HILOKAL AUDIO-BASED LANGUAGE LEARNING APPLICATION AS A NEW BREAKTHROUGH TO IMPROVE SPEAKING SKILL

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ABSTRACT

Generations have been growing with an ever-evolving interest, style, and competence that require continuous improvement in collaborative technology for language teaching and their learning process—undoubtedly due to the fact that it meets needs, willingness, and output. The trend in the 21st century with rampant technology development is an audio-based language learning application that brings two-way communication between listening as well as speaking skills. Hilokal is one of the applications that serve the renewable preferred thing for informal language learning way where the learners could meet with their language learning partner or tutor through the use of a bunch of features that could help make this application effective in education purposes. This study aimed to describe Hilokal as an alternative application to improve speaking skills since not many applications are adequately designed and specifically for it. In this research, data from some related document were used to provide an overview of this new application using library research under descriptive qualitative. The finding here is that Hilokal tends to be a language exchange application with its opulence features based on an informal education environment to interact internationally as one of the speaking practice's needs. Furthermore, advantages and disadvantages are inseparable, yet fewer disadvantages were found to deal with improvement. There is a clear implication in this concept regarding the newest data for language learning application alternatives, whether for the learners, teachers, or other researchers in a similar field.

Keywords: *audio-based, hilokal, language learning application, speaking skills*

1.   INTRODUCTION

Changes in human life aspects cannot be avoided, including the effects of technology's massive improvement on today's generations. Nevertheless, sometimes technology is out of its main purpose in helping humans, which brings several issues aside of a bunch of positive leverages. Especially after COVID-19 outbreak, the use from technology leads to an addiction—called a new epidemic—especially to the learners without compatible control (Potas et al., 2022). It proves that generations are made by their social life pattern, which presses them to grow with an ever-evolving interest, style, and competence. This case indirectly requires a continuous improvement in collaborative technology that suits them, as Prensky (2001) called digital natives, generation glass, or screenagers. They were built by massive continuant technology used, which means a new adaption with eliminating it would be extremely difficult without the same habituation. Technology still positively impacts on the teaching and learning process, yet here control takes the most essential role in restricting addiction in negative ways.

The phenomenon above appertains to language teaching and learning process that takes technology as a media. Rabiah (2018) first stated that language is an arranged system with a certain symbol to communicate with a bunch of functions in pointing ideas, thoughts, feelings, concepts, information, etc. It is undeniable that people worldwide want to learn several languages to be able to communicate internationally and get more positive opportunities—especially in the most spoken or learned languages like English. Almost every country necessitates English starting at a young age in school since it defines as the second world language that connects people from various area (Ilyosovna, 2020). It may not the most spoken language, but it is the most important language people in modernization era should master. Dealing with the time changing, how people learn and teach language would be adjusted as well. There is massive emergence of language learning applications with each own characteristic and goal that could be used independently by the learners or assessed by the teachers.

Therefore, technology with its purpose to ease human activity correlates with language learning and teaching as well as the improvement to bring the trend together with needs, willingness, and output (e.g., technology, generation, and language ally create some new borrowed words, slang, until abbreviation that might be unfamiliar in different generations). Abaker (2022) also emphasized that technology facilitates various possibilities that not only depend on formal education institutions, such as distance, time, or quailed instructor availability restrictions. Added by Bećirović et al. (2021) that it brings a positive attitude to the learners in giving language acquisition with rich instruction and materials right to learners' needs. It could conclude that advance technology with various apps could lead to self-studied, high motivation, and more practicing opportunities than most language learners are recently doing. Another reason could be because of how an application is served in such a fun way with gamification, dandy design, easy access, and many more. Not only that, the best thing plotted by the application's characteristics is about assessing language four basic skills: speaking (with Elsa Speak, Buddy Talk, Hello English, etc), listening (Cake, Deer Plus, etc), writing (Thesaurus.com, Hallo, etc), and reading (Titie et al., 2020)—even some applications that incorporate more than one skills that literally connect to each other to get something called language proficiency or to call someone has mastered a language; for example, Duolingo as the most popular gamification application has been investigated with a lot of research that mostly combined writing and speaking skills. Furthermore, it is not confined to an application, yet people also use something called as platform or website or other types of

technology with their own benefits about the coziness of the user preference relying on the learning styles.

