

THE EFFECTIVENESS OF USING LYRA PERSONAL ASSISTANT IN IMPROVING STUDENTS' SPEAKING SKILL

Dila Charisma¹, Suherman²

Muhammadiyah University of Cirebon

deela1985@gmail.com¹, doank_suherman@yahoo.co.id²

ABSTRACT

This study is aimed at knowing whether Lyra Personal Assistant can improve students' speaking skill and to find out whether using this application can motivate second semester students' speaking English of English Department at Universitas Muhammadiyah Cirebon. This study used quantitative method which categorized pre experimental research. English Department students at Universitas Muhammadiyah Cirebon were chosen to be population, and the sample were the second semester students who took Speaking subject. Measuring speaking skill, the writer used tests and assesing it using scoring rubic by Arthur Huges, and students' motivation in speaking English after using Lyra were measured by questionnaire with 17 questions and 4 choice of answers. The result showed that using Lyra Personal Assistant was effective in improving students' speaking skill, it could be seen from the result of pre-test average score (57.33), and result of post-test average score (74.22) that there was improvement score from pre test and post test., average students' improvement of speaking skill from pre-test to post-test is 16.89. Based on the result of questionnaire, Lyra Personal Assistant also could motivate the second semester students' speaking English.

Key words: Speaking, Lyra Personal Assistant, Motivation

INTRODUCTION

Brown stated "anxiety is one of problems faced by students in speaking because they are afraid to be judged as stupid and incomprehensible persons" (retrieved from Dewi, 2016: p.342). Besides the students do not have enough time to practice speaking English, in Indonesia English as a foreign language EFL, it causes the students speak english rarely. The students have difficulty in speaking English, the students' lack in master vocabulary is also a factor affecting their failure in speaking English, to avoid it the students' vocabulary have

to own fairly large vocabulary to be fluent in practicing speaking English. Students are also low motivation in speaking English. They learn English only because of demanding subject study in the school. It is not pure intention of students to learn. So the students are only learning speaking English in the class then undoubtedly the results of skills of students speaking English are not gain maximum. Therefore students need more studying and practicing to gain for understanding of meaning and especially to be fluent in speak English.

The statement above can be seen in Holy Qur'an Surah 17. Al-Israa : 53

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ

Means: *“and say to My slaves (the true believers) that they should (only) say those words that the best (true).”*

In this verse is smoothly of Allah to His slaves when He commands they have to do good attitude, this is begun from good speak. Good speak here scope all speech that could close to Allah such as read holy Qur'an, dhikr, spreading science, and invites kindness prevents crime.

Nowadays many students learn through technology and it will give more effective results. Smartphone is technology which always used every day and many applications that very useful to be used in developing education. Almost everybody are able to own smartphone easily because the price of smartphone is reached. Besides life style and requirement can be the cause of owning smartphone.

Smartphone which known increase sophisticated within Intelligent Personal Assistants (IPAs) application are speech-enabled technologies in mobile platforms which have become one of the devices of learning online, as illustrated by Hauswald (2015, p.223) “IPA is an application that uses inputs such as the user's voice, vision (images), and contextual information to provide assistance by answering questions in natural language, making recommendations, and performing actions”. McTear, Callejas (2013, p.87) stated “Intelligent Personal Assistants is the one technology are able to Interacting with web services to retrieve information and perform transactions either through search queries, by linking to knowledge bases such as Knowledge Graph, or by engaging in transactional dialogs as well

as launching and managing apps on the device, such as contacts, calendar, SMS, or clock.” “Engaging in conversation with the user about random topics, for example, answering questions such as where do you live?, how old are you?, what languages do you speak?, or what sort of music do you like?”

There are many Intelligent Personal Assistants (IPAs) application. The most popular Personal Assistants such as Siri on Ios, Cortana on Windows Phone, and many Personal Assistants on Android like Google Now, My Assistant, Google allo, Robin, Databot, Indigo (Lyra), Smart Voice Assistant etc. Intelligent Personal Assistants Android Application can be used by students to help improving English language, especially in improving speaking skill because of this application is conversation system which almost the same as robot which can speak with human in English language as a international language. Therefore this application is good to be used by students.

Lyra is a Personal Assistant which used in this study. Lyra is available on Android as a platform which often used. Which perform more interesting? Lyra Personal Assistant is the easier than same application because this application more simple and easy to understood. When interaction with human Lyra shows the text of what Lyra saying, so it will be understood even if not hear clearly. Lyra is also more interest in some features which can be used in conversation to improve speaking skills. Lyra Personal

Assistant may enhance learners' speaking skills without being bound up with native-speaker humans. Lyra Personal Assistant can assist the learners for language learning with no constraints of time and space.

