

Orai Application in Teaching Speaking

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Abstract

Learning in the 4.0 era was the era of ICT (Information and Communication Technology) that made students are familiar with various applications which allow them to get more varied. Thus, it is necessary to select media and facilitate teachers and learners in the speaking activities. Either of the applications used to help to learn is the ORAI application. The aim of this research is to explore the ORAI application in teaching speaking on self-introduction material for the English learner to be preferable English speakers in a delight way. The researchers use a qualitative descriptive method to examine and find out responses the student toward the ORAI Application in speaking. The subject was 7th-grade students in one of the junior high schools in Cimahi 2021/2022 academic years consisted of 15 male students. Test, interview, and observation sheet then the data were elaborate by using triangulation. The implementation of the ORAI can assist students in speaking self-introduction easier. The students felt excited and regarded learning self-introduction using the ORAI application as more enjoyable. On the other side, this application takes a lot of time although it can motivate students in learning to speak learning self-introduction.

Keywords: Information and Communication Technology (ICT); ORAI Application; Speaking; Self-Introduction

INTRODUCTION

The fourth industrial revolution (4.0) is an elaborate, dialectic, and stimulating opportunity that can potentially transform the community for the greater. The fourth industrial revolution is stimulated by artificial intelligence which changes the system, i.e. collaboration between human intelligence and machine assistance, it is about science and technology (Xing & Marwala, 2006). Collaboration between humans and technology can create creativity and imagination for the new education system (Lase, 2019). Education 4.0 requires the teacher to master pedagogical competence by mastering media technology (Halimah & Syaddad, 2020). Education in the 4.0 era is related to Information and Communication Technology (ICT).

Information and Communication Technology (ICT) involve computers, the internet, and smartphone used in today's education (Fu, 2013). As Lowther et al. (2008) as cited in (Fu, 2013) have stated that there is quality learning requires three characteristics as a development, autonomy, capability, and creativity, and is also supported with ICT. Autonomy means that students can learn independently with the use of ICT so that students can explore more with their abilities in learning material. Students can be motivated by the teacher to exhaustive certain tasks with peers or in groups independently assisted by ICT. Using ICT, students have more time to discover new comprehension. Furthermore, when students are more convinced in learning processes by using ICT, students creativity upgraded. They can find out new multimedia tools and the way study materials in their styles using the application, social media, and other multimedia. With a combination of students' independence, ability, and creativity, the use of ICT can develop both teaching and learning quality. One of the media used in this teaching and learning process is ORAI.

ORAI is one of the media to help in practicing speaking learning for the English learner to be preferable English speakers in a delight method. ORAI is one of the famous applications for speaking (Bodana, 2017) as cited in (Helmie & Susilawati, 2018) which is expanded by Danish Dhamani. It aims to assist students with preferable speakers. ORAI is targetting high school and university students. It is an operation to provide people with poise and skills to speak powerfully when on the phase, in front of people or in daily life (Chang, 2017). It assists to people as oration trainer (Takahashi, 2017). This app is frugally identical to speaking into a reflector. It provides an enchanting answer to a general issue; for example, how many filler words like the number of “ums” that is produced, and show them to the speaker as excessive filler words that are indication of doubt. It also notify the speaker if they are speaking too fast or slow and gives them a transcript of what the speaker just said which focuses on the speaker’s contrast energy or lack of their speaking. Moreover, it tells the speaker how to pronounce words and calculate the total of words utters by speaker in a minute, detect the speed of their oration (Helmie & Susilawati, 2018). ORAI application is suitable for those who want to learn to speak independently because the score can be seen by the students. ORAI can support students in learning, specifically speaking. It can push students’ encouragement (Suryani, Syahrizal, & El Fauziah, 2019). To use this application the students should download it through the play store and activate it using a personal social media account. ORAI has four main features; 1) Journey; feature to record students’ progress in speaking practices, 2) Library which provides some lessons related to speaking ability. In this feature the students will be guided on how to control the pace of speaking, how to organize pauses during the speech, how to vary the speaking intonation, how to care with clarity of speaking, how to resolve fillers for the time of the speech, and how to organize a superb interview, it is paid feature. 3) Practice; the feature to record students’ speaking practice, and 4) Profile; is the feature to save the students’ speeches. ORAI suitable for nearly Android mobile tools. ORAI has completed by artificial intelligence that provides instantaneous, personalized responses to users’ public speaking proficiency (Douglas, 2017). The students can choose what skill do they want to improve the most, such as; overcoming nerves, speaking pace, removing fillers, facial expression, vocal clarity, using concise language, speaking with energy, and intentional pausing. ORAI record app, recording a minimum of 30 seconds the speech will be recorded and the students can see the result of their score. The students can find their recorded voice or their speech on recording history. The results of the ORAI scores give the students feedback in the form of a percentage of values and details that must be corrected from their speaking, such as energy, pace, confidence, filler, and transcript. However, speaking learning should be made fun of because it is one of the abilities acquired by English learners between reading, writing, and listening skills. Brown (1994) emphasize cthat speaking is quite hard to acquire than the other three. One element which is believed to cause English as a foreign language (EFL) complicated to master is language apprehensive. Language apprehensive is considered to be an effective obstalce toward second language acquisition (Na, 2007 as cited in Mahpudilah, 2016). If students' speaking skills are not good, they will feel insecure to be active in communicating in-class activities such as discussions, presentations, sharing ideas, speech, and other communication activities. This will affect their speaking assessment (Helmie & Susilawati, 2018). According to Harmer (2007), as cited in (Saripudin, Kurniawati, & Maolida, 2020), there are three rationales to make students speak well. Firstly speaking action presents the practice of real-life speaking in the classroom. Secondly, students attempt to use any or all of the language they know, and finally, students should have occasion to activate the various elements of the language they have stored in their brains with speak up. The implementation of a smartphone as technology or media that researchers believe can help students to learn about speaking differently and different technique. Speaking is a language skill that is produced by listening skills, and that period speaking skill is learned. Speaking is the development of the relationship between speaker and