This research will actually focus more on speaking skills, which is decided as one of the hardest skills besides writing as another productive skill. The reason is that a lot of aspects included building great speaking skills with subskills that are hard to assess as well. It is crucial to decide if the learners are a success or not in mastering the language. Moreover, mostly in some countries that apply a language as their foreign or second language, speaking skills cannot be strained because of some challenges such as difficulty in determining method and material—mostly, the teachers rely on the one source that sometimes does not really focus in this skill—points that the teachers have lacked in teaching knowledge and professional development; learners' lack confidence and knowledge because of less practice and chance; unsupportive environment; then also about mother tongue interference brings habitual error (Al-Hassaani & Qaid, 2021; Irma, 2020; Ratnasari, 2020). That is why technology roles can help; one alternative here is by using audio-based language learning applications, which are popularized by some popular applications such as Hilokal.

The popularity of massive growing technology, especially the use of applications for helping in language learning, of course, makes a bunch of published research investigating and contributing to the improvement over time. Nushi & Khazaei (2020) described Tandem as a language exchange application connecting users via texting, calling both audio and video, and audio recordings. There are some advantageous features to make a network as language learners with a complete profile, reviews after connecting with other users, community, until some paid/unpaid tutors. However besides, Tandem unrestricted message delivery could be accessed by any user with more making friend purposes since each user should have their verified profile pictures taken around seven days. Then, Zhu (2021) compared Clubhouse as a new audio social application with other social media applications that are popular these days—with their own characteristic, different with the use of audio as the main features. Nevertheless, some useful features explained—psychosocial rehabilitation—cannot be proved with appropriate available sources. While Yorlanda & Abbas (2022) research is more focused on checking speaking skills by using Hello Talk at senior high school by using Classroom Action Research (CAR). There are observations and interviews as qualitative data, also conducted tests as quantitative data which showed such improvement through learners' confidence, motivation, and pleasure. Not clear, effective features used here should be under considerable to show the exact point language teachers should use. Nonetheless, those previous studies focused more on several commonly used applications yet not on the recent updated applications that could provide the same or even greater benefit. It is because both education and technology have their own transformation to adjust to each other (Rahmatullah et al., 2022). Hilokal is one of the popular renewable applications reviewed by many online language tutors over social media instead of academic research. Therefore, this research could provide novelty plus contribution to the researcher or readers interested in this topic, to the teachers/tutors, and learners about language learning application alternatives—even it could give fruitful insight to the developers of language learning applications. From it then the aim here is to answer the following questions:

1) What is Hilokal?

2) What are the features on Hilokal application that could help in speaking skills?

3) What are the advantages and disadvantages of using Hilokal as media to help learning and teaching speaking skill?

2. LITERATURE REVIEW
2.1 Audio-Based Language Learning Application

Audio-based language learning is one style in learning languages (CPD, 2022) appointed by each learner's learning style as well—visual, auditory, and kinetic learning styles. Two skills that collaborated to embody this learning process, such as speaking skills to express or deliver something and listening skills to grab that related idea. It points out that two ways of interaction between the learners with their peers and teachers are so important in building an active language classroom. CPD (2022) stated that audio is high enough to give instruction and a better understanding of the attention requested. More skills and subskills could be explored and verified directly, making the lesson valuable. For example, the teachers deliver some expressions with various diction then with optimal teaching, the learners could learn pronunciation, grammar, etc. Furthermore, here the audio is carried with technology in the shape of an application to eliminate learning and teaching obstacles as some language learners face. Instantly, they could learn flexibly and optimally with retention and multitasking. It can be concluded that audio-based language learning application is a new way of learning style where the learners have access to interact either as listeners or speakers, which is awaited. Especially here to them with another language as a foreign or second language with fewer partner or tutors around, which brings more restrictions to fluency or language acquisition.

2.2 Speaking Skills

Speaking is one of the skills that facilitate great communication in every language besides the receptive skills named listening. Rao (2019) made the division clear, listening is defined as receptive skills since production or talent shows are not demonstrated visually. Speaking itself is an ability to produce something orally, not only about the language knowledge yet related to processing the information that would be delivered. Supported by Brown & Yule (1983) that speaking is used in almost every real life situation. That is why speaking skill is challenging and so much important since some life-aspects also cultures should be grabbed in order to speak with native target language speakers. It needs more concern. Not only is it hard to obtain, but speaking is also tricky to observe in the scoring procedure since it depends on the interlocutor or test-taker's listening skills (Brown, 2004). Besides, Brown (2004) highlighted five important subskills to assess the speaking: grammar, vocabulary, comprehension, fluency, and pronunciation. There are some speaking types that are suitable for learners at different levels, such as imitative speaking with parrot back action, intensive speaking with simple produce or response to a simple sentence, responsive speaking is a shape of a short conversation, interactive speaking has a longer conversation with an interpersonal or transactional exchange, then the last is extensive speaking or monologues for such long utterance that required the speaker to have a lot of knowledge in uttering it fluently. Therefore, someone

cannot attain fluency before they can produce language in communication through oral as explained by speaking.