The writer determines identification of the problem as follows:

1. Students' speaking skill of Universitas Muhammadiyah Cirebon are not maximum, because learning at Campus only one time per week.
2. Lack of motivation of students speaking, this case cause the Students difficult in looking for partner to practice speaking because everybody does not speak using English language.

Based on the problems above, the writer formulates the following research questions:

1. How is the improvement of students' speaking skill?
2. Is Lyra Personal Assistant effective in improving students' speaking skill?

LITERARY REVIEW

Speaking

Brown states that speaking is an interactive process of constructing meaning which is comprised of producing and receiving information (Brown, 1994; as stated in Kosar, Bedir, 2014, p.13). Johnson and Morrow (1981: p.70) said that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. According to the statements above, the writer concludes that people use language in speaking automatically, many requirements to be

able to communication, some of them are must be able to understand and master a language, able to hear well, available a partner who understand language that be used, available place and time.

Motivation

We all know motivation is a desire or encourage that cause someone to do something for achieve a goal. According to Brown (2007, p.170) Motivation is something that can, like self-esteem, be global, situation, or task oriented. Learning a foreign language required some of all three level of motivation. For example, a learner may possess high "global" motivation but low "task" motivation to perform well on, say, the written mode of the language.

Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. Those who learn for their own self-perceived needs and goal are intrinsically motivated, and those who purpose a goal only to receive an external reward from someone else are extrinsically motivated. Intrinsic Motivation are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward (Edward Deci (1975, p.23).

Extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback.

Lyra Personal Assistant

Personal Assistant (PA) in the scope of Artificial Intelligence (AI) it can be Virtual Personal Assistant (VPA) or Intelligent Personal Assistant (IPA) which mean speech-enabled technologies in mobile platforms which have become one of the fundamental devices of learning

online. (Canbek, Mutlu, 2016, p.595). there are some Personal assistant on mobile phone like Siri, Google Now, Cortana, Indigo (Lyra), etc,. The following define of Lyra base on site www.hello-indigo.com/what-is-indigo/ Indigo (Lyra) is the personal assistant that available for download on any internet-enabled device, whether that's your smartphone, tablet or computer you'll be able to have intelligent conversations with Indigo (lyra). With a huge amount of intelligence capable of understanding multiple languages, context and intent Indigo (Lyra) understands everyday language. Indigo (lyra) is a breath of fresh air to other assistants available that annoyingly need you to unlock the 'secret' two-word command in order to get anything done. The difference we see is

that other assistants out there are simple device assistants there to help you use the device and any pre-installed apps such as weather. Whilst Indigo (Lyra) can do all this as well there's so much more to offer such as integration with Social Networks, Restaurant Recommendations, Search Engines, Email Accounts, Get Musical.

Based on the definition above, the writer takes conclusion that Lyra Personal Application is an Application as like robot which able to speak using English language by language that more natural. Lyra Personal Assistant can answer anything that user asked and can catch all voice that recorded in the lyra layout so our speech or pronunciation and grammar can be recognized through layout recorder.

The preview of Lyra Personal Assistant can be seen in the figure 3.1 below:

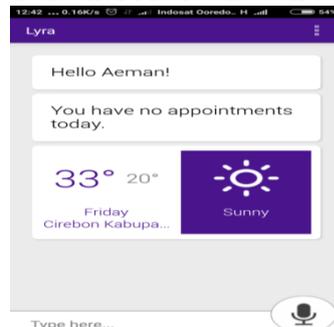


Figure 3.1

METHODOLOGY

The writer uses quantitative method for collecting and processing data. Mujis (2004, p.1) stated Aliaga and Gunderson (2002), Describes Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).' There are two main types of quantitative research design, experimental designs and non-experimental designs. The research design of this study is Pre-experimental research.

In this study the writer finds out how many the scores improvement between pre-test and post-test. The writer takes one class from three classes of English Department that become the member of population, and the sample of this study is the second semester students of English Department, Universitas Muhammadiyah Cirebon.

RESEARCH FINDING AND DISCUSSION

Students' Scores of Pre-test

The pre-test was carried out in the first meeting on Saturday, June, 21th, 2017. The actions implemented in the Speaking for General Communication subject. This test was implemented by asking the students to perform a speech about campus. In this part, bot he writer

and the leecturer discus the result of the students' scores as performed in the pre-test of the students' speaking skill which were assessed using a scoring rubric. The scoring rubric of Arthur Huges was used; it showed five items that were important to be scored: accent, grammar, vocabulary, fluency, and comprehension below:

Table 4.1
Score of Pre-test

No	Score of Pre-test		
	Code	Writer	Lecturer
1	S-1	56	64
2	S-2	56	52
3	S-3	48	44
4	S-4	60	60
5	S-5	56	60
6	S-6	60	52
7	S-7	56	48
8	S-8	60	56
9	S-9	64	64
Total		516	500

