STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE ASSISTANT FOR AUTONOMOUS LEARNING IN SPEAKING SKILL DEVELOPMENT AT UIN MALANG

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2024

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APPROVAL SHEET

INVESTIGATING THE PERCEPTIONS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UIN MALANG TOWARDS THE USE OF GOOGLE ASSISTANT FOR AUTONOMOUS LEARNING IN SPEAKING SKILL DEVELOPMENT

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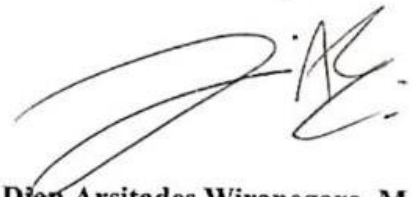

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Assalamu'alaikum Wr. Wb

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MOTO AND DEDICATION

MOTO

"It always seems impossible until it's done."

Nelson Mandela

DEDICATION

I dedicate this thesis to myself who has gone through every wound, depression, pain, and trauma that I went through during my process and journey during college, about how every difficulty and obstacle becomes a lesson, about every feeling of wanting to give up becomes a ladder to success, and about every night that bears witness to the hours that faithfully accompany the silent night.

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TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis is very useful. It uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	’
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) vowel	=	â
Long (i) vowel	=	î
Long (u) vowel	=	û

C. Diphthong Vowel

وأ	=	aw
يأ	=	ay
وأ	=	û
يإ	=	î

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ABSTRACT

Salim, Muhammad. (2024). Students' Perception Towards the Use of Google Assistant for Autonomous Learning in Speaking Skill Development at UIN Malang. Thesis, English Education Department. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dian Arsitades Wiranegara, M.Pd.

Keywords: Autonomous Learning, Google Assistant, Speaking Skills, Student Perceptions

This research aimed to investigate the perceptions and experiences of English Education Department students at UIN Malang toward the use of Google Assistant for autonomous speaking skill development. A qualitative descriptive approach was employed, utilizing observations, questionnaires, and interviews as the data collection methods. The subjects of this research are the students from the batch of 2020 until 2022.

The findings revealed that students generally held positive perceptions of Google Assistant. They appreciated its user-friendliness, accessibility, and ability to provide immediate feedback. However, the tool's limitations, such as difficulty in understanding complex language, cultural nuances, and simulating real-world interactions, were also identified. Google Assistant has great potential as a language learning tool, but it needs to be integrated with other learning strategies. Students need to be aware that Google Assistant is just one tool in the learning process and cannot fully replace human interaction. To further research the use of Google Assistant in language learning, future research should focus on: 1) overcoming the limitations of Google Assistant in understanding the nuances of language; 2)

combining IPA-based learning with traditional learning methods; and 3) personalizing the learning experience with IPA.

ABSTRAK

Salim, Muhammad. (2024). Persepsi Mahasiswa Terhadap Penggunaan Google Assistant for Autonomous Learning dalam Pengembangan Keterampilan Berbicara di UIN Malang. Tesis, Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing : Dian Arsitades Wiranegara, M.Pd.

Kata Kunci: Pembelajaran Otonom, Google Assistant, Keterampilan Berbicara, Persepsi Siswa

Penelitian ini bertujuan untuk mengetahui persepsi dan pengalaman mahasiswa Jurusan Pendidikan Bahasa Inggris UIN Malang terhadap penggunaan Google Assistant untuk pengembangan keterampilan berbicara otonom. Pendekatan deskriptif kualitatif digunakan dengan menggunakan observasi, kuesioner, dan wawancara sebagai metode pengumpulan data. Subjek penelitian ini adalah mahasiswa angkatan 2020 sampai dengan tahun 2022.

Temuannya mengungkapkan bahwa siswa secara umum mempunyai persepsi positif terhadap Asisten Google. Mereka menghargai keramahan pengguna, aksesibilitas, dan kemampuannya untuk memberikan umpan balik langsung. Namun, keterbatasan alat ini, seperti kesulitan dalam memahami bahasa yang kompleks, nuansa budaya, dan simulasi interaksi dunia nyata, juga teridentifikasi. Asisten Google memiliki potensi besar sebagai alat pembelajaran bahasa, namun perlu diintegrasikan dengan strategi pembelajaran lainnya. Siswa perlu menyadari bahwa Google Assistant hanyalah salah satu alat dalam proses pembelajaran dan tidak dapat sepenuhnya menggantikan interaksi manusia. Untuk meneliti lebih lanjut penggunaan Google Assistant dalam pembelajaran bahasa,

penelitian masa depan harus fokus pada: 1) mengatasi keterbatasan Google Assistant dalam memahami nuansa bahasa; 2) memadukan pembelajaran berbasis IPA dengan metode pembelajaran tradisional; dan 3) personalisasi pengalaman belajar dengan IPA.

خلاصة

سالم، محمد. (٢٠٢٤). تصورات الطلاب حول استخدام مساعد جوجل للتعلم الذاتي في تطوير مهارات التحدث في جامعة إسلامية مولا نا ماليك إبراهيم مالانج. أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية والتعليم. جامعة إسلامية مولا نا ماليك إبراهيم مالانج. مشرف: ديان أرسيتاديس ويرانيغارا، ماجستير في التربية

الكلمات المفتاحية: التعلم الذاتي، مساعد جوجل، مهارات التحدث، تصورات الطلاب .

يهدف هذا البحث إلى معرفة تصورات وتجارب طلاب قسم تعليم اللغة الإنجليزية بجامعة إسلامية مولا نا ماليك إبراهيم مالانج حول استخدام مساعد جوجل لتطوير مهارات التحدث الذاتي. تم استخدام المنهج الوصفي الكيفي باستخدام الملاحظة والاستبيان والمقابلة كأدوات لجمع البيانات. كان موضوع البحث هو .طلاب الدفعات من ٢٠٢٠ إلى ٢٠٢٢

كشفت النتائج أن الطلاب بشكل عام لديهم تصور إيجابي حول مساعد جوجل. فهم يقدرون سهولة الاستخدام والوصول إليه وقدرته على تقديم ملاحظات فورية. ومع ذلك، تم تحديد أيضًا قيود هذا الأداة، مثل صعوبة فهم اللغة المعقدة والظلال الثقافية ومحاكاة التفاعلات في العالم الحقيقي. لدى مساعد جوجل إمكانات كبيرة كأداة لتعلم اللغة، ولكن يجب دمجه مع استراتيجيات التعلم الأخرى. يجب أن يدرك الطلاب أن مساعد جوجل ليس سوى أداة واحدة في عملية التعلم ولا يمكن أن يحل محل التفاعل البشري تمامًا. لمزيد من البحث في استخدام مساعد جوجل في تعلم اللغة، يجب أن يركز البحث المستقبلي على: ١) معالجة قيود مساعد جوجل في فهم الفروق الدقيقة في اللغة؛٢) دمج التعلم القائم على الذكاء الاصطناعي مع طرق .التدريس التقليدية؛ ٣) تخصيص تجارب التعلم باستخدام الذكاء الاصطناعي

CHAPTER I

INTRODUCTION

This introduction includes the background of the research, research questions, research objectives, scope and limitation of the research, significance of the research, and definition of key terms.

1.1 Background of Research

The development of technology makes many aspects of human behaviour and activity becomes easier and more efficient, while in education especially traditional classroom instruction remains a cornerstone of language learning, the advent of technology helps language learners easily access authentic materials for out-of-class learning, promoting autonomy in learning (Esfandiari & Gawhary, 2019). Autonomous learning, characterized by self-directed and self-regulated approaches, effectively making students to take ownership of their learning process and actively seeks out opportunities for improvement. Google Assistant, a virtual assistant with advanced speech recognition and natural language processing capabilities, has emerged as a promising tool to support autonomous learning in language skills development.

Communication skills were found to significantly impact students' personal traits, social skills, and relationships with others. This includes improvements in presentation skills and social interactions, which were not influenced by gender or academic year (Al-Alawneh, et al, 2019; Mahdy & Zaghloul, 2020). In the higher education, English language proficiency has a particularly significant role, where English serves as the medium of instruction in many programs, the language of international communication, and the gateway to various global opportunities

(Oxford, 2013). Speaking skills, in particular, are essential for students to actively participate in class discussions and students' speaking competence needs to be developed progressively in the classroom to attain a higher level of competency (Maba, 2023). Strong speaking skills enable students to effectively express themselves, build networks with others, and actively contribute to various academic and non-academic endeavours.

In this era, not only technology is growing well year by year but also the development of methods and strategies in teaching and learning that make students have many tools and alternative methods to learning the subject that they want. In learning English especially, many tools from digital tool that supports students to learning individually or autonomous learning by using tools that help them to learn. Learning and teaching are obligations and necessities for both Muslims and non-Muslims, as well as for the young and the old, because seeking knowledge is not limited by one's age or status. Seeking knowledge is a necessity, and it is not fitting to dwell in ignorance. Therefore, learning is the solution, and for those who possess knowledge, it is not fitting to keep their knowledge to themselves. Thus, teaching is the solution, as stated in the hadith below,

قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ : لَا يَنبَغِى لِلْجَاهِلِ اَنْ يَسْكُتَ عَلَى جَهْلِهِ وَلَا لِلْعَالِمِ اَنْ يَسْكُتَ عَلَى عِلْمِهِ

(رَوَاُه الطَّبْرَانِىُّ)

“The Prophet Muhammad (peace be upon him) said, "It is not appropriate for the ignorant to remain silent in their ignorance, nor for the knowledgeable to remain silent in their knowledge." (Narrated by At-Tabrani)”

A profound hadith from the Prophet Muhammad SAW. emphasizes the importance of seeking knowledge in two directions and actively seeking

understanding and sharing it with others. Those who lack knowledge should not hesitate to ask and learn, while those who have knowledge have a responsibility to spread it. The hadith acknowledges ignorance as a natural state, but urges individuals to overcome it by actively seeking knowledge, demonstrating humility, and a willingness to learn. Likewise, sharing knowledge is a form of charity, which contributes to the well-being of society. Google Assistant, as a tool, can facilitate both aspects of this hadith's message. Students can use it to seek knowledge through access to information and learning resources, while also potentially sharing their speaking practice sessions for feedback from peers or instructors, encouraging mutual exchange and improvement of knowledge.

Regardless of that, there are some previous researches that related with the use of Intelligent Personal Assistant (IPA) especially Google Assistant on Autonomous learning. Firstly, Dizon & Tang (2019) with the title *"A pilot study of Alexa for autonomous second language learning"*. Previous research had demonstrated the potential of Intelligent Personal Assistants (IPAs) for language learning, with a primary focus on second language (L2) listening and speaking practice. Dizon and Tang (2019) conducted a pilot study investigating the use of Alexa, an IPA, for ASLL. Although participants expressed positive views on Alexa's potential for ASLL, their active engagement in using it was limited.

This research aims to explore the potential of Google Assistant, a widely used IPA, to support ASLL. Google Assistant offers various features that can be beneficial for language learning, such as the ability to recognize and respond to voice commands, translate languages, and provide educational content.

Additionally, Google Assistant is easily accessible and user-friendly, making it an attractive tool for ASLL.

Secondly, Dizon & Tang (2020) with the title *"Intelligent personal assistants for autonomous second language learning: An investigation of Alexa"*. This research used mix – method case study where to investigate a contemporary phenomenon in dept and within its real-life context, researcher examined the phenomenon of the use of Alexa for self-directed and out of class. In qualitative approach, research investigate the students' view against Alexa as a tool for Autonomous Second Language Learning (ASLL) through an organized survey. In quantitative approach, data studied was the frequency of English commands given to Alexa, learner usage data, and the students' responses to any mistakes in communication, that is, instances where Alexa failed to fully understand a student. There were 20 students from three private university volunteered who participated this research and they came from some range of L2 English ability.

In this research, Intelligent personal assistants (IPAs) like Alexa have the potential to promote learner autonomy by enabling students to practice L2 listening and speaking outside of the classroom, even though human interaction remains ideal. However, this research suggests a gap between learner perceptions and actual usage of IPAs, with studies showing generally favourable views but limited sustained engagement. This highlights the importance of providing proper training and guidance when using IPAs for self-directed learning. Additionally, future research should involve larger, randomized populations with sustained teacher guidance and focus on potential linguistic improvements from L2 listening and

speaking practice with IPAs in naturalistic settings, as well as explore how learners of less common language view and use IPAs.

Thirdly, Hadi & Junor (2022) with the title *"Speaking to Devices: Can we Use Google Assistant to Foster Students' Speaking Skills?".* This research investigated the effectiveness of using Google Assistant to improve speaking skills in high school students. Students participated in an experiment where they used Google Assistant on their devices to practice speaking English. The results showed a significant improvement in speaking skills between the pre-test and post-test. This suggests that Google Assistant can be a valuable tool for students to practice speaking English and become more comfortable and confident in their abilities. Statistical analysis confirmed this finding, with the t-test rejecting the null hypothesis (no improvement) and supporting the alternative hypothesis (improvement with Google Assistant). Overall, the study demonstrates that Google Assistant is an effective medium to foster students' speaking skills.

Previous research has shown that IPAs such as Google Assistant have great potential in assisting language learning, especially in listening and speaking skills. These studies, such as those conducted by Dizon and Tang (2019, 2020), have found that users can utilize Google Assistant to practice conversations, request translations, and access various learning materials. However, there is a gap between users' positive perceptions of Google Assistant and its actual usage in the context of language learning. Therefore, this research was expected to contribute to filling this gap and providing a more comprehensive understanding of the potential of Google Assistant in supporting autonomous language learning.

This research focuses on a deep understanding of students' perceptions regarding the use of Google Assistant as a tool for developing autonomous speaking skills. Thus, this research was expected to provide a clear impact of using google assistant toward students' perception for language learning in academic settings.

With the research title *"Students' Perception towards The Use of Google Assistant for Autonomous Learning in Speaking Skill Development at UIN Malang"* this research aims to investigate these perceptions of English education department students at UIN Malang. By investigating their perceptions, the research tried to identify the perceived advantages, limitations, and suitability of Google Assistant as a tool for developing speaking skills.

1.2 Research Question

According to the explanation above, researcher would investigate the following research questions below:

1. What are the students' perceptions towards the use of Google Assistant for autonomous learning in speaking skill development?

2. What are the challenges of using Google Assistant for autonomous learning in speaking skill development?

1.3 Research Objective

Following the research questions above, the objectives of this research are,

1. To investigate the students' perception towards the use of Google Assistant for autonomous learning in speaking skill development.

2. To find out the challenges of using Google Assistant from students' experiences based on their perception.

1.4 Scope and Limitation of Research

This research would investigate the students' perception towards the use of Google Assistant for autonomous learning in speaking skill development. Researcher would try to explore and investigate their experiences of using Google Assistant for learning individually. The limitation and scope of this research are limited to the students' perception of the English education department on autonomous learning by using Google Assistant to enhance their speaking skill. The data collection would use observation on Google Assistant and use questionnaire and interview on the English education department students at UIN Malang. In addition, the objects of this research were to find out the students' perception of learning autonomously by using Google Assistant and the challenges that students felt during using Google Assistant as tool for autonomous learning in speaking skill development.

1.5 Significant of Research

Research significance would be obtained if the research objectives had been achieved and the research objective criteria were found. There are two important parts of this research, namely theoretical and practical.

1. Theoretically Significant

Theoretical Significance is aimed to increase students of UIN Malang insight into the use of Google Assistant as tool for learning autonomously to enhance their speaking skill and also become the alternative or additional tool for learning English.

2. Practically Significant

Practical Significance is intended for students, prospective teachers, or pre-service teachers who can practically benefit from broadening their horizons regarding tools or strategies for learning English language skills, especially speaking skills. The benefit of this research is additional information or insight into one of the effectiveness tools that can be used to improve students' skills in mastering a language that can be used anywhere and anytime.

1.6 Definition of Key Terms

To avoid misunderstandings and misinterpretations of these key terms, the following are definitions of these key terms:

1. Perception

Perception is an idea or opinion about someone’s experience or point of view on something, perception also is the process by which someone interprets and understands sensory information from our environment.

2. Autonomous Learning

Autonomous learning is a self-directed and self-regulated approach to education where learners take ownership of their learning process. They actively seek out opportunities to enhance their knowledge, skills, and understanding without only relying on external guidance or instruction.

3. Google Assistant

Hoy, M. (2018) Explain that Google Assistant is a voice assistant that can interpret human speech and respond via synthesized voice, helping users with tasks such as email, to-do lists, and calendars. Google Assistant is a tool to help humans by following or responding to what they need, Google Assistant is a complex and

sophisticated AI-based technology that can meet human needs and is used to perform basic personal tasks and more advanced capabilities (Brill, et al., 2019).

4. Speaking Skill

Speaking skill is the process of building and sharing meaning through verbal and non-verbal symbols in various contexts and the ability to convey thoughts effectively through communication techniques, such as tongue twisters, retelling texts, and practicing oratorical performance. (Alrajafi, et al., 2022; Lekhtyanskaya & Movchan, 2021). Speaking skills are one of the four main language skills that most language learners want to master in order to communicate effectively in different contexts (Tram, 2020).

CHAPTER II

LITERATURE REVIEW

This chapter discusses theories that include autonomous learning, speaking skills and Google Assistant which would be one of the English language learning tools.

2.1 Perception

The process of which individuals enrolled in a study experience and interpret presented stimuli, perception take a main role in this research methodology. So, this section would explain about the definition and aspect of perception.

2.1.1 Definition

According to Burge (2022) Perception is the first form of representational mind to emerge in evolution, focusing on the formal representational structure of perceptual states and the processing of perceptual representations. This inherent link between perception and knowledge underscores the vital role perception studies play in both philosophy and science. Expanding on this definition, Rogers (2017) views Perception is the process of using sensory information to guide and control behavior and create subjective experiences of the world. This interaction ultimately produces a unique internal state within the mind or brain.

Perception is an active process by which individuals experience and interpret information from their surrounding environment. This process begins with causal events in the environment, such as a flash of light, the sound of a siren, or the taste of a strawberry. Perception is a fundamental aspect of human cognition, enabling us to make sense of the world around us and interact with it effectively. It

is a complex process that involves the interaction of various factors, including sensory information, existing concepts, and our actions.

2.1.2 Proses of perception

Based on existing research, Qiong (2017) argued that perception follows a systematic three-stage model. This model outlines how individuals actively construct their understanding of the world around them.

a. Selection

This initial stage involves individuals drawing upon their existing knowledge and experiences from the environment. This selection process considers both positive and negative encounters within a specific field. Through filtering this information, individuals begin to focus on relevant stimuli.

b. Organization

The second stage, organization, represents the core act of perception. Here, individuals engage in a process of actively digesting and experiencing an object. This stage may involve employing specific techniques or established methods to extract meaningful patterns from the selected stimuli

c. Interpretation

In the final stage, interpretation, individuals assign meaning to the identified patterns, these interpretations become the foundation for each individual's unique understanding of the world. The inherent subjectivity of perception ensures that interpretations can vary considerably, leading to diverse perspectives on the same stimuli.

This three-stage model by Qiong (2017) highlights the active and multifaceted nature of perception. It emphasizes the role of prior experiences, selective attention, and individual interpretation in shaping the perception.

2.2 Autonomous Learning

Learning individually or autonomous learning is one of methods that student can apply in their learning activity, they are able to learn wherever and whenever. Researcher will try to show some explanations of definition, key element, and benefit of autonomous learning where it is adapted from Ochoa (2023).

2.2.1 Definition of Autonomous learning

Autonomous learning is an educational approach that emphasizes learner independence and responsibility in the learning process (Thohir, 2014; Saripudin & Khairani, 2019). Learners are encouraged to take initiative and control over their learning, with appropriate guidance and support from educators (Anwar, 2018; Supriyadi & Khairani, 2022). This approach fosters a sense of ownership and self-direction in learners, empowering them to become active participants in their own education.

2.2.2 Key Element of Autonomous Learning

There are some key elements of autonomous learning that would be explained in this section:

a. Learner-centeredness

Autonomous learning places the learner at the center of the learning process, recognizing their unique needs, interests, and learning styles (Thohir, 2014). This

shift from teacher-centered instruction allows learners to actively engage with the material, constructing their own knowledge through meaningful experiences.

b. Self-direction

Learners are encouraged to take initiative and control over their learning journey. This includes setting their own goals, selecting appropriate learning resources, and developing effective learning strategies (Saripudin & Khairani, 2019). Self-direction fosters a sense of ownership and responsibility for learning outcomes, motivating learners to persist in the face of challenges.

c. Metacognitive awareness

Autonomous learners develop metacognitive skills, the ability to monitor, reflect on, and regulate their own learning processes (Anwar, 2018). This self-awareness enables learners to identify their strengths and weaknesses, adapt their strategies accordingly, and continuously improve their learning effectiveness.

d. Collaborative learning

While autonomous learning emphasizes individual responsibility, it does not preclude collaboration. Learners can engage with peers and educators to share ideas, seek support, and learn from each other's experiences (Supriyadi & Khairani, 2022). This collaborative aspect fosters a supportive learning environment that further enhances the autonomous learning experience.

