

Appendix 1: Teaching Instructions for Experimental Group

Basic Competency: Students are able to speak English fluently using Orai Mobile Application.

Indicator: Students are able to speak based on given topics from the Orai Application.

Media: Orai Mobile Application (Download it through Play Store or Apple Store)

Practice Instructions:

1. The students are required to make three individual practice speeches through Orai Application about the topics given by the Application.
2. Then, the students have to share their Orai recordings to the researcher through e-mail with e-mail subject: ORAI Practice_NIM_NAME.
3. The recordings attached in the e-mail then would be divided into: Practice 1; Practice 2; and Practice 3.

Post-Test Instruction:

1. The students are required to make a speech with maximum three minutes long based on the topic given by the researcher.
2. Then, the students have to share their Post-Test Orai recording to the researcher through e-mail with e-mail subject: Post-Test_NIM_NAME.
3. The topic for the Post-Test: **Describe about your way of healing** (Have you ever experience an upsetting event? If yes, describe the event and why do you feel upset and give the reason? And tell what you usually do in order to heal yourself!



Appendix 1: Teaching Instructions for Control Group

Basic Competency: Students are able to speak English Fluently through voice recorder.

Indicator: Students are able to speak based on given topics from the researcher and record it using voice recorder.

Media: Using voice notes/voice recorder application on student's smartphones.

Practice Instructions:

1. The students are required to make three individual practice speeches initializing mobile voice recorder about the topics given by the researcher.

The Topics are:

- a. **Talk about your Hometown** (Where is your hometown? Do you like it? And how much does your hometown change since you were a child?)
 - b. **Talk about your Childhood** (Did you enjoy your childhood? What is your first memory of your childhood? Which do you think better for a place for children to grow up, City or Countryside?)
 - c. **Talk about your Happiness** (What does usually make you happy? What does make you unhappy? Do you think friends you are mostly happy people?)
2. Then, the students have to share their Orai recordings to the researcher through e-mail with e-mail subject: ORAI Practice_NIM_NAME.
 3. The recordings attached in the e-mail then would be divided into: Practice 1; Practice 2; and Practice 3.

Post-Test Instruction:

4. The students are required to make a speech with maximum three minutes long based on the topic given by the researcher.
5. Then, the students have to share their Post-Test Orai recording to the researcher through e-mail with e-mail subject: Post-Test_NIM_NAME.

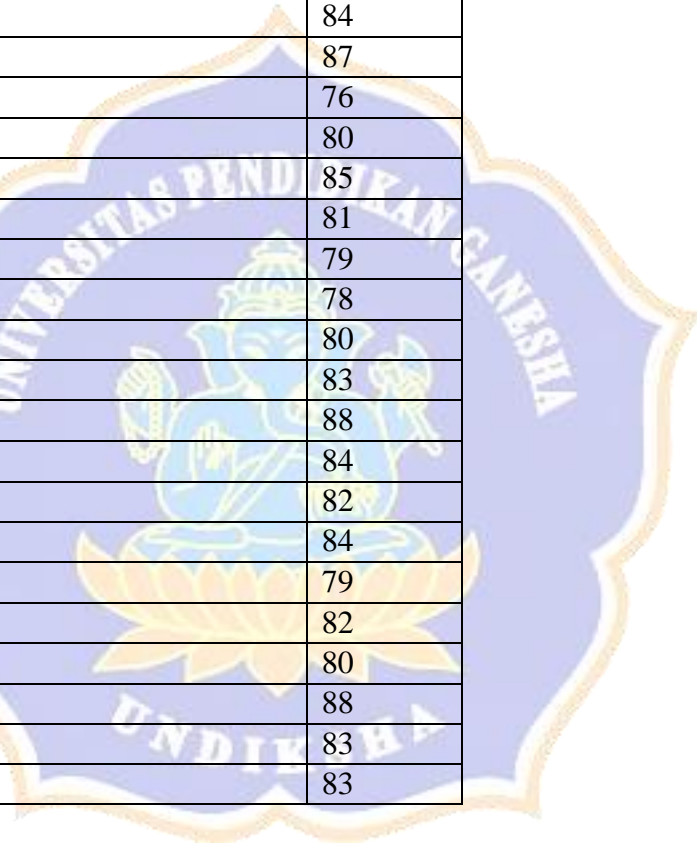
The topic for the Post-Test: **Describe about your way of healing** (Have you ever experience an upsetting event? If yes, describe the event and why do you feel upset and give the reason? And tell what you usually do in order to heal yourself!

