2005).

There are some principles to use mobile media in learning. Elias (2011) reviews eight universal design principles and interprets them for mobile learning. Those principles are: (1) equitable use, (2) flexible use, (3) simple and intuitive, (4) perceptible information, (5) tolerance of error, (6) low physical and technical effort, (7) community of learners and support, and (8) instructional climate. Equitable use means that the contents should be accessible. Learners with various abilities, devices, and different locations can access it. Flexible use means that the design should accommodate a wide range of individual abilities, preferences, schedules, levels of connectivity, and choices of method. Simple and intuitive mean that the design and the navigation should be familiar. Perceptible information is that any information in the content should be clear such as by adding captions, descriptors, and transcription. Next, high tolerance of error means that it could support the learning situation. Then, low physical and technical effort means that the devices are less distracting environment. The community of learners and support can be done by developing groups and support from appropriate tools, thus learners can scaffold and help each other. The last one is instructional climate. The instructor should interact with the learners (course delivery) in various ways.

b. MALL (Mobile-Assisted Language Learning)

The use of mobile technology in language learning is called MALL. MALL is the abbreviation of Mobile Assisted Language Learning. MALL is defined as the use of “mobile technologies in language learning, especially in situations where device portability offers specific advantages” (Kukulska-Hulme, 2013). MALL includes devices ranging from MP3/MP4 players, smart phones, and e-book readers

through to laptop and tablet computers. MALL gives many advantages in the teaching of language. Some advantages of mobile technologies are flexibility, low cost, small size and user-friendliness.

In developing MALL materials, there are some principles that need to be taken into account in order to create a language learning environment. Elias (2011) reviews eight universal design principles and interprets them for mobile learning. Four of these principles are clearly of value to MALL. They are equitable use which means MALL should deliver content in the simplest possible format; flexible use which means MALL should package content in small chunks; tolerance for error meaning that MALL could scaffold and support situated learning methods; instructional climate indicate that MALL should push regular reminders, quizzes, and questions to students.

In addition, there are ten principles of mobile language learning proposed by Stockwell (2013). The ten principles are 1) mobile activities, tasks, and apps should distinguish both a) the affordances and limitations of the mobile device and b) the affordances and limitations of the environment in which the device will be used in light of the learning target, 2) limit multi-tasking and environmental distractions, 3) Push, but respect boundaries, 4) strive to maintain equity, 5) acknowledge and plan for accommodating language learner differences, 6) be aware of language learners' existing uses and cultures of use for their devices, 7) keep mobile language learning activities and tasks short and succinct when possible, 8) let the language learning task fit the technology and environment fit the task, 9) some, possibly most, learners will

need guidance and training to effectively use mobile devices for language learning,
10) recognize and accommodate multiple stakeholders.

As most of mobile media contains software, some principle of well-designed software needs to be paid attention on in using mobile media in Language Learning. Egbert and Hanson-Smith (1999) state some characteristics of well-designed software, namely consistency, good use of space, legibility, ease of navigation and recovery, and high-quality playback. These characteristics enable the user to use the software easily.

c. Android

Android is an operating system based on the Linux kernel and designed primarily for touchscreen mobile devices such as smartphones and tablet computers. Android was unveiled in 2007 along with the founding of the Open Handset Alliance: a consortium of hardware, software, and telecommunication companies devoted to advancing open standards for mobile devices. Android application is used in creating the games since most of the students have gadgets that based on android operating system.

Android was developed by Google specifically for mobile devices and it is currently used in more than 50% of the world's smartphones. The first tablet-optimized version of Android (called Honeycomb) was released in 2011, and was designed to take advantage of the larger size and functionality of tablet devices. A mobile operating system such as Android is well suited to the classroom. For instance, devices start quickly and can power on an off in seconds, they have better

power management so batteries last longer, and they offer a less distracting environment than traditional desktop computing.

Android has been adopted by many of the world's leading hardware manufacturers, including Toshiba, Lenovo, Acer, Samsung, Sony, Motorola, Asus, HTC, Dell and numerous others. All of these manufactures make Android devices, which gives schools a choice of hardware vendors, as well as a range of different devices with different functionality and varying prices. Schools are naturally wary of being locked into a single supplier, and Android offers great diversity in the availability both hardware and software.

One of the key advantages of Android over other mobile operating systems is that it natively supports the Adobe Flash platform, which accounts for around 95% of the educational content currently used in schools. The students are provided access to open any source such as digital books, journals, papers, and many educational sources from many publishers.

Android allows device manufactures to add standard connectivity ports, such as USB and MicroSD cards. This enables users to access their files and content in a more traditional way, as well as upgrading storage capacity and connecting existing peripheral devices such as keyboards and memory sticks.

Android is an "Open Source" operating system, which means manufactures are able to change and develop the system to provide custom functionality. Unlike Apple's iOS and other proprietary operating systems, developers are free to re-write the operating system and enhance and customize it to support different hardware devices and functionality.

d. App Inventor

Android is a great operating system which gives many benefits to human. As what have discussed in the previous definition about android that it is ‘open source’, means manufactures are able to change and develop the system to provide custom functionally. Google has provided a tool to develop an application to be put in the android system.

App Inventor is a Web-based application that allows everyone from ordinary phone owners to experienced developers to create applications for Android (Tylor, 2001). This web-based application allows everyone to create their own application to suit their needs. To use App Inventor, people do not need to have knowledge on Java, Coding, or other complicated syntaxes because the developer is provided puzzles’ blocks to create the application system. This way, the developer will be easier to develop the application. Besides, the tutorials of developing applications using App Inventor are available at MIT Companion site by Google.

App Inventor is also great for designers or developers with great ideas and a solid background in development. AppInventor can allow very technical and experienced app developers to spend less time worrying about debugging, syntax, and development and more time making rock-star applications. Since it is a simple program, the ordinary phone owners can also put their ideas into an application with short practices.

As it is web-based application we don’t need to install it to our computer or gadgets. It is totally safe. We don’t need to worry about error or other technical problems. App Inventor is rapid prototyping application for display and testing.

2. English for Midwifery

This section discusses some literatures related to the English for Midwifery. They are Mobile Learning, Mobile Assisted Language Learning, Android, and App Inventor. The discussion is presented as follows.

a. English For Specific Purposes

ESP is an approach in English language teaching and learning designed to meet the learners' needs. Hutchinson and Waters (1987) state that English for specific purposes (ESP) is an approach to second and foreign languages teaching in which all decisions as to the content and method of instruction are based on the learner's reason for learning. All the materials and methodology aim at developing the learners' competence in order to achieve the learners' learning goals.

According to Hutchinson and Waters (1987), in ESP, learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. Thus, what they are taught should be restricted to what they need and their interests. Learners would be demotivated if they are given materials that are not practical and not applicable to convey to their particular role.

The ESP learner is usually studying English in order to carry out a particular role, such as that of hotel staff, mechanic, or flight attendant. Richards (2001) states that in ESP, what is needed by the learners is not lessons in 'advanced English' or 'colloquial English, but training in the kinds of English learners would use or encounter in their specific occupations or situations. The materials of the ESP course should be authentic and applicable in the real target situation. If the purpose of the

learning is to acquire English for jobs such as doctor or business, the learners do not need to learn about second language acquisition, phonetics, and or phonology. What they need is that the lessons that will make them able to use English in their certain roles of jobs.

The ESP course is designed based on the specific needs and interests. Strevens in Richards (2001) states that the content of ESP courses is determined by the restriction of ‘basic skills’ which are required by the learner’s purposes; the selection of vocabulary, patterns of grammar, functions of language which are required by the learners purpose; the inclusion of themes and topics which are required by the learner’s purposes; and communicative needs which are required by the learner’s purposes.

Hutchinson and waters (1987) distinguish between target needs (i.e. what the learners need to do in the target situation) and learning needs (i.e. what the learners need to do in order to learning). Target needs can be looked at in terms of necessities, lacks, and wants. ‘Necessities’ are the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation. On the other hand, ‘lacks’ are the gap between what the learners know already and the necessities. The analysis on the target needs and the learners needs alone, however, are not enough. If training was a journey, the learner’s lack could be seen as the starting point and the necessities as the destination. The learners’ wants, are, what the destination should be. It is the learners’ own view as what their needs are.

Learning needs, broadly speaking, are the kinds of learning situation that most appeal to the learners so that they would learn effectively. The needs, potential and constraints of the learning situation must also be taken into account if we are going to have any successful analysis of learner needs (Hutchinson and Waters, 1987). Information of these needs can be gathered in a number of ways. The most frequently used ways are questionnaires, interviews, observation, data collection, and informal consultations with sponsors, learners, and others.

Richtertich and Chancerel (1978) propose that learners and teachers can all be involved in determining learner's needs. Information can be collected about the resources of the teaching institution, objectives, and methods of assessment used. Information will also be needed about the different kinds of activities the learner will be using the language for, the language function involved, the situations, and which of the four skills will be needed.

b. Midwifery Program

The midwife is recognized as a responsible and accountable professional who works in partnership with women to give the necessary support, care and advice during pregnancy, labor and the postpartum period, to conduct births on the midwife's own responsibility and to provide care for the newborn and the infant. It means that being a midwife is much more than helping delivering babies. A midwife would be involved in antenatal and postnatal care, in counseling, in offering support and education, and help families prepare for parenthood.

Midwifery qualifications and experience will open a wide range of options to develop their career in the directions that interest them most. As their knowledge and

expertise increase, they could move into more senior practitioner roles. They could become a team or unit manager where they could combine responsibility for managing other staff with ongoing hands-on involvement with clients.

Midwifery course program includes classroom instruction and supervised clinical hands-on experience in health care settings. Students need good study habits and the ability to analyze and think through problems (critical thinking) to be successful in midwifery school. At the end of the program, graduates must pass the state board licensure examination to become licensed as a registered midwife.

In the context of 'Aisyiyah Health Sciences College of Yogyakarta, the midwifery students have to be able to fulfill some requirements in order to graduate from the program. Two of the requirements are 450 of TOEFL score and an English presentation of the research report. The first requirement of the TOEFL score is an obligation and the presentation is still an option by now and will be obligated for the next coming years.

In wider context, Indonesian midwives need to have good English skills and awareness of current technology to face the Asian Economic Community. As stated by Rivai (2013), the Chairman of Health Workers Standardized Division Council of Indonesia (MTKI), that the Indonesian health workers, particularly nurses and midwives, have not fully taken a part in the international opportunities yet due to their insufficient skills of language particularly English and their knowledge of current technologies in medical world as many developed countries have already used new technologies to take care of certain disease such as CT scanner, MeLa Find Optical Scanner, ATI Neurostimulator (Electronic Aspirin), and etc.

c. Instructional Design Model

Instruction is a systematic process of delivering knowledge to improve a certain condition. A design is needed to provide a good instruction. According to Berger and Kam (1996), instructional design is the systematic development of instructional specifications using learning and instructional theory to ensure the quality of instruction. It is the process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of Instructional materials and activities; and tryout and evaluation of all instruction and learner activities.

There are many models of instructional design have been developed suitable for various instructional purposes and by differing levels of expertise of instructional designers. Some of them will be discussed as the consideration in this study.

Dick and Cary Design model is suitable for variety of context areas. Taylor states that Dick and Cary Design Model is suitable for primary, secondary schools as well as business and government uses. The model is presented as follows.

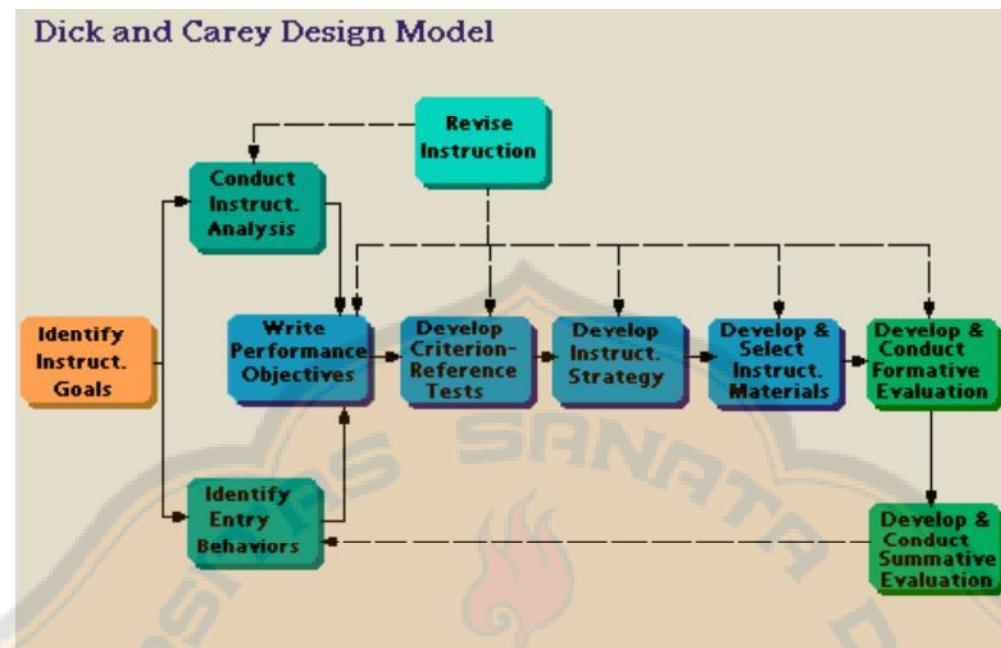


Figure 2.1 Dick and Cary Design Model (1990) in Tylor

This model does not require a formal need analysis to be performed, but instead allows for the knowledge and skills of particular attending group to be analyzed. Criterion reference phase allows for the instructional objectives to be developed from what is required of the participant in their environment. Thus, the needs of the participants can be obtained from the observation and related documents.

Different from Dick and Cary, Hannifin Peck Design Model defines the goals and objectives of the instruction through conducting needs analysis. Basically, this model uses three phases of ADDIE namely, needs assessment phase, design phase, and the development and implementation phase. The model can be seen in the following figure.

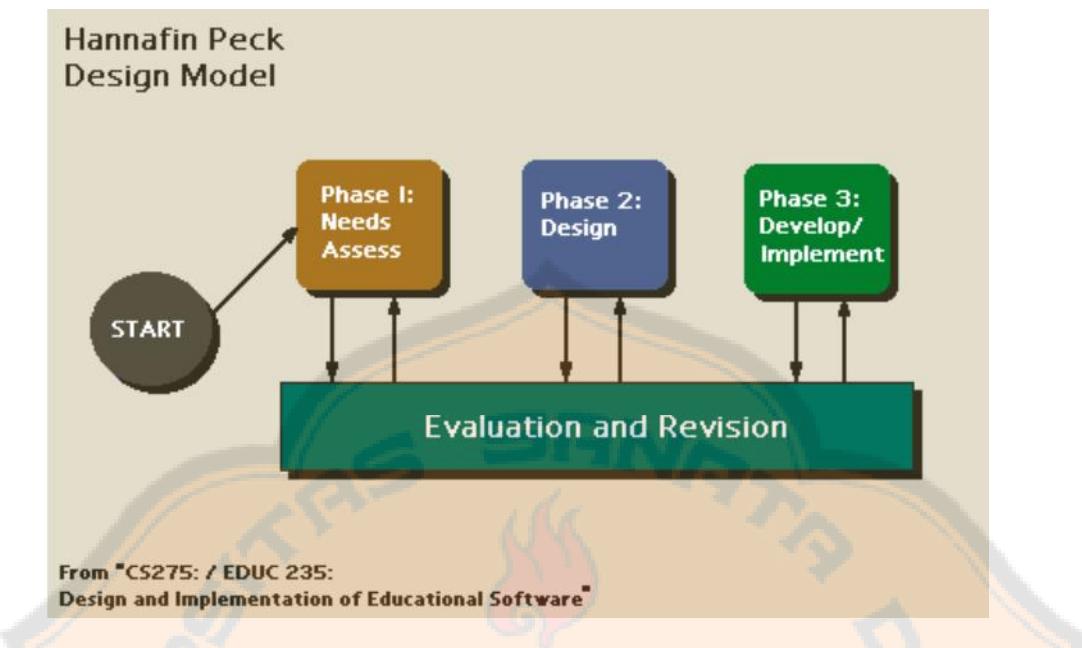


Figure 2.2. Hannafin Peck Design Model in Tylor

The above figure shows that needs assessments are an important aspect in an instructional model.

However, basically instructional design models consist of five generic phases. These are 1. Analyse, 2. Design, 3. Develop, 4. Implement, and 5. Evaluate. The phases have dynamic and flexible guidelines which are used for effective and efficient instruction. This generic design is also known as the ADDIE Model.

In designing the application, ADDIE instructional design models are used as the basis design. The ADDIE models are developed by Rogers (2002) from a stage of development learning known as Instructional System Design (ISD). ISD consists of five main phases which are commonly referred to ADDIE (Analysis-Design-Development-Implementation-Evaluation).

In the analysis phase, the analysis of learning problems and learner characteristics are conducted. Analysis also considers the audience's needs, learning

environment, any constraints, the delivery options, existing knowledge, and any other relevant characteristics.

In the design, this phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing, and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details. Detailed content and user-interface are determined here.

In the development phase, materials are written and produced according to specifications derived during the design phase. The purpose of this phase is to generate the lesson plans and lesson materials. During this phase you will develop the instruction, all media that will be used in the instruction. This may include hardware (e.g, the simulation equipment) and software (e.g, App inventor).

Implementation is the presentation of the learning experiences to the participants utilizing the appropriate media. Materials are delivered or distributed to the student group, whether it is classroom-based, lab-based, computer-based, or outside the classroom. After delivery, the effectiveness of the training materials is evaluated.

The evaluation phase consists of (1) formative and (2) summative evaluation. Formative evaluation is presented in each stage of the ADDIE process. The objective is to evaluate whether the steps have served its best to produce the best version of the learning model. Summative evaluation consists of tests designed for criterion-related

items and providing opportunities for feedback from the users. Revisions are made as necessary. The five steps ADDIE's design model proposed can be seen in the following figure.

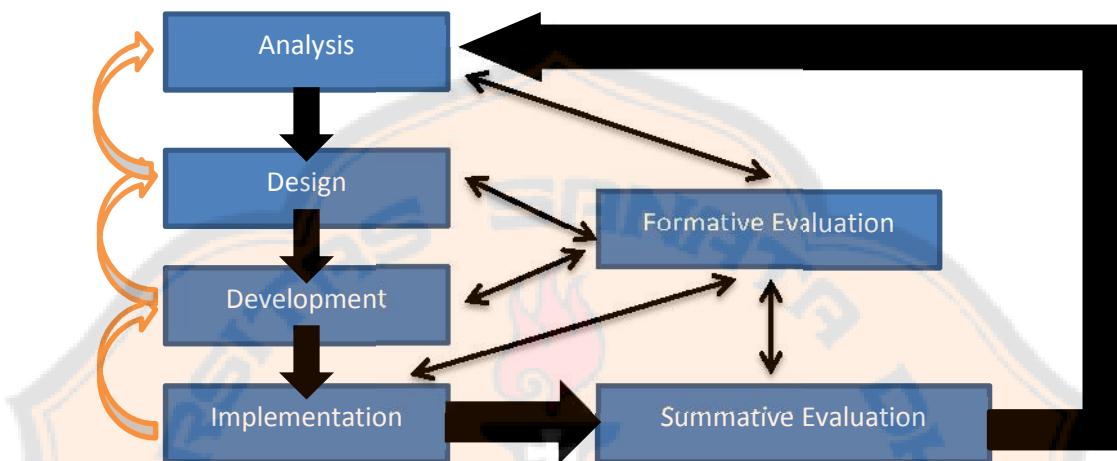


Figure 2.3 ADDIE Model (Rogers, 2002)

3. Speaking

In order to provide a good speaking material, this section will discuss the basic theory of speaking skills and teaching speaking.

a. The Nature of Speaking

Speaking is to produce spoken language orally which is involving some aspects. Brown and Yule in Nunan (1989) state that spoken language consists of short, often fragmentary utterances, in range of pronunciation. On the other hands, speaking also involves grammatical, semantic and discourse aspects. Shumin in Richard and Renandya (2002) argues that to speak a language requires not only knowing its grammatical and semantic rules but also the knowledge of how to use the language in

the context of structured interpersonal exchange, in which many factors interact.

Speaking is a very complex task as many aspects involves in it.

Speaking is used for many different purposes. Louma (2004) proposes some variation in spoken language such as talking to chat and talking to inform. He defines talking to chat or chatting as the exchange of amicable conversational turns with another speaker and it has purpose to make and maintain social contact, to oil the social wheels, and thus chatting forms a large parts of anyone's social life. Meanwhile, talking to inform refers to speech aimed at transferring information on a particular topic. On the other hands, Richard and Renandya (2002) mention some purposes of speaking. In casual context, speaking skill is used to make a social contact with others, to establish rapport or to have chit chat each other among friends. But in a more formal situation, speaking skill is used to discuss with others, seek and express opinions, persuade someone about something, give instruction or to get things done, describe things, complain about people's behavior, and make polite requests.

Speaking is a skill which is mostly learned by the language learners in the world. Since speaking is a very complex task to learn, the language learners should know some components underlying speaking effectiveness. According to Savignon (1997), there are four components communicative competence namely, grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence is the ability to make explicit the usage of rules of grammatical theory, vocabulary, and mechanics. Mechanics here refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

Sociolinguistic competence involves the ability to understand the social context in which the language is used. Understanding the sociolinguistic side of language helps speakers know what comments are appropriate, how to ask questions during interaction, and how to respond nonverbally according to the purpose of the talk. Discourse competence concerns on intersentential relationship. It is the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent text that are relevant to a given context. Meanwhile, Shumin in Richard and Renandya (2002) defines the strategic competence as the ability to know when and how to take the floor, how to keep a conversation going, how to terminate a conversation, and how to clear up communication breakdown as well as comprehension problems.

Besides, the factors influencing the language learners to learn speaking should also be elaborated for considerations. Shumin in Richard and Renandya (2002) proposes 4 factors affecting adult EFL learners, namely age or maturational constraints, aural medium, sociocultural factors, and affective factors. Age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. He argues that children have higher proficiency to acquire and learn a language than adults. It is because adult learners do not have the same innate language-specific endowment or propensity as children for acquiring fluency and naturalness in spoken language. Aural medium concerns on the role of listening in speaking. Listening plays an extremely important role in the development of speaking abilities. Speaking feeds on listening which precedes it. Speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules

of language are internalized. Cultures and social context play crucial role in language learning. Many cultural characteristics of a language also affect L2 or foreign language learning. To speak a language, one must know how the language is used in a social context. The affective side of the learner is probably one of the most important influences on the success or failure of language learning. The affective factors related to L2 or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure.

Midwifery students in this study belong to foreign language learners. With regard to the factors affecting adult EFL learners, they involve to adult learners. It means the attempts to learn the oral communication would be different from young learners. They need more exposures to get better result on learning. Their affective side should also become the concerns of this study as they major on health not English.

Besides, they belong to the beginner learners of speaking. It means that the materials would gradually move from the Basic English such as greetings and introduction, giving advices, asking for and giving directions, and other language functions that they use in daily life to the more specific on their context. In line with Richard and Renandya (2002) in casual context, speaking skill is used to make a social contact with others, to establish rapport or to have chit chat each other among friends. But in a more formal situation, speaking skill is used to discuss with others, seek and express opinions, persuade someone about something, give instruction or to

get things done, describe things, complain about people's behavior, and make polite requests. In this case, they would learn gradually from casual context to the formal context as formal context needs more knowledge of vocabulary and functions.