2.2.3 The Benefits of Autonomous Learning

The benefit of autonomous learning would be adapted from Ochoa (2023).

a. Increased motivation and engagement

When learners feel empowered to take charge of their learning, they become more motivated and engaged (Erlinda, et al., 2014). This intrinsic motivation fuels a desire to explore, discover, and learn with greater enthusiasm.

b. Enhanced learning skills

Autonomous learning promotes the development of essential learning skills, such as time management, self-discipline, critical thinking, and problem-solving (Arifuddin, et al., 2016). These skills are crucial for success not only in academic settings but also in personal and professional endeavors.

c. Improved academic achievement

Research shows that autonomous learning can significantly improve academic achievement across various subjects (Khotijah & Djaelani, 2017). Learners who take ownership of their learning tend to achieve deeper understanding, retain knowledge more effectively, and perform better on assessments.

d. Preparation for lifelong learning

Autonomous learning equips learners with the skills, attitudes, and values necessary for lifelong learning (Neni, et al., 2021). They become self-directed individuals, capable of adapting to new challenges, pursuing continuous learning, and thriving in an ever-changing world.

Autonomous learning represents a paradigm shift in education, moving away from traditional teacher-centered approaches towards a more learner-centered, empowering, and transformative model. By fostering independence, responsibility, and metacognitive awareness, autonomous learning empowers

learners to become active participants in their own education and reach their full potential (Fadhillah & Sari, 2024).

2.3 Speaking

In this section, researcher would explain about Speaking skill as one of the English skills that become the part of this research.

2.3.1 Definition of Speaking

Speaking is the ability to articulate and express thoughts, ideas and information orally. It involves the production of sounds, words, and sentences to convey meaning and interact with others (Sarojini & Revathi, 2021). Speaking is a fundamental aspect of language use and plays an important role in effective communication. Listyawati, et al. (2021) stated that English speaking skills are important communication skills that enable students to interact actively, convey ideas, and provide responses in both formal and informal situations.

2.3.2 The Component of Speaking

According to Syakur (1987), there are five components that need to be involved in learning speaking skills.

1. Comprehension

Comprehension is an ability that requires someone to be able to understand the meaning or ideas of language well through reading, listening, speaking and answering questions. Nha, et al. (2019) explained that Comprehension in speaking skills refers to the ability to understand and the process of obtaining information in daily conversations which requires them to identify and avoid misunderstandings or misinterpreting meaning. From conversation contacts.

2. Grammar

Grammar is the rules for making sentences that guide someone to speak or write with the correct structure, so that grammar becomes an important component that helps students speak English with an orderly and correct structure, thus enabling them to communicate effectively in various situations (Guliyev, et al., 2017).

3. Pronunciation

Pronunciation is an ability that requires a person to pay attention to how to produce sounds so that there are no misunderstandings and misinterpretations of those sounds. Pronunciation is the ability to articulate clearly and correctly, speaking involves focusing on rhythm, stress, and intonation, as well as focusing on individual speech sounds that carry important grammatical meaning to make connections that are easy to understand and minimize misunderstandings (Zamel & Sheikh- Ibrahim, 1985).

4. Word choice

Word choice is the ability to choose words to be used in a sentence. In choosing words, someone must choose words that are appropriate to the content of the topic and conditions that are being or will be faced in a conversation or in a text. Olamide (2019) explains that word choice in speaking involves selecting words, sounds and styles that best unite what we say with the way we say it.

5. Fluency

Fluency is the result of frequency of practice, for this it is necessary for someone to speak fluently and use the right words or sentences. Fluency refers more to the memory and sound systems that express language quickly and easily.

Kreindler, et al (1980) stated that speaking fluency involves considering speaking time and the number of words produced during speech, not just speaking speed.

2.4 Google Assistant

This section would explain about definition, benefit, weakness, and how to use Google Assistant.

2.4.1 Definition of Google Assistant

Google Assistant is a virtual assistant developed by Google that leverages Artificial Intelligence (AI) and natural language processing to give users a hands-free, voice-activated way to interact with their devices. It is integrated into a variety of Google products, including smartphones, smart speakers, smart displays, and other smart devices, allowing users to perform tasks, get information, and control their devices through voice commands.

According to website, TechTarget (2017) explain that Google Assistant is one of Google's voice assistant AI for Android devices. It could provide a virtual personal assistant experience by providing two-way conversation abilities to perform many kinds of tasks. Google Assistant uses machine learning, voice recognition, and technology cognitive computing. Beside of that, Google Assistant was made to be a conversational and interactive experience, and an ambient experience that extends across devices.

2.4.2 The Benefit of Google Assistant

Google Assistant offers a multitude of benefits that enhance user experience. Firstly, its hands-free functionality allows users to conveniently complete tasks while multitasking or on the go. Secondly, it acts as a powerful information

retrieval tool, providing quick access to weather updates, news, and answers to general inquiries. Furthermore, Google Assistant integrates seamlessly with smart home devices, enabling users to control lights, thermostats, and other connected components through simple voice commands. Finally, the assistant personalizes itself over time, learning user preferences and offering tailored recommendations and assistance. In essence, Google Assistant streamlines daily tasks, keeps users informed, and provides a level of control over their smart home environment.

2.4.3 The Weakness of Google Assistant

While Google Assistant boasts an impressive range of features, it's not without its limitations. One Achilles' heel is its dependence on a steady internet connection. While this allows access from nearly anywhere with a signal, venturing offline can leave certain features crippled (Suresh, et al., 2022). Privacy concerns also cast a shadow, as the way Google Assistant collects and utilizes user data remains somewhat opaque (Liao, et al., 2021). While the system supposedly minimizes data leaks, some users might find the lack of transparency unsettling. Finally, Google Assistant's multilingual capabilities, while impressive, aren't entirely equal. Certain features and functionalities might be less robust in languages other than English.

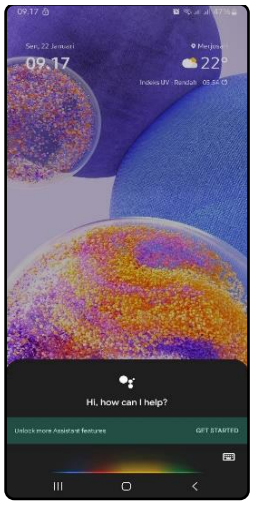
2.4.4 Step of How to Use Google Assistant

There are some steps to use Google Assistant, in this part, research would show the steps below.

1. First Step **“Activation”**

On your smartphone, say "Ok Google" or press and hold the home button.

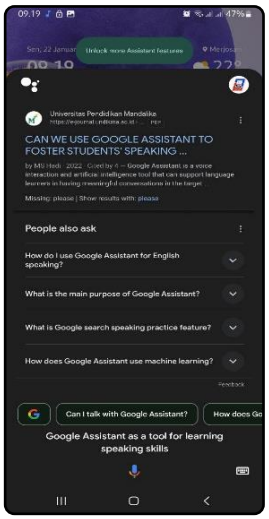
Picture 2. 1 The Face of Google Assistant After Said "Ok Google"



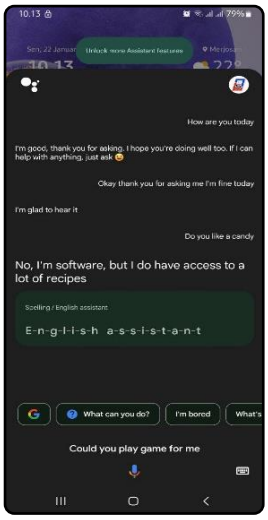
2. Second Step **"Commands"**

Issue voice commands for tasks such as setting reminders, sending messages, playing music, or requesting information.

Picture 2. 5 The Result of a Command Given



Picture 2. 8 The Result of Two-way Conversation Mode with Google Assistant



2.5 Theories

In this section, researcher would explain some theories that related to this research of which it would become the important part in this research

2.5.1 Constructivism Theory

Constructivism, a learning theory that emphasizes the active role of learners in constructing their own knowledge, is highly relevant to this study. Students are expected to actively engage with Google Assistant to develop their English-speaking skills. This aligns with the views of Piaget (1952) and Vygotsky (1978), two key figures in constructivism. Piaget argued that children learn through active exploration, while Vygotsky emphasized the importance of social interaction in cognitive development. Therefore, the use of Google Assistant in this research allows students to construct their understanding autonomously through direct experience and interaction with technology, consistent with the fundamental principles of constructivism.

2.5.2 Media and Technology Theory

Media and technology theory, which examines the role of technology in learning, is central to understanding the use of Google Assistant in this study. This theory investigates how technology can both enhance and hinder learning, as argued by media theorists such as Postman (1985) and Papert (1991), a pioneer in educational technology, emphasized the importance of active creation and making in learning, a concept closely aligned with constructivism. In the context of this research, Google Assistant serves as a technological tool to facilitate autonomous language learning, offering students a means to actively construct their knowledge and understanding of English-speaking skills.

2.5.3 Communicative Language Teaching (CLT)

Canale & Swain (1980) stated that Communicative Language Teaching (CLT) is an approach to language education that emphasizes the use of language in

real communicative situations. This approach involves students in activities that simulate real-life language use and aims to develop their communicative skills. In addition, CLT is a language teaching approach that focuses on developing students' communicative competence, with a focus on communicative competence rather than grammatical competence (Derakhshan& Torabi, 2015).

This research investigated the potential of Google Assistant in facilitating autonomous English language learning. By integrating constructivism theory, media and technology theory, and Communicative Language Teaching (CLT), this research demonstrated that Google Assistant can be an effective tool in developing students' speaking skills. Constructivism emphasizes the active role of learners in constructing their own knowledge, supported by interactions with Google Assistant. Media and technology theory highlights the significance of technology in learning, while CLT focuses on using language in real-world communicative contexts. Thus, Google Assistant provides an interactive learning environment that enables students to practice speaking English autonomously.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the process of obtaining, collecting, and compiling data. Researchers carried out several methods systematically, namely research design, research subject, research instrument, data collection and data analysis.

3.1 Design of the Research

This qualitative approach would apply the descriptive qualitative to obtain data. Creswell & Poth, (2016: 7 – 8) qualitative approach in research is a methodological strategy used to explore, understand, and interpret social phenomena from the perspective and experiences of the individuals or groups involved. This approach will be useful in building and developing a conceptual or theoretical framework that can produce results from the phenomena that researcher want to examine in this research.

Clandinin & Connelly, (2004: 3 – 4) in his book explains that narrative research, in the realm of qualitative research, is an approach that focuses on the research of human experience through the lens of storytelling. It seeks to understand and interpret an individual's unique stories, life experiences, and perspectives. In narrative research, participants are invited to share their personal narratives, allowing researchers to uncover the complex interactions of meaning and emotion embedded in the stories.

In this research, researcher aims to shed light on students' experiences and understanding of Google Assistant as a potential learning tool, specifically focusing on students at UIN Malang. To achieve this, researcher would try to use a multi-pronged methodological approach that prioritizes inclusivity and avoids bias.

Researcher would begin by distributing questionnaires, designed to assess students' pre-existing knowledge and experience with Google Assistant. The first step ensures a level playing field, regardless of a participant's prior exposure to the technology. The questionnaire would be meticulously crafted to avoid leading questions or language that might favor certain responses. Following the questionnaires, researcher would delve deeper through face-to-face interviews. This personalized approach allows for rich and nuanced data collection, enabling us to explore students' complex understandings and experiences with Google Assistant in a safe and unbiased environment. By prioritizing inclusivity throughout the data collection process, researcher aimed to investigate a comprehensive picture of how UIN Malang students perceive and potentially utilize Google Assistant as a tool for developing their English language learning journey.

3.2 Subject of Research

This research investigated the experiences of English education department students at UIN Malang, particularly those who actively utilized Google Assistant for autonomous speaking practice. This research focused on students from the batch of 2020 until 2022 to ensure recent experiences and potential familiarity with the technology. Participants would be selected based on their prior use of Google Assistant for individual speaking practice, as evidenced by their responses in an initial questionnaire. Students demonstrating in-depth experience with the tool would then be chosen for in-depth interviews, enabling the collection of rich and detailed data.

3.3 Instrument of the Research

This research would be carried out using a qualitative approach with descriptive methods, data collection was mainly carried out using observation, questionnaire, and interview. This instrument was a revised version adopted from digital literacy and educational technology by Castek & Beach (2016).

3.3.1. Observation

In this step, researchers would observe Google Assistant to assess Google Assistant's potential for autonomous language learning, researchers would observe Google Assistant’s reaction about five-minute. This observation would analyze specific behaviors, like formulating instructions and questions, comprehending responses, and overall interaction flow, to gain insights into how Google Assistant facilitates spoken English development for autonomous learners (Bogdan & Biklen, 2007).

This data, combined with other methods, would contribute to a comprehensive understanding of the tool's effectiveness in self-directed language learning.to determine the effectiveness of the tool for learning to speak, in this case, specific behaviors and interactions during learning to speak using Google Assistant would be aspects of this observation. This observation was carried out for 5 minutes, consisting of practicing giving orders, asking for information, answering questions, observing Google Assistant interactions, and so on

3.3.2 Questionnaire

This questionnaire would collect factual information that would help researchers obtain specific information. This technique was data collection in the form of questions where researcher would use Scale – Likert, it was a widely used

method for measuring attitudes, opinions, or perceptions from students of 2020 until 2022. It was versatile technique for collecting data using questionnaires with questions structured with scale-shaped answer choices. This approach allows respondents to effectively indicate their level of agreement or disagreement with the statements presented. (Sugiyono, 2017).

Table 3.1 Scale Likert

SCALE LIKERT		
1	Strongly Disagree	(SD)
2	Disagree	(D)
3	Neutral	(N)
4	Agree	(A)
5	Strongly Agree	(SA)

Adapted from Sugiyono (2017)

This questionnaire would cover several aspects that would be answered by students, it would be effective in obtaining data and information by following several aspects that can be asked namely student experience, usage pattern, perceived benefit, challenge and limitation (Fraenkel, et al, 2019).

Table 3.2 Aspect of Investigating Google Assistant

Aspect of Investigating Google Assistant	Number of the Question
Student Experience	1 – 2
Usage Pattern	3 – 5
Perceived Benefit	6 – 8
Challenge and Limitation	9 – 12

Adapted from Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2019).

The result of the data questionnaire would be count with the index formula of the Scale – Likert below:

$$T \times Pn \rightarrow (n/H) \times 100\%$$

Note:

T: Total of respondents

Pn: the score of each option of Scale – Likert

n: Total score of each question

H: the highest score

3.3.3 Interview

This step was an important step that could be done by using several specific questions that can help researchers obtain more detailed information. This step designed questions to collect student insights and personal experiences as well as specific information related to Google Assistant as a tool for learning speaking skills (Creswell, 2013).

This step was the next step of the questionnaire which also consists of several specific questions. In addition, interviews could help researchers better understand people's experiences and behavior when learning and practicing tools for learning speaking skills (Anderson & Kirkpatrick, 2015).

There were only 10 students who take this step, 5 students that has the highest score and 5 students that has the lowest score, these students would take part in interviews to the dept-investigation about their previous answers in the questionnaire. Based on Sayrs (1998) states that an interview is a structured conversation that captures the subject's view of a situation, rather than objective data, the interview will collect and gather more detailed information from various

points of view and experiences that students have while learning and practicing Google Assistant as a tool for learning speaking skills.

3.4 Data Collection Technique

The crucial research stage is data collection. This is an important technique in research, this researcher must use good and appropriate techniques that were the situation and conditions in the field or place. Therefore, the data collection technique would follow and interpret the steps below:

First, researcher would observe Google Assistant and look for some information that could help researcher to improve previous knowledge and some important information. This observation would help researcher to explore the student's experiences of Google Assistant, the information about the tool in speaking skills would be recorded so that the research runs well.

Second, after observing the tool, researcher would distribute questionnaires to collect students who had an experience using Google Assistant as a tool for learning speaking skills. This could help researcher to analyze students' opinions and observe their answers by paying attention to various aspects from various points of view and experiences that researcher could experience in research.

Third, interview is the final data collection technique. This is an important step to collect specific and detailed information or data that researcher could obtain in interview. This step would focus on finding more detailed information that students had answered in questionnaire. To obtain the best data, the researcher asked further questions related to the previous questions in the questionnaire. This was done to collect detailed information that the researcher obtained and also to avoid

misunderstandings or misinterpretations of the information obtained by the researcher in the questionnaire.

3.5 Data Analysis

Data collected through questionnaire and interview would be analyzed and presented descriptively. Outlined a data analysis approach applicable to this study. Their method involves a sequential progression towards findings and results. If the data exhibits a particular characteristic, then the corresponding data analysis technique is employed. These techniques include data reduction, data presentation, and drawing conclusions/verification. Ultimately, these techniques are used to answer the research question guiding the study.

3.5.1 Data Reduction

The first step is data reduction, this data takes the form of selecting, focusing, simplifying and rearranging the data that appears in the field. Reduction is a process of carrying out in-depth analysis of data obtained through questionnaire and interview, this would help researcher to obtain the relevant data needed. After collecting data, researcher would reduce relevant and irrelevant data so that researcher could more easily conclude information or research results.

3.5.2 Data Display

Data presentation is a change from a draft to a narrative text containing the results of data collection. However, data presentation is data reduction which is the result of in-depth analysis of data obtained through questionnaire and interview, from which relevant data would be selected which can help researchers explain or collect the necessary information. Related to the results of this research. This step

provided a compressed and organized collection of information that allows easy and sound conclusions to be drawn.

3.5.3 Conclusion Drawing / Verification

Drawing conclusions or verification is a process of collecting data to answer research questions. in drawing conclusions, interpreting data or translating interview results into a process for verifying relevant and ideal information, which can help researcher to answer and conclude the data collection that has been carried out in questionnaire and interview in this case. By following several techniques, the necessary data or information can be collected accurately and efficiently, but still discussed based on theory and supported by data from observation analysis, questionnaires and interview answers.

3.6 Triangulation

According to Creswell & Creswell (2017: 209), triangulation is defined as using various methods or data sources to develop a comprehensive understanding of phenomena. Triangulation in language and education research is a combination of many methods such as observation, questionnaire, and interview. By triangulating data from various sources, researcher could strengthen findings and ensured a stronger interpretation of the phenomenon under Research.

On the other hand, Patton (2015:662) explains that triangulation is strengthening evidence or interpretation of data by using several autonomous measures, methods or data sources. By triangulating data from these various sources, researcher could reduce bias and deepen their understanding of complex educational phenomena as well as strengthen the credibility and trustworthiness of qualitative research by cross-validating findings from multiple perspectives. There

are two steps that outlined above for triangulation efforts effectively address the need for data diversity and convergence analysis this is adapted from Creswell (2018) and Denzin (2000). These steps are crucial for strengthening the credibility of research findings:

a. Data Source Diversification

This step involves collecting data from multiple informants to enhance the comprehensiveness and credibility of the findings. The researcher will cross-check information across these sources to ensure consistency and identify potential discrepancies.

b. Data Convergence Analysis

This step focuses on comparing the data obtained from interviews and questionnaires. If the results from both methods converge (meaning they align or complement each other), it strengthens the research's overall validity. Conversely, significant discrepancies between interview and questionnaire data might necessitate further investigation to refine understanding or identify potential biases.

CHAPTER IV

FINDING AND DISCUSSION

In this section, the researcher presents the findings during the research, discusses, and analyses data about the perception of English education department students about the use of Google Assistant as a tool for autonomous learning in speaking development at UIN Malang.

4.1 The Research Findings

Researcher had carried out the data collection process through the following research instruments; observation, questionnaire, and interview. By following these instruments, research had found the result of the data collection that was going to present in this part.

4.1.1 Result of Data Collection

In this part, the researcher presents the finding of data collection that was taken in field during the process of collecting data in this research.

4.1.1.1 The Result of Observation

In this part, the researcher observed Google Assistant about five-minute. This observation had analyzed specific behaviors, like formulating instructions and questions, comprehending responses, and overall interaction flow, to gain insights into how Google Assistant facilitates spoken English development for autonomous learners where it adopted from Bogdan & Biklen (2007).

1. the Result

Researcher found that 7 0f 9 criteria of analyzing specific behavior on Google Assistant showed that Google Assistant is an applicable tool for learning which can

help students to improve their speaking skill even though they learn individually. Google assistant can follow and engage the conversational flow well, understand participants' prompt in conversation mode and give the interesting or suitable responds with the contents of the conversation. Regardless of that, Google Assistant also cannot follow and give the actionable feedback if participant lost the flow first, it happened because the participant mispronounces or the bad connection signal.

2. The Conclusion of Observation

Based on the observation results, Google Assistant showed very good potential as a tool of learning speaking skill individually. Its ability to have natural conversations, understand user speech accurately, and provide relevant and helpful feedback makes Google Assistant an effective tool for autonomous learning. Google Assistant had proven itself to be a useful tool for improving English speaking skills. However, to reach its full potential, it needs further development, especially in terms of providing more comprehensive feedback and enriching its understanding of cultural nuances in English.

4.1.1.2 The Result of Questionnaire

This questionnaire was adapted from Fraenkel, et al (2019) which uses a Liker scale with a focus on obtaining data and information by following several aspects, namely student experience, usage pattern, perceived benefit, challenge and limitation. From these aspects, researcher made several questions related to these aspects.