The formula used to analyze mean score based on the table of pre-test' score above is:

$$M_x = \frac{\sum X}{N}$$

M_x = Average of the students' result

$\sum X$ = The scores of the student

N = The number of the students

Writer

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{516}{9} \\ &= 57.33 \end{aligned}$$

Lecturer

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{500}{9} \\ &= 55.55 \end{aligned}$$

From the data score above, achievement of the students' score of pre-test which was assesed by writer were 516 as total score, mean score was 57.33, minimum score was 48, and maximum

score was 64. Meanwhile achievement of the students' score of pre-test which assesed by lecturer was 500 as total score, mean score was 55.55, minimum score was 44, maximum score was 64. The

difference score which was assessed by writer and lecturer was 16, mean was 1.78, minimum was 4, and maximum was 0.

Students Scores of Post-test

This part discussed the post-test result of the students' speaking English skill that be done and assessed in July, 05th, 2017. The students performed a speech about campus; the following were students' scores:

Table 4.2
Score of Post-test

No	Score of Post-test		
	Code	Writer	Lecturer
1	S-1	84	84
2	S-2	72	60
3	S-3	72	64
4	S-4	68	64
5	S-5	84	68
6	S-6	72	68
7	S-7	68	76
8	S-8	72	68
9	S-9	76	80
Total		668	632

The formula used to analyze mean score based on the table of post-test' score above is:

$$M_x = \frac{\sum X}{N}$$

M_x = Average of the students' result

$\sum X$ = The scores of the student

N = The number of the students

$$\begin{aligned} \text{Writer} \\ M_x &= \frac{\sum X}{N} \\ &= \frac{668}{9} \\ &= 74.22 \end{aligned}$$

$$\begin{aligned} \text{Lecturer} \\ M_x &= \frac{\sum X}{N} \\ &= \frac{632}{9} \\ &= 70.22 \end{aligned}$$

From the table 4.2 above, achievement of the students' score of post-test which assessed by writer was 668 as total score, mean score was 74.22, minimum score was 68, and maximum score was 84. Meanwhile achievement of the students' score of post-test which

assessed by lecturer was 632 as total score, mean score was 70.22, minimum score was 60, maximum score was 84. The difference scores which was assessed by writer and lecturer was 36, mean was 4, minimum score was 8, and maximum score was 0.

The Analysis of Pre-test and Post-test

The scores of pre-test and post-test which had been assessed by writer and lecturer could be seen in the table below:

Table 4.3
Score of Pre-test and Post-test

No	Score of Pre-test			Score of Post-test	
	Code	Writer	Lecturer	Writer	Lecturer
1	S-1	56	64	84	84
2	S-2	56	52	72	60
3	S-3	48	44	72	64
4	S-4	60	60	68	64
5	S-5	56	60	84	68
6	S-6	60	52	72	68
7	S-7	56	48	68	76
8	S-8	60	56	72	68
9	S-9	64	64	76	80
Total		516	500	668	632
Mean		57.33	55.55	74.22	70.22

Based on table above, there was the students' speaking skill improvement through Lyra Personal Assistant. The improvement could be seen from the students' scores of pre-test and post-test which was assessed by writer; total score was 152, mean was 16.89, meanwhile the improvement scores of pre-test and post-

test which was assessed by lecturer; total was 132, mean was 14.67.

The Students' Motivation after Implementing Lyra Personal Assistant

Besides tests the writer also used questionnaire. The questionnaire used to measure the students' motivation in speaking English after implementing Lyra Personal Assistant.

The score of questionnaire as follow:

Table 4.4
Score of Questionnaire

No	Code	Scores
1	S-1	50
2	S-2	52
3	S-3	61
4	S-4	53
5	S-5	53
6	S-6	55
7	S-7	55

8	S-8	56
9	S-9	55
Total		490

Highest score = scores alternative agree answer x total students

$$= 136 \times 9$$

$$= 1.224$$

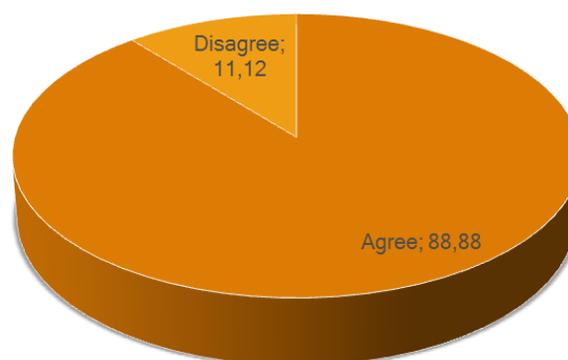
Percentage = 88.88%

Lowest score = scores alternative disagree answer x total students

$$= 17 \times 9$$

$$= 153$$

Percentage = 11.12%



Based on the result of questionnaire above, it could be concluded that the majority of the students in implemented Lyra Personal Assistant was good. It could be seen from their responses where the answer agree was $1.224 = 88.88\%$. Meanwhile the answer disagree was $153 = 11.12\%$. Therefore Lyra Personal Assistant could motivate the second semester students' speaking English.

