UTILIZING ORAI APPLICATION TO ENHANCE STUDENTS' ENGLISH SPEAKING PERFORMANCE

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Abstract

This study aims to determine how the Orai application could improve students' speaking performance and perceptions of using it as a learning tool. The subject of this study were 40 students of one class of a public senior high school in Tangerang. This particular research is categorized as one group pre-test and post-test experimental design. The data was gathered utilizing three instruments: a pre-test, a post-test, and an interview. The findings revealed that using the Orai application significantly impacts students' speaking abilities. As indicated by the results, using the Orai application could improve students' speaking abilities and perceptions of the Orai app as a learning medium in various areas, including pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication. The Wilcoxon signed test findings show a difference between the average pre-test and post-test scores after utilizing the Orai application for several treatments, with the value of asymp sig. (2-tailed) 0.000 being smaller than the alpha level of 5% (0.05). These statistics indicate that Orai, an application used to study English, particularly speaking, can help students improve their speaking performance more efficiently. In addition, the use of the Orai application is recommended for teaching instruction since it provides a joyful and engaging learning environment, and stimulated the students' enthusiasm and participation in classroom activities.

Keywords: Orai Application; Perception; Speaking

INTRODUCTION

The incorporation of technology has been one of the most significant improvements in education during the last few decades. The use of technology in education has transformed the methods of teaching and learning (Wah & Hashim, 2021). Therefore, the incorporation of technology has been one of the most significant changes in education during the last few decades. Sudarsana et al., (2019) mention that the use of technology in education has altered the methods of teaching and learning so that learning using technology can be used by teachers in the practice of teaching English to make learning more interesting. Technology integration transforms the system from a teacher-centered to an individualized learning design that encourages students' critical and creative thinking (Sadikin & Handayani, 2019). Students are afraid to speak because they are afraid they are wrong about grammar and pronunciation and lack a knowing vocabulary. However, talk is most often used to communicate (Kazemi & Moradi, 2019). Based on the researcher's experience, there are some obstacles to teaching speaking English in class. The first, many students are still not confident in speaking English in front of many people. In accordance with it, Harmer (2007) has found that shyness and a lack of willingness to speak up in front of others are common reasons why students avoid speaking, particularly when asked for personal information or thoughts. The second, the teacher does not give students time to practice speaking and rarely provides practice for students to practice speaking. This statement, in line with Thornbury (2007), argues for using the regular speaking practice in the classroom to advance, and a suitable decision must be made.

The third, English is not the main language, so it causes students difficulty in speaking English fluently. According to Hwang et al., (2016), the lack of opportunities to use English in a country that is not the native language to communicate is one of the obstacles for students to speak English fluently. The fourth is the lack of motivation in students to learn English. This is in line with Namaziandost (2019), who states that the lack of motivation of students could cause the students' comprehension of the material given in class. The last is the lack of knowledge of students' vocabulary. This causes the students difficulty in creating the sentence. This is what Castillejo (2019) mentions that one must have their words prepared in the brain, and then they put them in the appropriate language. Due to the difficulties mentioned above, the aim of this study is to make a contribution and establish a setting where students can experience a variety of situations, enjoy learning and love English at a young age by giving them appropriate, good, and engaging resources. The teacher can actually use a variety of techniques to accomplish them. Using the Orai application is one of the techniques that could help students learn to speak. According to Chang, cited in Halimah et al., (2022), the Orai application is a tool for improving speech. Besides, people can communicate effectively on stage, in front of an audience, or in daily life with the help of Orai. This application provides immediate results in great detail as the students are able to download the app easily from their smartphones. Although there are many studies on teaching speaking using technology or application, this study will explore the influence and the student's perception of the application "Orai" on students' speaking skills. This research used a quantitative approach. Orai is one of the most widely used Android mobile applications. It is a tool for improving speech. Danish Dhamani is the one who created it. People can communicate effectively on stage, in front of an audience, or daily life with the help of Orai (Halimah et al., 2022). This is used as a place for people to practice speaking. This application can provide immediate results in great detail. Students must download the app to their smartphones in order to use it. The Orai app was available for download by students on their smartphones. Because students only download and install the Orai application from Google Play or the App Store, using it is simple. It works with nearly all iOS and Android mobile devices (Halimah et al., 2022). The Orai application is incredibly user-friendly. Its outcome analysis is precise. It examines three important factors in user speech analysis. It starts by checking for the misuse of "filler words," such as "ums," "uhs," and "likes."