Table 4. 1 Aspect of Investigating Google Assistant in Questionnaire

Aspect of Investigating Google Assistant	Number of the Question
Student Experience	1 – 2
Usage Pattern	3 – 5
Perceived Benefit	6 – 8
Challenge and Limitation	9 – 12

Adapted from Fraenkel, et al (2019).

1. The Result

Based on the distribution above, researcher made 12 questions and got 15 respondents that are English Education department students at UIN Malang from batch 2020 until 2023 who had the experiences in using Google Assistant as tool for learning speaking skill autonomously and the result of the data questionnaire would be count with the index formula of the Scale – Likert below:

$$T \times Pn \rightarrow (n/H) \times 100\%$$

Note:

T: Total of respondents

Pn: the score of each option of Scale – Likert

n: Total score of each question

H: the highest score

a. Student Experience

The first aspect is Student Experience, the result of questionnaire would be presented in the form of the table and graph where it had been filled out by students

who has an experience in using Google Assistant as tool for learning speaking skill autonomously.

Table 4. 2 Question I of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
I have used Google Assistant for practicing my English-speaking skills.	Strongly Agree	0	0%
	Agree	4	26,7%
	Neutral	5	33,3%
	Disagree	6	40%
	Strongly Disagree	0	0%
Total of index score		57,33%	

Based on the data of table 4.2, the researcher found that there were 0 (0%) of students "Strongly Agree", 4 (26,7%) students were "Agree", 5 (33,3%) students were "Neutral", and 6 (40%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 57,33%, it can be concluded that Google Assistant is a widely utilized tool among the students for English-speaking practice individually.

Table 4. 3 Question II of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
Using Google Assistant for speaking practice has been a rewarding experience for me.	Strongly Agree	0	0%
	Agree	6	40%
	Neutral	6	40%
	Disagree	3	20%
	Strongly Disagree	0	0%
Total of index score		64.0%	

Based on the data of table 4.3, the researcher found that there were 0 (0%) of students "Strongly Agree", 6 (40%) students were "Agree", 6 (40%) students were "Neutral", and 3 (20%) students were “Disagree" with this statement. Meanwhile,

none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 64%, it can be concluded that universally positive, Google Assistant has been a beneficial tool for some students in their language learning goal.

b. Usage Pattern

The second aspect is Usage Pattern, the result of questionnaire would be presented in the form of the table and graph where it had been filled out by students who has an experience in using Google Assistant as tool for learning speaking skill autonomously.

Table 4. 4 Question III of Investigating Google Assistant in Questionnaire

Question	***Option***	***Frequency***	***Percentage***
I use Google Assistant for speaking practice on a regular basis.	Strongly Agree	0	0%
	Agree	6	40%
	Neutral	5	33,3%
	Disagree	4	26,7%
	Strongly Disagree	0	0%
Total of index score		62,67%	

Based on the data of table 4.4, the researcher found that there were 6 (40%) students were "Agree", 5 (33,3%) students were "Neutral", and 4 (26,7%) students were “Disagree" with this statement. Meanwhile, none of them “Strongly Agree” and "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 62,67%, it can be concluded that Google Assistant is a universally common tool for regular speaking practice among the students.

Table 4. 5 Question IV of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
I typically use Google Assistant for short bursts of speaking practice (e.g., 5-10 minutes) at a time.	Strongly Agree	0	0%
	Agree	4	26,7%
	Neutral	6	40%
	Disagree	5	33,3%
	Strongly Disagree	0	0%
Total of index score		58,67%	

Based on the data of table 4.5, the researcher found that there were 4 (26,7%) students were "Agree", 6 (40%) students were "Neutral", and 5 (33,3%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Agree" and "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 58,67%, it can be concluded that Google Assistant is exclusively used for short-duration practice sessions among the surveyed students.

Table 4. 6 Question V of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
I use a Conversation mode in Google Assistant features to practice speaking.	Strongly Agree	1	6,7%
	Agree	5	33,3%
	Neutral	4	26,7%
	Disagree	5	33,3%
	Strongly Disagree	0	0%
Total of index score		62,67%	

Based on the data of table 4.6, the researcher found that there were 1 (6,7%) of students "Strongly Agree", 5 (33,3%) students were "Agree", 4 (26,7%) students were "Neutral", and 5 (33,3%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 62,67%, it can be concluded that most of students use Conversation mode in speaking practice and the rest of them use it variedly based on the students' need.

c. Perceived Benefit

The third aspect is Perceived Benefits, the result of questionnaire would be presented in the form of the table and graph where it had been filled out by students who has an experience in using Google Assistant as tool for learning speaking skill autonomously.

Table 4. 7 Question VI of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
I use a Question-answering in Google Assistant features to practice speaking.	Strongly Agree	0	0%
	Agree	6	40%
	Neutral	6	40%
	Disagree	3	20%
	Strongly Disagree	0	0%
Total of index score		64%	

Based on the data of table 4.7, the researcher found that there were 6 (40%) students were "Agree", 6 (40%) students were "Neutral", and 3 (20%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Agree" and "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 64%, it can be concluded that the Question-answering feature has been a beneficial tool for some students in their language learning goal.

Table 4. 8 Question VII of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
Google Assistant has helped me improve my pronunciation of English words and phrases.	Strongly Agree	0	0%
	Agree	4	26,7%
	Neutral	7	46,7%
	Disagree	4	26,7%
	Strongly Disagree	0	0%
Total of index score		60%	

Based on the data of table 4.8, the researcher found that there were 4 (26,7%) students were "Agree", 7 (46,7%) students were "Neutral", and 4 (26,7%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Agree" and "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 60%, it can be concluded that Google Assistant is an effective tool for pronunciation improvement among the students.

Table 4. 9 Question VIII of Investigating Google Assistant in Questionnaire

Question	***Option***	***Frequency***	***Percentage***
Using Google Assistant makes me feel more confident speaking English in real-life situations.	Strongly Agree	1	6,7%
	Agree	5	33,3%
	Neutral	5	33,3%
	Disagree	4	26,7%
	Strongly Disagree	0	0%
Total of index score		64%	

Based on the data of table 4.9, the researcher found that there were 1 (6,7%) of students "Strongly Agree", 5 (33,3%) students were "Agree", 5 (33,3%) students were "Neutral", and 4 (26,7%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 64%, it can be concluded that using Google Assistant in some students experienced an increase in self-confidence in speaking English in real-life situation.

d. Challenge and Limitation

The last aspect is Challenge and Limitation, the result of questionnaire would be presented in the form of the table and graph where it had been filled out by students who has an experience in using Google Assistant as tool for learning speaking skill autonomously.

Table 4. 10 Question IX of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
Google Assistant provides me with a convenient and flexible way to practice speaking English on my own schedule.	Strongly Agree	0	0%
	Agree	5	33,3%
	Neutral	8	53,3%
	Disagree	2	13,3%
	Strongly Disagree	0	0%
Total of index score		64%	

Based on the data of table 4.10, the researcher found that there 5 (33,3%) students were "Agree", 8 (53,3%) students were "Neutral", and 2 (13,3%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Agree" and "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 64%, it can be concluded that Google Assistant can be perceived as a convenient and flexible tool for autonomous English learning among the students.

Table 4. 11 Question X of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
Google Assistant can sometimes misunderstand my spoken English, which can be frustrating.	Strongly Agree	2	13,3%
	Agree	6	40%
	Neutral	3	20%
	Disagree	4	26,7%
	Strongly Disagree	0	0%
Total of index score		68%	

Based on the data of table 4.11, the researcher found that there were 2 (13,3%) of students "Strongly Agree", 6 (40%) students were "Agree", 3 (20%) students were "Neutral", and 4 (26,7%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 68%, it can be concluded that the

frequency of misunderstandings varies among the surveyed students and the most of them agree with how sometime google assistant can misunderstand on their spoken English.

Table 4. 12 Question XI of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
I find it difficult to have in-depth conversations with Google Assistant due to its limitations.	Strongly Agree	1	6,7%
	Agree	6	40%
	Neutral	4	26,7%
	Disagree	4	26,7%
	Strongly Disagree	0	0%
Total of index score		65,33%	

Based on the data of table 4.12, the researcher found that there were 1 (6,7%) of students "Strongly Agree", 6 (40%) students were "Agree", 4 (26,7%) students were "Neutral", and 4 (26,7%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 65,33%, it can be concluded that most of students find a difficulty to have in-depth conversations with Google Assistant due to its limitations.

Table 4. 13 Question XII of Investigating Google Assistant in Questionnaire

Question	*Option*	*Frequency*	*Percentage*
Google Assistant provide feedback on my grammar or fluency when I speak.	Strongly Agree	1	6,7%
	Agree	3	20%
	Neutral	8	53,3%
	Disagree	3	20%
	Strongly Disagree	0	0%
Total of index score		62,67%	

Based on the data of table 4.13, the researcher found that there were 1 (6,7%) of students "Strongly Agree", 3 (20%) students were "Agree", 8 (53,3%)

students were "Neutral", and 3 (20%) students were “Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the statement. Based on the result of the data, the total of index score is 62,67%, it can be concluded that Google Assistant's feedback capabilities can be perceived as effective among the students.

2. The Conclusion of Questionnaire

Based on the data obtained from the questionnaire, there are interesting findings regarding the use of Google Assistant as a tool to help practice English. Most respondents stated that Google Assistant has become a useful tool, especially for independent speaking practice and in a short duration. Features such as conversation and Q&A are considered useful in increasing self-confidence in speaking English. The flexibility of Google Assistant in use is also an added value, allowing students to learn anytime and anywhere.

However, this research also revealed several limitations of Google Assistant. Several respondents found it difficult to have in-depth conversations with Google Assistant due to its limited ability to understand complex language. In addition, there were several cases where Google Assistant had difficulty understanding user speech. This indicates that Google Assistant still needs to be improved in order to become a more effective tool in helping English learning.

4.1.1.3 The Result of Interview from The Highest Score

The researcher also held an interview to support the answer that purposed to obtain a more detailed answer. The interview consisted of 8 questions. The interview was conducted on 26th - 27th of July 2024.

Table 4. 14 Aspect of Investigating Google Assistant in Interview

Aspect of Investigating Google Assistant	Number of the Question
Student Experience	1 – 2
Usage Pattern	3 – 4
Perceived Benefit	5 – 6
Challenge and Limitation	7 – 8

From the 15 respondents in questionnaire, researcher did the interview to 5 respondents who had the highest score of their result in questionnaire, the interview took about 5 – 10 minutes. The researcher also employed the following codes to simplify in showing the result of interview in this research.

Table 4. 15 Transcription code of interview

Variable	Correspondent	Transcription code
Researcher	Interviewer	I
The student of the highest Score	Respondent of Interview 1	RI (1)
	Respondent of Interview 2	RI (2)
	Respondent of Interview 3	RI (3)
	Respondent of Interview 4	RI (4)
	Respondent of Interview 5	RI (5)
Total	**: 6 (Six)**	

1. The Result

There are 8 questions in this interview part, researcher would show the questions and the respondents' transcription below.

Table 4. 16 Question I of Investigating Google Assistant in Interview

I: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
RI (1)	I often use Google Assistant when I learn about speaking, when I practice to hone my skills, because Google Assistant is very easy to use and wherever there is internet, we can learn with Google Assistant. But sometimes, Google Assistant doesn't understand what I'm saying, especially if there's a problem with pronunciation or accent. This can be a challenge, but it also gives me the opportunity to practice pronouncing words more clearly and accurately. very good and helped me to improve my speaking.
RI (2)	I usually use GA's help before making a presentation in class and also to find out how to pronounce a sentence properly and correctly, because I think GA makes it very easy for me to correct the words I use (standard or non-standard)
RI (3)	I used Google Assistant for autonomous speaking practice to provide quite a positive experience. This assistant helps me practice the language by providing instant feedback and enabling structured conversations. But yes, sometimes there is a lack of understanding of more complex contexts or nuances of language, which makes conversation and practice somewhat limited. Overall, it's a useful tool for improving your speaking skills autonomously, but it doesn't completely replace interaction with a real human.
RI (4)	Usually, I use Google Assistant to increase my confidence when speaking, especially English. Usually in the reading aspect. To search for reading material on Google.
RI (5)	I usually use Google Assistant when I want to pronounce something. For example, for example, I want to have a conversation task. Well, for example, if I want to try the conversation, I usually try using Google Assistant. It's more often when I mess up, actually, so it's like I'm lazy to type or like I just want to practice speaking on my own, like "try that", suddenly when I'm off I'm often like that, I don't know what's unusual

	behavior I'm often like that. That's why I usually like to ask Google Assistant that I may already know the answer, I just want to try it.

Based on the table above, it can be concluded that participants had varying experiences using Google Assistant for autonomous speaking practice. While many found Google Assistant to be easy to use and helpful for improving pronunciation and confidence, some encountered challenges with the tool's understanding of complex contexts and nuances of language. Overall, participants viewed Google Assistant as a valuable tool for autonomous speaking practice, but acknowledged its limitations compared to human interaction.

Table 4. 17 Question II of Investigating Google Assistant in Interview

I: How has Google Assistant impacted your confidence in speaking English?	
RI (1)	In my opinion, Google Assistant can increase my confidence because when we often practice speaking, sometimes we are confused, like who we want to talk to, but when we talk to ourselves, we don't feel comfortable because we don't have someone to talk to. So, we can use Google Assistant until we are proficient and able to talk to other people.
RI (2)	The more GA understands the sentences I say, I personally feel that my pronunciation is good and correct.
RI (3)	Because it's not human, so I gain the maximum level of self-confidence. Anticipation of ridicule or shortcomings that I can improve can be used if it is just a tool. If it's with real people, it will increase the opportunity for embarrassment or excessive fear.
RI (4)	When using Google Assistant, I feel more confident when practicing speaking because I'm not afraid of making mistakes & I'm not nervous. This is the opposite when practicing speaking in front of people directly, you will definitely be awkward and nervous, afraid of making mistakes. Quite effective for practicing.

RI (5)	It usually affects the problem if, for example, I managed to ask the Google assistant and then he answered according to what I wanted, that means it means my speaking is good like that. that's not the same as what we expect "why did you just want to say this so answer this", like that.

Based on the table above, participants generally found Google Assistant to be a positive influence on their confidence in speaking English. They appreciated the ability to practice speaking without fear of judgment or embarrassment, and the positive reinforcement provided by Google Assistant's understanding of their sentences. This helped them to overcome self-doubt and build confidence in their English-speaking abilities.

Table 4. 18 Question III of Investigating Google Assistant in Interview

I: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
RI (1)	Practice asking questions like everyday conversations.
RI (2)	If that's often the lecture material, because there are some new things that I don't understand and are unfamiliar, so to find out the pronunciation and meaning, I usually use GA's help.
RI (3)	When it comes to the topic, sometimes there are a lot of basic things to learn before starting a conversation. For example, if there is an event like being a tour guide, I will first try to learn what someone will ask later. From there you can guess what further topics will be discussed.
RI (4)	In preparation for the speaking exam. Things that require fluency in speaking, before that practice using Google Assistant.
RI (5)	To discuss that, I asked what the weather conditions are called, the temperature is usually today's temperature, it's been here, I've used that, but usually I forget what else it is.

Based on the table above, participants primarily used Google Assistant for speaking practice in everyday conversation scenarios, academic contexts, and

preparation for speaking exams. They found Google Assistant helpful for learning new vocabulary, practicing pronunciation, and understanding unfamiliar topics. Participants also used Google Assistant to simulate real-life conversations and prepare for specific speaking tasks.

Table 4. 19 Question IV of Investigating Google Assistant in Interview

I: How do you incorporate Google Assistant into your overall English learning routine?	
RI (1)	Actually, there is no daily schedule, it's just that when I have free time and can use it for studying, I use it to practice my speaking.
RI (2)	There's no daily schedule yet, maybe around 2-3 times a week. Sis, you can use it for up to 3 hours.
RI (3)	Oh, if that's the case, I don't do it routinely. So, I have used it several times when I was empty and had nothing to do. I just want to use it for chatting and practicing English. So, the range might be 2-3 times a week. Maybe 10-15 minutes.
RI (4)	To be honest, I don't use Google assistant consistently, only when I'm going to a speaking class or a speaking test. To practice and improve my speaking.
RI (5)	Actually, it's not a routine. Yes, only when I need it. So maybe it's more for everyone who wants to study. If, for example, there is a need for a speaking task because I'm a student, it's only for important needs because personally, I prefer typing to speaking, so I can only speak if I need to, so it's not consistent. If I think yes, if I'm a private person, maybe it can be calculated, maybe once a month.

Based on the table above, participants' use of Google Assistant for English learning was not consistent. Some used it several times a week, while others used it only when preparing for speaking exams or when they had free time. The frequency and duration of use varied among participants, with some using Google

Assistant for up to 3 hours at a time. Overall, Google Assistant was not a regular part of most participants' English learning routines, but rather a supplementary tool used when needed.

Table 4. 20 Question V of Investigating Google Assistant in Interview

I: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
RI (1)	It's very influential, because as I said earlier, usually I study daily conversation and so on, and it really helps when I talk to other people.
RI (2)	For me, it really influences you, because using GA is very easy to add new vocabulary.
RI (3)	This quite significant because it increases your level of confidence when meeting real people, and practicing with GA makes real events feel easier.
RI (4)	Honestly, I don't have much confidence when speaking English to fellow students. Or when presenting in class. Because my English skills can be said to be still lacking. Maybe internal factors such as self-confidence still need to be developed continuously.
RI (5)	It definitely has an influence. Yes, especially since I have aspirations to study abroad in the future, I think Google Assistant is a good tool. In fact, now I also want to take part in a student exchange, and I think, for example, let's practice speaking with Google Assistant, right? That's going to be really helpful. What's the point? Yes, the point is to make me more motivated by practicing it like that.

Based on the table above, participants generally found that using Google Assistant for speaking practice had a positive impact on their willingness to engage in real-life conversations. They reported increased confidence, improved vocabulary, and a greater ease in interacting with native English speakers. However, some participants expressed concerns about their overall English skills

and the need for further development. Overall, Google Assistant was perceived as a valuable tool for enhancing participants' confidence and preparing them for real-life English communication.

Table 4. 21 Question VI of Investigating Google Assistant in Interview

I: How has Google Assistant's flexibility and convenience influenced your learning habits?	
RI (1)	In my opinion, it is very flexible to use anywhere, as long as you have a cellphone and there is internet. So, from there I can study anywhere in my free time.
RI (2)	Very easy and flexible, you can go anywhere as long as you have an internet connection, that's what makes learning more efficient.
RI (3)	GA is very easy to use, no need to bother with difficult applications or downloading and logging in or paying. So, you just need to use Google or Android with one tap. From there, learning can feel easy and fun.
RI (4)	It is quite helpful in making it easier to study when alone, so that you get used to studying autonomously and are free to choose your time.
RI (5)	I think it's normal, it's not very flexible because it's like Google assistant, it's a tool that we use when we need it, yes, if it's for me.

Based on the table above, participants found Google Assistant to be a flexible and convenient tool for English learning. They appreciated the ability to use it anywhere with an internet connection, the ease of access, and the independence it provided. However, some participants noted that Google Assistant was not a regular part of their learning routine, but rather a supplementary tool used when needed. Overall, participants perceived Google Assistant's flexibility and convenience as positive factors influencing their learning habits.

Table 4. 22 Question VII of Investigating Google Assistant in Interview

I: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
RI (1)	Usually, the pronunciation is almost the same as “there” and “their”, well this is very difficult for Google Assistant to understand. Added to this is our dialect.
RI (2)	Usually when saying sentences that are similar to sis, like better, butter, bother.
RI (3)	Sometimes I get misunderstood several times because my words are not clear or the surroundings are noisy. So, the downside is that if you use this, you have to use a situation that is quite audible and quiet. If the noise is very disturbing and makes GA misunderstand what is being said. Examples include a bird's birth or something similar that is a bit similar.
RI (4)	Some vocabulary is sometimes translated incorrectly by Google Assistant. When you speak too fast, sometimes Google Assistant can't understand.
RI (5)	Have you ever said something like How's the weather, yes, he should connect it, but how are you today, like that, what's the name anyway? That used to be just like that, I forgot because I haven't used it in a long time.

Based on the table above, participants encountered several challenges with Google Assistant's understanding of their spoken English. Common issues included confusion between similar-sounding words, difficulty understanding accents and dialects, and misunderstandings in noisy environments. Additionally, participants reported that Google Assistant sometimes translated vocabulary incorrectly and struggled to understand rapid speech. These findings highlight the limitations of Google Assistant's natural language processing capabilities and the potential for misunderstandings in certain contexts.