Learning speaking is not only learning to remember vocabulary and combine them into sentences, more than that there are some skills that underline it. Those are macro skills and micro skills. Macro skills contribute to the fluency and accuracy in which pronunciation and grammar involve in it. Meanwhile, the micro skills in Speaking according to Brown (2000) are seen in the following table.

Table 2.2. Micro Skills of Oral Communication (Brown, 2000)

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery
7. Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical words classes (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization) word order, patterns, rules and elliptical forms.
9. Product speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situations, participants, and goals.
13. Use cohesive devices in spoken discourse.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for

help, and accurately assessing how well your interlocutor is understanding you

b. Teaching Speaking

Teaching oral communication involves teaching other skills. Hughes (1993) states that the teaching and learning of speaking is the development of the ability to interact successfully in that language and this involves comprehension as well as production. It means that learning oral communication is not only concerning on learning oral skills but also listening skills in order to interact successfully.

Specifically, Brown (2001) states that in teaching oral communication teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. It means that the teacher should have a good technique to teach the students so that the students can learn the language easily.

Understanding the components of speaking and principles underlying the speaking effectiveness is not enough. A good teaching and learning English is also needed in improving the learners' speaking competence. Goh and Burns (2012) propose the teaching speaking cycles to improve the students speaking competence. There are seven cycles that need to be implemented in the speaking lesson. The stages are presented as follows.

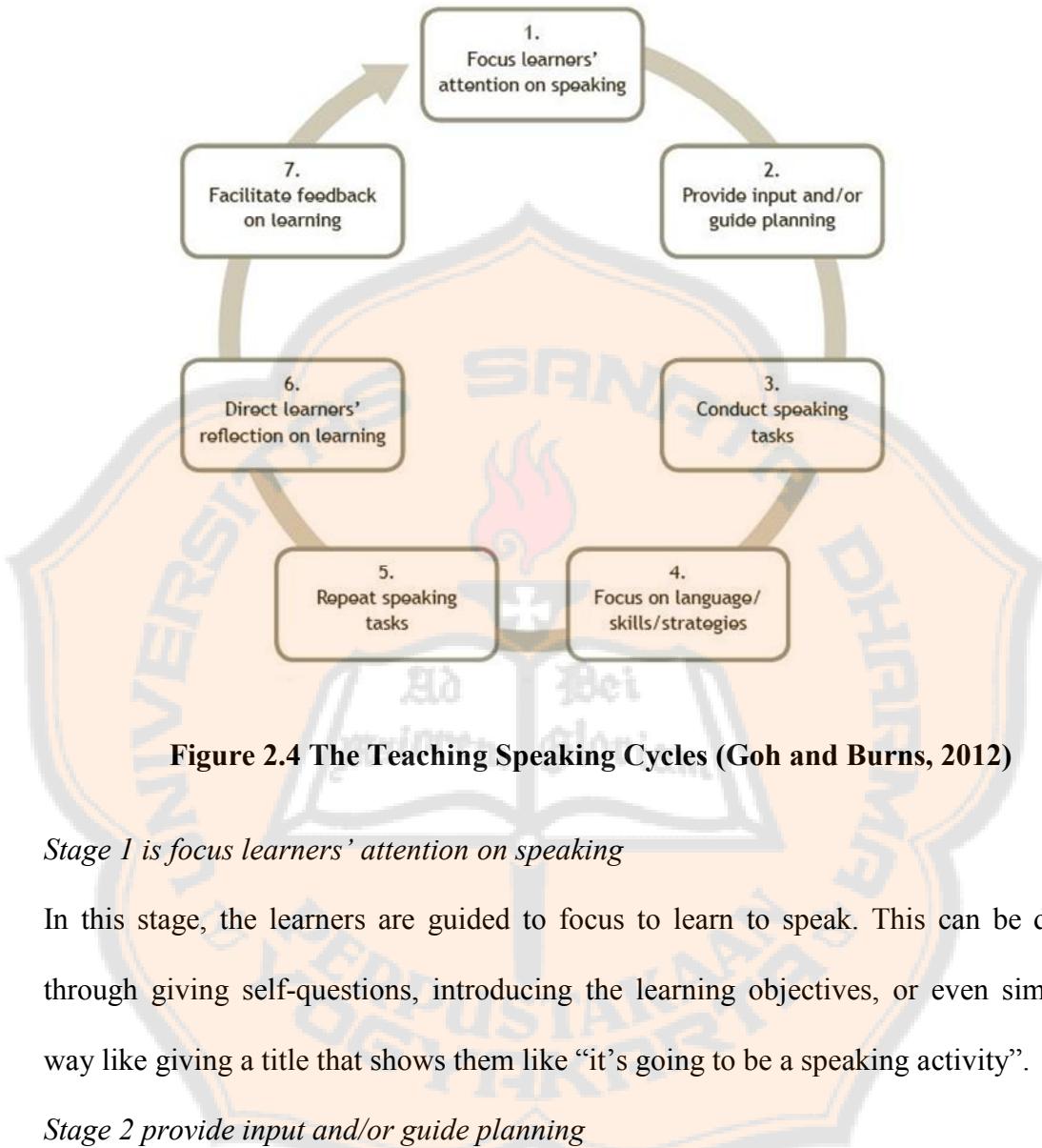


Figure 2.4 The Teaching Speaking Cycles (Goh and Burns, 2012)

Stage 1 is focus learners' attention on speaking

In this stage, the learners are guided to focus to learn to speak. This can be done through giving self-questions, introducing the learning objectives, or even simpler way like giving a title that shows them like “it’s going to be a speaking activity”.

Stage 2 provide input and/or guide planning

Input plays an important role in learning a language skills including speaking. Giving them input will build the students’ knowledge about what they are going to learn, yet it would put them at ease learning situation. In this stage, the learners are provided input of the language that they are going to learn. The tasks can be in the form of spoken text, context, and vocabulary. The purposes of this stage are introducing or

teaching new language, enabling learners to reorganise their developing linguistic knowledge, activating existing linguistic knowledge, recycling specific language items, and easing processing load, pushing learners to interpret tasks in more demanding ways. (Skehan 1998).

Stage 3 conduct speaking tasks

Speaking is a process. A language teacher should be aware with that. We cannot just ask students to speak after giving them a little example. There should be scaffolding of the tasks in the learning. It means that the speaking tasks provided should be from the easiest and move gradually to the challenging one.

Stage 4 focus on language/skills/strategies

In this stage, the teacher draws learners' attention to select parts of the fluency task that they have completed and that need attention. The parts could include language features such as pronunciation, grammar, and text structures, as well as vocabulary.

Stage 5 Repeat the speaking tasks

In this task, the learners carry out the speaking task from the stage 3 again. However, the tasks should be covered the entire tasks before. The main purpose of using speaking tasks is to provide learners with opportunities to practice their speaking so that they can achieve greater fluency.

Stage 6 direct learners' reflection on learning

This stage encourages learners to self-regulate their learning through monitoring and evaluating what they have learnt from the preceding stages. Reflection can be done individually, in pairs, or even in small groups. Individual and group reflection often

has a cathartic effect on learners who may be feeling stressed and anxious, and think that they are the only ones feeling that way.

Stage 7 facilitate feedback on learning

In this final stage of the Teaching Speaking Cycle, the teacher provides learners with feedback on their performance in earlier stages of the cycle.

To enrich the definition for discussion, Nunan in Kayi (2006) proposes a definition of teaching speaking. He points out that teaching speaking is to teach the English second language learners to; Produce the English speech sounds and sound patterns, Use word and sentence stress, intonation patterns and the rhythm of the second language, Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, Organize their thoughts in a meaningful and logical sequence, Use language as a means of expressing values and judgments, Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

With regard to English for Midwifery, the ability to speak English is important to their career. Language, particularly speaking competence is one of their short coming to take part in a wide international opportunity. Most of them fail to get through the job interviews. They require being able to speak English to communicate. Those reasons are the basic reasons to focus the research on improving speaking competence.

B. THEORETICAL FRAMEWORK

This part synthesizes the theories mentioned in the previous discussion and discusses the relations among the theories in supporting this research. The theories include the theories of teaching speaking, the principles of m-learning and MALL, Android, and App Inventor. The framework model of this research can be seen in the following figure.

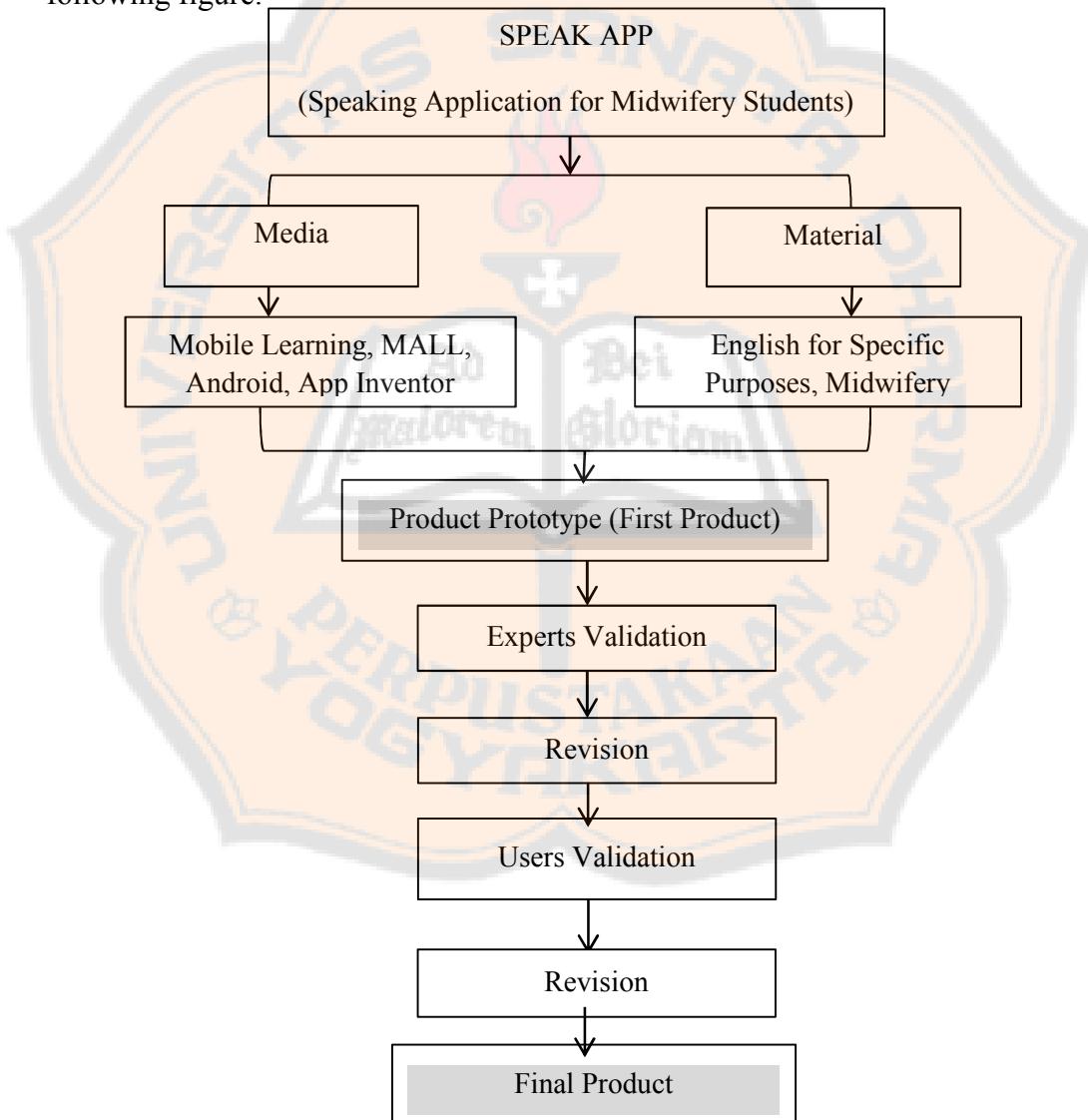


Figure 2.5 Model Development Frameworks

The theories of Mobile Assisted Language Learning, Android, and App Inventor are the basis of the features and media aspects of the application. Based on the principles of MALL by Stockwell and Hubbard (2013)., mobile learning media should meet ten principles: (1) mobile activities, tasks, and applications should distinguish both the affordances and limitations of the mobile devices and the environment where the device will be used; (2) limiting multi-tasking and environmental distractions; (3) pushing, but respecting boundaries; (4) striving to maintain equity; (5) acknowledging and planning for accommodating language learner differences, (6) being aware of language learners' existing uses and cultures of use for their devices; (7) keeping mobile language learning activities and tasks short and concise when possible; (8) letting the language learning task fit the technology and environment, and vice versa; (9) some or most learners will need guidance and training to effectively use mobile devices for language learning; and (10) recognizing and accommodating multiple stakeholders. Besides, the mobile learning should also accommodate the eight principles of m-learning by Elias (2011). They are (1) equitable use, (2) flexible use, (3) simple and intuitive, (4) perceptible information, (5) tolerance of error, (6) low physical and technical effort, (7) community of learners and support, and (8) instructional climate.

Android Operating System is used as the basis system to operate the application. The strength of this OS is that it is an open comprehensive platform for mobile devices. So, it enables developers to make changes in any part of it. It is also due to consideration that android is currently used in more than 50% of the

world's smartphone. Moreover, android is suitable for classroom instruction as the devices can start quickly and can power on and off in a second. They also have the better power management as the battery last longer and they are less distracting compared to the desktop computing. App inventor is the program to develop the application for android. Not only because App Inventor is free online program, but also it is a simple program to operate as the developer does not need to master java script or logarithm to use it. App Inventor is suitable for the researcher who has little experiences in developing application.

The theories of English for Specific Purposes, Midwifery program, Instructional Design Model, and Teaching Speaking theory give a clear concept of the materials in the application. Teaching English for Midwifery belongs to English for Specific Purposes area. It means the materials should accommodate the purpose of learning English for midwifery students. In order to provide an effective learning media, the materials including the tasks or activities should comply with the theories of teaching speaking.

The concept of the media and materials of the application are then synthesized into the steps of Instructional Design Model. An Android application is then developed through the steps. By using Android application for learning speaking, the students will have more opportunities to practice to speak. It also can solve the short meeting hours' problems in the English class of Midwifery program. The features in the application can facilitate the midwifery students to improve their speaking competence.

CHAPTER III

RESEARCH METHODOLOGY

The objective of discussing research methodology is to qualify the use of technique and method in response to the kind of research so that the researcher can meet the goal of the study. This chapter presents the research method, the nature and sources of data, the research setting and participants, technique of data collection, accountability of the instruments and data analysis technique.

A. RESEARCH METHOD

The research focuses on developing an Android application model to improve speaking competence for midwifery students. The researcher employs Research and Development (R & D) as it focuses on developing educational product. Borg and Galls (2007) state that research and development is used to design new products and procedures, which then are systematically field tested, evaluated and refined until they meet a certain criteria.

Instructional design was used to guide the researcher to work on the research. Berger and Kam (1996) define instructional design as the systematic development of instructional theory to ensure the quality of instruction. It is the process of analysis of learning needs and goals and the development of a delivery system to meet those needs. It includes development of instructional materials and activities; and try out and evaluation of all instruction and learner activities. There are some phases in the instructional design which is commonly addressed as ADDIE model.

ADDIE model was used as the basis in developing this research. ADDIE is an abbreviation that represents the phases of instructional design. These are 1. Analyse, 2. Design, 3. Develop, 4. Implement, and 5. Evaluate. These phases provide dynamic and flexible guidelines which are used for effective and efficient instruction. The steps of this model are as follows.

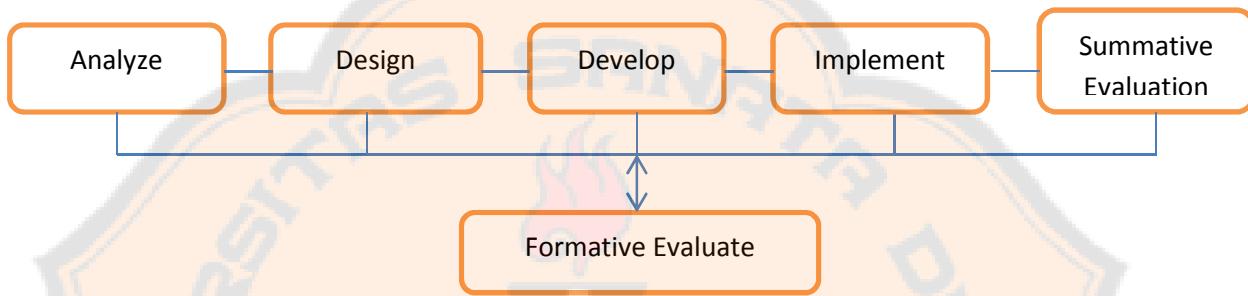


Figure 3.1 Instructional Design Phase (Rogers, 2002)

B. RESEARCH DESIGN

This research employed the steps of ADDIE model. There were five steps in conducting the research. The first step was *Analyze*. In this step, the researcher conducted class observations and interviews to gather information about problems of teaching and learning English that emerged in field. After the problems gathered, the researcher then analyzed, specified, and defined the problem. This was done to find a solution of the problem. After the problem defined, the researcher then proposed a solution. The observation continued by conducting literature studies on related field and documents the teaching syllabus.

The second step was *Design*. In this step, the researcher selected the materials in the syllabus and defined the objectives. Besides, the researcher also conducted

literature studies to design the tasks and activities. After the topics of the materials selected and tasks flows designed, the researcher then made the flowchart and storyboard of the product.

The third step was *Develop*. This step explained how the researcher developed the product. The development step began with developing the materials including how the researcher adjusted the audios materials. Then, the storyboard designed was developed using App Inventor. The materials that had been developed were then also put into it. The last development process was to try out the product on the mobile phone to check whether the result of the product was as planned. To use the application on the phone, firstly the researcher built the application project into .apk file and then sent the file into the mobile phone to be installed. The development process was done simultaneously to reach the best product to be implemented.

Before the product implemented, the researcher conducted formative evaluation for improvement of the product. The evaluation was conducted by validating the product to the experts. There were two kinds of experts involved in this research namely the expert of media and the experts of materials. The validations were conducted by distributing open-ended questionnaires and interviews. After gathered enough feedbacks from both experts, the researcher then made revisions and improvement of the product on the certain parts based on the feedbacks. After revisions done, the researcher then implemented the product.

The next step was *Implement*. In this step, the researcher implemented the product to the research subjects. The subjects were 21 midwifery students in the first semester of ‘Aisyiyah Health Sciences College of Yogyakarta. In this step, the

researcher role was as a director. He collaborated with English lecturer who taught in the class to help him. The implementation was conducted within three weeks.

The last step was *Evaluate*. The evaluation process in this model was divided by two namely formative and summative evaluations. The formative evaluation in this research was conducted in the development phase by doing experts validations and revision before the product implemented. It was also done in every step by consulting the product with the thesis advisor and experts. The summative evaluation was conducted by doing the users validations and making final revisions of the product. The descriptions of the steps are as follows.

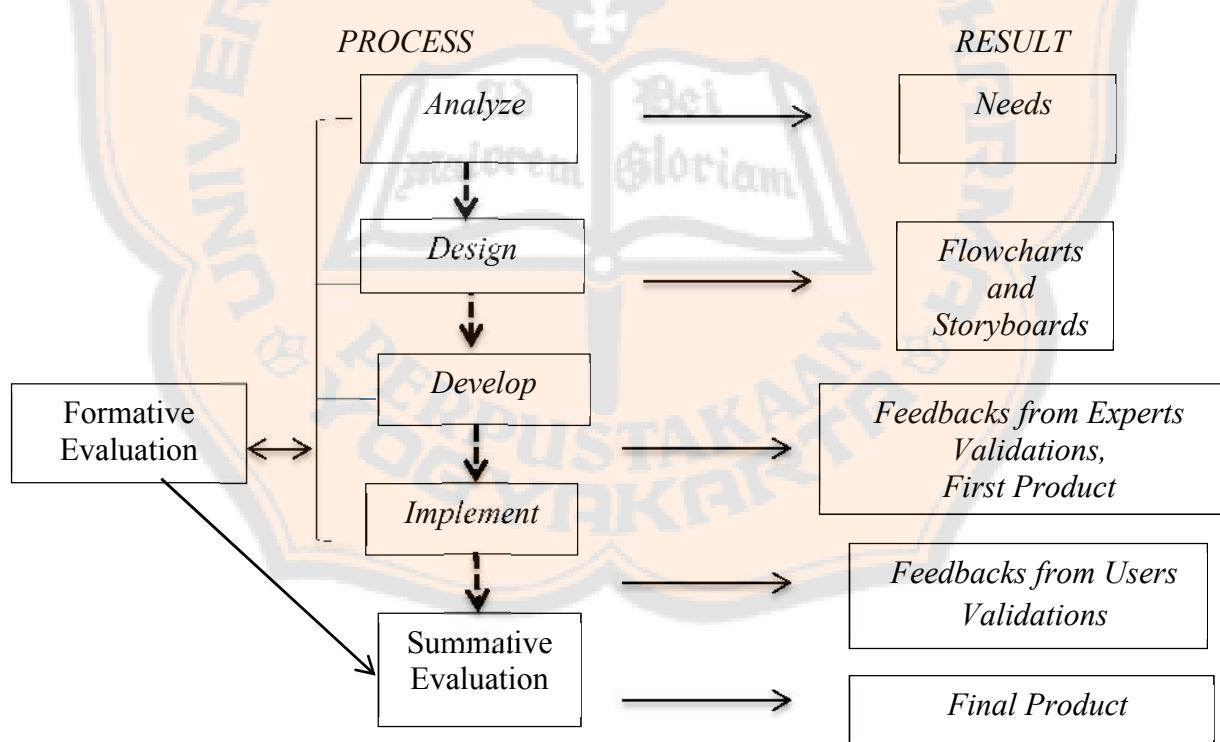


Figure 3.2 The Description of the Research Stages (Rogers, 2002)

C. RESEARCH SETTING AND PARTICIPANTS

As the result of the research is a learning product, this research involved various participants not only students. The descriptions of the setting and the participants are discussed here.

1. Research Participants

The application or product is designed for midwifery students to learn English. Due to the limited time and capability of the researcher, the focus of the material development was to support the teaching and learning English especially speaking for midwifery students. Thus, the subjects of the research were 21 midwifery students in the first semester of ‘Aisyiyah Health Science College of Yogyakarta. In developing the learning model, the researcher also gathered data from various research participants, the target learners themselves, and the experts. There were four experts involved in this research, two experts of materials and two experts of media. The description of the experts’ background is presented in the table below.

Table. 3.1 The Description of the Expert Validators

Respondent	Educational Background			Teaching Experience		
	S1	S2	S3	1-10	10-15	15-25
IT lecturer or IT practitioner	-	2	-	2	-	-
English lecturer	-	2	-	2	-	-

The experts validated the product of the research by giving feedbacks, opinions, and suggestions. The experts of materials were the English lecturers. They gave feedbacks related to the materials content in the product. Meanwhile, the IT lecturers

were the expert of media in the product and they gave feedbacks on the mechanical aspects of the product.