**Appendix 2: The Students' Latest Speaking Score
Experimental Group**

No	Students	Score
1	Student 1	83
2	Student 2	89
3	Student 3	80
4	Student 4	79
5	Student 5	83
6	Student 6	83
7	Student 7	81
8	Student 8	84
9	Student 9	87
10	Student 10	85
11	Student 11	80
12	Student 12	85
13	Student 13	81
14	Student 14	79
15	Student 15	78
16	Student 16	80
17	Student 17	83
18	Student 18	88
19	Student 19	84
20	Student 20	82
21	Student 21	84
22	Student 22	90
23	Student 23	80
24	Student 24	80
25	Student 25	88
26	Student 26	83
27	Student 27	83

Control Group

No	Students	Score
1	Student 1	80
2	Student 2	82
3	Student 3	89
4	Student 4	80
5	Student 5	79
6	Student 6	83
7	Student 7	83
8	Student 8	81
9	Student 9	84
10	Student 10	87
11	Student 11	76
12	Student 12	80
13	Student 13	85
14	Student 14	81
15	Student 15	79
16	Student 16	78
17	Student 17	80
18	Student 18	83
19	Student 19	88
20	Student 20	84
21	Student 21	82
22	Student 22	84
23	Student 23	79
24	Student 24	82
25	Student 25	80
26	Student 26	88
27	Student 27	83
28	Student 28	83



Appendix 3: Normality and Homogeneity Test of Population
The Result of Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Class A	.147	32	.077	.942	32	.085
	Class B	.134	27	.200 [*]	.940	27	.125
	Class C	.137	34	.105	.969	34	.444
	Class D	.145	34	.067	.968	34	.409
	Class E	.121	28	.200 [*]	.959	28	.328
	Class F	.138	32	.127	.948	32	.130
	Class G	.137	29	.177	.958	29	.285

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.267	6	209	.952
	Based on Median	.257	6	209	.956
	Based on Median and with adjusted df	.257	6	207.018	.956
	Based on trimmed mean	.295	6	209	.939



Appendix 4: Post-Test Tabulation of Experimental Group

Students	Rating					Total	Score	ORAI SCORE
	Comprehension	Fluency	Pronunciation	Vocabulary	Grammar			
S1	5	4	4	4	5	22	80	90
S2	4	4	4	5	4	21	82	88
S3	4	4	5	4	4	21	90	84
S4	5	4	4	5	4	22	80	88
S5	5	4	4	4	4	21	76	86
S6	5	4	4	4	5	22	88	86
S7	5	4	5	4	4	22	84	83
S8	4	4	4	4	4	20	84	81
S9	5	4	5	4	4	22	84	88
S10	5	5	5	4	4	23	80	85
S11	5	5	4	4	4	22	76	90
S12	4	4	4	4	4	20	80	84
S13	4	5	4	4	4	21	85	90
S14	5	4	4	4	4	21	81	93
S15	4	4	4	4	5	21	79	87
S16	5	4	4	4	4	21	78	87
S17	5	5	4	4	5	23	80	83
S18	4	4	4	4	4	20	83	86
S19	5	4	4	4	4	21	88	83
S20	5	4	4	4	4	21	84	87
S21	5	4	4	5	4	22	82	83
S22	5	4	4	4	4	21	84	82
S23	4	4	3	4	4	19	79	82
S24	5	5	5	4	4	23	82	86
S25	4	4	4	4	4	20	80	86
S26	5	4	4	4	4	21	88	86
S27	5	4	4	4	4	21	83	91