3. METHODS

This research is a shape of literature review with the theory of library research by George (2008), defined as research that collects the data and information the researcher needs through books, articles, documents, and even virtual resources. Additionally, it could be included in qualitative where for this research, descriptive is used. According to Fadli (2021) qualitative seeks the real situation in a particular setting with the reason of investigating and understanding the phenomenon before describing it with the description from the analysis done. Due to the newest application being sought and the lack of information spread via document or article, the researcher used the description from the main source of the application itself, available journal articles, and the application reviews from various media. In brief, the procedure in this research is just simply from the application observation by trying it, planning what the researcher could investigate, and collecting the data—here is about the application theory based on the objective of this research—chunking to grouping the data into a specific theme, and present it with the description. Additionally, to make this research valid in collecting data process, the researcher tried to reach Hilokal's staffs to complete the data.
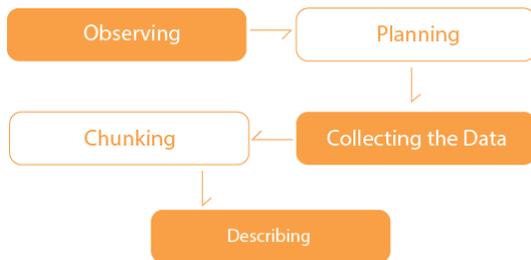

Figure 1. Research Framework

4. RESULTS & DISCUSSION
4.1 Description

Hilokal is a language exchange or learning application based on audio with scattered native speakers in different languages right inside their pockets. David Woodworth, Jeongho Yoon, and Jonathan Baudanza created it in Nowon-gu. Seoul, South Korea. There it gets the name with 'K' rather than 'C' in its spelling, where another reason emphasizes the novelty of what application has existed. David Woodworth, one of the main CEOs, specified a philosophy which is shortened form of 'hi' and 'local' sounds like greeting and connecting with local people from different notions. Pioneered in 2019, officially released in May 2021, after the beta version around January 2021 (Hilokal, 2023; Nugraha, 2021). The last update is on February 26th 2023, with the 6.0.9 version up to 500.000 downloads and 7000 reviews with 4.7 rate—which is good as an application with those many users. A reason might be it's the right time to pop up during the pandemic; stated by Haidov & Soykan (2022), innumerable aspirants have begun to learn languages as a means to relieve boredom with an alternative shaped as applications that have a vast floor of source they can access

anywhere and anytime. COVID-19 transitioned some renewable learning and teaching styles from conventional face-to-face practice to virtual synchronous and asynchronous using technology. Hilokal came up with a mobile application shape that fits language learners' preferences, investigated by Cahyaningrum (2022) discovered that most language learners highly prefer it due to its practicality. Not only that, the use of mobile or usually called MALL (Mobile-Assisted Language Learning) assessed can engage the informal classroom setting with student autonomy because of its flexibility compared with CALL (Computer Assisted Language Learning) (Ali et al., 2022; Hussain & Awan, 2017). There is also a desktop or website version for the computer user that is still in the works. Generally, teachers would prefer more control over space (in terms of gaining access to and sharing the learning material, interacting with the entire class, and assessing the learners without having to miss anyone from the class to access the lesson). It could be defined that this application has its own aura of popularity besides some applications that have been extensively investigated or used for online language learning and teaching process: Google Classroom, Zoom, WhatsApp, Google Meet, and YouTube (Yulitriana et al., 2020). Those applications mentioned were not initially designed for language learning and teaching purpose. Ultimately, they do not have the best features and produce the best result without the involvement of teachers. Conversely, Hilokal primarily focuses on accelerating oral communication that indirectly assesses aural comprehension through its simple audio-based goal, even with only some learners' existence to help each other as language partners.
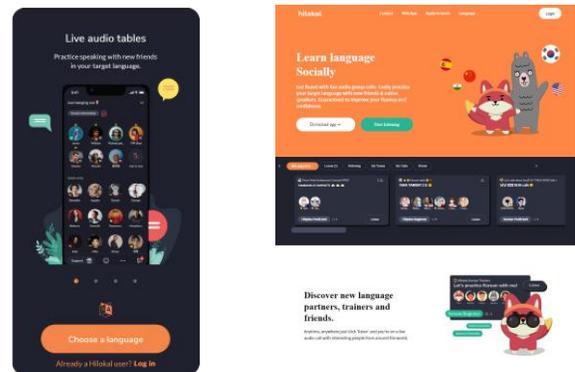