There are benefits and drawbacks to any teaching tool that a teacher uses. The Orai application also offers benefits and drawbacks. The advantages are Orai learning application has the potential to inspire and motivate students and everyone who utilizes it. Additionally, it increases students' enthusiasm to apply it when expressing their thoughts (Susyetina, 2019). According to Suryani et al., (2019), the Orai application can teach people how to speak English since they feel comfortable speaking while recording their voices. Because users of this application may fix their errors when learning to speak English, it is both a superior and a unique tool (Halimah et al., 2022). Along with its benefits, this application has some drawbacks that may be divided into two categories, difficulty selecting themes, which need teachers to modify both the subjects they are teaching and the levels and skills of their pupils, as well as the methods they employ. When utilizing the Orai program at school, the disadvantage of the internet connection can provide its own challenge. Orai is a paid application. If the context of education and students or teachers do not have a budget, they can only use free trials. Speaking is one of four macrolanguage skills that should be strengthened in English for Foreign Language Learners (EFL), according to Afshar & Rahimi (2014) particularly in non-native countries where people lack access to feedback and real-world situations. Nowadays, speaking English as a second language is very important (Kazemi & Moradi, 2019). Because of the importance of speaking and the purpose of communicating in English, many linguists and experts agree that speaking is one of the most essential skills for every language learner at every stage of the study, such as in schools, language institutes, or even at the universities, especially for applied linguistics students (Ahmed et al., 2017). Speaking is an important

part of learning and teaching a second language. As a result, in today's world, the goal of teaching speaking seems to be to improve the students speaking skills, because only then will they be able to voice themselves in a way that conforms to the social and cultural laws of the area where they are speaking. As a result, a recent pedagogical study on teaching students conversation, according to Zyoud (2016), has given some characteristics for developing objectives and techniques. To support a variety of classroom activities and assist them achieve their teaching objectives, teachers might adapt different website resources (I. S. Sadikin & Saleh, 2017). Speaking is a structural action (pronunciation, grammar, and vocabulary); it is the use of correct words in the appropriate order with the correct pronunciation (Burkart, 1998).

METHOD

This study employed an experimental design to address the research question. According to Creswell (2014), experimental designs (also referred to as intervention studies or group comparison studies) are quantitative research processes used to determine with precision whether an activity or material affects participant outcomes. The researcher employed a quantitative approach in this study by employing a one-group experimental pretest-posttest design. The researcher recruited a single group and administered an intervention throughout the experiment; there is no control group to compare to the treatment group in this design (Creswell, 2014). Researchers conducted a pre-experimental study to determine whether the Orai application affected students' speaking fluency. The data for this study was gathered through pre-and post-tests, as well as an interview. This study was carried out at one of Tangerang's public senior high schools. The participants in this study are 40 students in grade 12.

RESULTS AND DISCUSSION

Results

The first activity included a pre-test for the students. This is done so researchers can gather that data to support their studies before students receive treatment. This pre-test is being given to students to determine their proficiency level in speaking English. The pre-test took place on August 10, 2022. The test was followed by 40 students. The researcher provided the following text for students to read during the pre-test. The next step is for the students to translate the material into their language. One by one, the students entered the front of the class. The 45-minute pre-test included 10 minutes for students to read the content.

1) Pre-test

The lowest	The highest	Mean
12	19	16,2

Based on the table above, the average student's pre-test score was 16.2, with the lowest score was 12 and the highest was 19.

There are 40 students, as may be seen from the table below. The average outcomes for each student's assessment in each category are listed below. The pre-test results are included in the attachment above. The researcher used the pre-test scores as an early gauge of the students' speaking abilities before to treatment, but the final average still has to be raised.

	N	Range	Sum	Mean	Std. deviation	Variance
Grammar	40	1	109	2.73	.452	.204
Vocabulary	40	1	101	2.53	.506	.256

Comprehension	40	1	97	2.43	.501	.251
Fluency	40	1	107	2.68	.474	.225
Pronunciation	40	2	126	3.15	.700	.490
Task	40	1	108	2.70	.464	.215
Valid N(listwise)	40					

2) Treatment

The second meeting is a treatment session. This session was held to introduce the Orai application to the students as a teaching tool. It took place on August 11th, 2022, with 40 learners participating in the instruction. This treatment aims to assist students in becoming better speakers by using the Orai application as a medium. Treatment continues to be the third activity. Students are given a text by the researcher in this activity, retelling the material in their own words, recording it using the Orai app, and sending the final result to the researcher. This is the second treatment session. The event took place on August 24th, 2022. The concept of this activity is unchanged from the previous meeting. However, the researcher gives the learners a different text. Students then use Orai to record their voices once more, handing the results to the researcher. The only difference between the final treatment session and the first session is in the text. The event took place on August 25th, 2022. The purpose of this conference is still to determine whether the Orai application has helped students' speaking abilities.