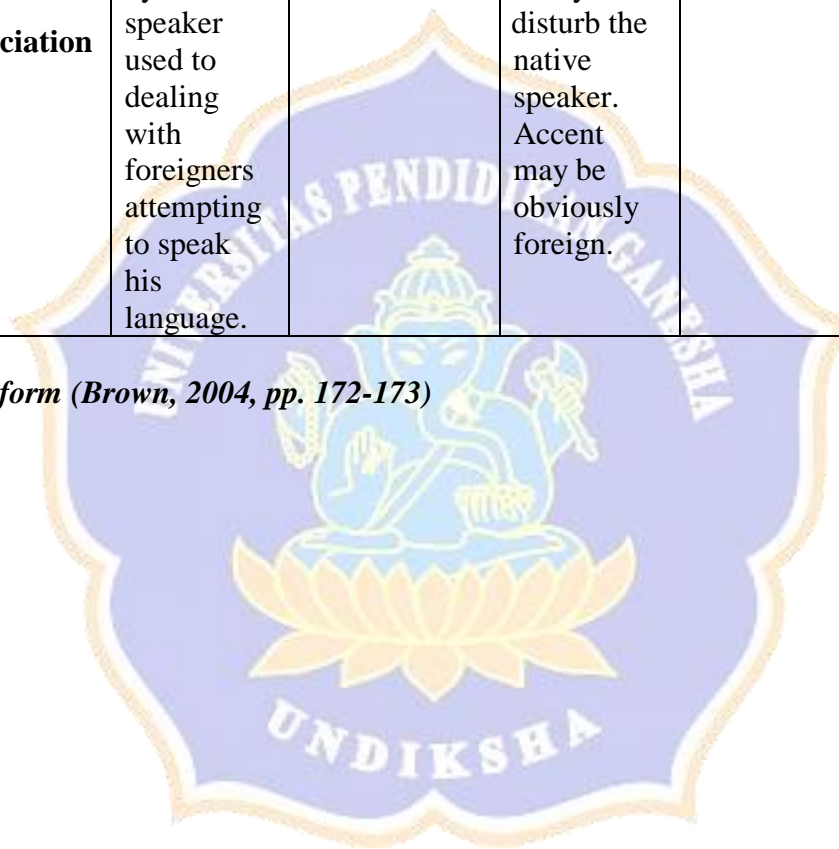
Appendix 6: The Analytical Scoring Rubric

Dimensions Score	1	2	3	4	5
Grammar	Errors in grammar are frequent, but speaker can be understood' by a native speaker' used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have thorough or Confident control of the grammar.(Brown, 2004)	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to Professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker speech.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some Circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most Formal and informal conversations on practical, social, and professional topics.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary .	Speech on all levels is fully accepted by educated native Speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

			Vocabulary is broad enough that he rarely has to grope for a word.		
Comprehension	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects (Le., topics that require No specialized knowledge).	Comprehension is quite Complete at a normal rate of speech. Can	Can understand any Conversation within the range of his experience.	Equivalent to that of an educated native speaker
Fluency	(No specific fluency description . Refer to other four language areas for implied level of fluency.)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographi	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

		cal information.		-with a high degree of fluency.	
Pronunciation	Errors in pronunciation are frequent' but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Accent is intelligible though often quite faulty. Errors	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.