The target learners or users also validated the product by giving feedbacks, opinion, and suggestions through the questionnaires. They give feedbacks related to media and material aspects of the product when it was implemented.

2. Research setting

This research was conducted at ‘Aisyiyah Health Sciences College of Yogyakarta. The target users were the first semester midwifery students. The research was conducted from July – December 2015. The college was located at West Ring Road No 63, Mlangi, Nogotirto, Gamping, Sleman, Yogyakarta.

‘Aisyiyah Health Sciences College of Yogyakarta was taken as the research setting as the college was accessible. It means that the researcher could easily get information and conduct research in this college. Besides, there were target of research population who were midwifery students. The population was considered to represent the research targets as they have similar characteristics such as age, gender, motivation, and cultures.

3. Research Instrument

The instruments used in the research were observation forms, questionnaires, interview guidelines and documents. Each instrument was used to support the data in all stages of the research. Those instruments are presented below.

a. Questionnaire

Johnson and Christensen (2012) define a questionnaire as a self-report data-collection instrument that each research participant fills out as part of research study.

Attitudes, motivation, perceptions, thoughts, feelings, and self-concepts are kinds of data that usually be gathered by questionnaire because they are considered not easily to be observed. Questionnaires can give benefits in data collection as they can be given in a large group, the gathered data are more uniform and standard, and the data are more accurate because they are given to all respondent in the same time. Meanwhile, Ary et al. (2002) divides questionnaire into two namely: structured and unstructured questionnaires. In structured questionnaires, both questions and answers are provided. The respondents choose response that best represents their opinions. In unstructured questionnaire, the respondents elaborate their opinions using their own words.

The questionnaires in this study were in the form of structured and unstructured questionnaires and they were validated through expert judgment. The questionnaires were used for the product evaluation and validation. There were three questionnaires in the research, namely questionnaire for media validation, questionnaire for material validation, and questionnaire for user validation. The respondents of the questionnaires were two English lectures as materials' validators, two IT lecturers as media validators, and twenty one midwifery students as the research subjects and the users of the product. The blueprint of the questionnaires can be seen in Appendix 3, Appendix 4, and Appendix 5.

b. Interview

According to Johnson and Christensen (2012), interview is a data collection method of study in which the researcher asks questions to research participants. The

benefit of using interview is that the researcher can freely use probes such as prompts used to obtain response clarity or additional information.

The interview was in the form of in depth-interview. It was conducted by asking interrelated questions in order to get expected data from the participants. The interviews were conducted on the analysis step and evaluation step. In the analysis step, the interview was conducted to find out the needs of the learner targets. Meanwhile, on the evaluation step, the interview was conducted to get feedbacks for the product improvements. The interview guideline can be seen in Appendix 13.

c. Observation

Creswell (2012) defines observation as the process of gathering information by observing people and places at a research site. The advantages of using observation in a research are that observation provides opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas. More specific, Seliger and Shohamy (1989) state that observations are most often used to collect data on how learners use language in a variety of settings, to study language learning and teaching processes in the classroom, and to study teachers' and students' behavior. In this research, the researcher did observation to analyze problems and needs of the learning. The result of the observation can be seen in Appendix 6.

d. Documents

Documents are a valuable source of information in a research. Creswell (2012) states that documents provide valuable information in helping researcher understand central phenomena in qualitative study. He adds that documents represent a good

source for text data for qualitative study. Documents can be in the form of public and private documents. Minutes from meeting, officials memo records, and archival material in libraries belongs to public documents. Meanwhile, private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves.

In this study, the researcher documented syllabus and materials of English Class for the first semester midwifery students of 'Aisyiyah Health Sciences College of Yogyakarta. The documents were the syllabus of English for Midwives 1 and the text book used in teaching English for the midwifery students in that college.

4. Data Collecting Technique

The data of this research were in the form of qualitative and quantitative data. The qualitative data were collected by conducting unstructured questionnaire and interviews. The qualitative data were gathered in the form of opinions, suggestions, comments and expectation related to the evaluation of the learning model. Meanwhile, the quantitative data were collected as the results of the structured questionnaires in the experts and users validations.

5. Data Analysis Technique

The gathered data were analyzed in quantitative and qualitative way. The data from the questionnaires were analyzed using some statistical calculations. Meanwhile, the data from open-ended questionnaire and interview were interpreted in written forms.

The data from material and media evaluation were obtained through structured questionnaires in the form of scores. The scores in the questionnaire were divided

into some classification. The classification was adapted from Sukardjo (2006) in Rohmah (2014). There are five agreements are applied as follows:

Strongly Agree	= 5
Agree	= 4
Not Sure	= 3
Disagree	= 2
Strongly Disagree	= 1

The results of the structured questionnaire were then converted for quantitative data analysis and categorized into a scale of five. Martanti (2015) proposes three steps to analyze data from questionnaires. The steps are (1) collecting raw data, (2) converting and scoring the data for quantitative analysis, (3) categorizing the scores into a scale of five. The results of the questionnaire were then presented using the following table.

Table 3.2 The Description of the Validation Questionnaire Result

No.	Statements	Converted Score	Mean	Category
	Total Score			
	Mean			

In order to have a clear general thoughts or opinions from the participants, the raw scores were then converted into some scores. The converted scores were adapted from Best (1977) in Maharani (2013) as presented in table 3.3.

Table 3.3 The Conversion Table of The Questionnaires Results

Raw Scores	Meaning of Scores	Converted Scores
5	Strongly Agree	2
4	Agree	1
3	Not Sure	0
2	Disagree	-1
1	Strongly Disagree	-2

The gathered scores were then classified using Criterion Reference Evaluation (CRE) to get the score ranges for data interpretation. The five scales data of CRE based on formula quoted from Sukardjo (2006).

Table 3.4. The Data Classification Using CRE

Scores	Criteria
$X > X_i + 1.80 \text{ SD}$	Very High/ Very Good
$X_i + 0.60 \text{ SD} < X \leq X_i + 1.80 \text{ SD}$	High/ Good
$X_i - 0.60 \text{ SD} < X \leq X_i + 0.60 \text{ SD}$	Fair
$X_i - 1.80 \text{ SD} < X \leq X_i - 0.60 \text{ SD}$	Low/Poor
$X \leq X_i - 1.80 \text{ SD}$	Very Low/Very Poor

Notes:

$$X_i \text{ (Ideal Score Average)} = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

$$\text{SD (Standard Deviation)} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$$

X = Actual Score

The maximum score refers to the highest converted score i.e. 2, while the minimum score is the lowest converted score i.e. (-2).

After the data converted to quantitative data, the data were then analyzed by finding the average score or value. The average score of the product's evaluations were calculated as follow:

$$\bar{X}_i = \frac{\Sigma X}{N}$$

Notes:

\bar{X}_i = Average Score

X = Total Score

N = Number of participants

Based on Table 3.4., if the mean score is considered in a very good category, it means that it does not need any revision. Then, if the score is considered as good category, it means that the revision is optional. If the score is classified into fair category, it means that it is necessary to conduct more exploration on the design. If it belongs to poor category, it is recommended to make revisions or improvements to the parts of the product. Moreover, if the score is considered very poor, it means that revisions or improvements are highly recommended.

Meanwhile, the qualitative data gathered from open-ended questionnaire and interview were selected as necessary and interpreted in the form of written paragraph. The data were used to support the quantitative data from the questionnaire results. The interpretation were based on the theory of teaching speaking cycles by Burns (2011) and teaching speaking by Nunan (2003).

CHAPTER IV

DEVELOPMENT PROCESS AND FINAL PRODUCT

This chapter presents the research findings and discussions that answer the research question as the result of this study. What the android application model to learn speaking for midwifery students looks like is the question where the researcher began this research. In this chapter, the researcher presents the process of developing the application and also the description and the accountability of the application to enhance the students' speaking competence.

A. Process of Developing the *Speak App*

Process is an important part in developing an educational product. A good process will result a good product. In this part, the researcher shows the process of developing the product. The researcher employed ADDIE model in the process of developing the application. There were five stages of ADDIE model. They are Analyze, Design, Develop, Implement, and Evaluation. In order to give clearer explanation about the process of designing the android application model, the researcher would elaborate the process through these five stages.

1. *Analyze*

According to Taylor, analysis is the phase where the problem is identified, defined, and solutions posed. In this research, the purpose of this phase was to determine the problems in the teaching and learning English at Health Sciences Colleges and to find out the learning materials as the sources of the problems'

solution. To do the analysis, the researcher conducted class observation, interview, and documentation. The class observation was conducted on September 24th, 2015 at 1 pm – 2.30 pm, on class 1B1 Diploma first semester Midwifery students of ‘Aisyiyah Health Sciences College of Yogyakarta and on its syllabus. The interview was conducted on the same day to Mr. Titis Wisnu Wijaya, M.Pd., the English lecturer who taught in the class. The interview was conducted after the class was over. In addition, the documentation was conducted after the interview was done.

The research began by analyzing the problems in the teaching and learning English at Health Sciences Colleges. From the analysis, it revealed that the students' speaking competence was the main issue that needs to be taken into account in the English teaching and learning at “Aisyiyah Health Sciences College of Yogyakarta.

Most of students are lack of speaking competence. The class observation showed that the class was quite passive. Most of the students were burdensome to speak English. When the lecturer offered questions to the students, some of them responded it in Bahasa Indonesia. Once a student responded, it was not in well-structured sentences and with much filler. The interview result supported this identification, the lecturer stated that most of students had low speaking competences but they are good in grammar.

“Most of the students in the class are not good in speaking. Most of them seem to be passive and they feel shy to speak English. May be they are afraid to make mistake. However, many of them are good in grammar. They always do the writing exercises well.” (Appendix 13 IL8)

However, the emphasis of the teaching and learning English at ‘Aisyiyah Health Sciences College was also on speaking skills. The lecturer stated that the

English program in ‘Aisyiyah Health Sciences College was to make the students able to speak English. From the observation, it was found that the materials of the English teaching and learning for semester one also tended to the learning of speaking such as Greetings and Introduction, Daily Routines, Midwife responsibilities, giving suggestions, and giving directions.

“The English program in this institution more emphasize on speaking skills as we prepare the students to embrace The Asean Economic Community. On the other hands, they need to have a good grammar because they need to pass 450 TOEFL scores to graduate from this college.” (Appendix 13 1L1)

From the statement, the speaking competence was one of the learning goals of the English teaching and learning at ‘Aisyiyah Health Sciences College. That is why students’ speaking competence needs to be considered as a problem.

Speaking was also an important skill to master by the students who wanted to achieve international careers. Many midwifery graduates failed to get job abroad because of their incompetence of speaking English. Most of them could not pass the job interview. They have good skills in midwifery but not in speaking English. This problem was also one of factors that contributed the unfulfillment of the needs of health workers from Indonesia to work in other countries.

Besides, the short meeting hours of English subject make the students having not enough time to practice to speak. The result of the class observation found out that in the classroom, the students spent much time learning the sentence patterns, and doing writing exercises. The speaking activity was not dominantly done in the class. The speaking practices were happened during the class interaction for example when the students acted out a dialogue and when the teacher offered some questions

to some students “*What time do you usually wake up in the Morning?*” and the student who was offered the question would respond. In such occasion had actually the students their speaking practices. To make sure the identified problem, an interview was conducted to the lecturer who taught in the class which was observed. The result of the interview identified the similar problem.

“English lesson was scheduled one meeting per week in a hundred minutes and the students only learn English in four semesters. It was really a short time to learn Speaking and was a big challenge for the English lecturer to accommodate the learning goals.” (Appendix 13 1L6)

From the above statement, the short meeting hours in learning English at ‘Aisyiyah Health Sciences College of Yogyakarta was the main problem to learn speaking for Midwifery students. The lecturer emphasized that the class mostly spent the time to learn sentence patterns and other activities like writing tasks. There was speaking activity but it would not cover all students to practice.

“I divide a hundred minutes into fifty minutes for grammar and fifty minutes for speaking. However, discussing grammar needs more time because every student has different competences” (Appendix 13 1L10)

From the above problems, it was defined that the short meeting hours to practice speaking was the main problem of the English teaching and learning at ‘Aisyiyah Health Sciences College of Yogyakarta. As stated above that the materials consisted of speaking materials and there were speaking activities in the class. However, the time to do the speaking activities in the class was limited. Therefore, there should be a solution to accommodate the learning speaking in the short meeting hours.

According to the above problem, in order to accommodate the teaching speaking to the students, the researcher proposed the educational product as the supplementary materials to learn speaking for Midwifery students which was not limited the meeting hours such as a mobile application. This idea was supported by the lecturer statement during the interview talking about the learning media.

“...I think the students need media and supplement material outside the class. So they are required to learn not only inside the classroom but also outside the class As we know that to learn English we need to practice more. ...”
(Appendix 13 1L12)

“Yes, I think it would be good if we have mobile phones to learn speaking as we know that the students cannot be separated from their mobile phone nowadays.” *(Appendix 13 1L14)*

The above statements pointed out that a mobile learning application was a good idea to solve the problem in the English teaching at ‘Aisyiyah Health Sciences College of Yogyakarta as it was a mobile technology which could be accessed by students anytime and anywhere. Finally, it was no doubt that most of the students have these current technologies like smartphones or tablets and they would be able to access it.

To develop the product model, the learning materials of the first semester midwifery students need to be determined. Then, the researcher did documentation. The documentation resulted the syllabus and teaching materials of English subject for midwifery student of semester 1. The researcher then analyzed the documents. The analysis of the documents resulted that there were five topics that the midwifery students learn in English subject at ‘Aisyiyah Health Sciences College of Yogyakarta in semester one. The topics of English for Midwives were identified as follows.

Table 4.1 The topics of English for Midwives 1 of ‘Aisyiyah Health Sciences College of Yogyakarta.

Topics	Learning materials
Hi, I'm Midwife Fatimah	Greetings and Introduction
I usually go to Hospital at 7 o'clock	Daily routines
Midwife Responsibilities	Midwife job descriptions
The Maternity Ward is Next to The Nurse Station	Giving directions
You Should Eat Healthy Food	Giving suggestions

The above topics would be the general topics of the learning product and the tasks and the materials of the product were developed through these five topics. The decision of using the field's syllabus and choosing these five topics is based on consideration that the curriculum of English in the institution was specific already. It means that the curriculum had been developed through need analysis process of English for Specific Purposes. As results, the researcher did not need to conduct another need analysis as the students' needs were already identified and implicitly formulated in the syllabus.

In conclusion, using mobile technology as learning media to support the teaching speaking is likely to be implemented because mobile technology such as mobile phones or tablets were practical, flexible, and interesting to use. However, there were some constraints bringing mobile phone as learning media. One of constraints was controlling. The teacher needs to monitor the students' learning progress or else it would not make any improvement on the students' English. Even more, it would

distract the students' attention in learning by using the mobile gadgets for social media, music, browse, and etc. Overall, it was considered as a good solution to overcome the meeting hours' problem in learning speaking for the midwifery students.

2. *Design*

After the problems identified, defined, and there was a solution posed in the analysis phase, the researcher then designed the proposed solution which was the mobile learning media to learn speaking. In this phase, the researcher was selecting the topics in the syllabus, defining the learning goals, formulating appropriate learning activities, designing the flowchart and storyboard, and designing the research instruments.

As the result of the learning media was a mobile application, initially the researcher formulated the name of the application in this phase. The application was named as SPEAK APP (Speaking Application for Midwifery Students). The name was taken because the purpose of application was to learn speaking for midwifery students. In addition, the name “SPEAK APP” is familiar words which were similar to a phrasal verb “Speak up”. “*Speak up*” based on Cambridge advanced learner’s dictionary means *to speak in a louder voice so that people can hear you*. It could be meant to invite someone to speak. By using this name the researcher hopes that the user of this application would be invited to learn to speak and to speak in English.

After the name of the application formulated, the researcher then determined the topics as the contents of the application. The topics were determined through

analyzing the syllabus. It was actually done in the analyze phase. As the result of the analysis phase, there were five topics that would be used as the content of the application. The topics were the same topics discussed in the English subject for the first semester of midwifery students at ‘Aisyiyah Health Sciences College of Yogyakarta. All topics in the syllabus for first semester students were chosen because the purpose of this application was to support or supplement the teaching and learning English in the college especially on improving students’ speaking competence and to be the pilot model of mobile learning media for the rest semesters. The topics were: (1) Hi, I am Midwife Angela, (2) I usually wake up at 6 o’clock, (3) The responsibilities of a midwife, (4) Where is the nurse station?, and (5) you should take a break. The learning materials that the students would learn in the application were adjusted with those topics.

After the topics determined, the researcher defined the learning indicators in order to specify the learning objectives in the learning materials. The learning indicators would be used to determine the learning objective in every topic. The topics and the learning indicators are presented as follows:

Table 4.2. The Topics, Materials, and Learning Indicators

No	Topics	Material	Learning Objectives
1	Hi, I am Midwife Angela	Greetings and Introductions	The students are able to greet and introduce their selves in English
2	I Wake up at 6 o’clock	Daily routines	The students are able to tell their daily routines in English
3	The Responsibilities	Expressions of	The students are able to

	of a Midwife	talking jobs description	explain their responsibilities as a midwife
4	Where is the Nurse Station?	Giving directions	The students are able to ask for and give directions in English
5	You Should Take a break	Giving advice/suggestions	The students are able to give advices/suggestions in English

After the topics and the learning indicators defined, the researcher then formulated the learning tasks/activities. To design the learning activities, initially the researcher conducted some literature studies related to the teaching speaking in ESL. Literature studies were done in order to make sure the accountability of the product so that the product would be effective to improve the students' speaking competence. There were two concepts or theories used as the basis of the design of the activities in the application. The first theory was the teaching speaking cycles from Burns (2011). There are seven stages of teaching speaking cycles:

- Stage 1 focus learners' attention on speaking
- Stage 2 provide input and/or guide planning
- Stage 3 conduct speaking tasks
- Stage 4 focus on language/skills/strategies
- Stage 5 repeat the speaking tasks
- Stage 6 direct learners' reflection on learning
- Stage 7 facilitate feedback on learning

This theory was taken with consideration that this theory presented good steps in teaching speaking. With well-structured steps of speaking materials, the product

would be effective to improve the students' speaking competence. Therefore, these cycles were used as the steps and template design of the application. The second theory was the theory of teaching speaking from Nunan (2003). According to Nunan, teaching speaking is to teach the ESL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

These theories were used as the basis of developing the speaking tasks in the application. The theory enabled the lecturer to specify the possible activities that could be applied in the application. As it is a mobile application, not all the speaking activities were applicable in it. The researcher combined these two theories in designing the application. There would be five activities in every topic and that would be wrapped in good stages. The formulation of the tasks design could be seen as follows:

Table 4.3 The formulation of tasks design

<i>Teaching Speaking Cycles (Burns, 2011)</i>	<i>Teaching Speaking (Nunan, 2013)</i>	Tasks design
Focus learners' attention on speaking		Interesting topic title and learning objectives
Provide input	Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.	Activity I Audio conversation and script
Conduct Speaking tasks	Teach to produce the English speech sounds and sound patterns	Activity II Vocabulary (Pronunciation drill)
Focus on Language/Skills/Strategies	Teach to use word and sentence stress, intonation patterns and the rhythm of the second language.	Activity III Language Functions and Expressions (pronunciation drill)
Repeat speaking tasks	Teach to organize their thoughts in a meaningful and logical sequence.	Activity IV Sentence pattern (discourse/jumbled sentences)
	Teach to use the language quickly and confidently with few unnatural pauses, which is called as fluency.	Activity V Project (make a video of a dialogue/monologue)
Direct learners' reflection on learning	Use language as a means of expressing values and judgments.	Activity III Language Functions and Expressions (pronunciation drill)
Facilitate feedback on learning		Automatic feedback on tasks and manual feedback through sharing component (whats app/edmodo connected)

After the tasks/activities designed, the researcher then put the tasks flow designed into a flowchart and a story board. A flowchart and a storyboard was the theoretical model of the application. They helped the researcher to have the clear

concepts of the application content and to draw the connection among each of the component in the application. The flowchart was the general construct of the application. It showed the main parts of the application content. The flowchart can be seen as follows:

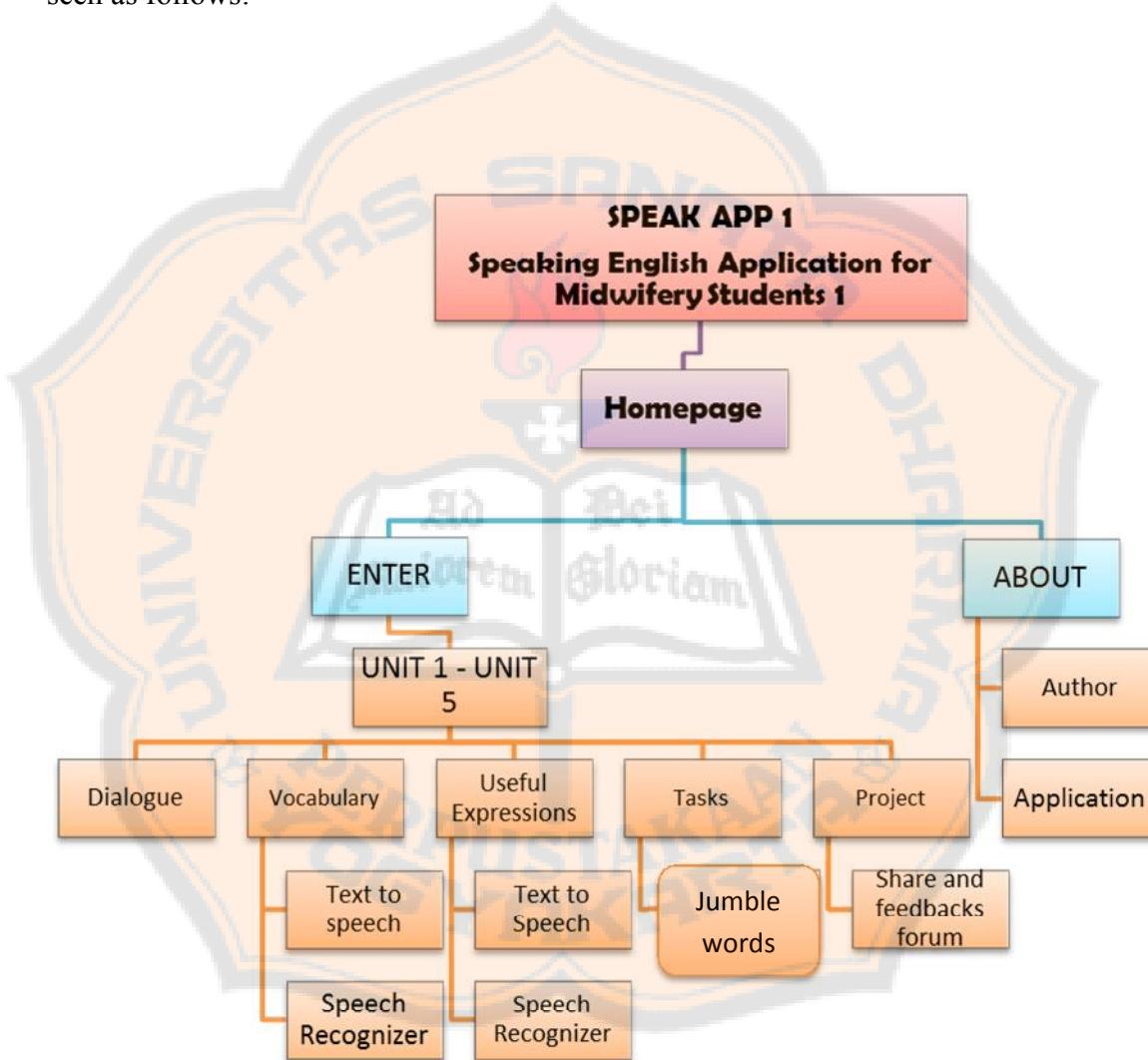


Figure 4.1 The Flowchart of SPEAK APP

A storyboard presented the more detailed parts and components of the application. In here, the layout designed was drawn. The buttons were determined to make a clear navigation of the application. The more detailed components in the story

board, the easier for the researcher to develop the application. The storyboard of the application can be seen in the appendix 8. Meanwhile, the parts and the description of each part are presented in the following table.