CONCLUSION AND SUGGESTION

Conclusion

According to the data which have been analyzed in using Lyra Personal Assistant to improve students' speaking skill (An experimental study of second semester students of English Department of Universitas Muhammadiyah Cirebon) it can be concluded as follow:

There was students' speaking skill improvement after implementing Lyra Personal Assistant. So, Lyra Personal Assistance is effective in improving students' speaking skill. Besides, Lyra Personal Assistant improves students' motivation in speaking English.

Suggestion

Based on conclusion above, the writer takes some suggestions as follows:

For lecturer; in English language teaching and learning at university, the lecturers must be able to combine between good material and enjoyable media so that study will be more easy and interesting.

Technology should be the one of media choosen.

For reader and future researcher; this article can be the references in improving, developing, and motivating learning English, especially speaking.

REFERENCES

- Agusalim, Assidiqi and Muhammad (2014). Developing Mobile Application of Interactive English Pronunciation Training to Improve EFL Students' Pronunciation Skill. *Journal of Education and Practice*.
- Ahmad Sunarto. (2002). *Terjemah Hadits Shahih Muslim*, Bandung: Penerbit Husaini.
- Andy Peart. www.hello-indigo.com/what-is-indigo/ retrieved 12, April, 2017. 08.07 Am.
- Arthur Huges. (1989). *Testing for Language Teachers*, New York: Cambridge University Press.
- A. Shornby. (2000). *Advanced Learners Dictionary Current English*. London: Oxford University
- Bafadal. (2006). *Al-qur'an dan Terjemahnya*, CV.Pustaka Agung Harapan.
- Bashir, Azeem, & Dogar, (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*.
- Brown, H. D. (1994). *Teaching by principle: An interactive approach to language pedagogy*. New York: Addison Wesley Longman.
- Brown H. D. (2007). *Principles and Language Learning and Teaching*. San Fransisco State University: Pearson Longman.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Canbek, Mutlu, (2016). On the track of Artificial Intelligence: Learning with Intelligent Personal Assistants. *International Journal of Human Sciences*.
- Cyril J. Weir. (1990) *Communicative Language Testing*. New York: Prentice Hall.
- Dewi, (2016). Project Based Learning Techniques to Improve Speaking Skills, *English Education Journal (EEJ)*.
- Divya & Kumar. (2016). Comparative analysis of smart phone operating systems android, apple ios and windows, *International Journal of Scientific Engineering and Applied Science (IJSEAS)*.
- Fuxin (Andrew) Yu. (2011). *Mobile/Smart Phone Use in Higher Education*. Retrieved from <http://swadisi.org/swadisi2012/>
- Goodwyn, Branson. (2005). *Teaching English. a handbook for primary and secondary school teachers*. london and new york: Routledge, Taylor and Francis Group.
- Hea-Suk Kim. (2013). Emerging Mobile Apps to Improve English Listening Skills. *A Research Paper of Seoul Women's University*.
- Jeremy Harmer. (2003). *The Practice of English Language Teaching*, England: Longman.
- John, L. (2002). *Language and Linguistics: An Introduction* (15th ed.). Cambridge University Press. UK.
- Johnson. D. M. (1987). *Approaches to Research in Second Language Learning*. London: Longman Group Ltd.
- Johnson, K. and Morrow, K.E. (1981). *Communication in The Classroom: Handbooks for Teachers' series*. London: Longman.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal, XII(11)*. Retrieved from <http://iteslj.org/>
- Kosar, Bedir. (2014). Strategies-Based Instruction: A Means of Improving

- Adult EFL Learners' Speaking Skills. *International Journal of Language Academy*. P.13.
- Michael F. McTear & Zoraida Callejas, (2013). *Voice Application Development for Android*. Birmingham – Mumbai: Packt Publishing.
- Muijs (2004). *Doing Quantitative Research in Education with SPSS*, London: Sage Publications.
- Nasr, Arora and Nabiev (2016). "Correctly: Android App to Help Pronounce Better". *A Research Paper of Ontario Institute for Studies in Education, University of Toronto, Canada*. (unpublishing).
- Sarwar & Soomro, (2013). Impact of Smartphone's on Society. *European Journal of Scientific Research*.