Adopted form (Brown, 2004, pp. 172-173)



10	Saya terus berpikiran jika siswa-siswa lain lebih baik dalam bahasa Inggris dari saya.								
11	Saya mulai panik ketika saya diminta berbicara tanpa persiapan di kelas.								
12	Saya akan menjadi gugup ketika saya lupa hal yang sudah saya persiapkan.								
Sources of Student's Speaking Anxiety (Padmadewi, 1998)									
13	Saya akan merasa khawatir ketika dosen mengadakan tes berbicara secara tiba-tiba.								
14	Saya akan merasa gugup ketika mulai berbicara untuk dinilai oleh dosen.								
15	Saya akan merasa tertantang jika dosen berkata akan mengambil nilai kemampuan berbicara.								
16	Saya lebih suka tes kemampuan berbicara hanya bersama dengan dosen tanpa dilihat siswa lainnya.								
17	Saya lebih suka ketika saya berbicara didengarkan oleh banyak orang.								
18	Saya akan merasa gugup jika diperhatikan terus oleh dosen ketika berbicara selama berbicara dalam Bahasa Inggris.								
19	Saya lebih merasa aman melakukan kegiatan presentasi dalam kelompok.								
20	Saya akan merasa sedikit tenang ketika teman-teman saya mulai tidak fokus dengan kegiatan berbicara saya di depan kelas.								

21	Saya akan merasa tertekan jika diminta berbicara dengan batas waktu minimum.								
22	Saya merasa lebih percaya diri ketika diberikan waktu sehari untuk mempersiapkan bahan wacana saya.								
23	Saya akan merasa tenang ketika diberikan waktu berbicara diatas 5 menit.								
24	Saya cenderung berbicara cepat untuk mengejar batas waktu yang ditentukan.								
25	Saya selalu suka jika diminta berbicara secara langsung tanpa persiapan.								
26	Saya merasa tertekan jika dosen tidak memberikan petunjuk tentang topik yang akan dibahas berikutnya.								
27	Saya merasa takut bila diminta dosen untuk menanggapi secara langsung dalam bahasa Inggris tanpa persiapan.								
28	Saya merasa khawatir jika apa yang saya persiapkan tidak terpakai di dalam kelas.								
29	Saya merasa aman jika berkerja bersama dengan rekan ataupun kelompok.								
30	Saya merasa keberatan jika harus berkerja dengan rekan yang kemampuan bahasanya di bawah saya.								
31	Saya merasa khawatir kemampuan bahasa rekan saya akan mempengaruhi perolehan nilai yang diberikan oleh dosen.								
32	Karena saya suka berbicara, saya akan merasa senang untuk menjelaskan kembali								

Appendix 8: Content Validity of the Questionnaire
The Summary of Experts Judgment on Speaking Anxiety Questionnaire

		The First Expert Judge	
		Irrelevant	Relevant
The Second Expert Judge	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 40

$$\text{Content Validity} = \frac{D}{A + B + C + D}$$

$$\text{Content Validity} = \frac{40}{0 + 0 + 0 + 40}$$

$$\text{Content Validity} = 1$$



Appendix 9: Item Validity Test of the Questionnaire

The Result of Item Validity of the Speaking Anxiety Questionnaire

Item	r Pearson Correlation	r_{table}	Criterion
1	.831	.3739	Valid
2	.830	.3739	Valid
3	.813	.3739	Valid
4	.771	.3739	Valid
5	.674	.3739	Valid
6	.714	.3739	Valid
7	.758	.3739	Valid
8	.766	.3739	Valid
9	.667	.3739	Valid
10	.733	.3739	Valid
11	.820	.3739	Valid
12	.824	.3739	Valid
13	.496	.3739	Valid
14	.745	.3739	Valid
15	.483	.3739	Valid
16	.519	.3739	Valid
17	.513	.3739	Valid
18	.802	.3739	Valid
19	.242	.3739	Valid
20	.712	.3739	Valid
21	.562	.3739	Valid
22	.565	.3739	Valid
23	.604	.3739	Valid
24	.753	.3739	Valid
25	.719	.3739	Valid
26	.597	.3739	Valid
27	.537	.3739	Valid
28	.703	.3739	Valid
29	.731	.3739	Valid
30	.607	.3739	Valid
31	.627	.3739	Valid
32	.748	.3739	Valid
33	.402	.3739	Valid
34	.778	.3739	Valid
35	.404	.3739	Valid
36	.805	.3739	Valid
37	.460	.3739	Valid
38	.790	.3739	Valid
39	.530	.3739	Valid
40	.582	.3739	Valid