Table 4.4 The parts and the parts description of SPEAK APP

Screen	Content
Home	<ul style="list-style-type: none"> This screen contains the title of the application, a picture, Profile button, and Enter button. The buttons will lead to profile screen and topics screen
Profile	<ul style="list-style-type: none"> This screen contains the profile of the author
Topics	<ul style="list-style-type: none"> This screen contains the topics which are discussed in the application
Unit preview	<ul style="list-style-type: none"> This screen provides a description about the topics that will be learnt and the objectives of the unit.
Activities	<ul style="list-style-type: none"> This screen contains buttons of the five activities in the units
Dialogue/Monologue	<ul style="list-style-type: none"> This screen contains the audios and the audio scripts of every topic
Vocabulary	<ul style="list-style-type: none"> This screen contains vocabularies learnt in every topic and the students can listen and practice their pronunciation by clicking the words
Useful Expressions	<ul style="list-style-type: none"> This screen consists of sentences or expressions which are learnt in every topic and the students can listen and practice their pronunciation by clicking the sentences.
Multiple Choices	<ul style="list-style-type: none"> This screen contains five multiple choices questions about discourse
Project	<ul style="list-style-type: none"> This screen contains an instruction and record button In this screen, the students will make a video by clicking the record button

There are two primary buttons which appear on most screens in the application, namely Menu button and Quit button. Menu buttons lead the user to the topics screen. It enables the user to go back to the topics option when he is in another screen. Meanwhile, Quit button will enable the users to end the application anytime.

The last step in the *design* phase was developing the blueprints of the questionnaires, developing the questionnaires, and developing the guidelines for the interviews. The questionnaires were developed for user and expert validation of the product. Meanwhile, the interview guidelines were developed for the need analysis and to support the user and experts validation toward the product. The blueprints of the questionnaires were developed according to some concepts. The blueprints can be seen in Appendix 2.

3. *Develop*

After the researcher had the design of the application, the researcher then began to develop the application. In this phase, the researcher was developing the materials, developing the application using App Inventor, building the application into .apk file format, and trying it out via a mobile phone. The processes of developing the application were discussed as follows.

a. *Developing the materials*

The materials were developed based on the tasks flow design in the design phase. The materials were divided into the five topics and there were five activities in every topic. The topics in the application were adjusted with the syllabus and the

materials of the activities were also developed in the topics' area. As mentioned in the design phase, the activities are as follows:

- Activity 1: Listening to monologue/dialogue audio
- Activity 2: Practice to pronoun vocabularies
- Activity 3: Practice to pronoun expressions
- Activity 4: Jumble words
- Activity 5: Make a monologue/dialogue videos

The concepts and purposes underlined these activities were explicitly stated in the design phase. To develop the materials in the applications, the researcher initially made them in the form Microsoft office file format and then copied them into the application.

There were some audios in this activity. The audios were mostly taken from www.youtube.com. The consideration of taking the audios from the internet was the authenticity. Authentic materials would give better input on the students' language. The audios were not merely taken and put into the application. There were some processes to adjust the audios to be applicable in the application. Due to the videos taken from youtube.com were in big size formats, they were impossible to be put into the application as the maximum capacity of the application was 11 mega bites. The researcher then had to change the file format into audios which were smaller one.

b. Developing the Application Using App Inventor

App Inventor is a Web-based application that allows everyone from ordinary phone owners to experienced developers to create applications for Android (Tylor:2001). App Inventor is an android development program which is suitable for

the researcher who belonged to a beginner developer. In developing an application using App Inventor, the developer does not need to master the java, coding and any other logarithm. To develop the system of an application, App Inventor only uses blocks like puzzles. There is also the online tutorial to develop android application at mit2.companion.com.

The researcher worked with two components in the App Inventor namely Designer components and Blocks components. First of all, the researcher made the screen layout design of the application. The layout was designed in the Designer components. Here, the researcher designed the interface of the application. Interface consists of some elements which are used to make the user easier to navigate the application such as button, label, picture, textbox, layout, etc. After the interface designed, the researcher then worked with the blocks components. Here, the researcher worked with puzzles. The puzzles were functioned to give behaviors to the elements in the design and to be the operating system as well.

After the interface design and the blocks were done, the researcher then put the developed materials into the App Inventor. However, some of the materials file formats needed to be adjusted in order to be applicable in the App Inventor. The pictures were then changed into PNG format and the audios were compressed and changed into AAC format. The App Inventor application capacity is limited. The product built cannot be more than 10.19MB. Therefore, the audios should be compressed into smaller size to adjust with it. There will be a warning if the product built is more than the maximum capacity.

c. Building the Application into APK file or Barcode

After the design was good, the blocks were well structured, and all materials had been put into the App Inventor project, the researcher then built the project to try out and make sure that the built product was like what the researcher planned. There are two ways to build the project, build to .apk file or build to a barcode.

To build the project into .apk file, the developers only need to click the build part and wait for the building process. The built file will be automatically downloaded into the computer. To try it out, the developer just need to copy the downloaded .apk file from their computer to their mobile phone. After the file saved, the developers just need to install it.

To build the project into a barcode, the developers need to download an android application named *MIT AI2 Companion* in *playstore*. It is easier to try out a project by using MIT companion than using .apk file. After the developers build the project in App Inventor, there will be a barcode turned up. The developers will only need to scan the barcode using the *MIT Companion* application. However, error often happens in the process of barcode scanning.

In developing the product, the researcher chose to build the project into .apk file. The researcher considered that building the App Inventor project through .apk file was less error and the file was automatically saved in computer. However, it took a bit longer time than using barcode and needed stable internet connection.

In order to have the expected product, the researcher did 52 revisions and tryouts. The revisions were due to problems on design and blocks. The layout design on the App Inventor was quite different from the resulted layout on the phone. So the

researcher took quite long time to revise the layout. Meanwhile, the problems in the blocks can be identified when the system of the application did not work well and suddenly closed. The researcher then rechecked the blocks and found out the mistakes. The hardest part was to figure out the blocks structures for the activities. All in all, the revisions were done many times until the product met the expected result and then it was given to the experts for validation.

4. *Implement*

This stage discussed the implementation of the application to the research subjects. The subjects of the research were 21 midwifery students of Class 1B1 at 'Aisyiyah Health Sciences College of Yogyakarta. The implementation of the product was conducted on November 19th, 2015. The researcher did not implement the product alone but he was helped by Mr. Titis Wisnu Wijaya, M.Pd who was the English lecturer in that class.

Initially, the researcher explained the application to the lecturer and how to use it to support the teaching speaking in the class. After getting the product explanation, the lecturer gave some suggestions on how to use the product. The discussion resulted that the product was not only used outside the class but also as media during the teaching and learning process in the class such as the listening audio and pronunciation drilling.

After getting a clear explanation about the product, the lecturer implemented the product to the class. In the first implementation, the researcher guided the lecturer in the class. The researcher explained the purpose of the research to the class and then

shared the application to every student. Most of students could install it to their mobile phone. Few students could not install the application because their phones were using *ios* operating system or the operating system did not suitable with the application.

After the application was distributed to the students, the lecturer then used the application as the learning media in the class. He used the application to give the students input of new language by playing the audio in activity 1 which was connected with speaker and give pronunciations drills using activity 2 and 3. Then, he continued teaching the students with the materials in the text book. At the end of the meeting the students were asked to do all the activities at home including the last activity which was making a video. The students were asked to send the video to the lecturer via *Whats App* group before the next meeting lesson.

Controlling was needed in implementing the application. The class group in *Whats App* was made in order to control the students' progress. *Whats App* was used to support the controlling management in the *Speak App*. Through this group, the students could ask questions and send their videos. *Speak App* cannot share videos because the video file type was not applicable in *Speak App*'s system. The lecturer also could give feedback toward the students' works in this group. Besides *Whats App*, the lecturer could also use other applications like mobile *Edmodo*, *Line*, *Kakao Talk*, or the likes to support the *Speak App*.

In conclusion, the *Speak App* could be implemented inside the classroom and outside the classroom. Inside the classroom, the *Speak App* could be used as learning media such as audio listening and drilling pronunciation while outside the class, the

Speak App could accommodate the students to practice their speaking skills. The English lecturer needed to monitor students when using this application outside the class to make sure that the student making progress. The monitoring can be conducted by using other applications such as *Whats App* or *Edmodo* because the *Speak App*'s operating system is not compatible with such tasks.

5. *Evaluate*

This stage involved the processes of product validations by the experts and the users. There were two evaluations in this research namely formative and summative evaluation. Formative evaluations allow the instruction to be improved before the final version was implemented. This evaluation takes place between each phase. Meanwhile, the summative evaluation measures the overall effectiveness of the product. The experts' validations were conducted formatively before the product implemented to make an improvement while the user validations were conducted after the product implemented. All the feedbacks gathered from the validations were then used to make evaluation and improvements of the product. The results of the product validation are discussed as follows.

a. *Experts Validation*

In order to provide a good learning media with good materials, the experts of those two aspects were needed. There were two experts who were involved to give evaluations and reviews on the product. the expert of media and the expert of material. The expert of media in this research validated the aspects of media in the product. He gave feedbacks, comments, and input toward the layout design, system,

and the navigation of the product. Meanwhile, the expert of material validated the aspects of materials in the product. She gave feedbacks, comments, and input towards the content of the materials, tasks or activities, and how the materials can support the teaching of speaking in the English class for midwifery students.

After the product developed, the product was not directly implemented to the research subjects. The product was then validated to the experts of media and material for improvement. The media validation was conducted on Tuesday, November 17th, 2015 at Information Technology Building of Engineering Faculty of Muhammadiyah University of Yogyakarta. The respondent was two IT lecturers in that faculty. Meanwhile, the material validation was conducted a day before. It was on Monday, November 16th, 2015 at Language Center office of ‘Aisyiyah Health Sciences College of Yogyakarta. The respondents for the materials validation were the head of the Language Center of the College and an English lecturer. The validation was conducted by distributing questionnaire and conducting interviews.

The results of the questionnaire were then analyzed and the mean scores were used to interpret the respondents’ opinion about the quality of the product. The interpretation score range was based on the five scale conversion by Sukarjo (2006). The categories are as follows.

Table 4.5 The Categorization of the Scores

Category	Score Interval
Very High/ Very Good	1.2 – 2
High/Good	0.4 – 1.1
Fair	(-0.4) – 0.3
Low/Poor	(-1.2) – (-0.3)
Very Low/ Very Poor	(-2) – (-1.1)

From the above table, the score range 1.2 – 2 is categorized to very good. It means that the product does not need any revision. If the scores range from 0.4 – 1.1, the product is categorized to good. It means that the revision is optional. Then, the scores range from (-0.4) – 0.3 belongs to Fair category meaning that it is necessary to conduct more exploration on the design. It belongs to poor category when the scores range from (-1.2) – (-0.3) and it is recommended to make revisions or improvements to the parts of the product. Moreover, if the scores range from (-2) – (-1.1), revisions or improvements are highly recommended as it belongs to poor product.

The mean scores of the experts' questionnaires results were used to determine the categorization of the product and to identify the parts that needed to be revised or improved through the categorization. The expert opinions of the material contents in the product are as follows.

Table 4.6 The Experts Opinions of the materials in the application

NO.	Statements	V1	V2	Mean	Category
1	The materials in Speak App help the students to practice speaking	2	2	2	Very Good
2	The materials in Speak App are interesting.	2	2	2	Very Good
3	The materials in Speak App are easy to understand.	2	2	2	Very Good

4	Learning English is more fun using <i>Speak App</i>	2	2	2	Very Good
5	The materials in <i>Speak App</i> are relevant with the syllabus	2	2	2	Very Good
6	The materials in <i>Speak App</i> involve English speech sounds and sentence pattern	2	2	2	Very Good
7	The materials in <i>Speak App</i> involve sentence stress, intonasi, and rhythm	1	1	1	Good
8	The materials in <i>Speak App</i> are specific to learn English for Midwifery	2	2	2	Very Good
9	The materials in <i>Speak App</i> involves the learning of language functions/expressions	2	2	2	Very Good
10	<i>Speak App</i> make the students more confident to learn speaking	1	2	1.5	Very Good
11	The materials in <i>Speak App</i> enrich the students vocabulary in speaking	2	2	2	Very Good
12	<i>Speak App</i> provides tasks and repeating tasks to give students exposures	2	2	2	Very Good
13	<i>Speak App</i> provides feedbacks for the tasks/activities	2	2	2	Very Good
14	<i>Speak App</i> facilitates teachers to give feedback to the students	2	2	2	Very Good
15	<i>Speak App</i> is practical because it can be accessed through mobile gadgets such as mobile phone and tablets	2	2	2	Very Good
16	<i>Speak App</i> is easy to operate	2	2	2	Very Good
17	The materials in <i>Speak App</i> are easy and not stressful	2	2	2	Very Good
18	Teacher assistance is necessary in using <i>Speak App</i>	2	2	2	Very Good
Total Score				34.5	Very Good
Mean _____				1.9	

From the above table, it showed that the general opinions of the materials in the product were satisfying. The total mean score was 1.9. It indicated that the materials in the product were good and suitable to support the teaching speaking for

midwifery students of ‘Aisyiyah Health Sciences College of Yogyakarta. From the questionnaire results, the experts agreed that the materials in Speak App are useful to help the students to practice their speaking. Besides, they confirmed that the materials were interesting, easy to understand and fun meaning that this product confirmed the first step of teaching speaking cycles by Burns which is to focus the learners’ attention on speaking. Interesting and fun materials would motivate them and arouse their attentions to learn speaking. The experts also considered that the materials in Speak App consisted tasks that lead the learners to learn English speech sounds and sentence stress, and to enrich the students’ vocabulary, in this product the activity 1 and 2 on practicing pronunciation. They also stated that this product provided the learning of language functions/expressions. This data showed that the product was in line with the theory of teaching speaking by Nunan that teaching speaking is to teach the students to produce English speech sounds and pattern, use word and sentence stress, and use language to express judgments. Finally, the experts considered that *Speak App* was practical because it can be easily accessed and fit to the students’ gadgets, and easy to operate. This indicates that the product used the principles of mobile assisted language learning by Stockwell and Hubbard. In conclusion, the materials in Speak App are good and suitable to support the learning speaking for the midwifery students.

Supporting the questionnaire results, the validator of the material also pointed out that the materials in Speak App were relevant and supportive for the teaching English for midwifery students. Besides, Speak App could give students more exposure in speaking and could also increase the students’ confidence.

“ I think the materials in this application is good because it is relevant with the syllabus and I think it can give students more exposures to learn English and this product can help students to practice their pronunciations, they also can practice their speaking skills through the video. So they don’t need to be shy to practice their speaking.” (appendix 13 2L1)

In addition, the other material validator stated that this application was easy to be implemented and used. When the researcher gave the application to the validator, she could install it on her phone by herself. It indicated that this application is practical and everyone could access it.

However, there was a concern that the validator stated about the application. In the tasks about pronouncing words and sentences in activity 2 and activity 3, she stated that the feedbacks given in the tasks were not quite good because the feedback was only correct! and incorrect!. There should be feedback that could give the students correct way to pronounce the words or sentences.

“When practicing the pronunciation, there was a feedback whether the pronunciation is correct or not. But when the pronunciation was incorrect, there is no feedback that shows how to pronounce the word correctly.” (Appendix 10 Q3V1)

Following up this concern, the researcher then made clear instruction on the activity. There was no feedback but there was a way to check the correct pronunciation from the activity.

After evaluations and feedbacks for the materials in the product gathered, the researcher continued to gather validation from the media validator. The results of the questionnaires of the media validation are as follows.

Table 4.7 The Experts Opinions of the Media Aspects in the Application

NO.	Statements	V3	V4	Mean	Category
1	Elements with the same functions have the same colors	1	2	1.5	High
2	The navigation is consistent	1	2	1.5	High
3	The use of icons, symbols, and buttons are consistent	0	2	1	Fair
4	The layout design is attractive	0	0	0	High
5	All contents can be presented in one screen	-1	1	0	
6	The font style and color in this application is appropriate	1	1	1	High
7	Teks are legible	2	-1	0.5	Very High
8	Different elements have contrast colors	-1	0	-0.5	Low
9	Navigation logos and buttons are repeated in every screen.	1	2	1.5	High
10	Every element is aligned parallel, either horizontally or vertically	-1	2	0.5	Low
11	The elements which are interrelated are put closer.	0	0	0	Fair
12	The navigation is easy to understand	1	0	0.5	High
13	The system has a high tolerance of error	0	0	0	Fair
14	Instructions in this application are clear	1	0	0.5	High
15	The quality of the audio is good.	1	0	0.5	High
	Total Score			8.5	High
	Mean			0.6	

The above table showed the experts opinions about the aspects of media in the application. From the statistical results, the mean score of 0.6 showed that generally, the expert's opinion about the product was high. It indicated that the application was good as a media. This result was also supported by the media expert statement in the open-ended questionnaire. They stated that the application

was simple and interesting. They added that the application was easy to be operated and helpful to learn English.

However, they also stated some parts that needed to be improved in the application. First, they gave some feedbacks on the interface design. They pointed out that the background color and text color had the similar color. They were supposed to be contrast in color. The buttons' locations were not consistent. They were supposed to be consistent in every screen. Second, the part needed to be improved was about the application system. He stated that there should be initial authentication such as "login" component so that the students could submit their scores after doing the tasks. He added that there should be back button to make the navigation easier. In addition, after the expert applied the application to his device, some components did not work well. He concluded that the application was not applicable to all operating systems as it was developed using App Inventor.

All in all, the results of questionnaires and interviews on both experts of media and experts of materials showed that *Speak App* is good and suitable to support the teaching and learning English for the first semester Midwifery students at 'Aisyiyah Health Sciences College of Yogyakarta, especially to improve the students speaking competence. They also agreed that *Speak App* can give the students more exposures and opportunities to practice their speaking because learning can be done anytime and anywhere. However, there were some parts of the application that need to be revised and improved.

Table 4.8 The experts' comments and suggestions about the product

No.	Aspects	Comments	Suggestions
1.	Feedbacks of the tasks	Too simple	Give feedbacks that can give students solution
2.	Navigation	No back button	Add back button
3.	Audio material	Use audio visual	Use video that can give visual input to students language
4.	Operating system	Not applicable to all operating system	Use other application developer
5.	Elements	Elements' locations are not consistent	Make it consistent
6.	Background color	The background color and text are similar	Use contrast color for text and background
7.	Sharing components	Cannot directly share the video from the last activity	Put sharing component

After gathered feedbacks and suggestions from the experts, the researcher then did revisions on the aspects which needed to be improved. The researcher gave feedbacks on activity 1, 2, and 4. The researcher also adjusted the elements position and changed the background and text colors. The researcher also added the back button but the system crashed when it is used and then researcher deleted it again and user used the back button on the mobile phone. The layout and buttons location were made consistent. However, there were some aspects that cannot be resolved. The audio materials could not be changed with video because there was not enough capacity in the application. The maximum capacity of the application was only 10.9 MB. The researcher could not build the application when he tried to put videos in it. Another concern was the sharing component. Sharing component in App Inventor could share image or text but not video. The file type of video could not be shared through the sharing components. So the researcher used other application to support

the sharing activity in the activity 5. After the product had been improved, the researcher then did the implementation. The results of the product implementation were discussed in the previous phase.

b. User Validation

The user validations were conducted after the product had been implemented within three weeks. It was conducted on December 3rd, 2015 after the English class ended. The respondents were 21 midwifery students of Class 1B1 at ‘Aisyiyah Health Sciences College of Yogyakarta. The validation was conducted in order to gather the opinions, feedbacks, and suggestions for the product improvement and its validity. The validation was conducted through open-ended questionnaire.

The results of the questionnaire were analyzed using the same interpretation scores as used in the experts’ validations. The results of the questionnaire were interpreted in the following table.

Table 4.9 Users’ Opinions of the materials aspect

NO.	Statements	Mean	Category
1	Materials in <i>Speak App</i> can help me to learn speaking	1.3	Very High
2	Materials in <i>Speak App</i> can help me to learn pronunciation	1.2	Very High
3	Materials in <i>Speak App</i> are relevant to the syllabus	0.8	High
4	Materials in <i>Speak App</i> are easy to understand	0.9	High
5	Materials in <i>Speak App</i> can help me to learn the sentence pattern and expressions in English	1.1	High
6	Learn speaking using <i>Speak App</i> is more fun	1.3	Very High

The results above showed that the students agreed that Speak App could help them to learn speaking and Speak App make the learning more fun. They also

confirmed that Speak App contained tasks that could improve their speaking competence such as pronunciations, and expressions. Moreover, the materials in Speak App are relevant with their syllabus.

The researcher also gained information about the use of Speak App as a mobile media which assist students in learning speaking through the questionnaire. The results of the questionnaire are as follows.

Table 4.10 The students' Opinions about the use of Speak App in Learning Speaking

NO.	Statements	Mean	Category
1.	<i>Speak App was practical because it can be accessed through mobile gadgets such as handphone and tablets</i>	1.7	Very High
2	<i>Speak App can be used as learning media and supplements for learning speaking inside and outside the classroom</i>	1.3	Very High
3	Instruction in Speak App is easy to understand	0.7	High
4	Materials in Speak App are relevant with the topic in the syllabus	1.1	High
5	<i>Activities in Speak App (activity 1, activity 2, activity 3, activity 4, and activity 5) can help to practice speaking</i>	1.5	Very High
6	<i>The activities division in Speak App make me easy to learn the material</i>	1.3	Very High
7	I can learn English individually using Speak App	1.4	Very High
8	<i>Speak App can enrich my vocabularies</i>	1.3	Very High
9	I can accessed Speak App in my gadget	1.4	Very High
10	Materials in Speak App are easy and not stressful	1	High
11	Teacher assistance is needed in Speak App	1.2	Very High
12	<i>Speak App provides feedbacks for the activities</i>	1.1	High

The results of the questionnaire showed that most of students thought that Speak App was practical as they could easily install it to their gadgets. They also agreed that Speak App could be a good learning media to learn speaking in the classroom and outside the classroom because Speak App provided fun activities that allowed them to practice their speaking and it also provided feedbacks. They also confirmed that teacher control is needed in learning using Speak App.

In the questionnaire, the students also added that Speak App was really helpful to practice how to pronounce words, and enrich their vocabularies. They stated that most of them were having difficulties in pronouncing words so the application was a good help for them. In conclusion, Speak App was a good media to assist students to learn the language.