Table 4. 23 Question VIII of Investigating Google Assistant in Interview

I: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
RI (1)	So, usually when Google Assistant doesn't understand my pronouns, I look at YouTube and learn how to pronounce them.
RI (2)	I usually use the chat feature, then switch to the voice feature, so I can know what it sounds like and how it's pronounced.
RI (3)	Oh, usually I repeat my conversation slowly and look for a quiet and comfortable place to study. If it doesn't feel possible then I will postpone it for a more feasible and quiet time.
RI (4)	How do I use to overcome things that are lacking in using Google Assistant, including practicing speaking directly with people to test how far my speaking skills are when I have practiced with Google Assistant? Maybe I'll repeat it again so that Google assistant can find the correct words.
RI (5)	Of course, by using other applications because this is called a tool, he said, yes. In my opinion, if this is true, it means that not all in-depth conversations can be used using tools like that. What do we have to do to practice speaking in reality with real people like that because maybe that's it? It's also called technology, so it definitely has its limits, unlike humans.

Based on the table above, while Google Assistant can be a valuable tool for practicing English speaking, participants in the study highlighted several limitations that can hinder in-depth conversations. To overcome these challenges, participants employed a variety of strategies. They focused on improving their pronunciation to enhance Google Assistant's understanding, utilized the chat feature to visualize their spoken words, and sought out quiet environments to minimize distractions. Additionally, participants recognized the importance of supplementing their Google Assistant practice with real-life interactions to gain valuable feedback and experience in authentic communication settings. By combining these strategies,

participants were able to make the most of Google Assistant while acknowledging its limitations and actively seeking opportunities for more immersive language practice.

2. The Conclusion of the Interview from The Highest Score

Based on the interview results, Google Assistant had proven to be a fairly effective English learning tool, especially for those who want to practice speaking autonomously. Research participants generally felt that this tool was easy to use and helped increase their confidence in speaking English. The flexibility and ease of access offered by Google Assistant are also added value for users. However, this study also revealed several limitations of Google Assistant. One of the main obstacles is the tool's difficulty in understanding complex language, especially in contexts that require a deeper understanding of the nuances of language. In addition, participants also complained about several cases where Google Assistant misunderstood their speech.

4.1.1.3 The Result of Interview from The Lowest Score

The researcher also held an interview to the lowest score of respondents to support the answer above that purposed to obtain a more and additional detailed information or answer. The interview consisted of 8 questions. The interview was conducted on 5th - 7th November 2024.

Table 4. 24 Aspect of Investigating Google Assistant in Interview

Aspect of Investigating Google Assistant	Number of the Question
Student Experience	1 – 2
Usage Pattern	3 – 4
Perceived Benefit	5 – 6

Challenge and Limitation	7 – 8

From the 15 respondents in questionnaire, researcher did the interview to 5 respondents who had the lowest score of their result in questionnaire, the interview took about 5 – 10 minutes. The researcher also employed the following codes to simplify in showing the result of interview in this research.

Table 4. 25 Transcription code of interview for lowest score

Variable	**Correspondent**	**Transcription code**
Researcher	Interviewer	I
The Student of the Lowest Score	Respondent of Interview 6	RI (6)
	Respondent of Interview 7	RI (7)
	Respondent of Interview 8	RI (8)
	Respondent of Interview 9	RI (9)
	Respondent of Interview 10	RI (10)
Total	**: 6 (Six)**	

1. The Result

There are 8 questions in this interview part, researcher would show the questions and the respondents' transcription below,

Table 4. 26 Question I of Interview from The Lowest Score

I: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
RI (6)	Regarding the use of Google Assistant, I rarely do speak practice autonomously, because sometimes what I say miscommunicates with what is captured by Google Assistant.
RI (7)	OK, Google Assistant, in my opinion, has what is called an opportunity for us to speak English, why is it because Google Assistant can give us feedback, well, when we ask or talk they will talk too as if we were

	talking to a friend and we can also get knowledge from Google Assistant, because the vocabulary or sentences used will definitely be different from ours, so we can take or imitate what Google Assistant says, maybe there is something wrong with what we say in grammar or pronunciation. Well, we can get that from Google Assistant from Google's feedback. This assistant is like that
RI (8)	In my opinion, Google Assistant could be a medium that can be used to practice speaking skills using English. On Google Assistant, we can ask anything we want to know, such as linguistics, pronunciation, we can even ask something outside the context of language, such as past history, psychology, science, religion and so on.
RI (9)	I use Google Assistant not thoroughly, only focusing on words that are unfamiliar and difficult to pronounce.
RI (10)	In my experience, using Google Assistant in learning English makes it quite easy for users because of its text to speech feature

Based on the table above, Google Assistant offers a convenient platform for autonomous English-speaking practice. While some users have experienced miscommunication issues, others find it beneficial for receiving feedback on pronunciation and grammar. By asking questions and listening to Google Assistant's responses, users can expand their vocabulary and improve their language skills. However, the effectiveness of this tool may vary depending on the user's specific needs and learning style.

Table 4. 27 Question II of Interview from The Lowest Score

I: How has Google Assistant impacted your confidence in speaking English?	
RI (6)	The urgency of speaking actually lies in pronunciation, so there is a certain satisfaction if we can easily access Google Assistant, because Google Assistant really has to be precise in its pronunciation. Sometimes I'm proud if I can use the correct Google Assistant

	pronunciation fluently. 85% increases self-confidence but sometimes I rarely do it.
RI (7)	Because we get knowledge or feedback from Google Assistant, it can increase our confidence in speaking because we already know more than before we used Google Assistant, so our self-confidence increases because we feel that our English knowledge or skills have increased because of using Google Assistant. So, the answer is yes, as has been said, Google Assistant can increase confidence in speaking English because Google Assistant can provide good feedback and can influence our English skills with the feedback we receive.
RI (8)	Google Assistant is also one of the modern media that influences my confidence in speaking English, because we can say anything and ask anything on Google Assistant media, and English feedback and explanations can be understood easily. If we get used to speaking English, using any media, we will be a little different from our friends, of course different in a positive way. And to be honest, even though I am not competent in language structure, I am confident in my speaking skills, especially in pronunciation.
RI (9)	With Google Assistant, I am more confident when presenting assignments or speaking in English. So, I can more freely control the situation
RI (10)	Quite influential because Google Assistant is also AI, which has abilities that humans do not have

Based on the table above, Google Assistant has positively impacted users' confidence in speaking English. By providing accurate pronunciation models and detailed feedback, it empowers users to improve their language skills and overcome pronunciation challenges. Additionally, the ability to interact with the AI on a variety of topics boosts users' self-assurance, making them more comfortable in English-speaking situations.

Table 4. 28 Question III of Interview from The Lowest Score

I: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
RI (6)	It's random, sometimes it's about jokes or looking for news that's currently happening, so I just use Google Assistant
RI (7)	Usually when I just start learning English, I automatically indirectly need a partner or someone to practice English with, so in that situation I need someone who speaks better English, well there is Google Assistant. I use Google Assistant to practice English because Google Assistant is definitely better at or knows more English than me. I used Google Assistant when I was just starting to learn English and I can even use Google Assistant when I want to apply for a job. There must be interviews sometimes using English and there I learned or practiced interviews. use English speak English with Google Assistant
RI (8)	The context I use is usually not far from pronunciation, listening (listening to Google Assistant feedback from the questions I ask). Not only in the English context, but sometimes we have a sense of curiosity and random questions arise regarding many things. More often than not, I usually ask about the history of the beginnings of slavery in the world, the history of traces of criminal psychology, body language, human behavior and so on. We can actually ask anything; it doesn't always have to be about English and subjects.
RI (9)	Only when there is an assignment and I feel curious when it comes to determining English content. Lately I often use it to understand writing assignments on IELTS
RI (10)	Usually, I use Google Assistant to deepen my speaking skills

Based on the table above, Google Assistant is primarily used for English speaking practice in various scenarios. Users often employ it to improve pronunciation, listening skills, and overall language fluency. The tool is particularly useful for beginners, as it provides a convenient language partner. Additionally,

users leverage Google Assistant to explore diverse topics, from historical events to psychological concepts, further enhancing their vocabulary and conversational abilities.

Table 4. 29 Question IV of Interview from The Lowest Score

I: How do you incorporate Google Assistant into your overall English learning routine?	
RI (6)	Honestly, never, sometimes I use Google Assistant lately to check pronunciation before I teach. Well, I just used it. Why do I rarely use Google Assistant, because sometimes there are lots of miscommunication. Sometimes when you want to search, what Google Assistant captures is different. So, I end up typing manually
RI (7)	So, I don't use Google Assistant regularly or on a scheduled basis. I only use Google Assistant in certain situations. As I said earlier, when I was first learning English or when there were activities that required using English, I had to practice and use it when I practiced. Google Assistant or when taking speaking exams, basically when there are certain things that require us to have or be fluent in using English so I don't use it regularly or on a schedule, how many times in a month how long is it like that So not routinely
RI (8)	I use Google Assistant only to help with ambiguity regarding something that I don't know 100%, maybe if the context that I often ask for when using Google Assistant is things related to the pronunciation of certain sentences or vocabulary.
RI (9)	I often use it to practice speaking. Not every day just based on my mood
RI (10)	The use of Google Assistant in my study routine is still relatively rare, because I prefer to use other AI

Based on the table above, Google Assistant is not consistently integrated into users' English learning routines. Its use is rarely happened, triggered by specific

needs such as pronunciation clarification or speaking practice. Some users find it challenging to effectively communicate with the AI due to miscommunication issues. As a result, many prefer alternative AI tools or traditional learning methods.

Table 4. 30 Question V of Interview from The Lowest Score

I: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
RI (6)	I think using Google Assistant for speaking practice is quite helpful, especially in terms of increasing self-confidence and honing vocabulary. But it feels very different compared to chatting with someone directly. On the one hand, Google Assistant makes me more comfortable doing trial and error without fear of making a mistake. But on the other hand, interactions with real people are more challenging because we have to be more responsive and expressive. So, I think this training has an effect, but you still need to practice in real situations to be better prepared.
RI (7)	In my opinion, using Google Assistant has positive effects in influencing willingness. For example, like the first one, it can increase my self-confidence, we get instant feedback, get better material and improve speaking skills, so that's what influences my interest or willingness to use Google Assistant. If we get negative results, we will definitely become lazier. Well, we don't want to explore on our own or learn to find out for ourselves, whether it's English material, how to pronounce, how to speak, and will prefer to be alone, so we don't dare to speak directly to people, maybe we can be confident because we feel more confident. yourself or know better or already know, but when you practice with other people you will feel nervous, that's negative. What's the negative side?

	In my opinion, it's more about mastering the place or atmosphere around you because if you use Google Assistant, you can just use the device yourself, but if you meet a lot of people, you have to be able to master the place and the atmosphere, if you can't because you're used to it, maybe that's what can make you nervous and the material that has been mastered can be forgotten or something like that
RI (8)	Using Google Assistant is a medium where I can talk, look for feedback on something that I can't get from people around me. So, in conversations with peers, it's very rare for anyone to have questions or curiosities like, I think. In my opinion, I can get more exciting feedback by using Google Assistant compared to talking to peers. The positive influence I got when I got used to listening to Google Assistant feedback in English, I am now getting used to watching podcasts, content and films without using subtitles. Whatever we are consistent with, even if we don't take lessons in expensive courses, we can still use modern media such as Google Assistant, Chatgpt, etc. as a source of our learning media. The important thing in learning is to always be consistent, maybe at first, we are not very aware of the progress of our abilities. understanding and speaking in English, but one day we will realize how many steps we have progressed from what we were before.
RI (9)	It's very significant because speaking requires getting used to and I can't possibly rely on other people continuously to review my speaking
RI (10)	On my opinion, conversations in real life are not influenced by the use of google assistant, but by ourselves

Based on the table above, Google Assistant has had a mixed impact on users' willingness to engage in real-life conversations. While it can boost self-confidence and improve language skills, it may not fully prepare users for the complexities of human interaction. Some users find it easier to practice with Google Assistant due to the lack of judgment and immediate feedback. However, real-life conversations often require adaptability, emotional intelligence, and cultural understanding,

which can be challenging for those who primarily rely on AI-powered practice. Ultimately, a balance between AI-assisted learning and real-world interaction is crucial for effective language acquisition.

Table 4. 31 Question VI of Interview from The Lowest Score

I: How has Google Assistant's flexibility and convenience influenced your learning habits?	
RI (6)	More flexible, because it can be accessed at any time, without having to wait. So, make learning spontaneous and real-time. There are also other refreshments available.
RI (7)	Very flexible and easy to use, the important thing is that it has a quota, signal and can be used anywhere and at any time
RI (8)	With Google Assistant, I can get feedback, and Google Assistant usually includes references or reliable field data, which increases my desire to learn.
RI (9)	Of course, it's very flexible as long as there's a signal
RI (10)	In my opinion, Google Assistant has high flexibility because it has a text to speech feature which makes it easier for users without having to type.

Based on the table above, Google Assistant's flexibility and convenience have significantly influenced users' learning habits. Its accessibility, anytime-anywhere nature, and real-time feedback have made learning more spontaneous and engaging. The tool's ability to provide reliable information and easy-to-use features, such as text-to-speech, has further enhanced the learning experience, motivating users to explore various topics and improve their language skills.

Table 4. 32 Question VII of Interview from The Lowest Score

I: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?

RI (6)	Sometimes misunderstand the meaning. For example, if I say "beach" but the pronunciation is not correct, it becomes "peach". Or for example, the pronunciation is not clear, sometimes it is even mistaken for another word. That's it
RI (7)	Yes, Google Assistant is very formal, perhaps very stiff, so you have to pronounce it really correctly so you can understand it, and it might be a bit difficult or difficult for beginners because it's not our language and we are still learning to pronounce a word or sentence, which may be difficult for Google to catch. Assistant
RI (8)	As with machines in general, sometimes Google Assistant also has misunderstandings regarding the questions we ask. Oftentimes, as people who don't use English in daily conversations, we pronounce vocabulary in the wrong way, and this is the main problem of misunderstandings when we ask questions on Google Assistant.
RI (9)	Usually when I pronounce it too fast, he likes to mess around. That's the transcript
RI (10)	As far as I use Google Assistant, I have never experienced this

Based on the table above, Google Assistant, like any language processing tool, can sometimes struggle with understanding non-native English speakers. Misunderstandings often occur due to incorrect pronunciation, regional accents, or rapid speech. Additionally, the AI's reliance on formal language can hinder its ability to comprehend casual or informal speech patterns. To improve accuracy, users may need to speak slowly and clearly, and potentially adjust their pronunciation to match standard English dialects.

Table 4. 33 Question VIII of Interview from The Lowest Score

I: How do you overcome the limitations of Google Assistant for having in-depth conversations?

RI (6)	Given more specific instructions in speaking, for example a certain topic. Because sometimes Google Assistant easily changes topics when starting the next conversation
RI (7)	Usually, just type it in so Google can read it yourself
RI (8)	To overcome limitations in Google Assistant, I usually also read, search, or use other references from certain websites to help me understand the feedback provided by Google Assistant.
RI (9)	Ask a speaking tutor directly
RI (10)	I will use another AI if Google Assistant experiences limitations

Based on the table above, to overcome Google Assistant's limitations in in-depth conversations, users employ various strategies. These include providing more specific prompts, typing queries for better accuracy, and supplementing the AI's responses with additional information. When faced with significant limitations, users often seek assistance from human tutors or explore alternative AI tools.

2. The Conclusion

Based on the interview result, this research explored the efficacy of Google Assistant as a tool for autonomous English language practice. Results indicated that while Google Assistant demonstrated potential in boosting learners' confidence and fluency, its limitations in comprehending nuanced language and simulating authentic conversations were evident. The findings underscore the importance of integrating technology-assisted learning with human interaction to achieve comprehensive language proficiency.

4.1.2 The students' perception of using Google Assistant for autonomous learning in speaking skill development

The English education department students at UIN Malang generally held positive perceptions towards the use of Google Assistant for autonomous speaking skill development. They found the tool to be user-friendly and easily accessible, making it a convenient option for independent language practice. The flexibility of being able to interact with Google Assistant at any time and from any location was particularly appealing to students, as it allowed them to tailor their learning to their own schedules and preferences.

One of the key benefits highlighted by the students was Google Assistant's ability to provide immediate feedback on their pronunciation, grammar, and vocabulary. This instant feedback mechanism enabled them to identify and correct errors in real-time, leading to more effective learning. Additionally, the tool's capacity to engage in natural conversations, albeit with limitations, contributed to a more authentic language learning experience. By simulating real-world interactions, Google Assistant helped students to develop their conversational skills and gain confidence in using English in various contexts.

However, it is important to acknowledge that Google Assistant, while a valuable tool, has its limitations. Students noted that the tool sometimes struggled with understanding complex language and providing in-depth feedback. Additionally, the lack of cultural context and real-world conversational nuances within the tool's responses was identified as a potential drawback. While Google Assistant can be a valuable tool for autonomous language learning, it is essential to

supplement its use with other learning strategies, such as human interaction and traditional classroom instruction.

4.1.3 The challenges of using Google Assistant for autonomous learning

The researcher found out the challenges and limitation that students felt during using Google Assistant as a tool for autonomous learning. Firstly, Limited Understanding of Language Nuances, Google Assistant often struggles to grasp the complexities of human language, including idioms, sarcasm, and social context. This can lead to unnatural and ineffective interactions, especially in more complex conversational scenarios. Secondly, Lack of Cultural Understanding, the tool frequently falls short in comprehending the cultural nuances embedded within language. As a result, responses may be irrelevant or even offensive in certain cultural contexts. Thirdly, Restricted and Superficial Feedback, the feedback provided by Google Assistant is often limited to basic grammatical errors. It may struggle to offer in-depth explanations for mistakes or suggest more effective alternatives. Fourthly, Inability to Simulate Real-World Conversations, while improving, interactions with Google Assistant still fall short of replicating authentic human conversations. The tool may struggle to understand intonation, facial expressions, and nonverbal cues that are essential for effective communication. Lastly. Reliance on Input Quality, the performance of Google Assistant is heavily dependent on the quality of the input it receives. Ambiguous or unclear prompts can lead to inaccurate or irrelevant responses.

4.2 Discussion

In this part, the researcher explained the data result of the finding data that has been done at the UIN Malang where the data took place and the English

education department student as the participant of this research. This part would show the problem of the research that has been stated in Chapter I. the findings of this research are being compared with the previous literature that relate with this research. Using suitable tool for learning is one of the steps of learning that could help students to achieve an effective learning objective.

This research delves into the students' perception at UIN Malang regarding the use of Google Assistant for autonomous language learning. By using observations, questionnaires, and interviews to collect the data, the research aims to investigate the perceptions of the English education department students at UIN Malang towards the use of Google Assistant for autonomous learning in speaking skill development and to find out the challenges of using Google Assistant from students' experiences based on their perception.

4.2.1 The students' perception of using Google Assistant for autonomous learning in speaking skill development

The integration of technology into language learning has significantly transformed traditional pedagogical approaches. it is suitable with the Media and technology theory, as explored by Postman (1985) and Papert (1991), highlights both the potential benefits and limitations of technology in education. In this study, Google Assistant emerges as a valuable tool for autonomous language learning, aligning with constructivist principles as outlined by Piaget (1952) and Vygotsky (1978). By engaging in active exploration and social interaction with the technology, learners can construct their own knowledge and understanding of English. This aligns with the concept of situated learning, where learning is most effective when it occurs within authentic, real-world contexts.

Students at UIN Malang expressed positive perceptions towards Google Assistant, primarily due to its user-friendliness and accessibility. These findings are consistent with previous research by Dizon & Tang (2019) and Hadi & Junor (2022), which highlight the convenience of AI-powered language learning tools. The flexibility of interacting with Google Assistant anytime and anywhere allows learners to tailor their learning to their own pace and preferences.

Furthermore, students appreciated Google Assistant's ability to provide immediate feedback on pronunciation, grammar, and vocabulary. This instant feedback mechanism is crucial for effective language learning, as it enables learners to identify and correct errors in real-time. Additionally, the tool's capacity to engage in natural conversations, even though with limitations, contributes to a more authentic language learning experience. By simulating real-world interactions, Google Assistant helps learners develop their communicative competence, it related with Communicative Language Teaching Theory (CLT) where it is a language teaching approach that prioritizes real-world language use. It focuses on developing students' communicative skills through activities that simulate real-life situations (Canale & Swain: 1980)

While Google Assistant offers numerous benefits, it is essential to acknowledge its limitations. As an AI-powered tool, it cannot fully replicate the complexities of human interaction, such as understanding nuances in language or providing emotional support. Therefore, it is crucial to supplement the use of Google Assistant with other learning strategies, including human interaction. Dizon & Tang (2020) emphasize that while technology can promote learning autonomy, human interaction remains a vital component of effective language learning.

Google Assistant has the potential to be a valuable tool for autonomous language learning, particularly for practicing speaking skills. However, its effectiveness is contingent upon its proper integration with other learning strategies and a clear understanding of its limitations. By combining the benefits of technology with traditional pedagogical approaches, learners can optimize their language learning experience and achieve their language goals.

4.2.2 The challenges of using Google Assistant for autonomous learning

While Google Assistant has emerged as a promising tool for language learning, it is essential to acknowledge its limitations. Several challenges hinder the effectiveness of Google Assistant as a standalone language learning tool, it is related with Dizon (2021) argued that Intelligent personal assistants (IPAs) enhance second-language learning by increasing communication opportunities and providing indirect pronunciation feedback, but face challenges in reliably understanding speech, especially among heavily accented learners.