Figure 2. Welcome Page on Mobile and Desktop Version

Hilokal could be called the real educational platform supported by a conducive learning environment—some applications are smudged by the users or have not-optimal management to keep their best quality based on the initial goal. Nushi & Khazaei (2020) proved Tandem does not restrict its message access, which brings some users who are more focused on making friends than language learning partners. It inconveniences users who are serious about their primary purpose of learning a language. Signs also show that Hilokal has a kind and well-moderated community without bad people out from educational purposes like perverts, scams, or trolls since each user can directly report, block, and even kick unappropriated users to keep a safe environment and make them

still on the line (Woodworth, 2022)—in this case, the staff would re-evaluate before decide to ban permanently. Two mascots representing the application to serve the service here are fox and lama, which people can see on every edge of Hilokal's design. Those mascots are included through some cute and valuable reactions in conducting the lesson. In order to always keep a good environment, open and close discussions are usually conducted on the application—report the progress/plan, ask for user suggestions, etc.

used by this recent generation. It is actually not the newest thing here, but it endures now. As stated by Xu (2022) audio chatting by using the application has been popular since early 2004 as people can know some streaming content shows about their talk during gameplay, maybe with Discord. It cannot be denied that this application is well-known cause it not only has its preferable way yet also the line of educational language learning and teaching application with wide access to interact with people around the world.
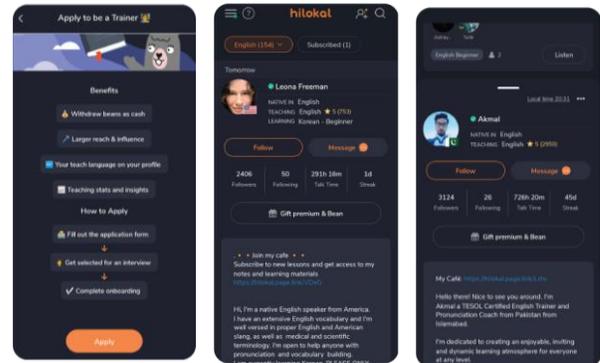

Figure 3. Report page and Hilokal Staff Meeting

Figure 4. Tutor Hiring, Native and Non-Native Tutor

4.2 Features

There is limited access to interact with native speakers of the target language when the learners are living in countries where that language is taught as a second or foreign language (Nushi & Khazaei, 2020). In line, an essential thing in building language acquisition is more interaction with the target language, especially Wahyuni & Afrianti (2021) showed that collaboration between foreign and native teachers increase learners' speaking skill, confidence, and motivation. Hilokal provides a floor for language learners to meet with so many features they could use to accompany their language learning journey. Some features are as follows:

Firstly, Hilokal was dominated by Korean lessons with native and foreign tutors yet completed in more preferable languages, especially English (Cahyaningrum, 2023). This great improvement appeared since not only random people can become a tutor, but they should pass some hiring processes starting from filling out the application form with the profile and required documents, interviewing, and then finally conducting microteaching or demo teaching. It could be an essential step used by almost all teachers' hiring process before diving into the real work. Dayanindhi & Hedge (2018) agreed that microteaching could induce a positive attitude with its continuous conducted practice that shows each teacher's competency in teaching for particular education, language, or age levels. There are some privileges that all verified tutors would grab instantly, such as withdrawing beans as cash, teaching stats and insight, and more extensive reach and influence, until attached language to each tutor profile. It can be concluded that Hilokal is not a haphazard-created application in order to take a subjective purpose yet, from the start want to help provide language learners with more opportunities to interact with people worldwide more professionally and grab their various target languages in advance.