Besides, the researcher was curious to know the students' opinions about the technical aspects of the media. The following table was discussed the students' opinion about the technical aspects of the media.

Table 4.11 The Students Opinion about the Media.

NO.	Statements	Mean	Category
1	Penggunaan jenis huruf, background, dan warna dari tiap unit konsisten.	0.9	High
2	Setiap bagian dari isi termuat dalam satu screen sehingga lebih mempermudah dalam memahami materi dalam <i>Speak App</i> .	1.2	Very High
3	Ukuran font dalam <i>Speak App</i> sesuai sehingga teks dapat terbaca dengan jelas	1	High
4	Desain layout dalam <i>Speak App</i> menarik	0.7	High
5	Logo dan warna yang digunakan dalam <i>Speak App</i> sesuai dan tidak berlebihan.	1	High
6	Navigasi dalam <i>Speak App</i> mudah dipahami	1	High
7	Kualitas audio yang digunakan dalam <i>Speak App</i> cukup baik	1.2	Very High

The table shows that generally the students' opinions about the media aspects of the product were high. They agreed that the layout design of the application was interesting as it used the consistent fonts, background, and colors in every unit. They also confirmed that the fonts and audio used in the application were good enough.

In addition, in the open-ended questionnaire the students also stated some weaknesses of the application. They pointed out that the background and colors used in Speak App were not good. The materials were not varied and a bit difficult to learn. They added that the tasks were also limited. From the gathered information of the weaknesses, the researcher then made revisions on the concerned parts.

B. The Description of the Final Product and Its Accountability

This part presents the presentation of the product features, components, and the theories underlined it. This part is also the answer of the research question of the study which is to present the design of the Android application to improve the first semester midwifery students' speaking competence at 'Aisyiyah Health Sciences College of Yogyakarta. The product of the research was called SPEAK APP. The product had been through some process of validations and revisions. After made improvements on some parts, the final product of this application can be presented as follows.

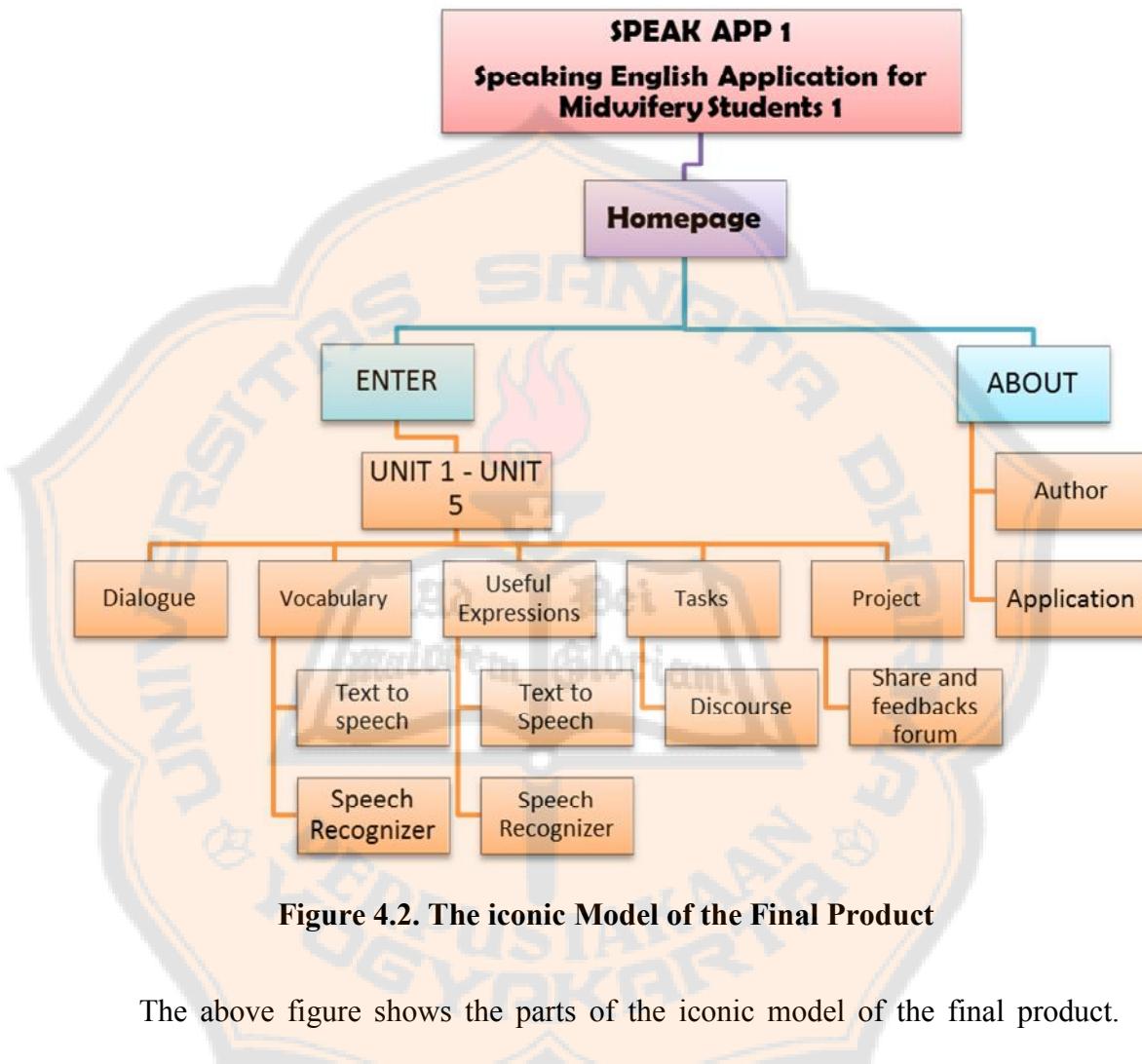


Figure 4.2. The iconic Model of the Final Product

The above figure shows the parts of the iconic model of the final product. There were no significant different between the prototype and the final product. The difference was only on the tasks or activity 4. The task was in the form of jumble words and tended to grammar. After got feedback from the thesis advisor through the formative evaluation, the task was then changed into discourse in the form of multiple choices. The description of the interface in every part of the model are presented as follow.

1. Home page of the product

The figure 4.2 presents the initial page of the product. This page is called home page.

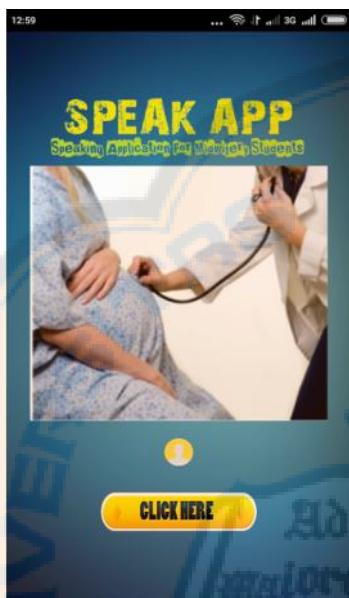


Figure 4.3 Homepage of Speak App

The homepage of Speak App was made simple. The homepage contains the application title, picture, profile button, and start button. The title was made interesting to arouse the student's attention on Speaking. This is in line with the first stage in the teaching speaking cycles by Burns. It is 'focus the learner's attention on speaking'. the picture shows that the purpose of this application is for midwives. The profile button contains the profile of the developer and his contacts for critics and suggestions of the product. And, the click here button is to start the application.

2. Topics screen of the product

This page is called topics page. This page presents the content of the materials in the product. The topics in this page represent the materials the learners will learn in the application.



Figure 4.4 Topic Screen of Speak App

This application has 5 themes/topics. In every theme, there are five activities. The topics and the materials of the activities in this activity were designed based on the syllabus of the English for Midwifery 1 of 'Aisyiyah Health Sciences College of Yogyakarta. The topics of the materials are;

- a. Hi I'm midwife Angela (Greetings and Introductions)
- b. I wake up at 6 am (Daily routines)
- c. Responsibilities of a midwife
- d. Where is the nurse station? (Expressions of asking for and giving directions)
- e. You should take a break(Expressions of giving suggestions),

3. Unit Preview Screen

This page is called Unit Preview page. This page is the following page of topics page. The description of this page is as follows:



Figure 4.5 Unit Preview of Speak App

This screen presents the learning objectives of every topic in the product. This way, the students' will know what they are going to learn in the topic. Burns (2011) stated that Speaking in a second language can create a great deal of anxiety for language learners, and so it is very important that teachers provide support for the speaking task, giving learners time for planning what to say and how to say it. There are two buttons in the screen, Menu button to go back to the topics option and quit button to close the application.

4. Activities Screen

This page is Activities Page. This page is the following page of Unit Preview page. There are five main buttons which contains some activities. The description is as follows.



Figure 4.6 Activities Screen of Speak App

This application consists of five activities. The first activity is “listen to a dialogue” with script on it. The first activity is to give the students context of the learning. The second activity is vocabulary speech. The students are asked to listen how to pronoun the words and check their pronunciation. This activity is to give exposures to the students on their pronunciations. The third activity is expressions speech. The same as vocabulary speech activity, the students are asked to listen to how to pronoun the expressions in this phrases or sentences and check their pronunciation. This activity is to give students exposure on the language functions that they learn. The fourth activity is jumbled words. The students are asked to

rearrange the words into good sentences. This activity is to give the students exposure on the language pattern that they learn. This activity will give feedback directly. The last activity is project. The students are asked to make a video of monologue or a dialogue about certain topic by clicking the application. They will share it to the teachers' cyber class once they finish it.

The screen also contains two buttons namely Menu button, Quit button. It shows that the elements and icons locations are consistent. It is in line with the first characteristic of well-designed software by Egbert and Hanson-Smith (1999).

5. Screen Activity 1

This page is the interface of the content of activity one. There is a key feature in this page. This page contains a player component. This component allows the user to play an audio media by clicking connected button.

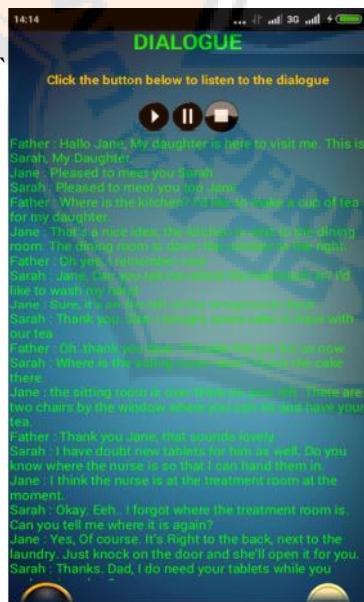


Figure 4.7 Screen Activity 1 of Speak App

This screen presents the first activity of the application. It is listening to a dialogue or monologue. This activity is aimed to give the students input on the language that is learned. This activity is in line with the second cycle of the teaching speaking cycles by Burns (2011) which is provide input. She stated that the purpose of this stage is to introduce or teach new language to the students. There are three buttons above the dialogue script namely play button, pause, button, and stop button. The buttons are used to operate the audio.

6. Screen activity 2

This page is the interface of the content of activity two. There are two key features in this page. This page contains a text to speech component and a speech recognizer component. Text to Speech component allows the user to play the certain vocabulary they pick. Speech recognizer allows the user to check their pronunciation through google. The description is as follows.



Figure 4.8 Screen Activity 2 of Speak App

This screen presents the second activity of Speak App application. This activity provides vocabularies related to scripts and topics. This activity gives the students practice of how to pronounce words. When the student click the word, there will be another screen come up.

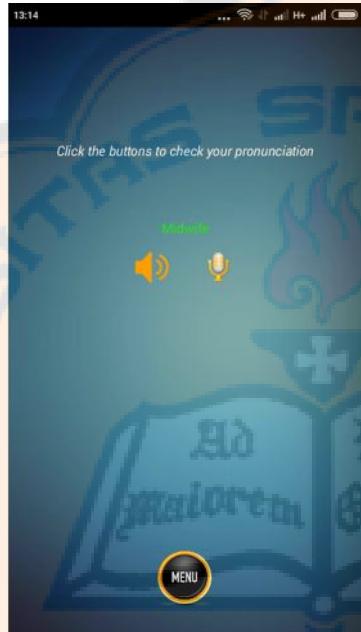


Figure 4.9 Checking Pronunciation of activity 2 of Speak App

This screen is the continuation of the vocabulary screen. There are two figures that the students can click to practice their pronunciation. Figure is to listen to how the word is pronounced, and figure is to check the students' pronunciation. When the students check their pronunciation, there will be feedback as follow.

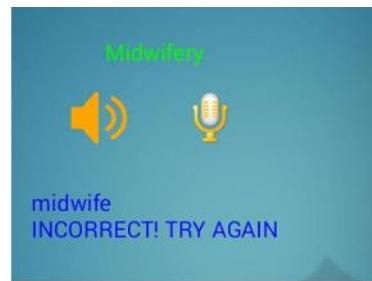


Figure 4.10 Feedback activity 2 of Speak App

Nunan (2003) stated that teaching speaking is to teach the learners to produce the English speech sounds and sound patterns. This activity accommodates this theory.

7. *Screen Activity 3*

This page is the interface of the content of activity three. There are two key features in this page. The same as page activity 2, this page also contains a text to speech component and a speech recognizer component. Text to Speech component allows the user to play the certain vocabulary they pick. Speech recognizer allows the user to check their pronunciation through google. The description is as follows.

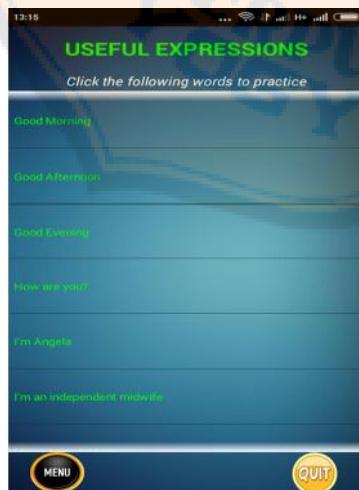


Figure 4.11 Screen Activity 3 of Speak App

This activity presents the useful expressions that the students need to learn in the topic. The instruction of this activity is the same as the vocabulary activity. The students are asked to practice their pronunciation in using language expressions. When the sentences click there will be another screen open for the pronunciation check. The theory underlined this activity was the theory of teaching speaking from Nunan (2003) who stated that teaching speaking is to teach the learners to use word and sentence stress, intonation patterns and the rhythm of the second language.

8. Screen activity 4

This page is the interface of the content of activity four. There is a key feature in this page. This page contains multiple choice questions and provides the user with feedback of the task. The description is as follows.

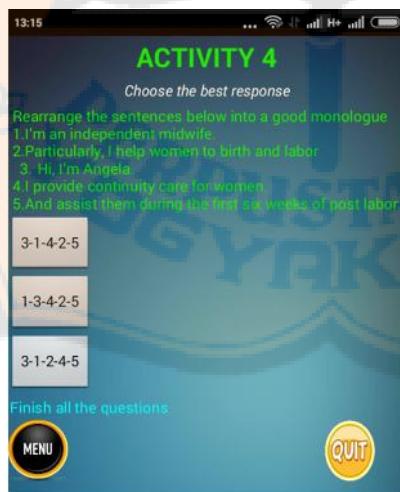


Figure 4.12 Screen Activity 4 of Speak App

This screen presents the activity of discourse which is in the form of completing dialogue and arranging sentences. The tasks are in the form of multiple choice questions. Multiple choice is taken because the researcher could not find another system to put the tasks in the application.

There are 5 questions in the activity. When the students finish all the questions, there will be feedback of their answers. The feedbacks are shown as follow.

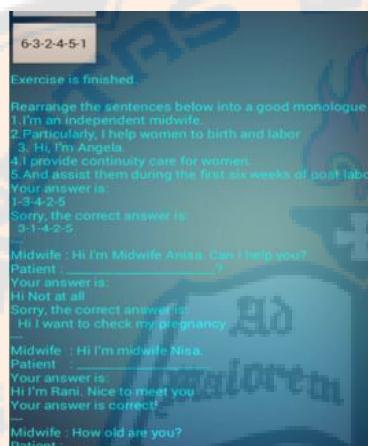


Figure 4.13 Feedback Activity 4 of Speak App

9. Screen activity 5

This page is the interface of the content of activity five. There are two key features in this page. This page contains a video record component and sharing component. Video record component allows the user to record a video. Meanwhile, sharing component allows the user to send the video to other social media. The description is as follows.

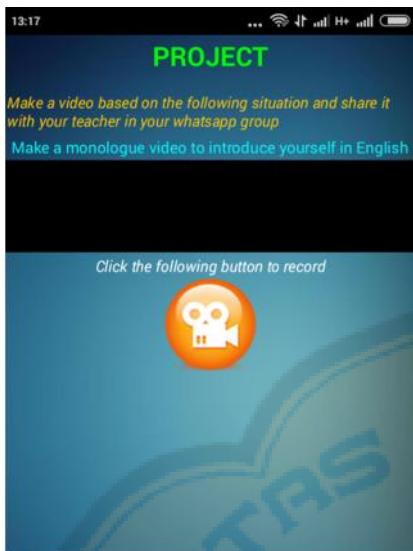


Figure 4.14 Screen Activity 5 of Speak App

This screen presents the last activity of the topic in the application. The activity is in the form of a project to make a monologue or dialogue video. By clicking the , the student can record their dialogue or monologue. They can do the recording many times. Once the video finished, they are asked to send the video to the *Whats App* or *Edmodo* group of their class. However, they have to do it outside the application as the application could not share videos file format.

The video project activity which is shared through *whats app* can be seen as follow.

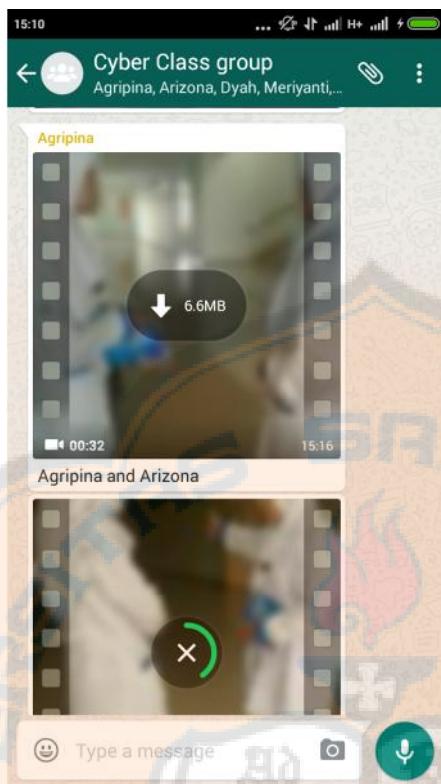


Figure 4.15 Whats App Sharing

The last activity provides the repeating tasks of the whole activities in the topic. It confirmed the Burns' Teaching Speaking cycles theory of the fifth stage about "repeat the speaking tasks".

All in all, the activities in the Speak App are in line with the teaching speaking cycles' theory form Burns (2011) and the teaching speaking by Nunan (2003). Besides, in terms of media, the application also confirmed the theories of principles of mobile learning, principles of mobile assisted language learning, and the well-designed software. It means that, the application is accountable for helping the learners to improve their speaking competence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. In the first part, the researcher concludes the results of this study based on the previous chapter. The second part, the researcher discusses the suggestions for the research product and further researches.

A. Conclusion

In this part, the researcher makes conclusions of the study. The conclusions are discussed based on the results in the previous chapter. An android application, called “*Speak App*” (Speaking Application for Midwifery Students), is developed to assist the midwifery students of ‘Aisyiyah Health Sciences College of Yogyakarta to learn and improve their speaking competence.

The answer of the question of this study is drawn up here. The question is about the iconic model of the Android application to learn speaking for the first semester midwifery students. The application was developed using Instructional Design Model or known as ADDIE.

The application consists of five topics namely *Hi, I'm midwife Angela, I Wake Up at 6 am, Responsibilities of a Midwife, Where is the nurse station?, and You Should Take a Break*. These topics represent materials that the students will learn in the topics such as greetings and introductions, daily routines, expressions of giving

directions, and expressions of giving suggestions. Every topic consists of five activities; activity 1 is about listening activity, activity 2 is about building vocabulary, activity 3 is about learning language functions/expressions, activity 4 is about discourse, and activity 5 is about making dialogue or monologue video project.

The design of this application is designed based on the principles of Mobile learning proposed by Elias (2011). There are seven principles of m-learning which are integrated in this application, namely: (1) equitable use, (2) flexible use, (3) simple and intuitive, (4) perceptible information, (5) tolerance of error, (6) low physical and technical effort and (7) community of learners and support. Meanwhile, the activities in the application was design according to the combination concepts of teaching speaking by Nunan (2003) and teaching speaking cycles by Burns (2011). With its activities and design, the participants' opinions about the product are generally good.

B. Suggestions

In this part, the researcher would like to give some suggestions for English lecturers, for health students, and other researchers who want to conduct similar studies.

The first suggestion is addressed to the English lecturers in Health Sciences College. As we know that English is not a specific subject for health students and it is only conducted in few meetings. The only solution to accommodate the meeting hours' problems is that by providing supplementary materials for them. And, technology is the media to realize it. Therefore, the English lecturers are expected to

be more creative to use technology in the teaching and learning process as it is more interesting and helpful to overcome the meeting hours' problems.

The second suggestion is given to the students. The students should realize that mobile technology has varied functions nowadays not only as means of communication. So, they are expected to use it to learn English. Not only use this application, but they also could download the similar application that could help to learn English in the Play Store.

The last suggestion is for the other researchers who want to conduct similar studies. App Inventor is an easy application to develop an android application. However, it has some weaknesses. It has only little capacity about 10.9 MB, so the developer could not put many activities and media in it. another weakness is that the operating system. The application built from App Inventor does not fit to any operating system. So it is not applicable for certain operating system. It is better for the other researcher to use other application to develop an android application for learning such as *Eclipse* or *Macro Media Flash*.