1. Limited Understanding of Language Nuances

One of the primary challenges is Google Assistant's difficulty in comprehending complex language and subtle nuances. The tool often struggles to interpret idioms, sarcasm, and cultural references, leading to misunderstandings and less effective interactions. This limitation can hinder learners' ability to develop advanced language skills and engage in authentic conversations.

2. Lack of Cultural Contextual Understanding

Google Assistant may lack a deep understanding of cultural nuances embedded within language. This can result in responses that are culturally

insensitive or irrelevant. For instance, the tool may not be able to recognize and appropriately respond to humor, politeness, or social norms that vary across cultures. This limitation can impact learners' intercultural communicative competence.

3. Restricted and Superficial Feedback

While Google Assistant can provide basic grammatical feedback, it often struggles to offer in-depth explanations and suggestions for improvement. The feedback may be limited to identifying errors without providing context or alternative phrasing. This can hinder learners' ability to develop a deeper understanding of language and improve their writing skills.

4. Inability to Simulate Real-World Conversations

Despite advancements in AI technology, Google Assistant still falls short of simulating authentic human conversations. The tool may struggle to understand intonation, facial expressions, and other nonverbal cues that are crucial for effective communication. This limitation can impact learners' ability to develop their conversational skills and fluency.

5. Reliance on Input Quality

The performance of Google Assistant is heavily dependent on the quality of the input it receives. Ambiguous or poorly phrased prompts can lead to inaccurate or irrelevant responses. This highlights the importance of clear and concise communication when interacting with the tool.

To mitigate these limitations, it is crucial to combine the use of Google Assistant with other learning strategies. Human interaction, such as language

exchange partners or language tutors, can provide personalized feedback, cultural insights, and opportunities for real-world practice. Additionally, traditional classroom instruction can offer structured learning experiences, expert guidance, and opportunities for collaborative learning. By integrating technology-based tools like Google Assistant with traditional learning methods, learners can achieve a more comprehensive and effective language learning experience.

Overall, Google Assistant had shown its potential as an effective English learning tool. However, to reach its full potential, further development is needed. Google Assistant needs to be improved in its ability to understand more complex language, provide more comprehensive feedback, and integrate features that allow users to interact more deeply.

Google Assistant had proven to be an accessible and flexible tool in helping students practice speaking English. It is related with the statement of Hadi & Junor (2022) on his research that there was a significant increase in students' speaking skills between the pre-test and post-test. This showed that Google Assistant could be a valuable tool for students to practice speaking English. Beside of that Participants could use google assistant anytime and anywhere, making it easier for them to manage their study time according to their needs. It is related with Dizon & Tang (2019) with the statement that Google Assistant is easily accessible and user-friendly, making it an attractive tool for ASLL. Apart from that, Google Assistant was also considered effective in increasing participants' confidence in speaking English.

However, this research also reveals some limitations of Google Assistant. One of the main obstacles is the tool's difficulty in understanding complex

conversational contexts and subtle nuances of language. As a result, participants often had difficulty having in-depth conversations with Google Assistant. Apart from that, Google Assistant is also unable to provide comprehensive feedback regarding participants' grammar and speaking fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestion related of this research. The researcher provided a conclusion based on the finding and discussion in the previous chapter. In addition, the researcher also presents several suggestions related to this research that hopefully inspire the further research.

5.1 Conclusion

This research highlights the significant potential of Google Assistant in supporting independent English language learning. Students participating in this study generally held positive views of the tool. Its easy accessibility, flexibility of use, and ability to provide instant feedback were particularly appealing. With Google Assistant, learners could practice whenever and wherever they wanted, receiving immediate feedback on their mistakes. This allowed them to learn at their own pace and according to their individual preferences. Such flexibility is particularly beneficial for adult learners with busy schedules.

One of the most notable benefits of using Google Assistant was an increase in students' confidence in speaking English. Through repeated interactions with Google Assistant, learners became more accustomed to speaking English and felt more comfortable expressing their thoughts and ideas. Additionally, Google Assistant helped students develop better speaking skills, such as pronunciation, intonation, and fluency. By practicing regularly, learners could improve their pronunciation and become more fluent in speaking.

Despite its many benefits, Google Assistant still has several limitations and challenges that need to be considered, including Limited Understanding of Language Nuances, Lack of Cultural Contextual Understanding Restricted and Superficial Feedback, Inability to Simulate Real-World Conversations, and Reliance on Input Quality especially ability to understand complex contexts and subtle nuances of language. The tool often struggles with idioms, sarcasm, or indirect speech, which are essential components of everyday communication. Furthermore, Google Assistant has not yet been able to fully simulate real-world human interactions, including understanding body language and facial expressions. This can limit learners' ability to develop important non-verbal communication skills.

To overcome these limitations, it is crucial to integrate the use of Google Assistant with other learning methods. Structured classroom learning is still essential for providing a deep understanding of grammar, vocabulary, and sentence structure. Teachers can serve as facilitators, providing more detailed explanations and answering students' questions. Additionally, interactions with humans, such as language exchanges with native speakers or discussions with teachers, can help learners develop better communication skills. Interactions with humans allow learners to receive more personalized feedback and gain a deeper understanding of cultural nuances. Combining independent learning with the help of Google Assistant and structured classroom learning can lead to more optimal learning outcomes.

Google Assistant has shown great potential as an effective tool for independent language learning. However, to achieve optimal results, continued

efforts are needed to address its limitations and integrate it with other learning methods. By doing so, Google Assistant can become an integral part of the language learning process and help learners achieve their goals more effectively and efficiently.

5.2 Suggestion

Based on the findings of this study, several promising areas for future research can be identified. Firstly, there is a need for deeper exploration into the limitations of artificial intelligence tools like Google Assistant in understanding complex language nuances. Secondly, research on hybrid learning models that combine technology-based learning with traditional face-to-face instruction should be conducted to optimize the learning process. Thirdly, the potential of Google Assistant in personalizing learning needs to be further explored. Additionally, the ethical implications of using Google Assistant in education, such as data privacy and algorithmic bias, should be a primary concern. Lastly, longitudinal research is required to measure the long-term impact of Google Assistant in language learning on learners' language proficiency, motivation, and career development.

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APPENDICES

Appendix I Permohonan Menjadi Validator

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-2877 /Un.03/FITK/PP.00.9/07/2024 26 Juli 2024
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Harir Mubarok, M.Pd.
di –
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Muhammad Salim
NIM	:	200107110063
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	Investigating The Perception of English Education Department Student at UIN Malang towards The Use of Google Assistant for Autonomous Learning in Speaking Skill Development
Dosen Pembimbing	:	Dian Arsitades Wiranegara, M.Pd.

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix II Validation Sheet

Validation Sheet

Blueprint of interview and questionnaire guide

INVESTIGATING THE PERCEPTIONS OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT UIN MALANG TOWARDS THE USE OF GOOGLE ASSISTANT FOR AUTONOMOUS LEARNING IN SPEAKING SKILL DEVELOPMENT

Validator	:	Harir Mubarok, M.Pd
NIP	:	198707082023211024
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validator Date	:	July 25th, 2024

A. Introduction

This validation sheet is use to get an assessment from the validator on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thanks for your willingness to become a validator in this research.

B. Guidance

1. In this part, please give a score on each item with sign (y) in the following columns below:
   1 = Very Poor
   2 = Poor
   3 = Average
   4 = Good
   5 = Excellent

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument relevant to the research objectives.					V	
2	Research instrument formulated well.					V	
3	Research instrument based on the previous study.					V	

2. The languages use in the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument uses excellent and correct languages.				V		

2	Research instrument easy to understand.					V	
3	Research instrument interactive and communicative.					V	

3. The effectiveness of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1	Research instrument can help the researcher examine detail of the perception of English education department student about the use of Google assistant for autonomous learning in speaking skill development.					V	
2	Research instrument can describe the students' perception of the use of Google Assistant for autonomous learning in speaking skill development.					V	

D. Suggestion

I hope by this instrument, it can take the data in the field based on the research question. Good Luck

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, July 25th, 2024

Validator,

Harir Mubarok. M.Pd

NIP. 198707082023211024

Appendix III Instrument Penelitian

OBSERVATION CHECKLIST

STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE ASSISTANT FOR AUTONOMOUS LEARNING IN SPEAKING SKILL DEVELOPMENT AT UIN MALANG

Theoretical Framework:

Bogdan, R., & Biklen, S.K. (2007).

Please checklist the subject below

No.	Subject	Yes	No
1.	Does Google Assistant maintain a natural and engaging conversational flow with the participant? (e.g., Uses appropriate pauses, responds in a timely manner)		
2.	Does Google Assistant accurately understand the participant's spoken English and intent behind their prompts and questions? (e.g., Responds correctly to requests, follows instructions)		
3.	Does Google Assistant provide appropriate, helpful, and engaging responses that keep the participant interested and actively involved in the conversation? (e.g., Offers relevant information, asks follow-up questions, shares anecdotes)		
5.	Does Google Assistant provide accurate and detailed pronunciation feedback to the participant, identifying specific mispronunciations and suggesting clear corrections? (e.g., Highlights mispronounced words, demonstrates correct pronunciation)		
6.	Does Google Assistant provide comprehensive and actionable feedback on the participant's overall speaking performance, identifying areas for improvement and offering personalized suggestions? (e.g., Points out grammatical errors, suggests vocabulary expansion)		

7.	Does Google Assistant's pronunciation model sound natural and native-like, resembling the speech patterns of a fluent English speaker? (e.g., Easy to understand, avoids robotic tone)		
8.	Google Assistant demonstrate the ability to adapt to the participant's individual needs, preferences, and learning style? (e.g., Adjusts difficulty level, offers personalized feedback)		
9.	Does Google Assistant effectively adapt to different speaking practice scenarios and contexts, such as formal and informal settings, structured and unstructured conversations? (e.g., Maintains appropriate tone, adjusts language usage)		
10.	Does Google Assistant create a personalized learning experience for the participant, tailoring interactions and feedback based on their individual goals and progress? (e.g., Tracks progress, suggests personalized practice activities)		

QUESTIONNARE

Assalamualaikaum Warrahmatullahi Wabarakatuh

Hello, my name is Muhammad Salim. I am a student of English Education Department in the Faculty of Education and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang. In this opportunity, I am conducting research entitled *"Students' Perception towards The Use of Google Assistant for Autonomous Learning in Speaking Skill Development at UIN Malang"*

The questionnaire takes approximately around 10 minutes to complete. All answer will be kept anonymous and private. Completing this questionnaire indicates your willingness to participate in the research.

E-mail Address : _____

Full Name : _____

ID Number : _____

Batch of Year : _____

Theoretical Framework:

Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2019)

Instructions:

Please rate your level of agreement with the following statements regarding your experience using Google Assistant for autonomous learning in speaking skill development. The option of the answer may vary from strongly agree to strongly disagree. Participant only permitted to choose one for each statements provided

Annotations:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

Question:

A. Student Experience

1. I have used Google Assistant for practicing my English-speaking skills.

SA	A	N	D	SD

2. Using Google Assistant for speaking practice has been a rewarding experience for me.

SA	A	N	D	SD

B. Usage Patterns

3. I use Google Assistant for speaking practice on a regular basis.

SA	A	N	D	SD

4. I typically use Google Assistant for short bursts of speaking practice (e.g., 5-10 minutes) at a time.

SA	A	N	D	SD

5. I use a **Conversation mode** in Google Assistant features to practice speaking.

SA	A	N	D	SD

6. I use a **Question-answering** in Google Assistant features to practice speaking.

SA	A	N	D	SD

C. Perceived Benefits

7. Google Assistant has helped me improve my pronunciation of English words and phrases.

SA	A	N	D	SD

8. Using Google Assistant makes me feel more confident speaking English in real-life situations.

SA	A	N	D	SD

9. Google Assistant provides me with a convenient and flexible way to practice speaking English on my own schedule.

SA	A	N	D	SD

D. Challenges and Limitations

10. Google Assistant can sometimes misunderstand my spoken English, which can be frustrating.

SA	A	N	D	SD

11. I find it difficult to have in-depth conversations with Google Assistant due to its limitations.

SA	A	N	D	SD

12. Google Assistant provide feedback on my grammar or fluency when I speak.

SA	A	N	D	SD

INTERVIEW

The questions in this sheet are given by the researcher to 5 students who have the highest scores on the questionnaire form.

Theoretical Framework:

Fraenkel, J.R., Wallen, N.E., & Hyun, H.H. (2019)

Research Questions:

1. What are the students' perceptions towards the use of Google Assistant for autonomous learning in speaking skill development?
2. What are the challenges of using Google Assistant for autonomous learning in speaking skill development?

Questions:

A. Student Experience

1. Can you describe your overall experience using Google Assistant for autonomous speaking practice?

   (Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri?)
2. How has Google Assistant impacted your confidence in speaking English?

   (Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?)

B. Usage Patterns

3. What typical scenarios or contexts do you use Google Assistant for speaking practice?

   (Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara?)

4. How do you incorporate Google Assistant into your overall English learning routine?

   (Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan?)

C. Perceived Benefits

5. How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?

   (Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam percakapan di kehidupan nyata?)

6. How has Google Assistant's flexibility and convenience influenced your learning habits?

   (Bagaimana fleksibilitas dan kemudahan Google Assistant memengaruhi kebiasaan belajar Anda?)

D. Challenges and Limitations

7. Can you elaborate on instances where Google Assistant has misunderstood your spoken English?

   (Dapatkah Anda uraikan contoh-contoh di mana Google Assistant salah memahami bahasa Inggris lisan Anda?)

8. How do you overcome the limitations of Google Assistant for having in-depth conversations?

   (Bagaimana Anda mengatasi keterbatasan Google Assistant untuk melakukan percakapan mendalam?)

Appendix IV Result of Observation

OBSERVATION CHECKLIST

STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE ASSISTANT FOR AUTONOMOUS LEARNING IN SPEAKING SKILL DEVELOPMENT AT UIN MALANG

Theoretical Framework:

Bogdan, R., & Biklen, S.K. (2007).

Please checklist the subject below

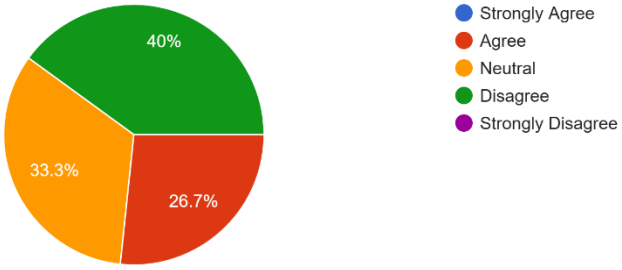
No.	Subject	Yes	No
1.	Does Google Assistant maintain a natural and engaging conversational flow with the participant? (e.g., Uses appropriate pauses, responds in a timely manner)	√	
2.	Does Google Assistant accurately understand the participant's spoken English and intent behind their prompts and questions? (e.g., Responds correctly to requests, follows instructions)	√	
3.	Does Google Assistant provide appropriate, helpful, and engaging responses that keep the participant interested and actively involved in the conversation? (e.g., Offers relevant information, asks follow-up questions, shares anecdotes)	√	
4.	Does Google Assistant provide accurate and detailed pronunciation feedback to the participant, identifying specific mispronunciations and suggesting clear corrections? (e.g., Highlights mispronounced words, demonstrates correct pronunciation)	√	
5.	Does Google Assistant provide comprehensive and actionable feedback on the participant's overall speaking performance, identifying areas for improvement and offering personalized suggestions? (e.g., Points out grammatical errors, suggests vocabulary expansion)		√

6.	Does Google Assistant's pronunciation model sound natural and native-like, resembling the speech patterns of a fluent English speaker? (e.g., Easy to understand, avoids robotic tone)	√	
7.	Google Assistant demonstrate the ability to adapt to the participant's individual needs, preferences, and learning style? (e.g., Adjusts difficulty level, offers personalized feedback)		√
8.	Does Google Assistant effectively adapt to different speaking practice scenarios and contexts, such as formal and informal settings, structured and unstructured conversations? (e.g., Maintains appropriate tone, adjusts language usage)	√	
9.	Does Google Assistant create a personalized learning experience for the participant, tailoring interactions and feedback based on their individual goals and progress? (e.g., Tracks progress, suggests personalized practice activities)	√	

Appendix V Result of Questionnaire

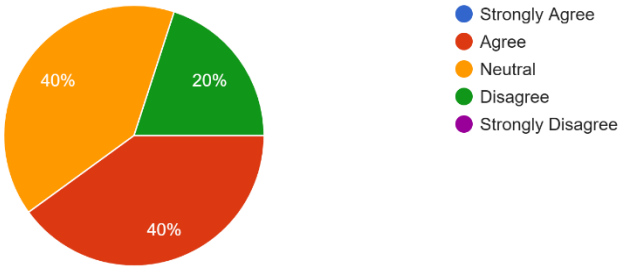
1. I have used Google Assistant for practicing my English-speaking skills.

15 responses



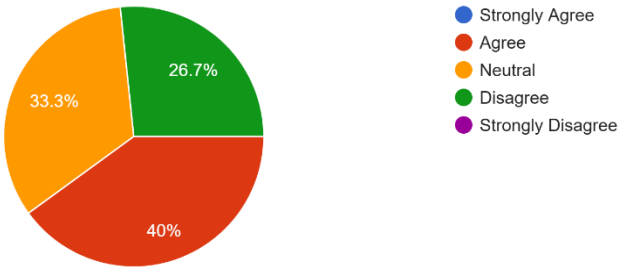
2. Using Google Assistant for speaking practice has been a rewarding experience for me.

15 responses



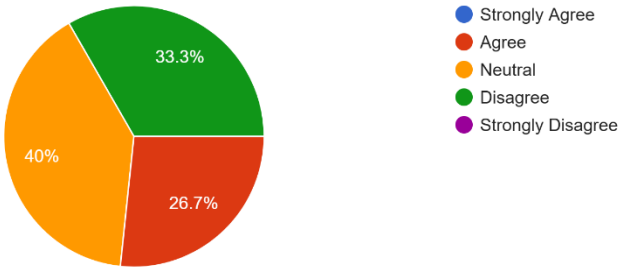
3. I use Google Assistant for speaking practice on a regular basis.

15 responses



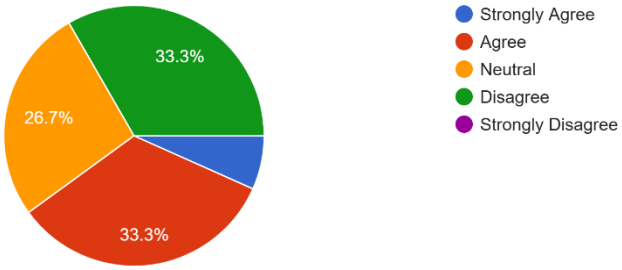
4. I typically use Google Assistant for short bursts of speaking practice (e.g., 5-10 minutes) at a time.

15 responses



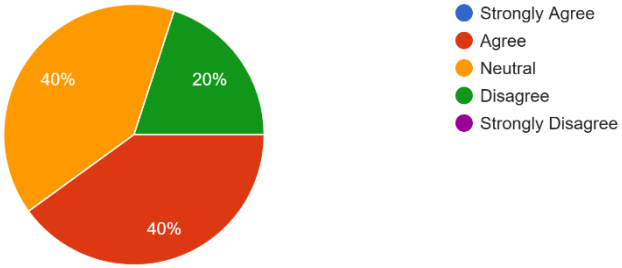
5. I use a Conversation mode in Google Assistant features to practice speaking.

15 responses



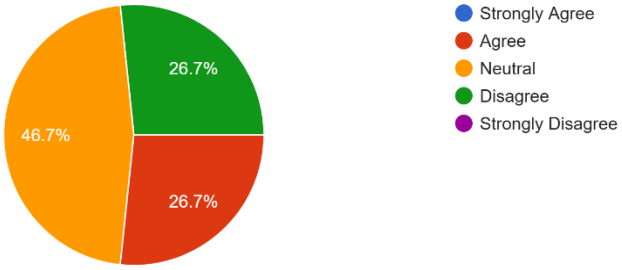
6. I use a Question-answering in Google Assistant features to practice speaking.

15 responses



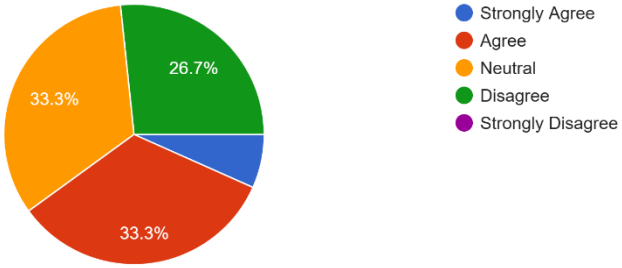
7. Google Assistant has helped me improve my pronunciation of English words and phrases.

15 responses



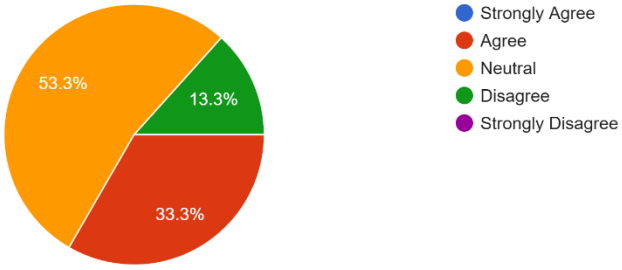
8. Using Google Assistant makes me feel more confident speaking English in real-life situations.