Briefly, in this application, the tutor teaches by using the audio-lingual method. One of the purposes is to have an active environment where both teachers and learners can discuss something in a particular topic directly. David Woodworth stated that audio was considered more convenient than having a camera on to show between the teachers and learners with less confidence. One of the reasons could be privacy concerns or anxiety issues (Wahyuni & Afrianti, 2021), especially when they meet with strangers worldwide yet are not confident enough to talk in front of them. It is so popular nowadays with the emergence of podcasts, vlogs, until music lying around on a mass of social media mostly

1. **Table** is a term for a conversation room. It can be said that this is the main features the user could use to have audio-based language learning right after making an account or when opening the application. There are normal or non-lesson Table and lesson Table with specific material conducted for teaching purposes (Nugraha, 2021). In an update to differ the Table, this application has three specific colors: a) No color for standard Table that a normal user makes, either regular or premium b) green color since the user is a verified tutor with green bandage c) gold color represents that the class is paid verified class where the learners should pay with bean (virtual cash) before they can join—it is private so only limited around one till three learners could participate. More customize remarks such as title/topic, language, description, participant number, and community (optional) are able to show other users instead want to join the Table or not. Those different Table categories are available on the top of the homepage based on language, Table made by the following users/friends/tutors/café, and private one. This facility

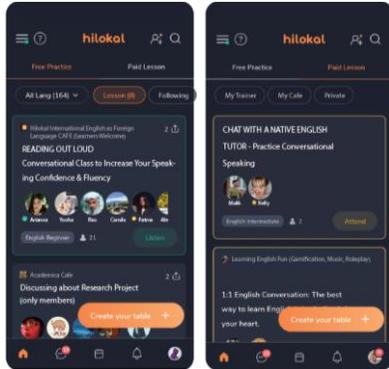helps looking for a preferred Table is not about wasting time again.

Figure 5. Homepage

After the users make or join through a Table, then they can access a page that looks like **Figure 6**. Some aspects really help to conduct a practical class, especially for speaking skills, such as:
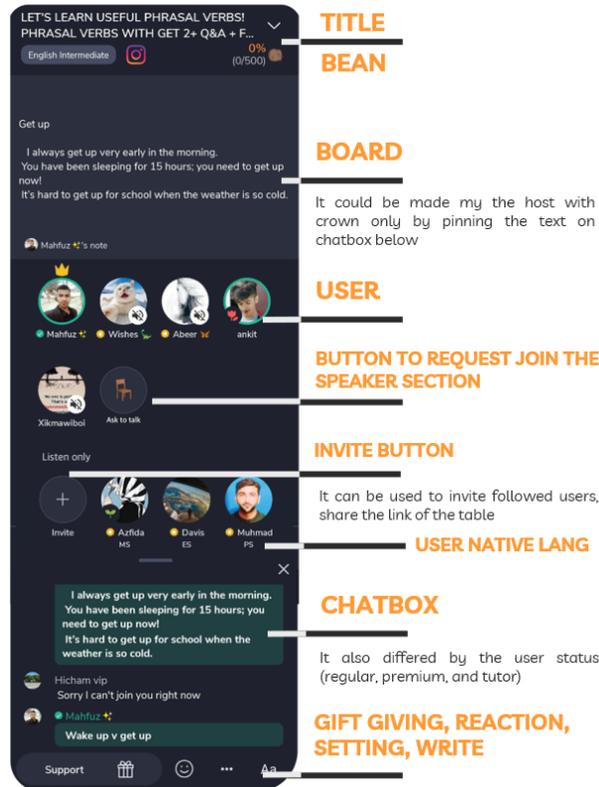

Figure 6. Table Appearance

- Title is helpful to tag the topic of the Table with a description. It can help make the user in finding the right Table as their preferable.
- Language of the Table also gives a tag to all participants that in that Table, people prefer to use that language more than others—it is adequate to attract someone who also learns the same target language. The level is so much aid to lead the users to find the fittest particular Table in their target language.
- User could be defined as a host (someone who creates the Table or is bestowed as a co-host by the host with a crown on the top of the user image. They could have it just after becoming a speaker. Everyone with a crown could give and take it back), speaker (talking with a green circle and muted with muted speaker bandage that could be muted by the host yet only able to unmute by the user itself with/without host request), listener (they are in the listener section with no access to talk), and user by bandage (every account is made as regular before they subscribe the premium gold bandage and get more advantages, green bandage to verified tutor). All features like chat, ask to talk/sit, emoji, and until invite someone could be accessed unless the host makes those features missing as a host restriction role. The reason is to keep the Table working as the host's goals from the initial—since sometimes spam or uninvited users come randomly to distract the class or the initial Table purpose.
- Chat differs in color also based on the user bandage, as explained before. Here is the section where the host could pin their message and bring it up to the board. A great aspect here is that everyone could save to the shareable notebook, translate to their native languages, and delete or edit any chat their selves or other user wrote. Not only text, someone with a host role could send an image—also in purpose to keep the Table safe since only trusted accepted users could do that.
- Emoji is a reaction that is useful to support the running of a class for either the tutor to react without interrupting other participants while they are speaking and the participants to agree or disagree with what the tutor or other participants stated—especially for the listeners who cannot speak.