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APPENDICES

APPENDIX 1

SYLLABUS OF ENGLISH FOR MIDWIVES 1

'AISYIYAH HEALTH SCIENCES COLLEGE OF YOGYAKARTA

Meeting	Unit / Title	Learning Objectives	Skills	Language Focus		
				Grammar	Language Function	Vocabulary Focus
1-3	Unit 1 Good morning! I am Midwife Fatimah 3 meetings	<ul style="list-style-type: none"> Students are able to grasp the general and detail information about the personal information. Students are able to introduce themselves and others, say hello and good-bye, and ask for personal information 	Speaking: Introducing yourself and friends, asking for and getting personal information; asking for and giving information about patient.	<ul style="list-style-type: none"> To be: is, am, are Pronoun Numbers 	<ul style="list-style-type: none"> Expressions of greeting Expressions for introducing ourselves and friends Expressing cardinal and ordinal number 	<ul style="list-style-type: none"> Alphabet Numbers Dates Address Nationalities/ origin Personal detail <p>Project: Introduce yourself and record it. talk about detail information about you. Share it to your lecturer.</p>
4-6	Unit 2 I usually go to hospital at 7 o'clock 3 meetings	<ul style="list-style-type: none"> Students are able to describe basic actions in everyday life Students are able to describe daily/ weekly routines in detail Students are able to ask and telling time 	Speaking : asking for time and season, telling about daily routines in detail	<ul style="list-style-type: none"> Time expression s (o'clock, A.M., P.M., midnight, in the morning, etc.) 	<ul style="list-style-type: none"> Expressions of asking and telling time and season. Expression of asking and telling daily routines 	<ul style="list-style-type: none"> Telling time Activities Verb 1 / s + es Adjectives <p>Last activity: Tell about your daily</p>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

102

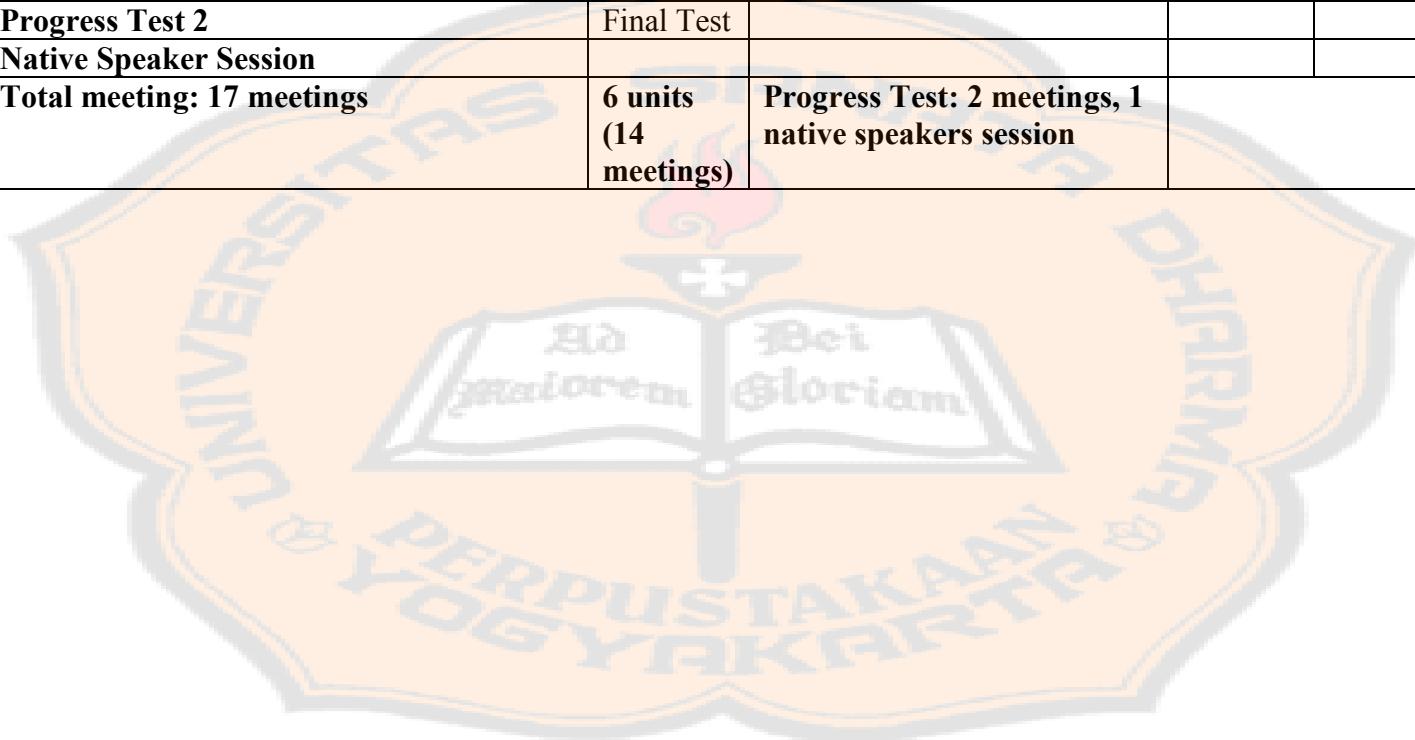
		and season		<ul style="list-style-type: none"> • Kind of seasons in the world • Preposition of time (in, on, at) • Adverb of Frequency (always, usually, often, sometimes, hardly, ever, never) 	<ul style="list-style-type: none"> • Describing daily/ weekly routine in detail 	activities from you wake up until you sleep as a physiotherapist students and record it.
7-8	Unit 3 I have some responsibilities 2 meetings	Describe midwife responsibilities	Speaking: make a simple dialogue explaining about the responsibility fluently.	Present simple tense: S + to be + Complement S + V1 + O Adverb of frequency: Always, usually, often, sometime, seldom, never.	Giving opinion: I think this is a noble job. In my opinion	Verb related to the duty: Observe, measure, analyze, diagnose, massage, examine Activities: Record a monologue about the midwife responsibilities and share it to your lecturer
9-10	Unit 4 Where is the maternity ward?	<ul style="list-style-type: none"> • Students are able to mention names of objects, location of objects and personal items. 	Speaking: naming objects, asking for and giving	<ul style="list-style-type: none"> • Articles, a/an/the. • This/these, that/ those • Preposition 	<ul style="list-style-type: none"> • Describing the location of objects • Expressions of asking for and 	<ul style="list-style-type: none"> • Objects around us • Places • Signpost

	2 meetings	<ul style="list-style-type: none"> Students are able to show the directions and describe the places around the hospital. 	the locations of objects	<ul style="list-style-type: none"> of place: in, in front of, behind, on, next to, under Preposition of place: on, on the corner of, across from, next to, between, giving directions with imperative. 	giving directions	<p>Activities:</p> <p>Make a dialogue of asking direction at hospital setting and record it and share it.</p>
13-14	Unit 5 You should drink more water. 2 meeting	<ul style="list-style-type: none"> Students are able to describe and suggest healthy foods for pregnant woman 	<p>Speaking: talking about food (like and dislike), giving advice about healthy and unhealthy food, talking about food you have and need, describing eating habits</p>	<ul style="list-style-type: none"> <i>Some</i> and <i>any</i> Countable and uncountable nouns Modal “should, must, have to” 	<ul style="list-style-type: none"> Expressions of giving advice 	<ul style="list-style-type: none"> Food pyramid Basic foods Meals <p>Activities:</p> <p>An individual activity: monologue about healthy food for pregnant mother.</p>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

104

Project 1	<ul style="list-style-type: none">Role play about anamnesis.	<ul style="list-style-type: none">Students are divided into group of two and they are asked to make 5 minutes role play about anamnesis in the hospital.
Project 2	<ul style="list-style-type: none">Draw a map of any hospital in Yogyakarta	<ul style="list-style-type: none">Students are asked to make a plan space (denah ruangan) of a hospital / Primary Health Center in Yogyakarta. They have to change the name of the ward or the room from Indonesian to English. It is individual project.
Progress Test 1	MID Test	
Progress Test 2	Final Test	
Native Speaker Session		
Total meeting: 17 meetings	6 units (14 meetings)	Progress Test: 2 meetings, 1 native speakers session



APPENDIX 2**BLUEPRINT OF MATERIALS VALIDATION**

NO	CONCEPT	CONSTRUCT	INDICATOR	ITEM
1.	Teaching Speaking (Nunan, 2003)	Produce the English speech sounds and pattern	The application provide tasks of English speech sounds and pattern	6
		Use word and sentence stress, intonation patterns and the rhythm of the second language.	The application provide tasks of sentence stress, intonation patterns and rhythm	7
		Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.	The tasks are specific to the learners' needs and purpose of learning	8
		Organize their thoughts in a meaningful and logical sequence.	The application provide tasks of sentence pattern	6
		Use language as a means of expressing values and judgments.	The application provide tasks of language functions	9
2.	Teaching Speaking cycles (Burns, 2012)	Use the language quickly and confidently with few unnatural pauses, which is called as fluency.	The application provide tasks which create ease situation for learners to practice the language confidently	10
		Focus learners' attention on speaking	The application lead the learners to learn speaking	1,2,4
		Provide input and/or guide planning	The application provide input to build the learners' knowledge	3
		Conduct speaking tasks	The application provide speaking tasks	6,7,9,
		Focus on language/ skills/ strategies	The tasks in the application focus on learning of speaking	8,10
		Repeat speaking tasks	The application provide similar tasks	12
		Direct learners' reflection on learning	The application provide feedback on the learner's learning	13
3.	Principles of	Facilitate feedback on learning	The application facilitate the teacher to provide feedback	14
		Mobile activities, tasks,	Mobile activities and	5,6,7,9

	Mobile Assisted Language Learning (Stockwell & Hubbard, 2013)	and apps should distinguish both a) the affordances and limitations of the mobile device and b) the affordances and limitations of the environment in which the device will be used in light of the learning target	materials should be directly connected with the principles of second language learning	
		limit multi-tasking and environmental distractions	The activities should lower distraction and drive the learner's attention	16
		Push, but respect boundaries	the tasks and activities should consider the learners' culture and situation	17
		Strive to maintain equity	The kinds of learners' devices should be taken into account	15
		acknowledge and plan for accommodating language learner differences	The activities should accommodate learners' learning styles.	17
		be aware of language learners' existing uses and cultures of use for their devices	The mobile application should develop learners' new language skills	11
		keep mobile language learning activities and tasks short and succinct when possible	The tasks or activities should be developed into smaller, coherent chunks.	17
		let the language learning task fit the technology and environment fit the task	The mobile activities should fit the features of learners' mobile devices and vice versa.	15
		some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning	The teacher's guidance is sometimes necessary	18
		Recognize and accommodate multiple stakeholders.	Provide links for the stakeholders	14

BLUEPRINT OF MEDIA VALIDATION

NO	CONCEPT	CONSTRUCT	INDICATOR	ITEM
1	Characteristics of well-designed software (Egbert & Hanson-Smith, 1999)	Consistency	The elements which have the same function use the same color	6
			The navigation is consistent	1
			The icons, symbols, and buttons are consistent	2
		Good use of space	The layout is well-designed	3
			Each section of content fits into one screen	4
		Legibility	The fonts are legible	5
			The texts in the screen are readable	7
		Contrast, Repetition, Alignment, Proximity	Different elements are contrast to each other	6
			Logos and Navigation buttons are repeated to unify various screen in the same section	1,2
			Each element on the screen are aligned either horizontally or vertically	3
			Related items are placed close to each other, and unrelated items placed farther apart.	1,2
		Ease of Navigation and Recovery	The navigation is easy.	1
			The application has high tolerance of error	9
			The application provides clear instructions.	8
		High-quality playback	The audio is comprehensible.	10
	Principles of Mobile Learning (Elias, 2011)	Equitable Use	Deliver content in the simplest possible format.	1,3
		Flexible Use	Accommodate a wide range of individual abilities, preferences, schedules, levels of connectivity, and methods of use.	1
		Simple and Intuitive	Eliminate unnecessary complexity.	1
		Perceptible Information	Provide captions, descriptors, or transcription.	7,8
		Tolerance of Error	Minimize errors in software operation.	9
		Low Physical and Technical Effort	Require simple operation.	1

BLUEPRINT OF USER VALIDATION

NO	CONCEPT	CONSTRUCT	INDICATOR	ITEM
1.	Teaching Speaking (Nunan, 2003)	Produce the English speech sounds and pattern	The application provide tasks of English speech sounds and pattern	1
		Use word and sentence stress, intonation patterns and the rhythm of the second language.	The application provide tasks of sentence stress, intonation patterns and rhythm	2
		Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.	The tasks are specific to the learners' needs and purpose of learning	3-4
		Organize their thoughts in a meaningful and logical sequence.	The application provide tasks of sentence pattern	5
		Use language as a means of expressing values and judgments.	The application provide tasks of language functions	5
		Use the language quickly and confidently with few unnatural pauses, which is called as fluency.	The application provide tasks which create ease situation for learners to practice the language confidently	6
2.	Principles of Mobile Learning (Elias, 2011)	Equitable Use	Deliver content in the simplest possible format.	7
		Flexible Use	Accommodate a wide range of individual abilities, preferences, schedules, levels of connectivity, and methods of use.	8
		Simple and Intuitive	Eliminate unnecessary complexity.	9
		Perceptible Information	Provide captions, descriptors, or transcription.	9
		Tolerance of Error	Minimize errors in software operation.	
		Low Physical and Technical Effort	Require simple operation.	
3.	Principles of Mobile Assisted Language	mobile activities, tasks, and apps should distinguish both a) the	Mobile activities and materials should be directly connected with the principles	10-11

	Learning (Stockwell & Hubbard, 2013)	affordances and limitations of the mobile device and b) the affordances and limitations of the environment in which the device will be used in light of the learning target,	of second language learning	
		limit multi-tasking and environmental distractions,	The activities should lower distraction and drive the learner's attention	12
		Push, but respect boundaries	the tasks and activities should consider the learners' culture and situation	12
		Strive to maintain equity	The kinds of learners' devices should be taken into account	15
		acknowledge and plan for accommodating language learner differences,	The activities should accommodate learners' learning styles.	13,16
		be aware of language learners' existing uses and cultures of use for their devices,	The mobile application should develop learners' new language skills	14
		keep mobile language learning activities and tasks short and succinct when possible	The tasks or activities should be developed into smaller, coherent chunks.	11-12
		let the language learning task fit the technology and environment fit the task,	The mobile activities should fit the features of learners' mobile devices and vice versa.	15
		some, possibly most, learners will need guidance and training to effectively use mobile devices for language learning,	The teacher's guidance is sometimes necessary	17
		Recognize and accommodate multiple stakeholders.	Provide links for the stakeholders	18
1	Characteristics of well-designed software (Egbert & Hanson-Smith, 1999)	Consistency	The elements which have the same function use the same color	19
			The navigation is consistent	19
			The icons, symbols, and buttons are consistent	19
		Good use of space	The layout is well-designed	22

		Each section of content fits into one screen	20
	Legibility	The fonts are legible	21
		The texts in the screen are readable	21
	Contrast, Repetition, Alignment, Proximity	Different elements are contrast to each other	23
		Logos and Navigation buttons are repeated to unify various screen in the same section	23
		Each element on the screen are aligned either horizontally or vertically	23
		Related items are placed close to each other, and unrelated items placed farther apart.	23
	Ease of Navigation and Recovery	The navigation is easy.	24
		The application has high tolerance of error	24
		The application provides clear instructions.	24
	High-quality playback	The audio is comprehensible.	25

APPENDIX 3**Kuesioner Validasi Ahli Materi***Speak English Application for Midwifery Students (Speak App)***A. Data Validator**

1. Nama :
 2. Jenis Kelamin : L/P
 3. Pendidikan : ()S1 ()S2 ()S3

B. Evaluasi Materi

Berilah tanda “√” untuk indikator yang sesuai dengan penilaian dibawah ini.

Keterangan

- 1 : Sangat Kurang
 2 : Kurang
 3 : Cukup
 4 : Baik
 5 : Sangat Baik

NO.	INDIKATOR	1	2	3	4	5
1	Materi dalam <i>Speak App</i> membantu siswa dalam belajar <i>speaking</i> .					
2	Materi dalam <i>Speak App</i> menarik.					
3	Materi dalam <i>Speak App</i> mudah dipahami					
4	Belajar lebih menyenangkan menggunakan <i>Speak App</i>					
5	Materi dalam <i>Speak App</i> sesuai dengan syllabus					
6	Materi dalam <i>Speak App</i> meliputi English speech sounds dan sentence pattern					
7	Materi dalam <i>Speak App</i> meliputi sentence stress, intonasi, dan rhythm					
8	Materi <i>Speak App</i> adalah materi yang spesifik untuk pembelajaran bahasa Inggris di kebidanan					
9	Materi dalam <i>Speak App</i> meliputi pembelajaran tentang language functions/expressions					
10	<i>Speak App</i> memungkinkan mahasiswa untuk lebih percaya diri dalam belajar berbicara bahasa Inggris					
11	Materi <i>Speak App</i> menambah kosakata mahasiswa untuk belajar speaking					
12	<i>Speak App</i> menyediakan beberapa tasks dan pengulangan untuk memberikan siswa					

	pemahaman				
13	<i>Speak App</i> menyediakan feedback untuk tasks/activities				
14	<i>Speak App</i> memfasilitasi pengajar untuk memberikan feedback kepada Mahasiswa				
15	<i>Speak App</i> sangat praktis karena dapat diakses melalui perangkat mobile seperti handphone dan tablet.				
16	<i>Speak App</i> mudah dioperasikan				
17	Materi dalam <i>Speak App</i> mudah dan tidak membebani siswa				
18	Dosen mengarahkan dalam penggunaan <i>Speak App</i>				

Bagian 2. Jawablah pertanyaan berikut sesuai dengan pendapat Anda.

1. Secara umum, bagaimakah pendapat Anda tentang *Speak App*?

2. Menurut Anda, apa saja keunggulan dari aplikasi ini?

3. Menurut Anda, apa saja kelemahan dari aplikasi ini?

4. Menurut Anda, bagian apa saja dari aplikasi ini yang masih perlu untuk diperbaiki?

5. Jika model pembelajaran *Mobile Assisted Language Learning (MALL)* dengan menggunakan *SPEAK APP* ini diterapkan, apa yang perlu diperhatikan? Berikan saran atau masukan untuk pengembangan aplikasi ini!

APPENDIX 4**Kuesioner Validasi Ahli Media***Speak English Application for Midwifery Students (Speak App)***C. Data Validator**

4. Nama :
 5. Jenis Kelamin : L/P
 6. Pendidikan : ()S1 ()S2 ()S3

D. Evaluasi Materi

Berilah tanda “√” untuk indikator yang sesuai dengan penilaian dibawah ini.

Keterangan

- 1 : Sangat Tidak Setuju
- 2 : Tidak Setuju
- 3 : Biasa saja
- 4 : Setuju
- 5 : Sangat setuju

NO.	INDIKATOR	1	2	3	4	5
1	Warna sama pada elemen dengan fungsi yang sama					
2	Navigasi dalam aplikasi ini konsisten					
3	Penggunaan ikon, symbol, dan tombol konsisten					
4	Desain layout menarik.					
5	Setiap bagian dari isi termuat dalam satu screen.					
6	Tipe font dan warna yang digunakan dalam aplikasi ini sesuai dan tidak berlebihan.					
7	Teks dapat terbaca dengan jelas.					
8	Elemen yang berbeda memiliki warna yang kontras					
9	Logo dan tombol navigasi diulang-ulang disetiap screen.					
10	Letak setiap elemen sejajar, baik horizontal ataupun vertical.					
11	Elemen yang saling berhubungan diletakkan berdekatan					
12	Navigasi dari aplikasi mudah dipahami					
13	Toleransi terhadap kesalahan sistem operasi tinggi.					
14	Instruksi yang digunakan dalam aplikasi ini jelas.					
15	Kualitas audio yang digunakan dalam aplikasi ini baik.					

Bagian 2. Jawablah pertanyaan berikut sesuai dengan pendapat Anda.

6. Secara umum, bagaimakah pendapat Anda tentang *Speak App*?

7. Menurut Anda, apa saja keunggulan dari aplikasi ini?

8. Menurut Anda, apa saja kelemahan dari aplikasi ini?

9. Menurut Anda, bagian apa saja dari aplikasi ini yang masih perlu untuk diperbaiki?

10. Jika model pembelajaran *Mobile Assisted Language Learning (MALL)* dengan menggunakan *SPEAK APP* ini diterapkan, apa yang perlu diperhatikan? Berikan saran atau masukan untuk pengembangan aplikasi ini!

APPENDIX 5**USER VALIDATION QUESTIONNAIRE***Speak English Application for Midwifery Students (Speak App)***E. Data Validator**

7. Nama :
 8. Jenis Kelamin : L/P
 9. Jurusan :

F. Evaluasi Materi

Bagian 1. Berilah tanda centang (✓) untuk setiap pernyataan yang sesuai dengan penilaian di bawah ini.

- 1 : Sangat Kurang
 2 : Kurang
 3 : Cukup
 4 : Baik
 5 : Sangat Baik

NO.	INDIKATOR	1	2	3	4	5
1	Materi dalam <i>Speak App</i> dapat membantu belajar speaking					
2	Materi dalam <i>Speak App</i> dapat membantu belajar pengucapan/pronunciation					
3	Materi dalam <i>Speak App</i> sesuai dengan materi yang dipelajari di dalam syllabus					
4	Materi dalam <i>Speak App</i> mudah dipahami					
5	Materi dalam <i>Speak App</i> dapat membantu belajar bentuk kalimat dan ungkapan/ekspresi dalam bahasa Inggris					
6	Belajar speaking lebih menyenangkan menggunakan <i>Speak App</i>					
7	<i>Speak App</i> sangat praktis karena dapat diakses melalui perangkat mobile seperti handphone dan tablet					
8	<i>Speak App</i> dapat digunakan sebagai media dan suplemen untuk belajar speaking didalam maupun diluar kelas					
9	Instruksi dalam <i>Speak App</i> mudah dipahami					
10	Materi dalam <i>Speak App</i> sesuai dengan topic yang tercantum dalam syllabus					
11	Aktivitas dalam <i>Speak App</i> (<i>activity 1, activity 2, activity 3, activity 4, and activity 5</i>) dapat membantu berlatih Speaking					
12	Pembagian activities dalam <i>Speak App</i> dapat memudahkan belajar Speaking					
13	Dengan <i>Speak App</i> saya dapat belajar speaking					

	dengan mandiri					
14	<i>Speak App</i> membantu memperluas kosakata Bahasa Inggris					
15	Saya bisa mengakses <i>Speak App</i> dalam gadget saya					
16	Materi dalam <i>Speak App</i> mudah dan tidak membebani siswa					
17	Dosen perlu mengarahkan dalam penggunaan <i>Speak App</i>					
18	<i>Speak App</i> menyediakan feedback untuk setiap aktivitas					
19	Penggunaan jenis huruf, background, dan warna dari tiap unit konsisten.					
20	Setiap bagian dari isi termuat dalam satu screen sehingga lebih mempermudah dalam memahami materi dalam <i>Speak App</i> .					
21	Ukuran font dalam <i>Speak App</i> sesuai sehingga teks dapat terbaca dengan jelas					
22	Desain layout dalam <i>Speak App</i> menarik					
23	Logo dan warna yang digunakan dalam <i>Speak App</i> sesuai dan tidak berlebihan.					
24	Navigasi dalam <i>Speak App</i> mudah dipahami					
25	Kualitas audio yang digunakan dalam <i>Speak App</i> cukup baik					

Bagian 2. Jawablah pertanyaan berikut sesuai dengan pendapat Anda.11. Secara umum, bagaimakah pendapat Anda tentang *Speak App*?

12. Menurut Anda, apa saja keunggulan dari aplikasi ini?

13. Menurut Anda, apa saja kelemahan dari aplikasi ini?

14. Jika model pembelajaran *Mobile Assisted Language Learning (MALL)* dengan menggunakan *Speak App* ini diterapkan, apa yang perlu diperhatikan? Berikan saran atau masukan untuk pengembangan aplikasi ini!