15 responses



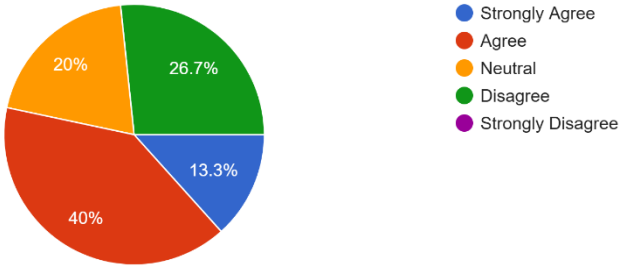
9. Google Assistant provides me with a convenient and flexible way to practice speaking English on my own schedule.

15 responses



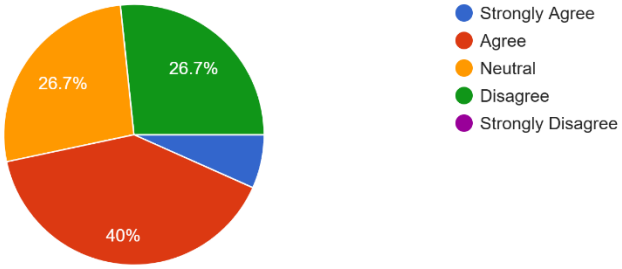
10. Google Assistant can sometimes misunderstand my spoken English, which can be frustrating.

15 responses



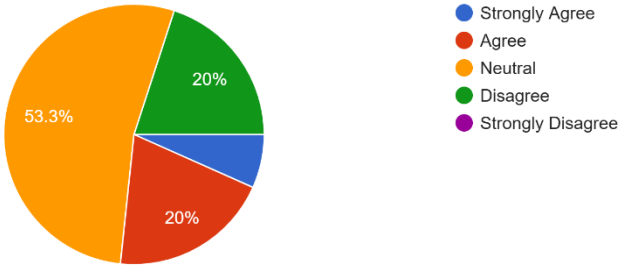
11. I find it difficult to have in-depth conversations with Google Assistant due to its limitations.

15 responses



12. Google Assistant provide feedback on my grammar or fluency when I speak.

15 responses



Appendix VI Result of Interview

TRANSCRIPTION OF INTERVIEW

A. The Highest Score's Respondent

1. Respondent of Interview I

Initial : TFH

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
TFH	I often use Google Assistant when I learn about speaking, when I practice to hone my skills, because Google Assistant is very easy to use and wherever there is internet, we can learn with Google Assistant. But sometimes, Google Assistant doesn't understand what I'm saying, especially if there's a problem with pronunciation or accent. This can be a challenge, but it also gives me the opportunity to practice pronouncing words more clearly and accurately. very good and helped me to improve my speaking.
QII: How has Google Assistant impacted your confidence in speaking English?	
TFH	In my opinion, Google Assistant can increase my confidence because when we often practice speaking, sometimes we are confused, like who we want to talk to, but when we talk to ourselves, we don't feel comfortable because we don't have someone to talk to. So, we can use Google Assistant until we are proficient and able to talk to other people.
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
TFH	Practice asking questions like everyday conversations.
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
TFH	Actually, there is no daily schedule, it's just that when I have free time and can use it for studying, I use it to practice my speaking.

QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
TFH	It's very influential, because as I said earlier, usually I study daily conversation and so on, and it really helps when I talk to other people.
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
TFH	In my opinion, it is very flexible to use anywhere, as long as you have a cellphone and there is internet. So, from there I can study anywhere in my free time.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
TFH	Usually, the pronunciation is almost the same as “there” and “their”, well this is very difficult for Google Assistant to understand. Added to this is our dialect.
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
TFH	So, usually when Google Assistant doesn't understand my pronouns, I look at YouTube and learn how to pronounce them.

2. Respondent of Interview II

Initial : AAB

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
AAB	I usually use GA's help before making a presentation in class and also to find out how to pronounce a sentence properly and correctly, because I think GA makes it very easy for me to correct the words I use (standard or non-standard)
QII: How has Google Assistant impacted your confidence in speaking English?	
AAB	The more GA understands the sentences I say, I personally feel that my pronunciation is good and correct.

QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
AAB	If that's often the lecture material, because there are some new things that I don't understand and are unfamiliar, so to find out the pronunciation and meaning, I usually use GA's help.
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
AAB	There's no daily schedule yet, maybe around 2-3 times a week. Sis, you can use it for up to 3 hours.
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
AAB	For me, it really influences you, because using GA is very easy to add new vocabulary.
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
AAB	Very easy and flexible, you can go anywhere as long as you have an internet connection, that's what makes learning more efficient.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
AAB	Usually when saying sentences that are similar to sis, like better, butter, bother.
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
AAB	I usually use the chat feature, then switch to the voice feature, so I can know what it sounds like and how it's pronounced.

3. Respondent of Interview III

Initial : AOWP

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?

AOWP	I used Google Assistant for autonomous speaking practice to provide quite a positive experience. This assistant helps me practice the language by providing instant feedback and enabling structured conversations. But yes, sometimes there is a lack of understanding of more complex contexts or nuances of language, which makes conversation and practice somewhat limited. Overall, it's a useful tool for improving your speaking skills autonomously, but it doesn't completely replace interaction with a real human.
QII: How has Google Assistant impacted your confidence in speaking English?	
AOWP	Because it's not human, so I gain the maximum level of self-confidence. Anticipation of ridicule or shortcomings that I can improve can be used if it is just a tool. If it's with real people, it will increase the opportunity for embarrassment or excessive fear.
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
AOWP	When it comes to the topic, sometimes there are a lot of basic things to learn before starting a conversation. For example, if there is an event like being a tour guide, I will first try to learn what someone will ask later. From there you can guess what further topics will be discussed.
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
AOWP	Oh, if that's the case, I don't do it routinely. So, I have used it several times when I was empty and had nothing to do. I just want to use it for chatting and practicing English. So, the range might be 2-3 times a week. Maybe 10-15 minutes.
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
AOWP	This quite significant because it increases your level of confidence when meeting real people, and practicing with GA makes real events feel easier.

QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
AOWP	GA is very easy to use, no need to bother with difficult applications or downloading and logging in or paying. So, you just need to use Google or Android with one tap. From there, learning can feel easy and fun.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
AOWP	Sometimes I get misunderstood several times because my words are not clear or the surroundings are noisy. So, the downside is that if you use this, you have to use a situation that is quite audible and quiet. If the noise is very disturbing and makes GA misunderstand what is being said. Examples include a bird's birth or something similar that is a bit similar.
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
AOWP	Oh, usually I repeat my conversation slowly and look for a quiet and comfortable place to study. If it doesn't feel possible then I will postpone it for a more feasible and quiet time.

4. Respondent of Interview VI

Initial : AFAR

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
AFAR	Usually, I use Google Assistant to increase my confidence when speaking, especially English. Usually in the reading aspect. To search for reading material on Google.
QII: How has Google Assistant impacted your confidence in speaking English?	
AFAR	When using Google Assistant, I feel more confident when practicing speaking because I'm not afraid of making mistakes & I'm not nervous. This is the opposite when practicing speaking in front of people

	directly, you will definitely be awkward and nervous, afraid of making mistakes. Quite effective for practicing.
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
AFAR	In preparation for the speaking exam. Things that require fluency in speaking, before that practice using Google Assistant.
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
AFAR	To be honest, I don't use Google assistant consistently, only when I'm going to a speaking class or a speaking test. To practice and improve my speaking.
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
AFAR	Honestly, I don't have much confidence when speaking English to fellow students. Or when presenting in class. Because my English skills can be said to be still lacking. Maybe internal factors such as self-confidence still need to be developed continuously.
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
AFAR	It is quite helpful in making it easier to study when alone, so that you get used to studying autonomously and are free to choose your time.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
AFAR	Some vocabulary is sometimes translated incorrectly by Google Assistant. When you speak too fast, sometimes Google Assistant can't understand.
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
AFAR	How do I use to overcome things that are lacking in using Google Assistant, including practicing speaking directly with people to test how far my speaking skills are when I have practiced with Google Assistant?

	Maybe I'll repeat it again so that Google assistant can find the correct words.

5. Respondent of Interview V

Initial : ANNSR

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
ANNSR	I usually use Google Assistant when I want to pronounce something. For example, for example, I want to have a conversation task. Well, for example, if I want to try the conversation, I usually try using Google Assistant. It's more often when I mess up, actually, so it's like I'm lazy to type or like I just want to practice speaking on my own, like "try that", suddenly when I'm off I'm often like that, I don't know what's unusual behavior I'm often like that. That's why I usually like to ask Google Assistant that I may already know the answer, I just want to try it.
QII: How has Google Assistant impacted your confidence in speaking English?	
ANNSR	It usually affects the problem if, for example, I managed to ask the Google assistant and then he answered according to what I wanted, that means it means my speaking is good like that. that's not the same as what we expect "why did you just want to say this so answer this", like that.
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
ANNSR	To discuss that, I asked what the weather conditions are called, the temperature is usually today's temperature, it's been here, I've used that, but usually I forget what else it is.
QIV: How do you incorporate Google Assistant into your overall English learning routine?	

ANNSR	Actually, it's not a routine. Yes, only when I need it. So maybe it's more for everyone who wants to study. If, for example, there is a need for a speaking task because I'm a student, it's only for important needs because personally, I prefer typing to speaking, so I can only speak if I need to, so it's not consistent. If I think yes, if I'm a private person, maybe it can be calculated, maybe once a month.
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
ANNSR	It definitely has an influence. Yes, especially since I have aspirations to study abroad in the future, I think Google Assistant is a good tool. In fact, now I also want to take part in a student exchange, and I think, for example, let's practice speaking with Google Assistant, right? That's going to be really helpful. What's the point? Yes, the point is to make me more motivated by practicing it like that.
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
ANNSR	I think it's normal, it's not very flexible because it's like Google assistant, it's a tool that we use when we need it, yes, if it's for me.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
ANNSR	Have you ever said something like How's the weather, yes, he should connect it, but how are you today, like that, what's the name anyway? That used to be just like that, I forgot because I haven't used it in a long time.
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
ANNSR	Of course, by using other applications because this is called a tool, he said, yes. In my opinion, if this is true, it means that not all in-depth conversations can be used using tools like that. What do we have to do to practice speaking in reality with real people like that because maybe that's it? It's also called technology, so it definitely has its limits, unlike humans.

B. The Lowest Score's Respondents

1. Respondent of Interview VI

Initial : AJA

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
AJA	Regarding the use of Google Assistant, I rarely do speaking practice independently, because sometimes what I say miscommunicates with what is captured by Google Assistant.
QII: How has Google Assistant impacted your confidence in speaking English?	
AJA	The urgency of speaking actually lies in pronunciation, so there is a certain satisfaction if we can easily access Google Assistant, because Google Assistant really has to be precise in its pronunciation. Sometimes I'm proud if I can use the correct Google Assistant pronunciation fluently. 85% increases self-confidence but sometimes I rarely do it
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
AJA	It's random, sometimes it's about jokes or looking for news that's currently happening, so I just use Google Assistant
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
AJA	Honestly, never, sometimes I use Google Assistant lately to check pronunciation before I teach. Well, I just used it. Why do I rarely use Google Assistant, because sometimes there are lots of miscommunication. Sometimes when you want to search, what Google Assistant captures is different. So I end up typing manually
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
AJA	I think using Google Assistant for speaking practice is quite helpful, especially in terms of increasing self-confidence and honing vocabulary. But, it feels very different compared to chatting with someone directly. On the one hand, Google Assistant makes me more comfortable doing

	trial and error without fear of making a mistake. But on the other hand, interactions with real people are more challenging because we have to be more responsive and expressive. So, I think this training has an effect, but you still need to practice in real situations to be better prepared.
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
AJA	More flexible, because it can be accessed at any time, without having to wait. So make learning spontaneous and real-time. There are also other refreshments available.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
AJA	Sometimes misunderstand the meaning. For example, if i say "beach" but the pronunciation is not correct, it becomes "peach". Or for example, the pronunciation is not clear, sometimes it is even mistaken for another word. That's it
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
AJA	Given more specific instructions in speaking, for example a certain topic. Because sometimes Google Assistant easily changes topics when starting the next conversation

2. Respondent of Interview VII

Initial : MIF

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
MIF	Google Assistant, in my opinion, has what is called an opportunity for us to speak English, why is it because Google Assistant can give us feedback, well, when we ask or talk they will talk too as if we were talking to a friend and we can also get knowledge from Google Assistant, because the vocabulary or sentences used will definitely be different from ours, so we can take or imitate what Google Assistant says, maybe there is something

	wrong with what we say in grammar or pronunciation. Well, we can get that from Google Assistant from Google's feedback. This assistant is like that
QII: How has Google Assistant impacted your confidence in speaking English?	
MIF	Because we get knowledge or feedback from Google Assistant, it can increase our confidence in speaking because we already know more than before we used Google Assistant, so our self-confidence increases because we feel that our English knowledge or skills have increased because of using Google Assistant. So the answer is yes, as has been said, Google Assistant can increase confidence in speaking English because Google Assistant can provide good feedback and can influence our English skills with the feedback we receive.
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
MIF	Usually when I just start learning English, I automatically indirectly need a partner or someone to practice English with, so in that situation I need someone who speaks better English, well there is Google Assistant. I use Google Assistant to practice English because Google Assistant is definitely better at or knows more English than me. I used Google Assistant when I was just starting to learn English and I can even use Google Assistant when I want to apply for a job. There must be interviews sometimes using English and there I learned or practiced interviews. use English speak English with Google Assistant
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
MIF	So I don't use Google Assistant regularly or on a scheduled basis. I only use Google Assistant in certain situations. As I said earlier, when I was first learning English or when there were activities that required using English, I had to practice and use it when I practiced. Google Assistant or when taking speaking exams, basically when there are certain things that

	require us to have or be fluent in using English so I don't use it regularly or on a schedule, how many times in a month how long is it like that So not routinely
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
MIF	In my opinion, using Google Assistant has positive effects in influencing willingness. For example, like the first one, it can increase my self-confidence, we get instant feedback, get better material and improve speaking skills, so that's what influences my interest or willingness to use Google Assistant. If we get negative results, we will definitely become lazier. Well, we don't want to explore on our own or learn to find out for ourselves, whether it's English material, how to pronounce, how to speak, and will prefer to be alone, so we don't dare to speak directly to people, maybe we can be confident because we feel more confident. yourself or know better or already know, but when you practice with other people you will feel nervous, that's negative. What's the negative side?
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
MIF	Very flexible and easy to use, the important thing is that it has a quota, signal and can be used anywhere and at any time
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
MIF	Google Assistant is very formal, perhaps very stiff, so you have to pronounce it really correctly so you can understand it, and it might be a bit difficult or difficult for beginners because it's not our language and we are still learning to pronounce a word or sentence, which may be difficult for Google to catch. Assistant
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
MIF	Usually, just type it in so Google can read it yourself

3. Respondent of Interview VIII

Initial : PKD

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
PKD	In my opinion, Google Assistant could be a medium that can be used to practice speaking skills using English. On Google Assistant, we can ask anything we want to know, such as linguistics, pronunciation, we can even ask something outside the context of language, such as past history, psychology, science, religion and so on.
QII: How has Google Assistant impacted your confidence in speaking English?	
PKD	Google Assistant is also one of the modern media that influences my confidence in speaking English, because we can say anything and ask anything on Google Assistant media, and English feedback and explanations can be understood easily. If we get used to speaking English, using any media, we will be a little different from our friends, of course different in a positive way. And to be honest, even though I am not competent in language structure, I am confident in my speaking skills, especially in pronunciation.
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
PKD	The context I use is usually not far from pronunciation, listening (listening to Google Assistant feedback from the questions I ask). Not only in the English context, but sometimes we have a sense of curiosity and random questions arise regarding many things. More often than not, I usually ask about the history of the beginnings of slavery in the world, the history of traces of criminal psychology, body language, human behavior and so on. We can actually ask anything, it doesn't always have to be about English and subjects.
QIV: How do you incorporate Google Assistant into your overall English learning routine?	

PKD	I use Google Assistant only to help with ambiguity regarding something that I don't know 100%, maybe if the context that I often ask for when using Google Assistant is things related to the pronunciation of certain sentences or vocabulary.
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
PKD	Using Google Assistant is a medium where I can talk, look for feedback on something that I can't get from people around me. So in conversations with peers, it's very rare for anyone to have questions or curiosities like I think. In my opinion, I can get more exciting feedback by using Google Assistant compared to talking to peers. The positive influence I got when I got used to listening to Google Assistant feedback in English, I am now getting used to watching podcasts, content and films without using subtitles. Whatever we are consistent with, even if we don't take lessons in expensive courses, we can still use modern media such as Google Assistant, Chatgpt, etc. as a source of our learning media. The important thing in learning is to always be consistent, maybe at first we are not very aware of the progress of our abilities. understanding and speaking in English, but one day we will realize how many steps we have progressed from what we were before.
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
PKD	With Google Assistant, I can get feedback, and Google Assistant usually includes references or reliable field data, which increases my desire to learn.
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
PKD	As with machines in general, sometimes Google Assistant also has misunderstandings regarding the questions we ask. Oftentimes, as people who don't use English in daily conversations, we pronounce vocabulary in the wrong way, and this is the main problem of misunderstandings when we ask questions on Google Assistant.

QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
PKD	To overcome limitations in Google Assistant, I usually also read, search, or use other references from certain websites to help me understand the feedback provided by Google Assistant.

4. Respondent of Interview IX

Initial : LM

QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
LM	I use Google Assistant not thoroughly, only focusing on words that are unfamiliar and difficult to pronounce
QII: How has Google Assistant impacted your confidence in speaking English?	
LM	With Google Assistant, I am more confident when presenting assignments or speaking in English. So I can more freely control the situation
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
LM	Only when there is an assignment and I feel curious when it comes to determining English content. Lately I often use it to understand writing assignments on IELTS
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
LM	I often use it to practice speaking. Not every day just based on my mood hahaha
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	
LM	It's very significant because speaking requires getting used to and I can't possibly rely on other people continuously to review my speaking

QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
LM	Of course, it's very flexible as long as there's a signal
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
LM	Usually when I pronounce it too fast he likes to mess around. That's the transcript
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
LM	Ask a speaking tutor directly

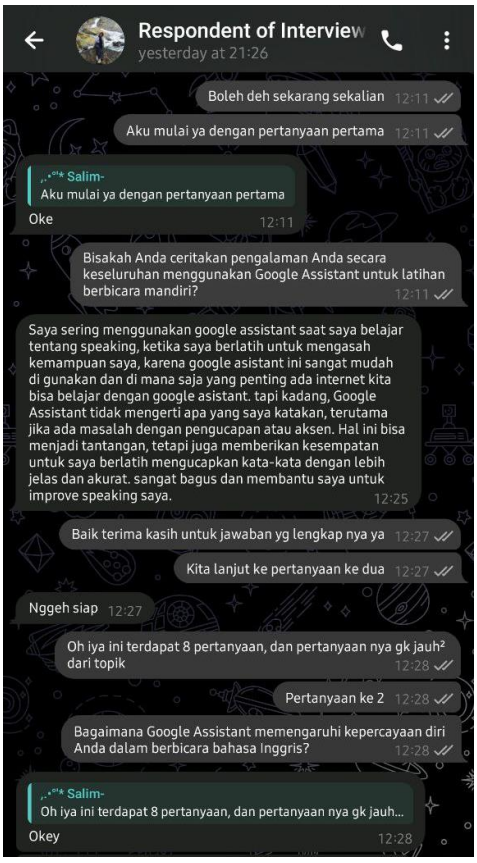
5. Respondent of Interview X

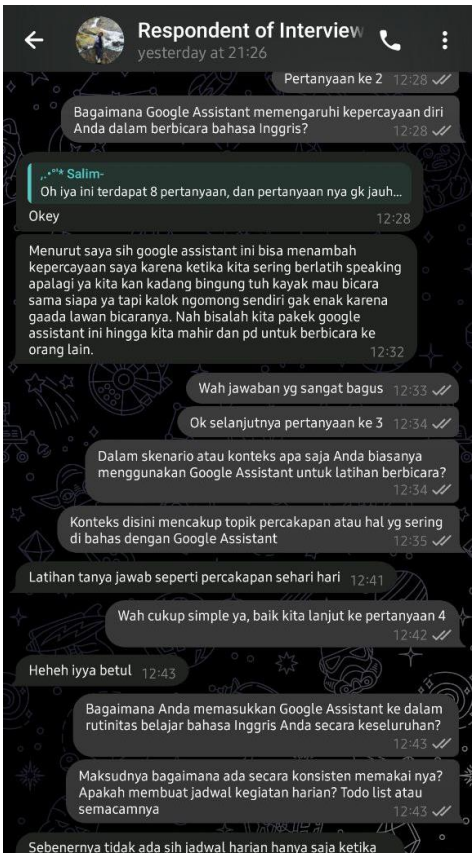
Initial : AR

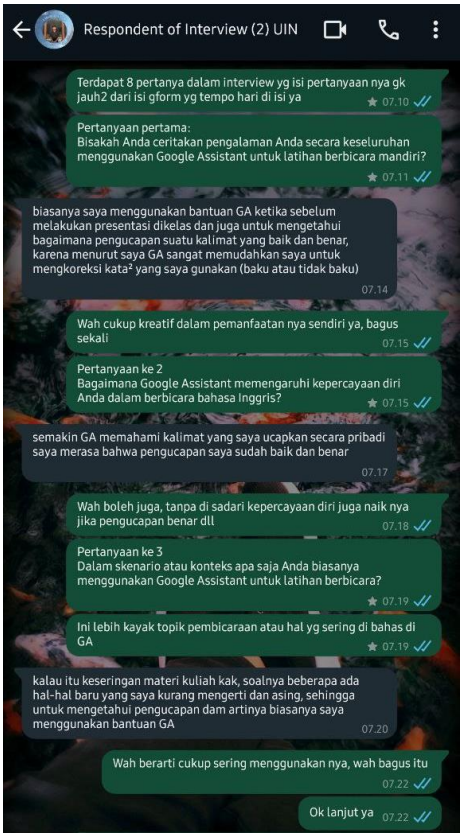
QI: Can you describe your overall experience using Google Assistant for autonomous speaking practice?	
AR	In my experience, using Google Assistant in learning English makes it quite easy for users because of its text to speech feature
QII: How has Google Assistant impacted your confidence in speaking English?	
AR	Quite influential because Google Assistant is also AI, which has abilities that humans do not have
QIII: What typical scenarios or contexts do you use Google Assistant for speaking practice?	
AR	Usually I use Google Assistant to deepen my speaking skills
QIV: How do you incorporate Google Assistant into your overall English learning routine?	
AR	The use of Google Assistant in my study routine is still relatively rare, because I prefer to use other AI
QV: How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?	