Appendix 10: Reliability of Questionnaire

The Result of Speaking Anxiety Questionnaire Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.970	40



Appendix 11: The Final Questionnaire

No	Pernyataan	Responden					Notes
		SS	S	RR	TS	STS	
1	Saya merasa cemas ketika saya tidak mengerti apa yang dosen bicarakan dalam bahasa Inggris.						
2	Saya merasa kecewa ketika saya tidak mengerti apa yang sedang dikoreksi oleh dosen.						
3	Saya merasa cemas jika dosen saya bersiap untuk mengkoreksi setiap kesalahan yang saya buat.						
4	Saya merasa cemas ketika nama saya ditunjuk oleh dosen untuk mewakili kelas berbicara.						
5	Saya merasa khawatir ketika materi yang dijelaskan oleh dosen sulit saya mengerti.						
6	Saya akan merasa percaya diri ketika dosen meminta saya berbicara mengenai pengalaman pribadi ketimbang berbicara tentang opini.						
7	Saya merasa tertantang untuk berbicara hal-hal yang belum terlalu saya kuasai.						
8	Saya akan merasa cemas jika jawaban saya sudah dibicarakan oleh teman saya.						
9	Saya tidak pernah merasa yakin terhadap kemampuan saya ketika berbicara dalam bahasa Inggris di kelas.						
10	Saya terus berpikiran jika siswa-siswa lain lebih baik dalam bahasa Inggris dari saya.						
11	Saya mulai panik ketika saya diminta berbicara tanpa persiapan di kelas.						
12	Saya akan menjadi gugup ketika saya lupa hal yang sudah saya persiapkan.						
13	Saya akan merasa khawatir ketika dosen mengadakan tes berbicara secara tiba-tiba.						
14	Saya akan merasa gugup ketika mulai berbicara untuk dinilai oleh dosen.						
15	Saya akan merasa tertantang jika dosen berkata akan mengambil nilai kemampuan berbicara.						
16	Saya lebih suka tes kemampuan berbicara hanya bersama dengan dosen tanpa dilihat siswa lainnya.						

17	Saya lebih suka ketika saya berbicara didengarkan oleh banyak orang.						
18	Saya akan merasa gugup jika diperhatikan terus oleh dosen ketika berbicara selama berbicara dalam Bahasa Inggris.						
19	Saya lebih merasa aman melakukan kegiatan presentasi dalam kelompok.						
20	Saya akan merasa sedikit tenang ketika teman-teman saya mulai tidak fokus dengan kegiatan berbicara saya di depan kelas.						
21	Saya akan merasa tertekan jika diminta berbicara dengan batas waktu minimum.						
22	Saya merasa lebih percaya diri ketika diberikan waktu sehari untuk mempersiapkan bahan wacana saya.						
23	Saya akan merasa tenang ketika diberikan waktu berbicara diatas 5 menit.						
24	Saya cenderung berbicara cepat untuk mengejar batas waktu yang ditentukan.						
25	Saya selalu suka jika diminta berbicara secara langsung tanpa persiapan.						
26	Saya merasa tertekan jika dosen tidak memberikan petunjuk tentang topik yang akan dibahas berikutnya.						
27	Saya merasa cemas bila diminta dosen untuk menanggapi secara langsung dalam bahasa Inggris tanpa persiapan.						
28	Saya merasa khawatir jika apa yang saya persiapkan tidak terpakai di dalam kelas.						
29	Saya merasa aman jika berkerja bersama dengan rekan ataupun kelompok.						
30	Saya merasa keberatan jika harus berkerja dengan rekan yang kemampuan bahasanya di bawah saya.						
31	Saya merasa khawatir kemampuan bahasa rekan saya akan mempengaruhi perolehan nilai yang diberikan oleh dosen.						
32	Karena saya suka berbicara, saya akan merasa senang untuk menjelaskan kembali instruksi dosen kepada rekan saya dalam bahasa yang lebih sederhana.						
33	Orai membuat saya merasa tenang dan tidak terbur-buru dalam berbicara bahasa Inggris.						