In brief, Hilokal really organizes the Table as the main features well in order to maximize the goal and concept as an audio-based language learning application that assesses speaking skills even though some features assist with writing (chatting), reading (board/chatting), and listening (participants act as interlocutor) regard to the class/Table topic through what skill the tutor wants to teach. There are over 100 Tables with live conversations conducted daily by people worldwide (Woodworth, 2022) with their time differences—that is why some users with minimal differences in time could gather each time. Therefore, with optimal use, Hilokal could be one of the best-recommended applications to help language warriors with a tremendously well-managed environment language journey floor.

Furthermore, there is also a scheduled Table shown in **Figure 7** below that the main tutors used to arrange the class well

when the learners could save time by joining a class at a specific time. It also points to the material sequence the learners could choose or prepare first. When someone creates a table, notification would also embellish each follower inside or outside the application. The followers feature itself has a bunch function to connect people with a common interest, omit the restriction to reach each other, also indirectly show how long the users use or build the network on the applications—as well as the time talking and streak appeared on each user's profile.

Figure 7. Scheduled Table and Regular User Profile

2. **Community** or sometimes called a **Café** refers to a group of some users with similar interests, native or target language, nationality, and the user's purpose (Nugraha, 2021). Especially for the new user who just made a new account, the application will recommend some popular and related café. It is useful to direct the user without too much confusion, as Woodworth (2022) said from his survey that some new users tend to be baffled in using the application. It is no longer a secret that community use in language learning—especially with teachers who facilitate and monitor it—brings activeness, enthusiasm, and motivation to the ability to speak more fluently because of their high confidence (Iqbal et al., 2021; Nurhasanah, 2015). Not only a suggested café yet on the same page, but Hilokal also provides a suggested tutor or user who is an expert in the user's target language. Briefly, Hilokal is a complete package to serve any language learner's needs.

Figure 8. Recommended User & Café

3. **Message** or chat is another privilege to connect with other users, yet after they met in the Table and had such a great conversation—with connected interest or need—to talk more and plan other tables later on. There are the same aspects as chat in the Table, like translating, saving, editing, and deleting. Again, only a pair of users who follow each other could send pictures—because they believe inappropriate images would not be sent. Another restriction that the users can do is disable their unfollowed users to be able to message them—this feature is not available in every language learning application. Although they can take, screenshots yet the pictures are not downloadable. The last, connected with this application concept as an audio-based language learning application, there are also voice recordings that are useful for some people who are comfortable doing this with a language partner or tutor instead.

4. **Tutor** or **trainer** is hired user that teaches language on Hilokal. They could be native or non-native speakers with their own specializations like an interview, daily conversation, idiom, or many other things from different skills—it makes this application complete. In hiring Table, Hilokal stated that non-native speakers certainly have different approaches to learning a specific language that could be a suggestion for other learners they teach. Although, native speakers also have their own beneficial thing since they interact with that language and culture related since they were born. On Hilokal, the number of native and non-native tutors from different countries is balanced to provide all learners with their language practice needed.
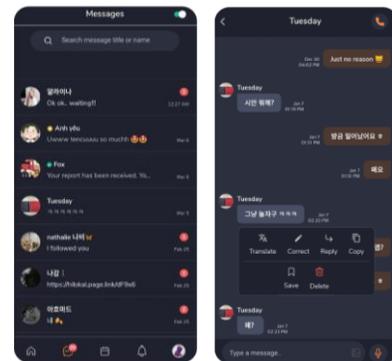

Figure 9. Messages Feature

5. **Language Progress Bar** is the newest feature, with its beta version for only premium users. It tends to report based on native and target language while the users speak in the Table. Instantly, this feature could be handy to provide a self-evaluation of language learning progress with deep learning help checking various language pronunciations. Xu (2022) stated that deep learning gives an overview of precise, rapid, and objective pronunciation, which is highly reliable. Sometimes, as human speaking testers, they should literally have good

listening skills to measure the correct score (Brown, 2004).