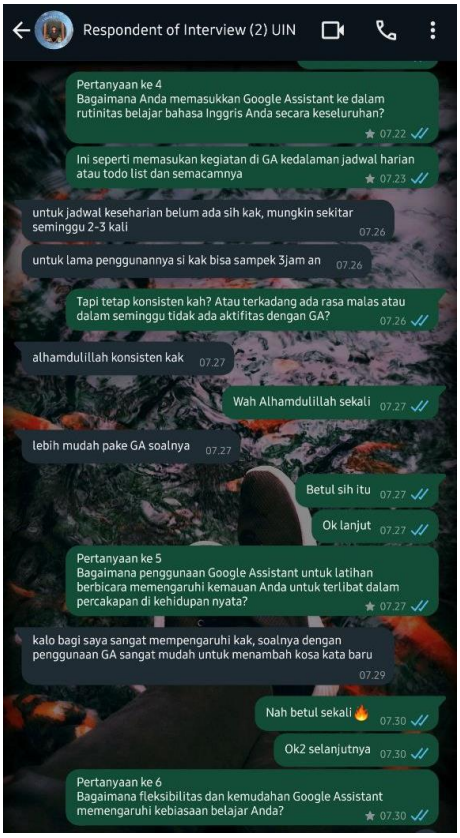
AR	According to me, conversations in real life are not influenced by the use of google assistant, but by ourselves
QVI: How has Google Assistant's flexibility and convenience influenced your learning habits?	
AR	In my opinion, Google Assistant has high flexibility because it has a text to speech feature which makes it easier for users without having to type
QVII: Can you elaborate on instances where Google Assistant has misunderstood your spoken English?	
AR	As far as I use Google Assistant, I have never experienced this
QVIII: How do you overcome the limitations of Google Assistant for having in-depth conversations?	
AR	I will use another AI if Google Assistant experiences limitations

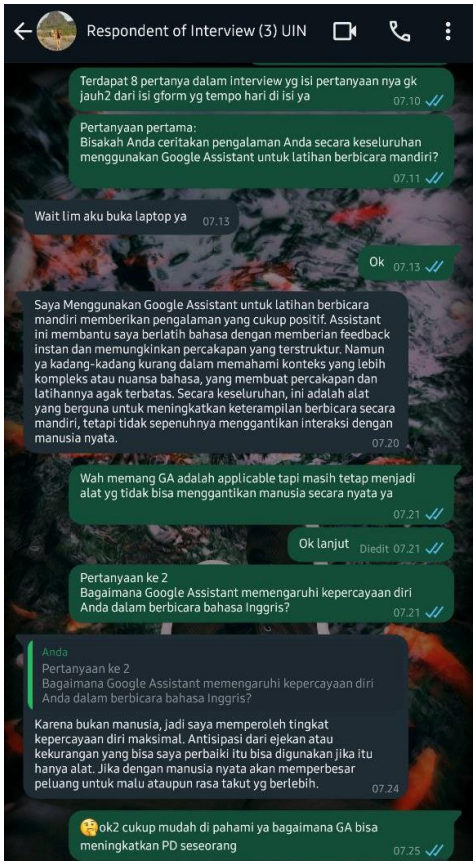
Appendix VII Documentation



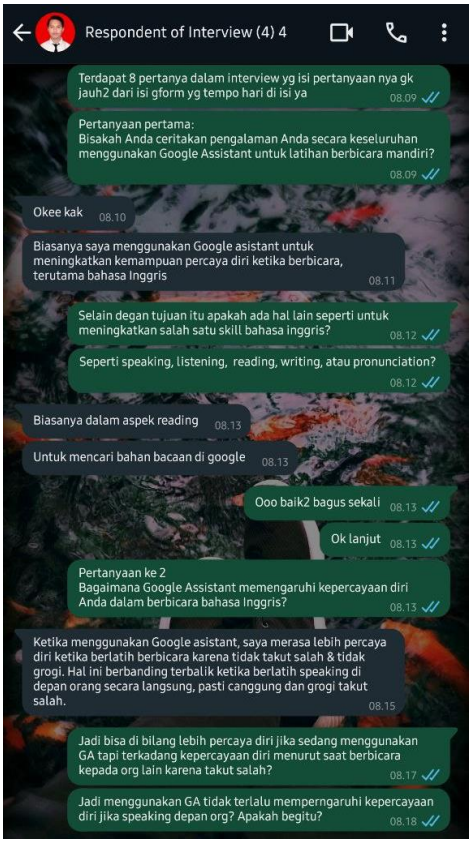


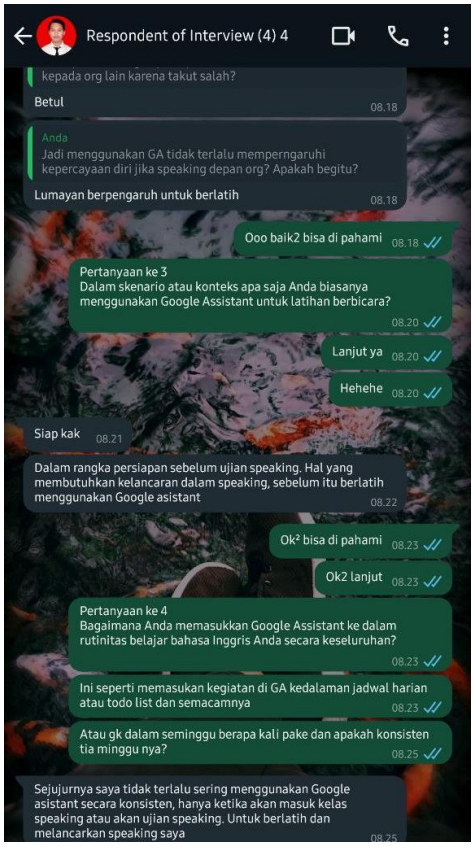


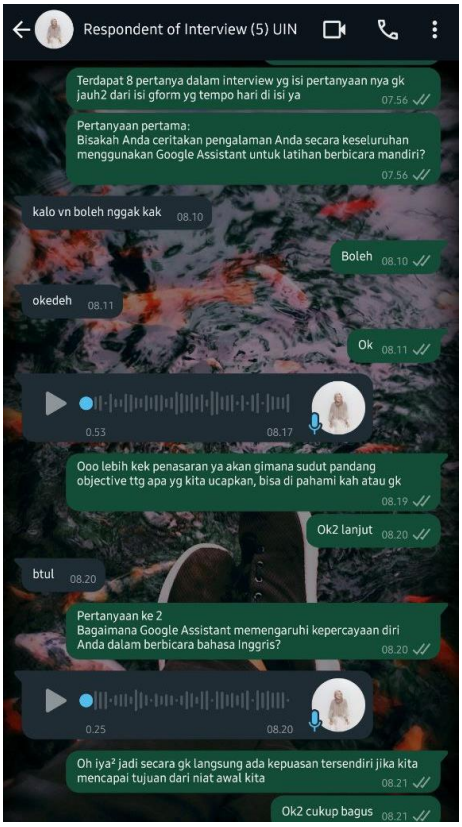



Respondent of Interview (3) UIN
Terdapat 8 pertanya dalam interview yg isi pertanyaan nya gk jauh2 dari isi gform yg tempo hari di isi ya 07.10
Pertanyaan pertama:
Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri? 07.11
Wait lim aku buka laptop ya 07.13
Ok 07.13
Saya Menggunakan Google Assistant untuk latihan berbicara mandiri memberikan pengalaman yang cukup positif. Assistant ini membantu saya berlatih bahasa dengan memberian feedback instan dan memungkinkan percakapan yang terstruktur. Namun ya kadang-kadang kurang dalam memahami konteks yang lebih kompleks atau nuansa bahasa, yang membuat percakapan dan latihannya agak terbatas. Secara keseluruhan, ini adalah alat yang berguna untuk meningkatkan keterampilan berbicara secara mandiri, tetapi tidak sepenuhnya menggantikan interaksi dengan manusia nyata. 07.20
Wah memang GA adalah applicable tapi masih tetap menjadi alat yg tidak bisa menggantikan manusia secara nyata ya 07.21
Ok lanjut Diedit 07.21
Pertanyaan ke 2
Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 07.21
Anda
Pertanyaan ke 2
Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
Karena bukan manusia, jadi saya memperoleh tingkat kepercayaan diri maksimal. Antisipasi dari ejekan atau kekurangan yang bisa saya perbaiki itu bisa digunakan jika itu hanya alat. Jika dengan manusia nyata akan memperbesar peluang untuk malu ataupun rasa takut yg berlebih. 07.24
🤔ok2 cukup mudah di pahami ya bagaimana GA bisa meningkatkan PD seseorang 07.25

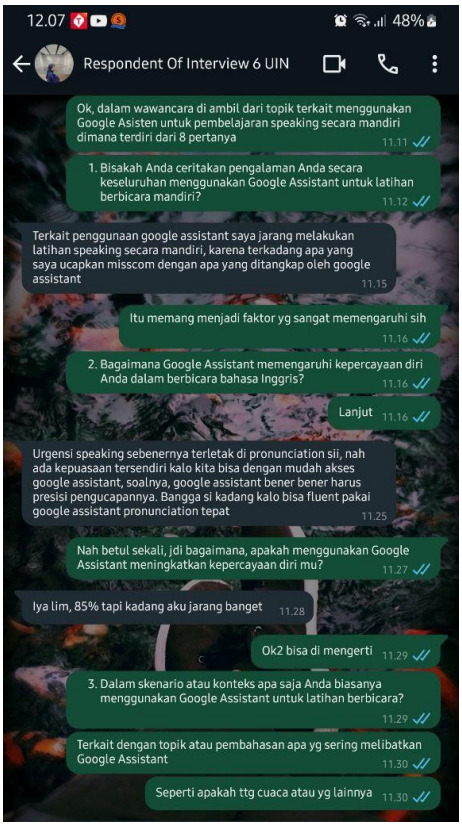
Respondent of Interview (3) UIN
Pertanyaan ke 3
Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara? 07.25
Ini lebih kek topik pembahasan atau hal yg sering di bahas dengan GA 07.26
Kalau mengenai topik si terkadang banyak hal basic pembelajaran sebelum memulai percakapan si, contoh kalau mau ada acara seperti menjadi tour guide saya akan mencoba mempelajari dulu kira-kira apa saja yang akan ditanyakan seseorang itu nanti. Dari situ bisa menerka-nerka topik-topik lanjutan yang akan dibahas 07.27
Ooo lebih seperti pro-activity kah atau semacamnya? 07.28
Anda
Ooo lebih seperti pro-activity kah atau semacamnya?
Betul sekali 07.30
Ok selanjutnya 07.30
Pertanyaan ke 4
Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan? 07.30
Ini seperti memasukan kegiatan di GA kedalaman jadwal harian atau todo list dan semacamnya 07.31
Anda
Ini seperti memasukan kegiatan di GA kedalaman jadwal harian atau todo list dan semacamnya
Maksute piye lim 07.31
Dibuat rutin gitu ta 07.31
Iyups 07.31
Dalam seminggu berapa kali km pake GA? Diedit 07.32

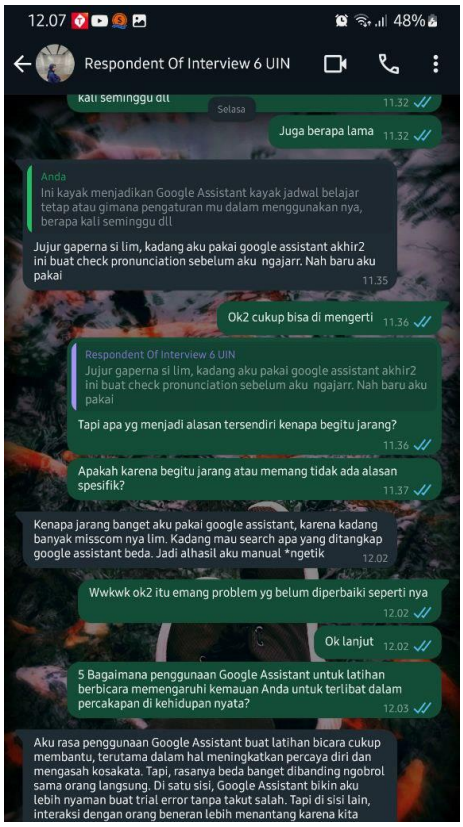

Respondent of Interview (4) 4
Terdapat 8 pertanya dalam interview yg isi pertanyaan nya gk jauh2 dari isi gform yg tempo hari di isi ya 08.09
Pertanyaan pertama:
Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri? 08.09
Okee kak 08.10
Biasanya saya menggunakan Google asistant untuk meningkatkan kemampuan percaya diri ketika berbicara, terutama bahasa Inggris 08.11
Selain degan tujuan itu apakah ada hal lain seperti untuk meningkatkan salah satu skill bahasa inggris? 08.12
Seperti speaking, listening, reading, writing, atau pronunciation? 08.12
Biasanya dalam aspek reading 08.13
Untuk mencari bahan bacaan di google 08.13
Ooo baik2 bagus sekali 08.13
Ok lanjut 08.13
Pertanyaan ke 2
Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 08.13
Ketika menggunakan Google asistant, saya merasa lebih percaya diri ketika berlatih berbicara karena tidak takut salah & tidak grogi. Hal ini berbanding terbalik ketika berlatih speaking di depan orang secara langsung, pasti canggung dan grogi takut salah. 08.15
Jadi bisa di bilang lebih percaya diri jika sedang menggunakan GA tapi terkadang kepercayaan diri menurut saat berbicara kepada org lain karena takut salah? 08.17
Jadi menggunakan GA tidak terlalu memperngaruhi kepercayaan diri jika speaking depan org? Apakah begitu? 08.18

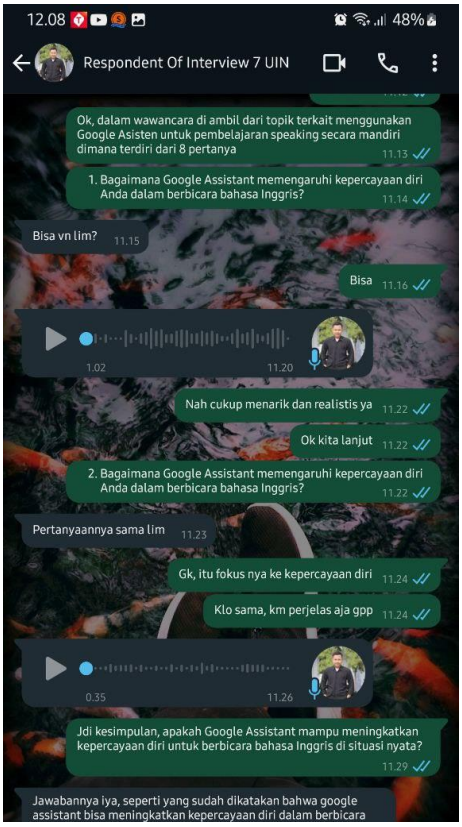

Respondent of Interview (4) 4
kepada org lain karena takut salah?
Betul 08.18
Anda
Jadi menggunakan GA tidak terlalu memperngaruhi kepercayaan diri jika speaking depan org? Apakah begitu?
Lumayan berpengaruh untuk berlatih 08.18
Ooo baik2 bisa di pahami 08.18
Pertanyaan ke 3
Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara? 08.20
Lanjut ya 08.20
Hehehe 08.20
Siap kak 08.21
Dalam rangka persiapan sebelum ujian speaking. Hal yang membutuhkan kelancaran dalam speaking, sebelum itu berlatih menggunakan Google asistant 08.22
Ok² bisa di pahami 08.23
Ok2 lanjut 08.23
Pertanyaan ke 4
Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan? 08.23
Ini seperti memasukan kegiatan di GA kedalaman jadwal harian atau todo list dan semacamnya 08.23
Atau gk dalam seminggu berapa kali pake dan apakah konsisten tia minggu nya? 08.25
Sejujurnya saya tidak terlalu sering menggunakan Google asistant secara konsisten, hanya ketika akan masuk kelas speaking atau akan ujian speaking. Untuk berlatih dan melancarkan speaking saya 08.25

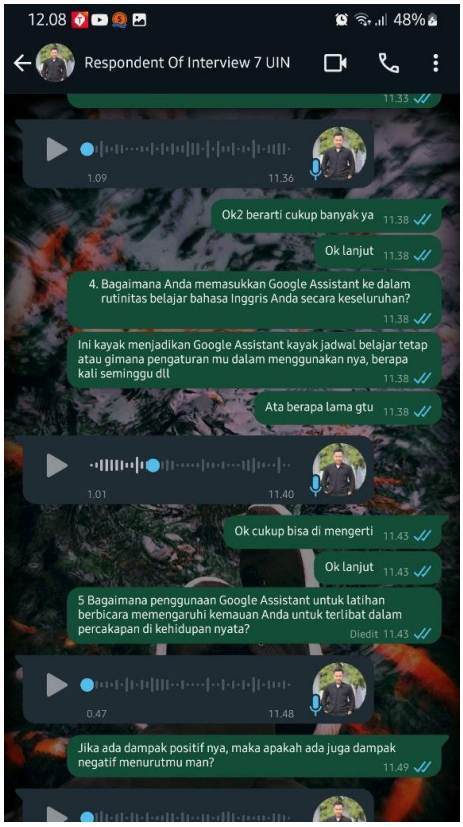

Respondent of Interview (5) UIN
Terdapat 8 pertanya dalam interview yg isi pertanyaan nya gk jauh2 dari isi gform yg tempo hari di isi ya 07.56
Pertanyaan pertama:
Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri? 07.56
kalo vn boleh nggak kak 08.10
Boleh 08.10
okedeh 08.11
Ok 08.11
0.53 08.17
Ooo lebih kek penasaran ya akan gimana sudut pandang objective ttg apa yg kita ucapkan, bisa di pahami kah atau gk 08.19
Ok2 lanjut 08.20
btul 08.20
Pertanyaan ke 2
Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 08.20
0.25 08.20
Oh iya² jadi secara gk langsung ada kepuasan tersendiri jika kita mencapai tujuan dari niat awal kita 08.21
Ok2 cukup bagus 08.21

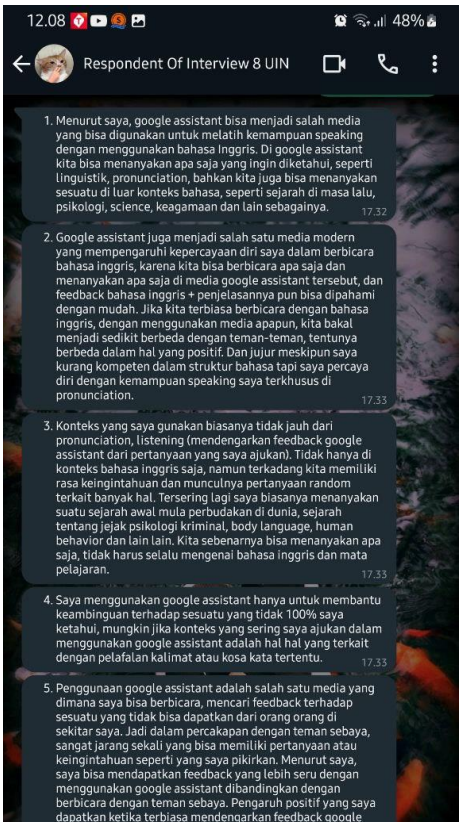
Respondent of Interview (5) UIN
Oh iya² jadi secara gk langsung ada kepuasan tersendiri jika kita mencapai tujuan dari niat awal kita 08.21
Ok2 cukup bagus 08.21
Lanjut 08.21
Pertanyaan ke 3
Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara? 08.21
0.32 08.22
Ok2 bisa di pahami 08.24
Lanjut 08.24
Pertanyaan ke 4
Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan? 08.24
Ini seperti memasukan kegiatan di GA kedalaman jadwal harian atau todo list dan semacamnya 08.24
Atau gk dalam seminggu berapa kali pake dan apakah konsisten tia minggu nya? 08.25
Tiap* 08.25
0.33 08.25
Wah cukup jarang ya tapi tetap berpengaruh sih2 08.27
Ok2 lanjut 08.27
Pertanyaan ke 5
Bagaimana penggunaan Google Assistant untuk latihan