34	Orai membantu saya dalam mengurangi jeda dan penggunaan 'filler' ketika berbicara dalam bahasa Inggris.						
35	Orai membuat saya lebih bersemangat dan percaya diri dalam berbicara bahasa Inggris.						
36	Orai mampu membuat saya bisa melakukan latihan berbicara setiap saya senggang.						
37	Orai memberikan saya pilihan topik Latihan sesuai dengan apa yang saya butuhkan.						
38	Fitur Orai 'Give Me A Topic' membuat saya merasa tertantang untuk melakukan latihan berbicara bahasa Inggris.						
39	Orai membuat saya merasa nyaman dalam menerima hasil evaluasi langsung saya ketika latihan berbicara.						
40	Orai membantu saya mengetahui perkembangan kemampuan berbicara saya setiap saat.						



Appendix 12: The Output of Pre-Requisite Test

The Result of Normality Test after Treatment
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SpeakingScore	Orai	.115	27	.200 [*]	.965	27	.467
	Conventional	.132	28	.200 [*]	.958	28	.311
SpeakingAnxiety	Orai	.104	27	.200 [*]	.964	27	.446
	Conventional	.151	28	.100	.937	28	.092

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Result of Homogeneity Test after Treatment
Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
SpeakingScore	.601	1	53	.442
SpeakingAnxiety	2.920	1	53	.093

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class

Box's Test of Equality of Covariance Matrices
Box's Test of Equality of Covariance Matrices^a

Box's M	4.880
F	1.560
df1	3
df2	529248.276
Sig.	.197

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Class

Appendix 13: The Output of T-Test - RQ 1

The Result of Hypothesis Test 1 using T-test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
SpeakingScore	Orai	27	86.11	3.030	.583
	Conventional	28	82.25	3.513	.664

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Speaking Score	Equal variances assumed	.601	.442	4.358	53	.000	3.861	.886	2.084	5.638
	Equal variances not assumed			4.370	52.363	.000	3.861	.884	2.088	5.634



Appendix 14: The Output of T-Test - RQ 2

**The Result of Hypothesis Test 2 using T-test
Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
SpeakingAnxiety	Orai	27	107.52	17.199	3.310
	Conventional	28	147.07	12.283	2.321

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Anxiety	Equal variances assumed	2.920	.093	-9.843	53	.000	-39.553	4.019	-47.613	-31.493
	Equal variances not assumed			-9.784	46.933	.000	-39.553	4.043	-47.686	-31.420





Appendix 15: The Output of MANOVA

**The Result of Hypothesis Test 3 using MANOVA
Multivariate Tests^a**

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept Pillai's Trace	.999	22610.866 ^b	2.000	52.000	.000	.999
Wilks' Lambda	.001	22610.866 ^b	2.000	52.000	.000	.999
Hotelling's Trace	869.649	22610.866 ^b	2.000	52.000	.000	.999
Roy's Largest Root	869.649	22610.866 ^b	2.000	52.000	.000	.999
Class Pillai's Trace	.662	50.829 ^b	2.000	52.000	.000	.662
Wilks' Lambda	.338	50.829 ^b	2.000	52.000	.000	.662
Hotelling's Trace	1.955	50.829 ^b	2.000	52.000	.000	.662
Roy's Largest Root	1.955	50.829 ^b	2.000	52.000	.000	.662