Figure 10. Light Version Profile with Premium Language Progress Bar Facility

4.3   Advantages and Disadvantages

As something created by human, Hilokal has both advantages and disadvantages that could be taken from the description above. It will include performance until the interface the staff are still working with. Every user even feels satisfied with its dynamic development with maybe new features or design changes.

Table 1. Advantages and Disadvantages of Hilokal

No	Advantages	Disadvantages
1	Fully educational designed app with native speakers/goal-oriented and helpful study buddy for any level learners.	Limitation of Table participant on speaker line. Only eight people are allowed, or the request would not work either for the requester or the Table's host.
2	A bunch of features application unconsciously helps establish user experience easily and attractively represent the reality of informal class—the staff even have an open meeting on the app people could attend and together build the application better with user preference.	Unfixed bugs (suddenly out from the application or Table, unable to hear, volume bar that could not control till the lowest, lagging, unstable signal)
3	Provide a complete visible user profile (language, nationality, favourite thing, talking time, streak, local time, and description	Language progress bar (beta version) does not really work with the transparent result. The users cannot see whether the legitimacy of
4	with some preferred things like a hobby until some social media connection)	the result is right or not check their pronunciation in a particular language.
4	Unlimited access (24/7 free/paid both lesson and non-lesson Table). The payment is so much simple with some alternatives that transform as bean as a paid lesson access before accumulated as tutor's salary.	Unwell notified notification that sometimes the users could miss any meeting or invitation. The alert is only in light vibration, leads to unnoticeable for some users.
5	Customizable for the language based on native/target language and its level from beginner till advanced (on the Table and user profile)	Limited only one language set in one Table or regular profile (this one is actually in progress to put more languages in a Table. Additionally, some languages are not available.
6	Preserve user comfortability (user/host control that can restrict anything to ensure everything is under the initial goals)	Unreviewed accounts, which makes some users sometimes have an inappropriate profile.
7	Accessible on any devices (mobile, computer/desktop thru browser even still in limited features)	
8	Multiple popular alternative platforms log in: Kakao Talk, Google/Email, Facebook, Naver, and Apple.	
9	Various topics can be created or joined in the Table.	
10	Everyone has the same goals to learn or improve languages with a high desire to help each other. Other applications could have some arrogant people who even does racist.	

Moreover, the authenticity of language learning environment without user existence manipulation bring a real-life context to particular target languages with their various own characteristic (Cahyaningrum, 2023; Hilokal, 2023). Hilokal brings a renewable alternative into that concept in a great product with its rich features, mainly to assess speaking skill with bringing some people around the world who have highly motivated language learning desire. As

you can see that it brings a lot of advantages rather than disadvantages that might be able to fix soon.

5.   CONCLUSION

This research focused on an audio-based language learning application called Hilokal, with functions as a language exchange tool for people worldwide to interact without limitation to choose the target language, study buddy, and tutor. Hilokal consistently brings the educational environment with a kind and well-moderated community that most language learners in this generation crave. It provides 24/7 access application to everyone from any notion with any status, culture, and language level in a publicly accessible named Table replaces 'room' terminology. The user could utilize it to have a certain conversational topic, lesson, or discussion, like what Hilokal's staffs always do. Two checking ways from humans by a verified tutor or language partner and by technology with a language progress bar could equip each other in bringing the perfect learners' reflection and improvement. Other features mentioned here are community and messages, with each rich benefit for the learners or even the tutor to coordinate and support the learning journey intensively. It is so much satisfying when the advantages take more roles rather than the disadvantages that could be improved soon—since Hilokal is still in the developing period. Therefore, this research recommends Hilokal as one alternative in assessing speaking skills—even if it could be used for other skills—because of a lot of features that mainly directed to help the two ways communication that mostly non-native speakers cannot taken in the real environment/country because of its use as foreign or second language. Since the research only depends on the theory from several sources without the objective perspective from its user, it will be better to get it for the next researcher to get what things have not been sought here. Furthermore, the implication of this research could give the newest data about language learning and teaching alternative for learners, teachers, and even researchers in a similar field.

6.   ACKNOWLEDGMENTS

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