	T1	T2	T3
Mean	64,825	68,725	69,625
N			
Std. deviation	40	40	40
	8,28217212	6,6332025	6,67715321

In the table above is the result of the average value of students in the treatment. The first treatment (T1) the average score of students is 64,825 and the standard deviation with a score of 8,28217212. Then in the second treatment (T2) the average score of students was 68.725 and the standard deviation was 6.6332025. And the last is the third treatment (T3) the average score of students is 69.625 and the standard deviation is 6.67715321.

3) Post-test

The study's last meeting took place on August 31st, 2022. Forty students participated in this post-test. The main goal of this meeting is to determine how much the students' ability to talk clearly and in their own words, which they practiced in the last meeting using the Orai program, has improved. The students will read the material provided by the researcher for this post-test, then come to the researcher one at a time to retell the text in their own words. After using the Orai application to teach them, students were given this post-test to determine whether their speaking abilities had improved. The researcher wants to know how much progress there is in students' speaking skills after treatment.

Based on these results, students received a post-test score of 19.525, with the lowest score was 15 and the highest was 24.

The lowest	The highest	Mean
15	24	19.525

There are 40 students, as may be seen from the table below. The outcomes for each student's assessment for each component are listed below. The data from the post-test is included in the results that are attached above. The researcher collected student scores from the beginning of the pre-test, treatment, and the outcome score has improved. Until ending at the post-test.

	N	Range	Sum	Mean	Std. deviation	Variance
Grammar	40	2	125	3.13	.404	.163
Vocabulary	40	2	121	3.03	.357	.128
Comprehension	40	2	120	3.00	.599	.359
Fluency	40	1	143	3.58	.501	.251
Pronunciation	40	1	146	3.65	.483	.233
Task	40	2	126	3.15	.483	.233
Valid N(listwise)	40					

4) Students Perception in Using Orai Application as a Learning Media

In order to respond to the second research question, the most recent treatment was used in this study. After completing the pre-and post-tests, the researcher aimed to ascertain the students' perceptions of teaching and learning. As a result, the researcher's first step while a teacher is to observe the students as they study in order to select the right ones for an interview about how they perceive using Orai as a medium to learn to speak. Identifying any issues that may arise before conducting the interview is important. On August 10th, 2022, the researcher conducted the interview. As a result, the researcher selected six students from grade 12 to inquire about their responses based on the specified standards.

The researcher also asked the students, "Does the Orai application increase your enthusiasm in learning speaking?" in order to determine whether Orai increased student enthusiasm for learning speaking. It is clear that the student's response is positive. The Orai application can raise their motivation to learn to speak because they can see in detail where their own speech patterns exist and can improve those patterns to speak English more fluently in the future.

Additionally, the researcher wants to know what students think about using Orai as a teaching tool. "Does the Orai application help you speak English? Why?". The researcher can infer that the Prai application helps the students speak English after considering all of the students' responses. Students believe that this feature can provide them with input and that orai can assist them in speaking English because, in their opinion, Orai helps their speaking skills because they can improve their speaking skills through it, which shows their mistakes when speaking English when it gives the results. These positive impacts give several benefits for students, such as being more active and confident and making the classroom environment enjoyable while studying. As a result, the teacher can continue to utilize orai to teach speaking because it positively affects the students and increases their interest in the subject. Students react positively.

5) The result of the Normality Test

The normality test is used to find out whether the data normally distributed or not. The researcher used statistical computation by using SPSS for normality test. The test of normality employed Kolmogorov-Smirnov.

The hypotheses are :

H0 : Data have normal distribution

Ha : Data do not have normal distribution

The test criteria:

H0 is accepted if Sig. > α = 0.05

Ha is accepted if Sig < α = 0.05

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar	.453	40	.000	.559	40	.000
Vocabulary	.351	40	.000	.636	40	.000
Comprehension	.377	40	.000	.629	40	.000
Fluency	.428	40	.000	.591	40	.000
Pronuncation	.260	40	.000	.801	40	.000
Task	.441	40	.000	.576	40	.000

a. Lilliefors Significance Correction

Based on the significance value of Kolmogorov Smirnov as a result of data processing, all variables showed a result of 0.000 or a significant value of less than 0.05 alpha so that it can be concluded that the data is not normally distributed.