a. Design: Intercept + Class

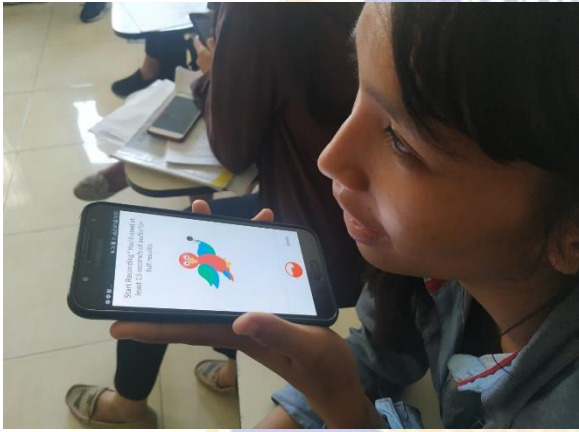
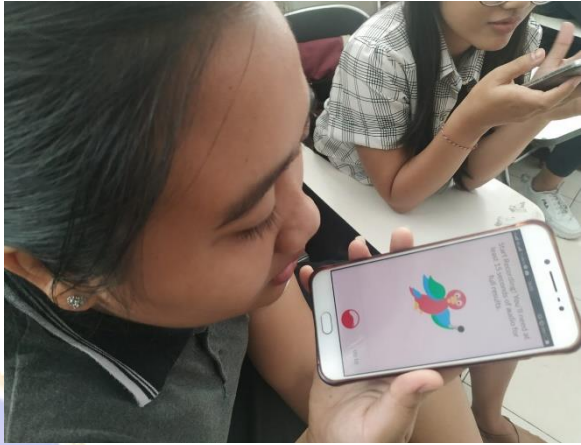
b. Exact statistic