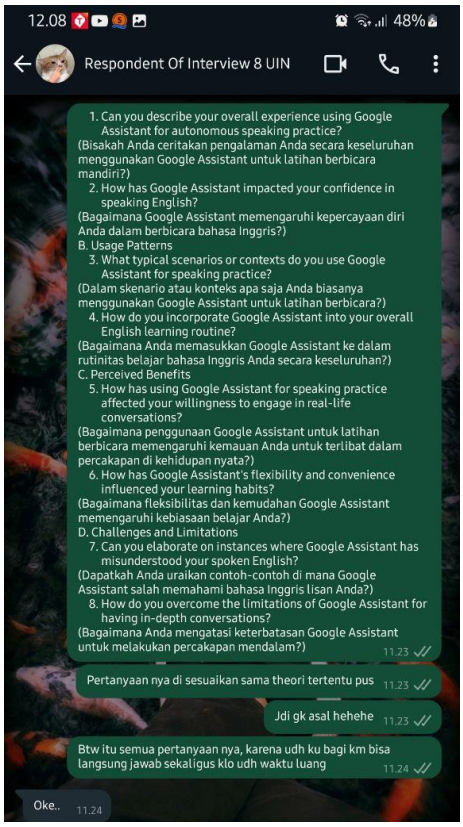

12.07 48%
Respondent Of Interview 6 UIN
Ok, dalam wawancara di ambil dari topik terkait menggunakan Google Asisten untuk pembelajaran speaking secara mandiri dimana terdiri dari 8 pertanya 11.11
1. Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri? 11.12
Terkait penggunaan google assistant saya jarang melakukan latihan speaking secara mandiri, karena terkadang apa yang saya ucapkan misscom dengan apa yang ditangkap oleh google assistant 11.15
Itu memang menjadi faktor yg sangat memengaruhi sih 11.16
2. Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 11.16
Lanjut 11.16
Urgensi speaking sebenernya terletak di pronunciation sii, nah ada kepuasaan tersendiri kalo kita bisa dengan mudah akses google assistant, soalnya, google assistant bener bener harus presisi pengucapannya. Bangga si kadang kalo bisa fluent pakai google assistant pronunciation tepat 11.25
Nah betul sekali, jdi bagaimana, apakah menggunakan Google Assistant meningkatkan kepercayaan diri mu? 11.27
Iya lim, 85% tapi kadang aku jarang banget 11.28
Ok2 bisa di mengerti 11.29
3. Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara? 11.29
Terkait dengan topik atau pembahasan apa yg sering melibatkan Google Assistant 11.30
Seperti apakah ttg cuaca atau yg lainnya 11.30

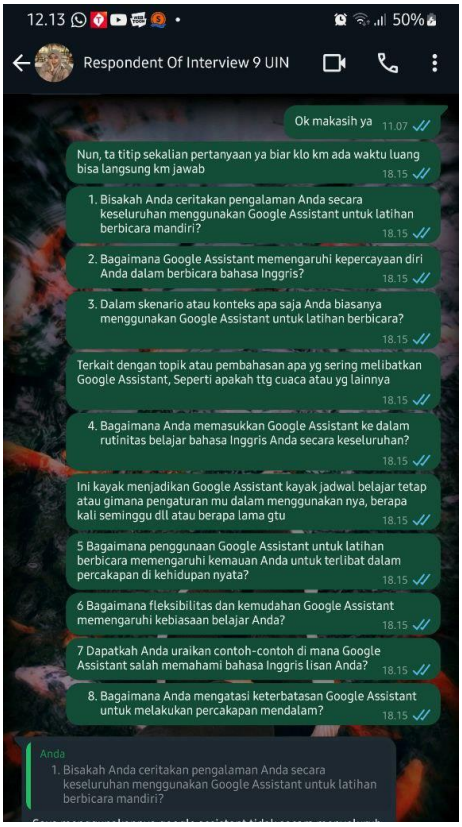

12.07 48%
Respondent Of Interview 6 UIN
kali seminggu dll 11.32
Selasa
Juga berapa lama 11.32
Anda
Ini kayak menjadikan Google Assistant kayak jadwal belajar tetap atau gimana pengaturan mu dalam menggunakan nya, berapa kali seminggu dll
Jujur gaperna si lim, kadang aku pakai google assistant akhir2 ini buat check pronunciation sebelum aku ngajarr. Nah baru aku pakai 11.35
Ok2 cukup bisa di mengerti 11.36
Respondent Of Interview 6 UIN
Jujur gaperna si lim, kadang aku pakai google assistant akhir2 ini buat check pronunciation sebelum aku ngajarr. Nah baru aku pakai
Tapi apa yg menjadi alasan tersendiri kenapa begitu jarang? 11.36
Apakah karena begitu jarang atau memang tidak ada alasan spesifik? 11.37
Kenapa jarang banget aku pakai google assistant, karena kadang banyak misscom nya lim. Kadang mau search apa yang ditangkap google assistant beda. Jadi alhasil aku manual *ngetik 12.02
Wwkwk ok2 itu emang problem yg belum diperbaiki seperti nya 12.02
Ok lanjut 12.02
5 Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam percakapan di kehidupan nyata? 12.03
Aku rasa penggunaan Google Assistant buat latihan bicara cukup membantu, terutama dalam hal meningkatkan percaya diri dan mengasah kosakata. Tapi, rasanya beda banget dibanding ngobrol sama orang langsung. Di satu sisi, Google Assistant bikin aku lebih nyaman buat trial error tanpa takut salah. Tapi di sisi lain, interaksi dengan orang beneran lebih menantang karena kita

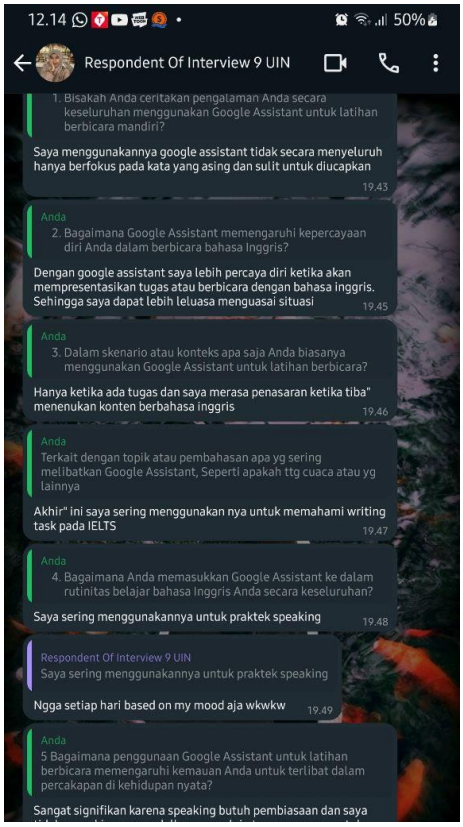

12.08
48%
Respondent Of Interview 7 UIN
Ok, dalam wawancara di ambil dari topik terkait menggunakan Google Asisten untuk pembelajaran speaking secara mandiri dimana terdiri dari 8 pertanya 11.13
1. Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 11.14
Bisa vn lim? 11.15
Bisa 11.16
1.02 11.20
Nah cukup menarik dan realistis ya 11.22
Ok kita lanjut 11.22
2. Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 11.22
Pertanyaannya sama lim 11.23
Gk, itu fokus nya ke kepercayaan diri 11.24
Klo sama, km perjelas aja gpp 11.24
0.35 11.26
Jdi kesimpulan, apakah Google Assistant mampu meningkatkan kepercayaan diri untuk berbicara bahasa Inggris di situasi nyata? 11.29
Jawabannya iya, seperti yang sudah dikatakan bahwa google assistant bisa meningkatkan kepercayaan diri dalam berbicara

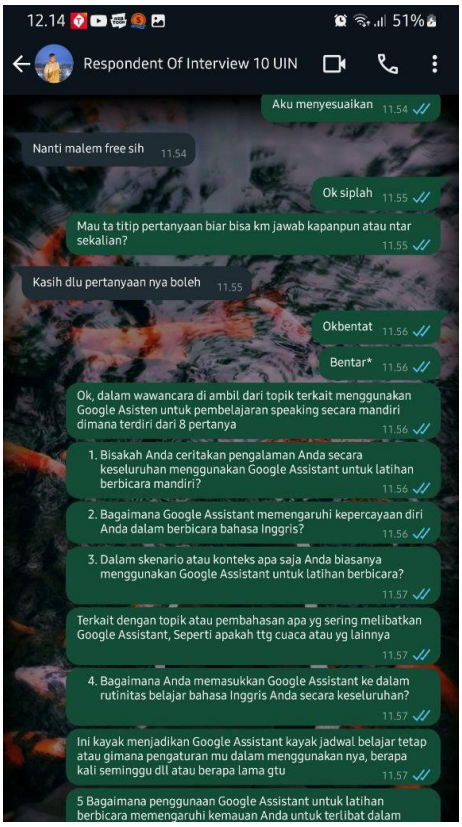

12.08
48%
Respondent Of Interview 7 UIN
11.33
1.09 11.36
Ok2 berarti cukup banyak ya 11.38
Ok lanjut 11.38
4. Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan? 11.38
Ini kayak menjadikan Google Assistant kayak jadwal belajar tetap atau gimana pengaturan mu dalam menggunakan nya, berapa kali seminggu dll 11.38
Ata berapa lama gtu 11.38
1.01 11.40
Ok cukup bisa di mengerti 11.43
Ok lanjut 11.43
5 Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam percakapan di kehidupan nyata? Diedit 11.43
0.47 11.48
Jika ada dampak positif nya, maka apakah ada juga dampak negatif menurutmu man? 11.49

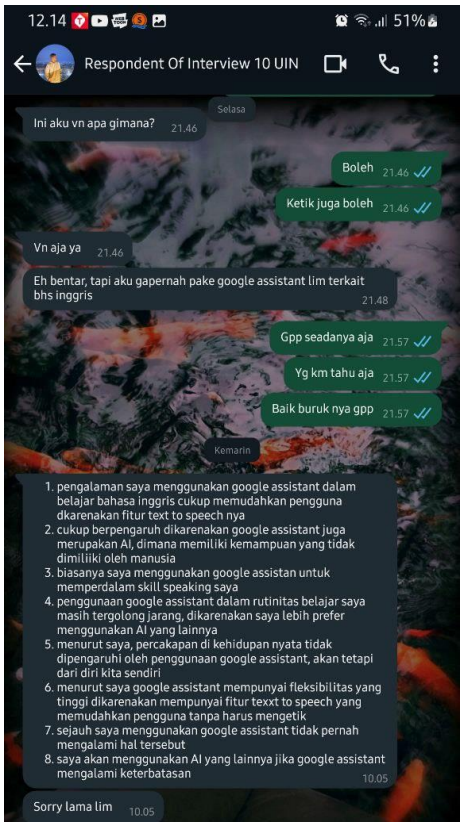

12.08
48%
Respondent Of Interview 8 UIN
1. Menurut saya, google assistant bisa menjadi salah media yang bisa digunakan untuk melatih kemampuan speaking dengan menggunakan bahasa Inggris. Di google assistant kita bisa menanyakan apa saja yang ingin diketahui, seperti linguistik, pronunciation, bahkan kita juga bisa menanyakan sesuatu di luar konteks bahasa, seperti sejarah di masa lalu, psikologi, science, keagamaan dan lain sebagainya. 17.32
2. Google assistant juga menjadi salah satu media modern yang mempengaruhi kepercayaan diri saya dalam berbicara bahasa inggris, karena kita bisa berbicara apa saja dan menanyakan apa saja di media google assistant tersebut, dan feedback bahasa inggris + penjelasannya pun bisa dipahami dengan mudah. Jika kita terbiasa berbicara dengan bahasa inggris, dengan menggunakan media apapun, kita bakal menjadi sedikit berbeda dengan teman-teman, tentunya berbeda dalam hal yang positif. Dan jujur meskipun saya kurang kompeten dalam struktur bahasa tapi saya percaya diri dengan kemampuan speaking saya terkhusus di pronunciation. 17.33
3. Konteks yang saya gunakan biasanya tidak jauh dari pronunciation, listening (mendengarkan feedback google assistant dari pertanyaan yang saya ajukan). Tidak hanya di konteks bahasa inggris saja, namun terkadang kita memiliki rasa keingintahuan dan munculnya pertanyaan random terkait banyak hal. Tersering lagi saya biasanya menanyakan suatu sejarah awal mula perbudakan di dunia, sejarah tentang jejak psikologi kriminal, body language, human behavior dan lain lain. Kita sebenarnya bisa menanyakan apa saja, tidak harus selalu mengenai bahasa inggris dan mata pelajaran. 17.33
4. Saya menggunakan google assistant hanya untuk membantu keambinguan terhadap sesuatu yang tidak 100% saya ketahui, mungkin jika konteks yang sering saya ajukan dalam menggunakan google assistant adalah hal hal yang terkait dengan pelafalan kalimat atau kosa kata tertentu. 17.33
5. Penggunaan google assistant adalah salah satu media yang dimana saya bisa berbicara, mencari feedback terhadap sesuatu yang tidak bisa dapatkan dari orang orang di sekitar saya. Jadi dalam percakapan dengan teman sebaya, sangat jarang sekali yang bisa memiliki pertanyaan atau keingintahuan seperti yang saya pikirkan. Menurut saya, saya bisa mendapatkan feedback yang lebih seru dengan menggunakan google assistant dibandingkan dengan berbicara dengan teman sebaya. Pengaruh positif yang saya dapatkan ketika terbiasa mendengarkan feedback google


12.08
48%
Respondent Of Interview 8 UIN
1. Can you describe your overall experience using Google Assistant for autonomous speaking practice?
(Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri?)
2. How has Google Assistant impacted your confidence in speaking English?
(Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?)
B. Usage Patterns
3. What typical scenarios or contexts do you use Google Assistant for speaking practice?
(Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara?)
4. How do you incorporate Google Assistant into your overall English learning routine?
(Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan?)
C. Perceived Benefits
5. How has using Google Assistant for speaking practice affected your willingness to engage in real-life conversations?
(Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam percakapan di kehidupan nyata?)
6. How has Google Assistant's flexibility and convenience influenced your learning habits?
(Bagaimana fleksibilitas dan kemudahan Google Assistant memengaruhi kebiasaan belajar Anda?)
D. Challenges and Limitations
7. Can you elaborate on instances where Google Assistant has misunderstood your spoken English?
(Dapatkah Anda uraikan contoh-contoh di mana Google Assistant salah memahami bahasa Inggris lisan Anda?)
8. How do you overcome the limitations of Google Assistant for having in-depth conversations?
(Bagaimana Anda mengatasi keterbatasan Google Assistant untuk melakukan percakapan mendalam?) 11.23
Pertanyaan nya di sesuaikan sama theori tertentu pus 11.23
Jdi gk asal hehehe 11.23
Btw itu semua pertanyaan nya, karena udh ku bagi km bisa langsung jawab sekaligus klo udh waktu luang 11.24
Oke.. 11.24


12.13 50%
Respondent Of Interview 9 UIN
Ok makasih ya 11.07
Nun, ta titip sekalian pertanyaan ya biar klo km ada waktu luang bisa langsung km jawab 18.15
1. Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri? 18.15
2. Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 18.15
3. Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara? 18.15
Terkait dengan topik atau pembahasan apa yg sering melibatkan Google Assistant, Seperti apakah ttg cuaca atau yg lainnya 18.15
4. Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan? 18.15
Ini kayak menjadikan Google Assistant kayak jadwal belajar tetap atau gimana pengaturan mu dalam menggunakan nya, berapa kali seminggu dll atau berapa lama gtu 18.15
5 Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam percakapan di kehidupan nyata? 18.15
6 Bagaimana fleksibilitas dan kemudahan Google Assistant memengaruhi kebiasaan belajar Anda? 18.15
7 Dapatkah Anda uraikan contoh-contoh di mana Google Assistant salah memahami bahasa Inggris lisan Anda? 18.15
8. Bagaimana Anda mengatasi keterbatasan Google Assistant untuk melakukan percakapan mendalam? 18.15
Anda
1. Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri?


12.14 50%
Respondent Of Interview 9 UIN
1. Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri?
Saya menggunakannya google assistant tidak secara menyeluruh hanya berfokus pada kata yang asing dan sulit untuk diucapkan 19.43
Anda
2. Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
Dengan google assistant saya lebih percaya diri ketika akan mempresentasikan tugas atau berbicara dengan bahasa inggris. Sehingga saya dapat lebih leluasa menguasai situasi 19.45
Anda
3. Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara?
Hanya ketika ada tugas dan saya merasa penasaran ketika tiba" menenukan konten berbahasa inggris 19.46
Anda
Terkait dengan topik atau pembahasan apa yg sering melibatkan Google Assistant, Seperti apakah ttg cuaca atau yg lainnya
Akhir" ini saya sering menggunakan nya untuk memahami writing task pada IELTS 19.47
Anda
4. Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan?
Saya sering menggunakannya untuk praktek speaking 19.48
Respondent Of Interview 9 UIN
Saya sering menggunakannya untuk praktek speaking
Ngga setiap hari based on my mood aja wkwkw 19.49
Anda
5 Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam percakapan di kehidupan nyata?
Sangat signifikan karena speaking butuh pembiasaan dan saya


12.14 51%
Respondent Of Interview 10 UIN
Aku menyesuaikan 11.54
Nanti malem free sih 11.54
Ok siplah 11.55
Mau ta titip pertanyaan biar bisa km jawab kapanpun atau ntar sekalian? 11.55
Kasih dlu pertanyaan nya boleh 11.55
Okbentat 11.56
Bentar* 11.56
Ok, dalam wawancara di ambil dari topik terkait menggunakan Google Asisten untuk pembelajaran speaking secara mandiri dimana terdiri dari 8 pertanya 11.56
1. Bisakah Anda ceritakan pengalaman Anda secara keseluruhan menggunakan Google Assistant untuk latihan berbicara mandiri? 11.56
2. Bagaimana Google Assistant memengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris? 11.56
3. Dalam skenario atau konteks apa saja Anda biasanya menggunakan Google Assistant untuk latihan berbicara? 11.57
Terkait dengan topik atau pembahasan apa yg sering melibatkan Google Assistant, Seperti apakah ttg cuaca atau yg lainnya 11.57
4. Bagaimana Anda memasukkan Google Assistant ke dalam rutinitas belajar bahasa Inggris Anda secara keseluruhan? 11.57
Ini kayak menjadikan Google Assistant kayak jadwal belajar tetap atau gimana pengaturan mu dalam menggunakan nya, berapa kali seminggu dll atau berapa lama gtu 11.57
5 Bagaimana penggunaan Google Assistant untuk latihan berbicara memengaruhi kemauan Anda untuk terlibat dalam


12.14 51%
Respondent Of Interview 10 UIN
Selasa
Ini aku vn apa gimana? 21.46
Boleh 21.46
Ketik juga boleh 21.46
Vn aja ya 21.46
Eh bentar, tapi aku gapernah pake google assistant lim terkait bhs inggris 21.48
Gpp seadanya aja 21.57
Yg km tahu aja 21.57
Baik buruk nya gpp 21.57
Kemarin
1. pengalaman saya menggunakan google assistant dalam belajar bahasa inggris cukup memudahkan pengguna dkarenakan fitur text to speech nya
2. cukup berpengaruh dikarenakan google assistant juga merupakan AI, dimana memiliki kemampuan yang tidak dimiliiki oleh manusia
3. biasanya saya menggunakan google assistan untuk memperdalam skill speaking saya
4. penggunaan google assistant dalam rutinitas belajar saya masih tergolong jarang, dikarenakan saya lebih prefer menggunakan AI yang lainnya
5. menurut saya, percakapan di kehidupan nyata tidak dipengaruhi oleh penggunaan google assistant, akan tetapi dari diri kita sendiri
6. menurut saya google assistant mempunyai fleksibilitas yang tinggi dikarenakan mempunyai fitur texxt to speech yang memudahkan pengguna tanpa harus mengetik
7. sejauh saya menggunakan google assistant tidak pernah mengalami hal tersebut
8. saya akan menggunakan AI yang lainnya jika google assistant mengalami keterbatasan 10.05
Sorry lama lim 10.05

CURRICULUM VITAE

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