6) The Result of Wilcoxon Test

After the researcher knew that the data is not normal. The researcher used non-parametrical statistic and Wilcoxon test. In this case, the researcher used statistical compilation by using SPSS for Wilcoxon test. The hypotheses are:

$H_0: d = 0$ (There is no difference in the average pretest and posttest scores)

$H_1: d \neq 0$ (There is a difference in the average pretest and posttest scores)

Test criteria:

Reject H_0 when sig value < 0.05

Test	Sig.
Wilcoxon Test	0.003

Test Statistics[a]

	POST_TEST - PRE_TEST
Z	-5.243[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Result:

Sig score < 0.05 then reject H_0

Conclusion:
From the results of the Wilcoxon signed test, the value of -5.243 and the value of asymp sig. (2-tailed) 0.000 is smaller than the alpha level 5% (0.05) so it rejects the Ho, it can be concluded that after doing several treatments using the Orai application, there is a difference in the average pretest and posttest scores.

Discussion

1) The Use of Orai Application in Speaking

Based on the analysis of the data and testing hypothesis, the result of the Wilcoxon signed test, the value of -5.243 and the value of asymp sig. (2-tailed) 0.000 is smaller than the alpha level 5% (0.05) so it rejects the Ho, it means that treatment had the influence of using Orai application towards students' speaking skill at the twelve grade of senior high school in Tangerang. It had been supported by the previous research that was done by Saripudin (2020), entitled "The Implementation of Orai Application in Teaching Speaking To Senior High School". He claimed that when the teacher used the Orai program to teach speaking, the students became more interested and excited.
The score is derived from the students' rapidly improving speaking abilities based on the pre-test and post-test results. As shown in the preceding data, the mean score student results, including pre-test and post-test, have changed. When post-test scores are higher than pre-test scores, it indicates that the changes achieved by students during treatment have been maintained. For each meeting, several treatments were used in the class. The use of the Orai application as a learning tool in students' learning has had positive outcomes. This can be seen from the six aspects used as a benchmark in this study to improve students' speaking skills. There are six aspects presented, including grammar, vocabulary, comprehension, fluency, pronunciation, and task. Overall, each of these aspects has been tailored to the activities assigned to students.

2) Students' Perception in Using Orai Applicaton as Learning Media

The researcher's interview in this study went smoothly, allowing the researcher to easily reach the aim that was created in the study on students' perceptions. As previously stated, the interview was done after students completed pre-test and post-tests that allowed the researcher to learn about their perceptions of using the Orai application in learning to speak. After the interview, the researcher received both positive and negative feedback from students regarding their opinions of Orai as a tool for teaching speaking. In conclusion, students who believe the Orai application actually supports them in speaking give positive feedback. Moreover, it can make them more interested and do it more than twice. However, based on negative answers, students stated that the Orai program is a paid application, so they must use a free trial for a week to use the service and that they occasionally experienced poor signal quality because this application is an online application that requires an internet connection.
Overall, the students believe that using the Orai application will help them speak English more easily. This statement is in line with Saripudin (2020), who claimed that utilizing the Orai application to learn to speak might give students' the confidence to speak up and that they could also use the app to study English. Making them practice speaking with Orai frequently will help them communicate smoothly. Their perceptions are much the same, and Orai improves their enthusiasm for learning English. The response to this

question was that they believe the Orai Application makes studying English less stressful and more enjoyable.

CONCLUSION

The conclusion in this research is the implementation of the two tests and several treatments, it is possible to infer that there are effective ways to improve students' speaking skills in class XII Social 1 of Senior High School in Tangerang in the 2022-2023 academic year. When used as a teaching tool, Orai can distract students' focus from their English lessons and make the learning environment enjoyable. Students' curiosity has been piqued, and Orai has successfully boosted their self-assurance so they can perform in front of the class. Additionally, Orai has increased students' enthusiasm and happiness for speaking classes because they can more readily correct their mistakes and talk more confidently. From the pre-test the mean score is 16,2 and the post-test mean score is 19,5. It can conclude there are improvement on students speaking skill after treatment using Orai application.

ACKNOWLEDGMENTS

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