Appendix 16: Responses of Questionnaire

R	Items																																								Score	
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32	P33	P34	P35	P36	P37	P38	P39	P40		
R1	3	2	3	2	3	2	2	2	1	2	2	3	3	2	2	1	2	3	1	2	3	4	2	2	3	2	4	3	3	2	2	2	4	2	4	3	5	4	2	3	102	
R2	2	1	3	1	3	1	3	1	2	3	1	2	5	3	4	4	3	2	1	3	4	4	4	1	3	4	4	5	4	4	4	3	2	3	2	1	4	4	3	4	115	
R3	4	4	4	4	5	4	2	4	3	2	4	4	4	2	3	3	2	4	4	2	4	5	4	4	4	3	5	4	4	3	5	5	4	2	4	3	5	4	2	3	145	
R4	3	2	3	2	3	2	2	2	1	2	2	3	3	2	2	1	2	3	1	2	3	4	2	2	3	2	4	3	3	2	2	2	4	2	4	3	5	4	2	3	102	
R5	2	2	3	3	3	1	3	2	2	3	2	2	4	3	3	2	3	2	2	3	5	5	5	2	3	3	5	4	5	3	3	3	2	3	1	2	5	5	3	2	119	
R6	3	3	2	2	3	2	1	2	2	1	3	3	4	1	4	3	1	3	4	1	4	4	4	2	2	4	4	4	4	4	4	1	4	1	4	3	4	4	1	3	113	
R7	1	2	2	2	2	2	1	2	1	1	2	1	3	1	2	1	5	2	3	1	3	1	5	2	2	2	1	3	3	2	2	1	3	1	3	2	1	3	5	1	83	
R8	3	2	3	2	3	2	2	2	1	2	2	3	3	2	2	1	2	3	1	2	3	4	2	2	3	2	4	3	3	2	2	2	4	2	4	3	5	4	2	3	102	
R9	3	4	4	3	3	2	2	3	3	2	4	3	4	2	4	3	2	3	4	2	4	2	4	3	4	4	2	4	4	4	2	5	2	5	4	2	4	2	3	128		
R10	2	1	3	1	3	1	3	1	2	3	1	2	5	3	4	4	3	2	1	3	4	4	4	1	3	4	4	5	4	4	4	3	2	3	2	1	4	4	3	4	115	
R11	3	2	3	3	3	2	3	3	2	3	2	3	4	3	3	2	3	3	3	3	3	4	3	3	3	3	4	4	3	3	3	3	3	3	3	2	4	3	3	2	118	
R12	3	2	3	2	3	2	2	2	1	2	2	3	3	2	2	1	2	3	1	2	3	4	2	2	3	2	4	3	3	2	2	2	1	2	1	2	4	3	2	1	91	
R13	3	3	2	3	1	1	1	3	1	1	3	3	4	1	4	2	1	3	1	1	3	3	4	3	2	4	3	4	3	3	4	4	2	4	3	5	4	2	3	2	107	
R14	1	2	2	2	3	1	1	2	3	1	2	1	3	1	3	4	1	1	2	1	3	4	4	2	2	3	4	3	3	4	3	1	2	1	2	2	4	3	1	4	92	
R15	1	1	2	1	1	1	2	1	2	2	3	1	4	2	4	2	2	1	3	2	4	3	4	1	1	4	3	4	4	3	4	2	3	2	3	3	3	4	2	2	97	
R16	2	1	2	1	1	2	2	1	1	2	1	2	3	2	3	2	2	2	4	2	4	3	4	1	2	3	3	3	4	3	3	2	4	2	4	1	3	2	2	2	93	
R17	2	1	3	2	2	1	1	2	2	1	1	2	3	1	3	2	1	2	1	1	3	4	4	2	3	3	4	3	3	4	3	1	1	1	1	1	4	3	1	2	85	
R18	3	2	3	2	3	2	2	2	1	2	2	3	3	2	2	1	2	3	1	2	3	4	2	2	3	2	4	3	3	2	2	2	4	2	4	3	5	4	2	3	102	
R19	3	4	4	2	3	2	3	2	4	3	4	3	3	3	3	3	3	3	4	3	4	5	5	2	4	3	5	3	4	5	3	3	4	3	5	4	3	4	3	3	137	
R20	2	1	3	1	3	1	3	1	2	3	1	2	5	3	4	4	3	2	1	3	4	4	4	1	3	4	4	5	4	4	4	3	2	3	2	1	4	4	3	4	115	
R21	2	3	3	2	2	2	1	2	2	2	3	2	2	1	2	1	2	2	2	1	2	2	3	3	3	2	1	2	2	2	2	2	2	2	1	2	3	2	2	1	80	
R22	3	3	2	2	3	2	1	2	2	1	3	3	4	1	4	3	1	3	4	1	4	4	4	2	2	4	4	4	4	4	4	1	4	1	4	3	4	4	1	3	113	
R23	4	4	5	3	3	2	4	3	5	4	4	4	4	4	4	3	4	4	2	4	3	2	4	3	5	4	2	4	3	2	4	4	2	4	2	4	2	3	4	3	138	
R24	4	3	3	2	3	1	1	2	1	1	3	4	4	1	4	2	2	4	4	1	4	4	4	2	3	4	4	4	4	4	4	1	4	2	4	3	4	4	1	2	116	
R25	3	3	2	3	1	1	1	3	1	1	3	3	4	1	4	2	1	3	1	1	3	3	4	3	2	4	3	4	3	3	4	4	2	4	3	5	4	2	3	2	107	
R26	1	1	2	2	1	2	2	2	2	2	1	1	2	2	2	4	2	1	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	2	3	1	2	2	2	4	81
R27	3	3	2	3	1	1	1	3	1	1	3	3	4	1	4	2	1	3	1	1	3	3	4	3	2	4	3	4	3	3	4	4	2	4	3	5	4	2	3	2	107	

Appendix 17: Students are practicing their English Speaking using Orai Mobile Application.



Appendix 18. Steps of Using Orai Mobile Application