APPENDIX 6

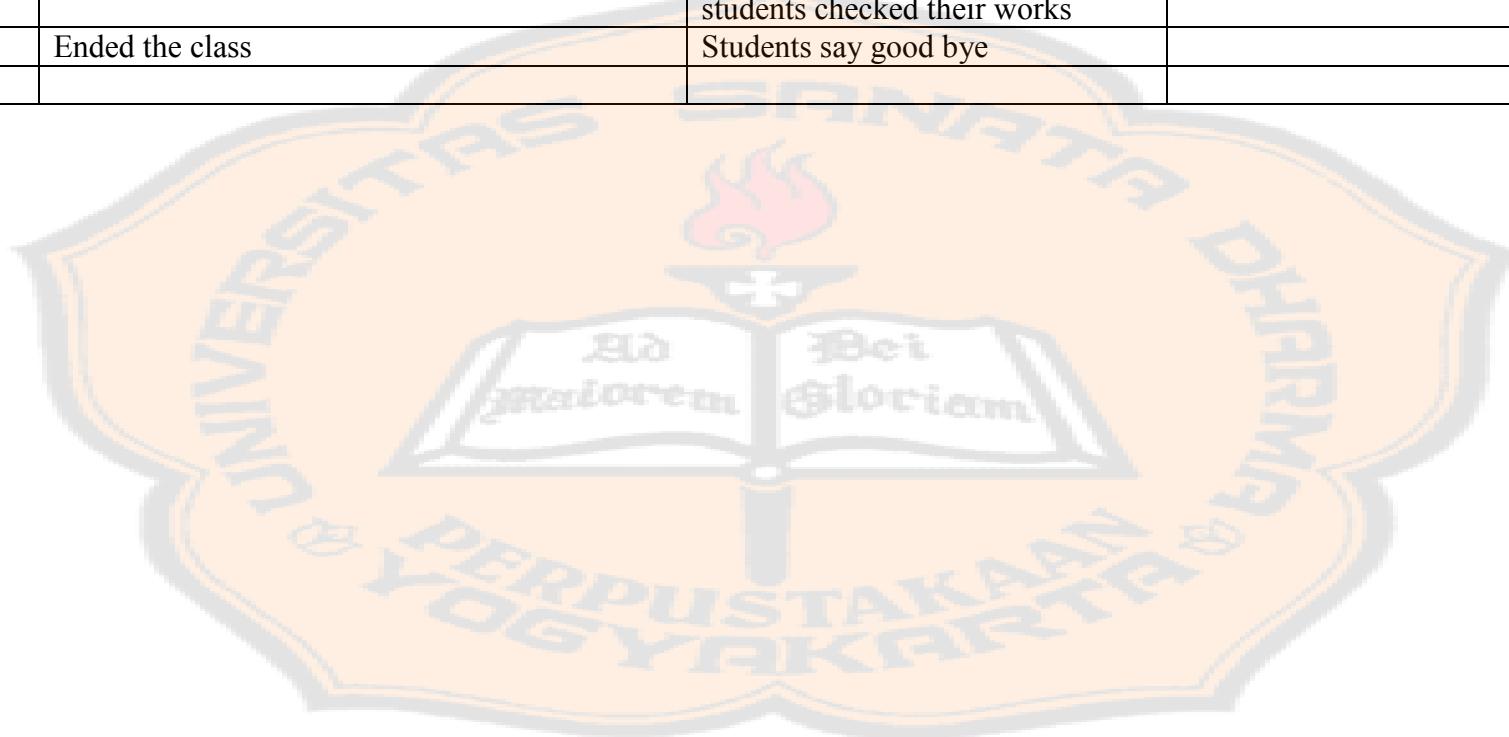
Field Note of Class Observation for Need Analysis

No	Time	Activities	Students	Remark
1.	15.40	The lecturer greeted the students and began the class by reciting Al Qur'an.	Greeted the teacher and recited Al Qur'an	-
2.	15.45	The lecturer introduced the observer and explained what the observer would do in the class	The students excited	-
3.	15.50	The lecturer told the students of what they are going to learn. “today we are going to learn about daily routines or daily activities” The lecturer then offered some questions related to the topic to the students. Examples: “So what time do you usually wake up in the morning?” “what time do you have breakfast?” “What time do you sleep?”	Some students responded the questions	Some answered in English and some responded in Bahasa Indonesia Six students were asked individually the questions. Some students seemed to be passive in speaking.
3.	16.00	The lecturer asked the students to open their text book and asked the students to act out the dialogue in the book.	Students acted out the dialogue	Only two students acted out the dialogue
4.	16.10	The lecturer discussed related vocabularies in the dialogue	Students found out the meaning of the vocabularies	The teacher asked the students the meaning of some vocabularies. e.g. what is weekend?
5.	16.15	The lecturer asked the students to answer the questions related to the dialogue	Students answered the questions in the book.	
6.	16.30	The lecturer explained the use of present tense and how to tell the time in relation to explain	The students listened to the teachers explanation	

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

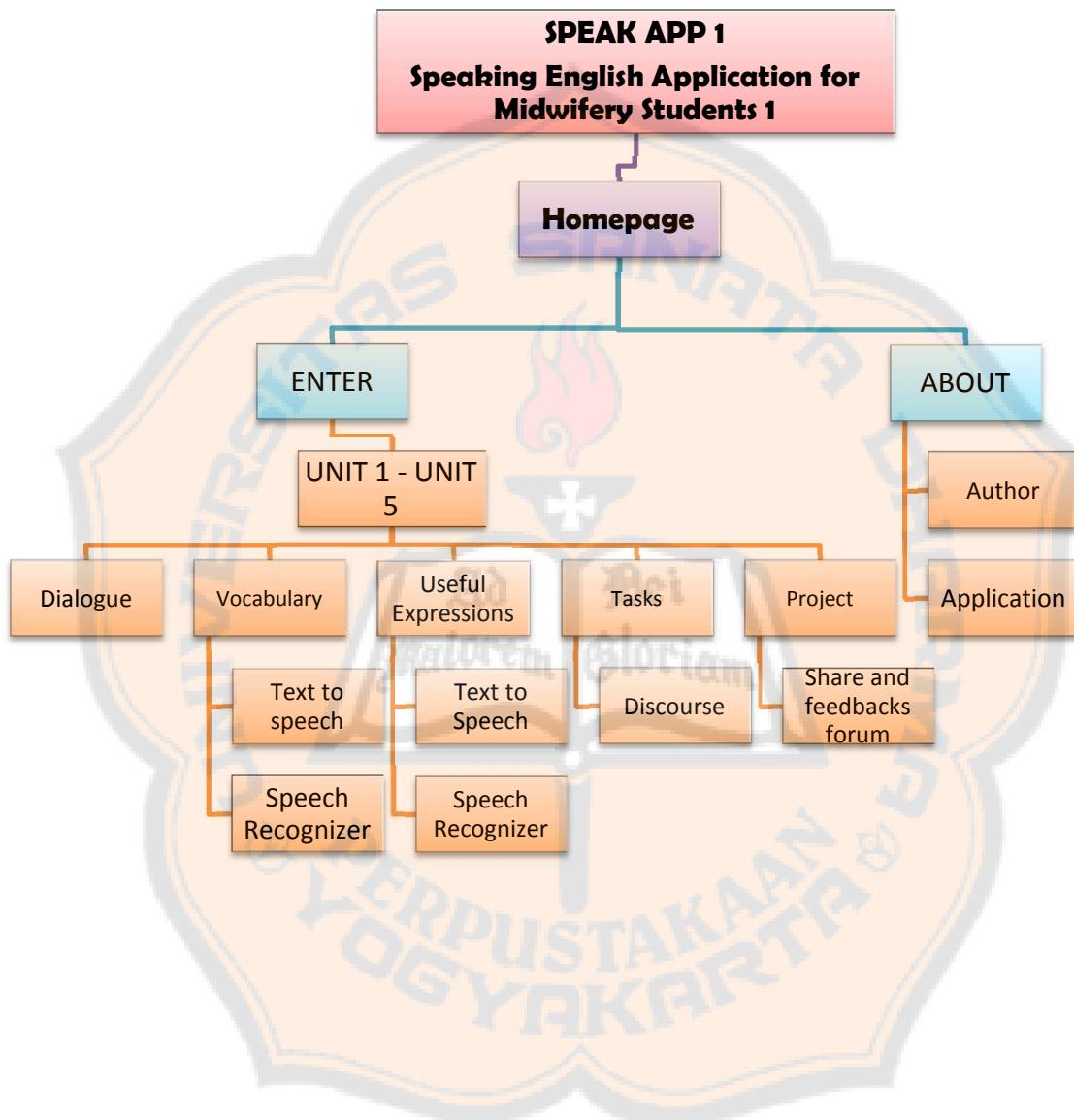
118

		daily routines and gave some examples		
7.	16.45	The lecturer asked the students to work on 2 writing tasks related to time and daily routines	The students worked on the exercises	The students haven't finished working on the two tasks
8.	17.05	The lecturer discussed the first exercise and made the other exercise as a homework	The students answered each question one by one and the other students checked their works	
9.	17.15	Ended the class	Students say good bye	



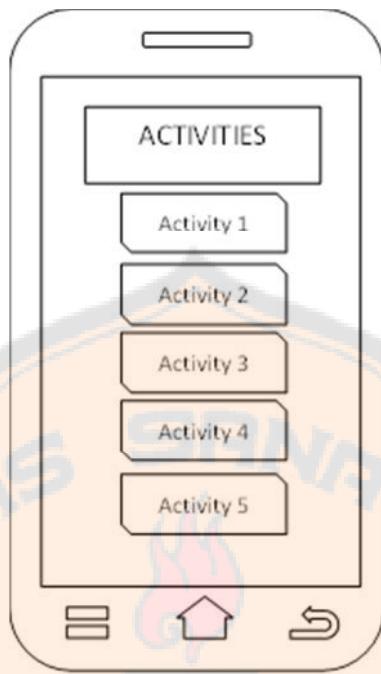
APPENDIX 7

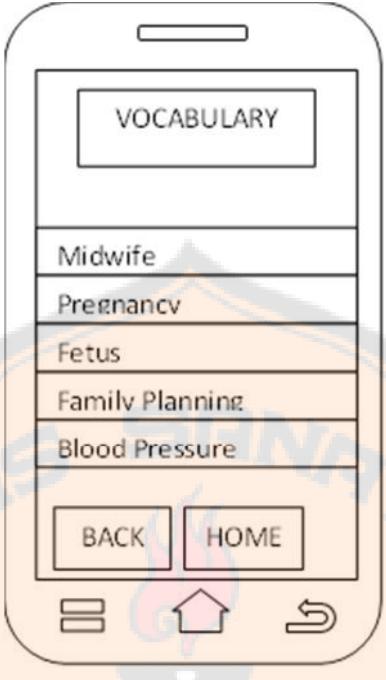
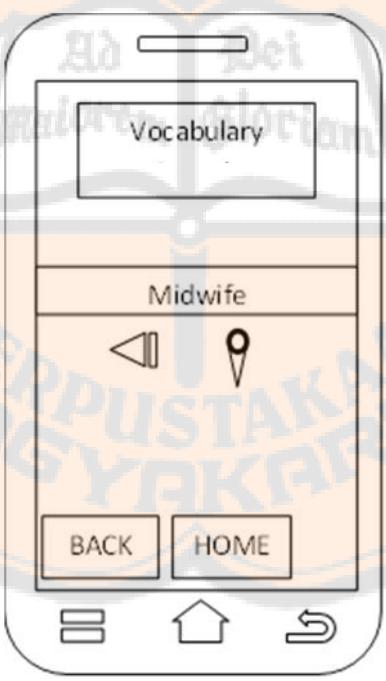
THE CONTENT ORGANIZATION OF SPEAK APP



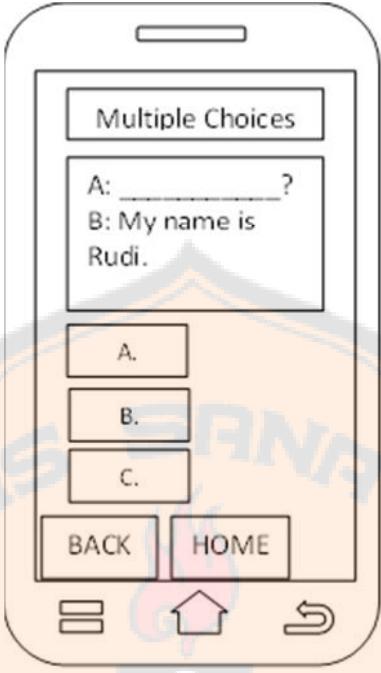
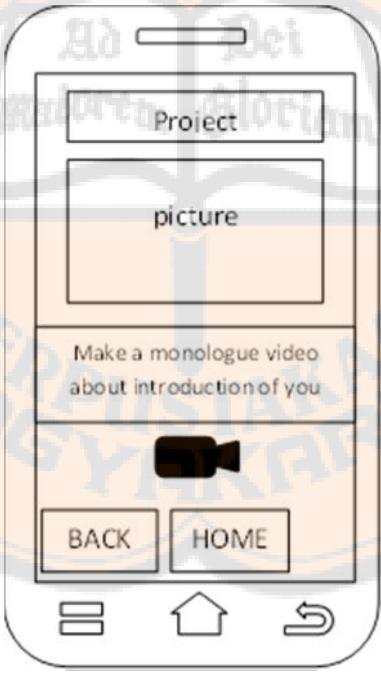
APPENDIX 8**STORY BOARD OF SPEAK APP**

Screen Name	Description	Information
Homepage Screen		- Image - Buttons
Topics Screen		- Image - Lists view

Screen Name	Description	Information
Activities Screen	 A smartphone icon displaying a vertical list of five activities labeled Activity 1 through Activity 5. Above the list is a header box labeled "ACTIVITIES". Below the list are three standard smartphone navigation buttons: a menu button on the left, a home button in the center, and a back button on the right.	<ul style="list-style-type: none">- Image- buttons
Activity 1 Screen	 A smartphone icon displaying a dialogue practice screen. The top box is labeled "DIALOGUE". Below it is a text area containing the instruction: "Listen to the dialogue and practice it with your friends". To the left of the text area is a small speaker icon. Below the text area are the same three standard smartphone navigation buttons: a menu button on the left, a home button in the center, and a back button on the right.	<ul style="list-style-type: none">- Image- Buttons- Player

Screen Name	Description	Information
Activity 2 Screen		<ul style="list-style-type: none"> - Image - Lists view - Buttons
Vocabulary Speech Screen		<ul style="list-style-type: none"> - Image - Text Label - Buttons - Text to Speech - Speech Recognizer

Screen Name	Description	Information
Activity 3 Screen	 <p>The diagram shows a mobile phone interface. At the top is a header bar labeled "Expressions". Below it is a list of five text items: "Good Morning", "Nice to meet you", "You should exercise", "I'm on dutv today", and "Let me check your". At the bottom are two buttons labeled "BACK" and "HOME", along with standard navigation icons for back, home, and recent apps.</p>	<ul style="list-style-type: none"> - Image - Lists view - buttons
Expressions Speech Screen	 <p>The diagram shows a mobile phone interface similar to the previous one, but with a different content layout. It features a header bar labeled "Expressions" and a single text item "I'm on dutv today." Below the text is a microphone icon with a play button inside, indicating a speech-to-text or recording function. At the bottom are the "BACK" and "HOME" buttons and standard navigation icons.</p>	<ul style="list-style-type: none"> - Image - Text Label - Text to Speech - Speech Recognizer - Buttons

Screen Name	Description	Information
Activity 4 Screen	 <p>A multiple-choice question is displayed on the screen:</p> <p>Multiple Choices</p> <p>A: _____? B: My name is Rudi.</p> <p>Below the question are three buttons labeled A., B., and C. At the bottom of the screen are four buttons: BACK, HOME, and two navigation icons (left and right arrows).</p>	<ul style="list-style-type: none"> - Image - Text Label - Buttons
Activity 5 Screen	 <p>The screen displays a project interface:</p> <p>Project</p> <p>picture</p> <p>Make a monologue video about introduction of you</p> <p>Below the text is a video camera icon.</p> <p>At the bottom are four buttons: BACK, HOME, and two navigation icons (left and right arrows).</p>	<ul style="list-style-type: none"> - Image - Text Label - Buttons - Recorder

APPENDIX 9**THE RESULT OF EXPERTS EVALUATION QUESTIONNAIRE****(OPEN-ENDED QUESTIONS)** **M-Learning Principles (Elias, 2011):**

- Principle 1: Equitable Use
- Principle 2: Flexible Use
- Principle 3: Simple and Intuitive
- Principle 4: Perceptible Information
- Principle 5: Tolerance of Error
- Principle 6: Low Physical and Technical Effort

1) MATERIALS VALIDATION

Code	Q1: Secara umum, bagaimanakah pendapat anda tentang SPEAK APP?	Principle
Q1V1	Sangat Bagus. Cukup simple sehingga mudah di aplikasikan	1,2,3,6
Q1V2	Materi yang ada didalam SPEAK APP sangat bagus, konten materi tersusun secara berurutan sehingga memudahkan mahasiswa dalam mempelajarinya. Materi didalam SPEAK APP menunjukan bahwa pemilihan materi guna pembelajaran sangat penting dijadikan pembelajaran	3,4
Code	Q2: Menurut anda, apa saja keunggulan dari aplikasi ini?	
Q2V1	Aplikasi ini membantu mahasiswa untuk mempraktekkan pronunciation mereka. Mereka juga berkesempatan untuk mempraktekkan speaking mereka kemudian direkam. Jadi mereka tidak perlu malu dalam mempraktekkan speaking mereka.	4,5
Q2V2	Materinya spesifik, dikhkususkan untuk mahasiswa kebidanan. Akan tetapi akan lebih sempurna jika ditambahkan materi untuk kehidupan sehari-hari seperti “Daily Conversation”	4
Code	Q3: Menurut anda apa saja kelemahan dari aplikasi ini?	
Q3V1	Ketika praktek pronunciation, ada feedback jika kata diucapkan salah atau benar. Tetapi ketika pengucapannya salah, tidak ada pemberaran/feedback bagaimana bacaan yang benar.	4,6
Q3V2	Kekurangan dari SPEAK APP ini menurut saya adalah visual. Dimana mahasiswa tidak hanya mendengarkan kosakata/percakapan, tetapi juga mahasiswa bisa melihat expressions lewat video.	4,5
Code	Q4: Menurut anda, bagian apa saja dari aplikasi ini yang masih perlu untuk diperbaiki?	
Q4V1	Saya rasa sudah cukup bagus	1
Q4V2	Bagian audio lebih baik diganti dengan video	4
Code	Q5: Jika model pembelajaran Mobile Assisted Language Learning (MALL) dengan menggunakan SPEAK APP ini diterapkan, apa yang perlu diperhatikan? Berikan saran atau masukan untuk pengembangan aplikasi ini.	
Q5V1	Jika memungkinkan, dibuat lebih menarik atau interaktif sehingga mahasiswa tidak bosan/tergoda membuka aplikasi game lain.	1,2,3,4,5,6
Q5V2	Apabila model pembelajaran MALL dengan SPEAK APP diterapkan, yang perlu diperhatikan adalah aplikasi dibuat lebih interaktif dan menarik seperti contoh, mahasiswa dapat melakukan Tanya-jawab/ short conversation dengan audio pada aplikasi tersebut.	3,4

2) MEDIA VALIDATION

Code	Q1: Secara umum, bagaimanakah pendapat anda tentang SPEAK APP?	Principle
Q1V3	Aplikasi yang simple dan menarik tetapi diperhatikan background dan teksnya agar terlihat kontras. Tombol navigasi perlu diperhatikan peletakkannya agar konsisten. Perlu ditambahkan tombol back.	1,2,3
Q1V4	Sudah cukup menarik untuk tampilan dan materi yang disajikan.	1,2,3,5,6
Code	Q2: Menurut anda, apa saja keunggulan dari aplikasi ini?	
Q2V3	Mudah pengoperasian dan membantu dalam belajar bahasa Inggris	1,2,3
Q2V4	Jenis materi yang diberikan beragam, menjadi salah satu hal yang menarik	2,3
Code	Q3: Menurut anda apa saja kelemahan dari aplikasi ini?	
Q3V3	Result setelah selesai mengerjakan activity tidak dihalaman baru jadi terkesan menumpuk dengan soal terakhir. Database soal perlu diperbanyak.	4,5,6
Q3V4	Beberapa menu yang disajikan masih belum sesuai dengan judul menu contoh: pada menu pertama activity 3	4
Code	Q4: Menurut anda, bagian apa saja dari aplikasi ini yang masih perlu untuk diperbaiki?	
Q4V3	Result setiap activity, button, background, dan teks (warna)	1,2,3
Q4V4	Tata layout pada bagian isi dialog pada activity 1 perlu ditata lagi agar lebih rapih dan font yang digunakan jangan terlalu kecil agar membaca lebih nyaman.	1,2,3
Code	Q5: Jika model pembelajaran Mobile Assisted Language Learning (MALL) dengan menggunakan SPEAK APP ini diterapkan, apa yang perlu diperhatikan? Berikan saran atau masukan untuk pengembangan aplikasi ini.	
Q5V3	Harus ada authentikasi diawal (login) dan bisa submit nilai secara online agar bisa dianalisa nilai dari masing-masing pengguna.	4,5
Q5V4	Model interaksi soal bisa dikembangkan, misal drag and drop	3

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

127

APPENDIX 10

USER VALIDATION QUESTIONNAIRE

Converted scores:

- | | | |
|----------------------|---|----|
| 1. Strongly Agree | : | 2 |
| 2. Agree | : | 1 |
| 3. Fair | : | 0 |
| 4. Disagree | : | -1 |
| 5. Strongly Disagree | : | -2 |

Student	Statement																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	2	1	0	1	1	1	2	2	1	0	2	1	1	2	2	1	1	1	0	1	1	1	2	1	2
2	2	2	2	1	2	1	2	2	1	1	2	2	2	1	2	2	1	2	1	2	2	1	2	1	2
3	1	2	1	1	1	1	1	1	0	1	1	1	1	1	1	1	2	2	1	1	0	1	1	1	1
4	1	2	0	1	2	2	1	2	2	2	2	2	1	2	0	1	1	1	2	2	1	2	2	1	2
5	2	0	1	1	2	2	2	1	0	1	1	1	1	0	1	1	0	1	-1	0	1	-1	0	1	1
6	2	1	-1	-1	1	0	2	2	0	1	2	1	2	2	1	0	2	1	2	0	0	0	0	1	1
7	1	2	1	1	1	1	2	1	1	1	1	2	2	2	2	1	1	1	1	2	1	2	1	2	1
8	1	1	1	1	2	2	2	1	1	1	1	1	1	1	1	0	1	2	1	0	1	0	0	1	0
9	0	2	1	-1	0	1	2	2	1	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2
10	1	1	1	2	1	2	2	1	1	1	2	1	2	1	2	1	2	0	1	1	0	0	2	1	2
11	1	1	1	2	1	1	2	1	1	1	1	1	2	1	2	2	2	1	1	1	1	1	1	1	1
12	1	1	0	1	1	1	2	1	1	1	1	1	2	1	2	2	2	1	1	1	1	1	1	1	1
13	2	0	1	2	1	1	1	1	0	1	1	1	1	1	1	0	1	-1	0	1	-1	0	1	1	1
14	1	1	1	1	2	0	2	1	1	1	2	2	2	1	2	2	2	1	1	2	2	0	1	1	2
15	2	1	1	1	0	2	2	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1
16	1	2	1	1	0	1	2	2	1	2	2	1	2	2	2	-1	2	1	1	2	1	1	1	1	2
17	0	2	1	-1	1	2	1	2	0	1	2	2	1	1	2	1	0	1	1	2	2	2	2	1	1
18	2	1	1	2	1	2	2	2	0	0	2	1	1	1	2	1	0	1	0	1	1	0	0	1	2

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

128

19	2	1	1	0	2	2	2	1	1	2	2	1	1	2	2	0	1	1	2	1	2	1	1	1	1
20	2	2	1	2	1	2	2	1	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2
21	2	1	1	2	1	2	2	1	1	1	2	2	1	2	1	1	1	2	2	1	1	1	1	1	1
Total	27	26	17	19	23	28	36	27	16	24	32	28	30	27	30	22	26	24	20	25	22	16	22	22	27
Mean	1.3	1.2	0.8	0.9	1.1	1.3	1.7	1.3	0.8	1.1	1.5	1.3	1.4	1.3	1.4	1	1.2	1.1	1	1.2	1	0.8	1	1	1.3



USER VALIDATION RESULT (OPEN-ENDED QUESTIONNAIRE)

M-Learning Principles (Elias, 2011):

Principle 1: Equitable Use

Principle 2: Flexible Use

Principle 3: Simple and Intuitive

Principle 4: Perceptible Information

Principle 5: Tolerance of Error

Principle 6: Low Physical and Technical Effort

Code	Q1: Secara umum, bagaimanakah pendapat anda tentang SPEAK APP?	Principle
Q1V1	Sangat bagus karena bisa membantu kita dalam pengucapan bahasa Inggris yang benar, karena sebagian besar dari kita masih sulit dalam pronunciationnya	3
Q1V2	Speak App sangatlah membantu saya untuk berlatih mengucapkan bahasa inggris, dan menambah kosakata bahasa Inggris saya.	2,3,4
Q1V3	Kualitas audionya cukup baik. Bisa membantu mahasiswa untuk belajar speaking/bahasa Inggris	4
Q1V4	Aplikasi yang baik untuk belajar bahasa Inggris	3
Q1V5	Menarik dan mudah dipahami, tetapi ada beberapa hal yang kurang spesifik lagi	1,2,3
Q1V6	Baik, dapat membantu dalam belajar bahasa Inggris dengan mudah melalui gadget	1,2,3
Q1V7	Menarik dan bagus sehingga memudahkan belajar bahasa Inggris	2,3,6
Q1V8	Sangat baik dan sangat membantu dalam mempelajari bahasa Inggris	3,4
Q1V9	- Mudah diakses - Membantu belajar bahasa Inggris	5,6
Q1V10	Speak App sangat membantu mahasiswa maupun siswa dalam pembelajaran Grammar dan English	4
Q1V11	Mudah dipahami dan jelas	4,5
Q1V12	Mudah dipahami dan jelas	4,5
Q1V13	Menarik dan mudah dipahami, tetapi ada beberapa hal yang kurang spesifik lagi	1,2,3
Q1V14	Bagus, karena bisa membantu mahasiswa dalam belajar kosakata atau pengucapan dalam bahasa Inggris	3,4
Q1V15	Menurut saya Speak App sudah bagus dan dapat membantu dalam memahami dan mempelajari speaking, pengucapan yang benar dan dapat diakses dengan mudah	3,4,5,6
Q1V16	Speak App akan membantu dan memudahkan mahasiswa dalam mempelajari bahasa Inggris	3,6
Q1V17	Speak App sangat membantu saya dalam proses belajar speaking. selain mudah diakses dengan gadget, instruksi didalamnya juga mudah dipahami	4,5,6
Q1V18	Bagus. Tapi, dalam materi sudah terlalu jauh dengan dikelas	4
Q1V19	Aplikasi ini sangat membantu dan memudahkan untuk belajar bahasa Inggris dan memudahkan untuk belajar berbicara atau mengucapkan dengan benar	3,4

Q1V20	Lebih memudahkan mahasiswa untuk mengerjakan tugas, dan bisa untuk belajar dimanapun tempatnya.	3
Q1V21	Speak App bagus karena kita dapat belajar speaking dari App	3,4
Code	Q2: Menurut anda, apa saja keunggulan dari aplikasi ini?	
Q2V1	Sudah dilengkapi dengan berbagai materi mulai dari dialogue, vocabulary, useful expressions, until project yang dapat memudahkan kita dalam belajar.	3,4
Q2V2	Terdapat berbagai aktivitas Speak App yang bermanfaat bagi saya dalam pelajaran dan dalam dunia kehidupan seperti saya.	3,4
Q2V3	Mudah, memperluas kosa kata, dapat diakses di hp	3,4
Q2V4	Belajar bahasa Inggris dengan praktis	1,2,3,6
Q2V5	Kualitas audio baik	4,5
Q2V6	Dapat diakses melalui gadget	4,5
Q2V7	Keunggulannya memudahkan berbahasa Inggris	4
Q2V8	Mudah diakses	1,2,5,6
Q2V9	<ul style="list-style-type: none"> - Lebih bisa memahami - Bisa untuk belajar kapan saja (diwaktu luang) 	1,2,3,6
Q2V10	<ul style="list-style-type: none"> - Membantu pembelajaran - Dapat membantu pengucapan 	3,4
Q2V11	Mudah diperoleh dan diakses	1,2,3,4
Q2V12	Mudah diakses	1,2,5,6
Q2V13	Kualitas audio cukup baik	4
Q2V14	<ul style="list-style-type: none"> - Bisa belajar pengucapan bahasa Inggris - Bisa belajar kosakata 	3,4
Q2V15	Dapat diakses dengan mudah dalam gadget, dapat belajar dengan mandiri	1,2,6
Q2V16	Keunggulannya antara lain materi dalam Speak App dapat membantu belajar speaking, membantu belajar pengucapan/pronunciation, materi dalam Speak App sesuai dengan materi yang dipelajari didalam syllabus.	3,4
Q2V17	Dapat diakses dengan mudah, praktis, dapat digunakan kapan saja, dan instruksinya mudah dipahami	1,2,4,5,6
Q2V18	Dalam pelafalan dan audio	4
Q2V19	Keunggulannya. Aplikasi ini dapat menguji pengucapannya benar atau tidak dan materinya mudah dicerna	3
Q2V20	Bisa diakses digadget, android. Bisa belajar dimanapun tempat karena sudah ada ditelepon/gadget.	3,5,6
Q2V21	<ul style="list-style-type: none"> - Dapat membantu belajar - Memperluas kosakata - Dapat diakses dari hp 	3,4
Code	Q3: Menurut anda apa saja kelemahan dari aplikasi ini?	
Q3V1	Materi dalam aplikasi ini masih terbatas yaitu masalah kesehatan. Mungkin dilain waktu bisa ditambahkan dengan materi-materi lain.	4
Q3V2	Penggunaan warna dalam Speak App terlalu tajam sehingga membuat penglihatan harus sedikit dikurangi jarak lihatnya	3
Q3V3	Kurang jelas kosa katanya	4
Q3V4	Masih terbatas karena hanya menyangkut kesehatan	4
Q3V5	Desain layout tidak nyambung dengan materi	1,2

Q3V6	Warna background dan font terlalu mencolok	1,2
Q3V7	Warna background terlalu mencolok	1,2
Q3V8	Pengucapan dari speaker yang kurang jelas bagi pemula	4
Q3V9	Boros batrei	3
Q3V10	Sedikit sulit dipahami	3,4
Q3V11	-	
Q3V12	Boros batrei	3
Q3V13	Desain layout kurang berkaitan dengan materi	1,2,3,4
Q3V14	Kosakatanya terlalu sedikit	4
Q3V15	Sedikit sulit dipahami	4
Q3V16	Materi dalam Speak App sulit dipahami	4
Q3V17	Aplikasi belum bisa digunakan untuk laptop	3
Q3V18	Warna, background, dan materi kurang menarik	1,2
Q3V19	Aplikasi ini kelemahannya saat berjalan lemot dan terkadang aplikasi tidak merespon mungkin jika dilancarkan akan lancar saja tidak terganggu	3
Q3V20	Belum bisa diupgrade dilaptop. Belum sepenuhnya masih ada keterbatasan.	3
Q3V21	-	
Code	Q4: Jika model pembelajaran Mobile Assisted Language Learning (MALL) dengan menggunakan SPEAK APP ini diterapkan, apa yang perlu diperhatikan? Berikan saran atau masukan untuk pengembangan aplikasi ini.	
Q4V1	Mungkin bahasa yang digunakan terlebih dahulu harus menerapkan/ mendengarkan bahasa atau kata-kata yang sering didengar, karena jika langsung menggunakan bahasa yang tinggi sulit dipahami	4
Q4V2	Lebih ditambah aktivitasnya, sehingga dapat menambah wawasan lagi	3,4
Q4V3	Kosakatanya lebih diperjelas	4
Q4V4	Materinya ditambah lagi agar lebih lengkap	4
Q4V5	Lebih rinci dalam setiap tampilan, desain layout yang lebih berkaitan dengan materi	1,2
Q4V6	Lebih ditambah lagi activity nya agar kosa kata dapat lebih banyak	4
Q4V7	Lebih ditambah lagi aktivitasnya sehingga dapat mengakses kosa kata lebih banyak	3,4
Q4V8	Tampilan desain yang lebih sederhana dan mudah dipahami. Variasi materi juga perlu ditambahkan	1,2
Q4V9	Kosa kata kurang jelas	4
Q4V10	Sebaiknya Speak App dibuat semenarik mungkin agar mahasiswa/I mempunyai rasa ketertarikan untuk pembelajaran	3
Q4V11	-	
Q4V12	-	
Q4V13	Lebih rinci dalam setiap tampilan, desain layout yang lebih berkaitan dengan materi	1,2
Q4V14	-	
Q4V15	Materi yang disajikan dibuat semenarik mungkin agar banyak mahasiswa yang tertarik untuk menggunakannya dalam	3

	mempermudah penggunaan kosakata/ pengucapan dalam bahasa Inggris	
Q4V16	Materi dalam Speak App harus disajikan semenarik mungkin supaya mahasiswa lebih tertarik untuk belajar bahasa Inggris dan untuk lebih mempermudah mahasiswa dalam belajar bahasa Inggris.	3
Q4V17	Yang perlu diperhatikan adalah daya baterai dari gadget. Sarannya: aktivitas didalam aplikasi Speak App lebih ditambah lagi. Supaya dapat menambah wawasan ilmu lagi	3
Q4V18	Materinya lebih mengarah di D3 kebidanan.	3,4
Q4V19	Mungkin materinya diperluaskan dan diperbanyak materi dan penambahan gambar.	4
Q4V20	Lebih ditambah gambar-gambar karena kalau belajar tidak ada gambar tidak asik	1,2,3
Q4V21	Lebih ditambah aktivitasnya	3



APPENDIX 11

INTERVIEW TRANSCRIPTION

1) Need Analysis

R : Researcher

L : Lecturer

R	:	Terimakasih pak Wisnu sudah mengijinkan saya masuk ke kelas tadi. Saya ada beberapa pertanyaan pak. .. Sebenarnya fokus pembelajaran di STIKES ‘Aisyiyah ini apa pak?
1L1	:	Baik pak David. Jadi pembelajaran di sini sebenarnya lebih menekankan pada kemampuan speaking skill karena siswa harus menyambut dengan adanya MEA atau lebih dikenal dengan masyarakat ekonomi asean jadi siswa harus mampu berkomunikasi menggunakan bahasa Inggris dengan baik dan benar. Tetapi mahasiswa juga dituntut untuk mempunyai basic grammar yang bagus dikarenakan syarat kelulusan dari stikes ‘Aisyiyah sendiri mewajibkan siswanya memiliki TOEFL score lebih dari 450. Itu standarnya pak
R	:	Jadi Speaking dan Grammar ya pak?
1L2	:	Iya pak
R	:	Untuk materinya sendiri pak. Jadi materi yang bapak gunakan untuk pembelajaran selama ini lebih mengacu ke pembelajaran Speakingnya atau ke grammar pak terutama yang ada dikelas bidan tadi.
1L3	:	Kebetulan materi yang kami pakai di bidang studi kebidanan kami membuat program swakelola dari Pusat pengembangan bahasa STIKES ‘Aisyiyah Yogyakarta, materinya lebih menekankan ke keduanya itu untuk bisa balance pak. Jadi untuk teori kita lebih menekankan pada grammar, kemudian setelah mahasiswa mampu memahami dengan baik kemudian kita tekankan lagi pada speakingnya jadi <i>practice</i> nya.
R	:	Jadi untuk pembelajaran bahasa Inggris sendiri berapa kali seminggu pak disini? Atau ditempuh dalam berapa semester?
1L4	:	Untuk program swakelola tidak hanya digunakan untuk program studi kebidanan tetapi juga program studi S1 Fisioterapi dan S1 Keperawatan. Jadi untuk program D4 bidan pendidik dan D3 kebidanan mahasiswa harus menempuh program bahasa Inggris dalam 4 semester dan Fisioterapi 4 semester dan yang berbeda hanya keperawatan mahasiswa harus menempuh selama 6 semester yang terdiri dari 1 kali pertemuan dalam seminggu dan total meeting dalam 1 semester adalah 14 meeting.
R	:	Jadi Cuma satu kali dalam seminggu pak pertemuan bahasa Inggrisnya. Ee...dalam satu meeting itu berapa menit ya pak?
1L5	:	Dari STIKES memberikan waktu untuk bahasa Inggris itu 100 menit
R	:	Berarti memang singkat ya pak ya?
1L6	:	Singkat sekali dan ini tantangan bagi kami pak.
R	:	Jadi apakah dalam waktu sekali seminggu, 100 menit setiap meetingnya, menurut bapak apakah cukup waktu tersebut untuk mempelajari speaking pak?
1L7	:	Dengan satu kali seminggu dalam 100 menit tidak akan cukup untuk mempelajari speaking. memang ada rasa pesimis, tapi kami selalu berusaha melakukan yang

		terbaik. Jadi memang ada beberapa materi yang kami padatkan.
R	:	Tapi untuk kemampuan mahasiswa sendiri bagaimana pak? Terutama kemampuan speaking mereka? Dalam waktu yang singkat untuk mempelajari speaking
1L8	:	Ini pertanyaan yang penting pak, jadi memang kemampuan speaking mahasiswa rata-rata masih kurang mumpuni dalam menggunakan bahasa Inggris dalam fokusnya dispeaking tersebut. Tapi ketika kami memberikan tes melalui grammar, jadi rata-rata grammarnya itu lebih baik daripada speakingnya. Mereka juga mengerjakan writing task dengan baik.
R	:	Jadi disini siswa masih lemah dalam hal speakingnya ya pak?
1L9	:	Ya. Siswa masih sangat lemah dalam speaking mungkin masih perlu banyak berlatih
R	:	Menurut bapak waktu untuk mempelajari Speaking dikelas itu bagaimana pak?
1L10	:	Jadi saya rasa terkadang dalam waktu 100 menit itu kita tidak bisa membagi waktu dengan baik antara grammar dan speaking. Patokannya 50 menit untuk grammar dan 50 menit untuk speaking tapi kenyataannya dilapangan, menjelaskan grammar harus lebih banyak waktunya karena kemampuan siswa yang satu dengan yang lain itu berbeda.
R	:	Ya..jadi masalahnya ada di waktu pertemuan dan kemampuan siswanya ya pak..kemampuan speaking mereka karena jumlah pertemuan yang sangat singkat sekali... Lalu selama ini, media apa yang sudah digunakan dalam pembelajaran bahasa inggris khususnya pembelajaran speaking sendiri
1L11	:	Media yang digunakan ada banyak sekali pak, jadi memang kami membebaskan para pengajar untuk mengeksplor kreativitas mereka dalam menggunakan berbagai media yang salah satunya adalah eee....menggunakan missing lyric (song) pak dimana siswa harus mengisi missing lyric tersebut dan kemudian mereka harus menyanyi untuk memperbaiki pronunciation mereka
R	:	Menyambung yang tadi pak. Menurut bapak solusi untuk mengatasi masalah waktu pembelajaran speaking tadi gimana pak?
1L12	:	Ya..jadi karena memang waktu yang sangat singkat untuk mempelajari speaking, seperti yang kita ketahui bahwa untuk mempelajari bahasa Inggris dengan benar maka kita harus banyak berlatih. Saya rasa perlu adanya media pembelajaran dan materi tambahan diluar kelas. Mereka dituntut tidak hanya belajar didalam kelas tapi juga luar kelas.
R	:	Jadi ada sebuah pembelajaran yang mendukung untuk siswa agar bisa berlatih speaking diluar kelas seperti itu pak?
1L13	:	Ya betul seperti itu pak
R	:	Menurut bapak bagaimana jika kita bisa mengaplikasikan handphone dalam pembelajaran
1L14	:	Saya rasa itu ide yang sangat bagus kalo kita bisa belajar speaking dengan mobile phone. karena mahasiswa sekarang tidak bisa jauh dengan gadget atau handphone. Jadi bagus jika pembelajaran disini tidak hanya bisa dipelajari melalui laptop tapi juga bisa diaplikasikan kedalam media yang selalu mereka bawa kemana-mana
R	:	Dan dipastikan bahwa semua siswa mempunyai gadget ya pak?
1L15	:	Sudah pasti pak. Ini jamannya smartphone saya rasa semua mahasiswa

		menggunakan smartphone
R	:	Menurut bapak apakah ini akan menjadi media yang menarik bagi mereka dan memotivasi mereka untuk belajar speaking pak?
1L16	:	Ini salah satu ide yang sangat kreatif secara pembelajaran mandiri melalui handphone mereka sendiri, mereka mampu belajar tanpa harus menunggu temen yang lain atau dosen mereka, mereka hanya tinggal membuka aplikasi dan klik mereka bisa mempelajarinya secara otomatis dimanapun, dan kapanpun
R	:	Jadi tidak terbatas dengan ruang dan waktu ya pak ya?
1L17	:	Iya betul sekali pak
R	:	Ya.terimakasih pak wisnu

2) Material validation**R : Researcher****L : Lecturer****Titis Wisnu Wijaya, M.Pd**

R	:	Pak Wisnu terimakasih. Sekarang saya mau mengajukan beberapa pertanyaan tentang materi yang ada dalam aplikasi ini pak? Menurut bapak sejauh ini yang sudah menggunakan aplikasi ini dan mengaplikasikannya ke siswa, bagaimana menurut bapak content dari aplikasi ini?
2L1	:	Ya. Materi yang ada dalam Speak App menurut saya sangat bagus dan menarik ya. Konten materinya tersusun secara berurutan dan sesuai dengan silabus. Ini poin pentingnya sehingga mempermudah mahasiswa mempelajari bahasa Inggris menggunakan Speak App. Dan saya rasa aplikasi ini bisa memberikan eksposure dalam belajar bahasa Inggris. Emm dan produk ini sangat membantu siswa dalam belajar pronunciation. Mereka juga bisa belajar speaking melalui video. Jadi mereka tidak perlu malu untuk practice speaking. karena tidak dilihat banyak orang kalo lewat video.
R	:	Jadi sudah cukup bagus ya pak?
2L2	:	Ya
R	:	Selain materi yang ada dalam Speak App menurut bapak materi apa lagi yang bisa diaplikasikan kedalam pembelajaran bahasa Inggris melalui mobile media?
2L3	:	Ini memang yang akan saya tambahkan ketika saya telah menggunakan Speak App. Materi yang ada diSpeak App memang dikhususkan untuk mahasiswa kebidanan ya pak. Akan tetapi akan lebih sempurna jika ditambahkan didalamnya materi-materi yang bisa di implementasikan dalam kehidupan sehari-hari seperti contohnya daily conversation sebagai basic dulu
R	:	Okay. Jadi ga langsung spesifik ya pak. Ada materi daily conversation. Ee lalu kemudian menurut bapak kekurangan dari aplikasi ini apa pak? yang bisa digali?
2L4	:	Ya...Eee..say tambahkan juga didalam aplikasi ini menurut saya kekurangan dari aplikasi ini adalah visualisasi ya pak ya dimana mahasiswa tidak hanya mendengarkan short conversation atau kosakata yang ada didalamnya tetapi juga mahasiswa bisa melihat video expressionnya. Mungkin mempermudah mahasiswa untuk belajar pronunciation melalui mimic dan expressions melalui video tersebut.

R	:	Jadi perlu adanya video ya pak bukan hanya audio. Ya ya kemarin itu memang keterbatasan dari aplikasi ini pak karena video size yang terlalu besar jadi tidak bisa di aplikasikan dalam aplikasi ini. Lalu menurut bapak jika mobile media seperti ini di aplikasikan dalam proses pembelajaran apa sih pak yang perlu diperhatikan?
2L5	:	Jadi apabila model pembelajaran MALL dengan Speak App ini diterapkan sya rasa yang lebih perlu diperhatikan adalah aplikasi dibuat lebih interaktif dan menarik, meskipun ini sebetulnya sudah menarik, tapi saya rasa akan lebih menarik lagi jika mahasiswa bisa melakukan Tanya jawab atau short conversation dengan audio pada aplikasi tersebut
R	:	Ok jadi lebih interaktif ya pak, jika bisa membuat aplikasi ini bisa merespon mahasiswa secara langsung. Terimakasih pak wisnu.

3) Media validation

R : Researcher

L : Lecturer

Chayadi Oktomy Noto Susanto, S.T., M.Eng.

R	:	Ya pak Okto terimakasih waktunya. Saya pengen mengajukan beberapa pertanyaan ini pak tentang aplikasi Speak App yang sudah saya kembangkan. Menurut bapak secara umum bagaimana pendapat bapak mengenai aplikasi ini?
3L1	:	Dari hasil pengamatan saya dari menggunakan Aplikasi yang mas David buat ya, tampilan sudah cukup menarik, jenis-jenis soalnya juga sudah lumayan bervariasi. Kalo menurut saya sudah cukup menarik sih.
R	:	Kalo lebih spesifik lagi keunggulannya tu dimana pak dari aplikasi ini? terutama dari segi medianya? Seumpama dari aktivitasnya ataukah navigasinya bagaimana
3L2	:	Yang pertama sih dari kemudahan dari menggunakan Aplikasi Speak Appnya ya, dari awal langsung udah kebaca Oh ini menu untuk arah kemana mudah dibaca. Kemudian berikutnya itu sih, materinya bervariasi pertama ada mendengarkan speaking, kemudian ada pertanyaan, kemudian ada jawaban juga dibawahnya, kemudian ada merekam juga ya. Kalo menurut saya disitu yang menarik mas David.
R	:	Lalu untuk kelebihannya sendiri pak. Apa saja yang perlu ditingkatkan dalam aplikasi ini pak?
3L3	:	Kalo saya sih ini, font nya mas. Font nya masih kecil dan bagian dialog itu kurang rapi. Untuk layoutnya, tampilanlah. Tapi udah menarik kok tampilan awalnya.
R	:	Jadi tampilan ya pak
R	:	Menurut pak Okto kalo seumpama aplikasi ini diterapkan dalam kelas pak. Seumpama kita bawa ini sebagai media pembelajaran apa yang perlu disiapkan atau diperhatikan?
3L4	:	Ya mungkin jenis interaksi yang perlu disampaikan ke mahasiswa diperkaya lagi mas. Kan ada banyak teknik yang bisa digunakan seumpama ngisi eee fill in the blank, kemudian ada drag and drop. Ya seperti itukan jadinya lebih menarik si User untuk menggunakan aplikasinya mas David. Timbang hanya ngeklik -ngeklik aja

	:	kan
R	:	Terimakasih pak Okto. Mungkin kalo ada pertanyaan lagi saya hubungi pak Okto lagi.



APPENDIX 12

DOCUMENTATION OF THE IMPLEMENTATION OF SPEAK APP



The class situation of class 1B1 Diploma Midwifery



The teacher is using Speak App to give students example of a dialogue and drill pronunciations



A student is using the Speak App in the class



A student is checking her pronunciation