listener. capable to speak to friends, partners, visitors, and even strangers, in their language or a language, understandable, and eloquently is surely the goal of very many students (Halimah, et al., 2019). That is an emphasis that speaking is important in students' daily life (Suryani & Argawati, 2018). Speaking a foreign language requires thinking and involving affective factors; one of which is self-esteem (Gustaman, 2015). Many methods to obtain students to speak in class. So the teacher ought to be innovative in a good atmosphere where students have good communication and significant to the verbal language (Prasetyo & Anwar, 2015). Speaking is an activity to express oneself in the circumstances or the ability to talk or to convey the continuity of ideas fluently. Speaking is the ability of students to produce information that will be conveyed orally. The material in this research was self-introduction. It is the first chapter material for 7th-grade students. Self-introduction has a significant part in daily life. There is more chance to converge people from diverse cultural backgrounds for a different destination (Fayogi, Supardi, & Arifin, 2017). Jim Peterson (2007) as cited in Fayogi, Supardi, & Arifin (2017) defines that the main questions for an effectual self-introduction speech are how much and what information do you want the audience to find out about you. According to Hikmawati & Ahmad (2017), the content of self-introduction, such; name, address, hobby and idea. Self-introduction material is very suitable and easy for 7th graders is because the content is made based on the students' data. Besides that, the self-introduction material can be easy spoken by students because it is simple and uses simple tense. To sum up, this research focuses on how to explore the ORAI application of teaching speaking on self-introduction material for the English learner to be preferable English speakers in a delight method.

METHOD

The method in this research was descriptive qualitative. According to VanderStoep & Johnston (2009), qualitative research concentrates on the meanings of impressions by inspecting how people define, describe, and figuratively understand these impressions. Creswell (2014) says that the process of qualitative research is mainly inductive; the asker produces cognition from the data composed in the terrain. In addition, Walliman (2011) says people's evaluations, effects of mildness, emotions, notions, faiths reflected in words and taped qualities rather than in quantities. The instruments applied in this research were test, interview, and observation sheet to retrieve data on students. The aim of this research is to find out the ORAI application of teaching speaking on self-introduction material for the English learner to be preferable English speakers in a delight way. The subject was 7th-grade students in one of the junior high schools in Cimahi 2021/2022 academic years consisted of 15 male students. The teacher as facilitator and supervisor conjoined a speaking drill class with ORAI application. It has three meetings. The observation to answer the aim of this research while interviewing to approve the finding. After the treatment has already been given to the students, the researchers conducted the test. The goal of the test was to know whether the treatment of using ORAI in learning could be effective or not for students speaking comprehension. In test, the items were about materials given, that is self-introduction. Finally, data analysis is used to determine the effect of using ORAI App applied to the students to be preferable English speakers in a delight way.

RESULTS AND DISCUSSION

Results

The research was conducted in three meetings. In this research, researchers teach speaking self introduction material to the students using ORAI App. The subject was 7th-grade students in one of the junior high schools in Cimahi 2021/2022 academic years consisted of 15 male

students. The researchers use test to collect data in research. The test was carried out on November 19, 2021. This is the table of the result of how ORAI Application impact on students speaking self-introduction material and value on the class

Table 1. Meeting Activities in Class

No	Meeting	Description
1	First meeting	It was conducted on November 17th, 2021. At the first meetings researchers explained the topics and methods used in teaching-learning processes for three meetings. The material used in the learning process is about speaking self-introduction. The researchers explain the content of self-introduction, such; name, address, hobby and idea. ORAI was recognized by the teacher as the media in learning. The students were not well-known for this application, so the teacher explained how to use the app. The students were so curious and excited to know more about ORAI. The first step of the students' activity was taping. In this step, the students record their discourse. After the students taped their discourse, the tool will take a few seconds to examine students' discourse. The tool then indicated the result and provided actual assessment to the students. Finally, the students were capable to have their point of speaking. They might give the score to the teacher with the screenshot from the smartphone.
2	Second meeting	It was done on November 18th, 2021, the students operate ORAI for the second time. At the second meetings, the research asked students about the material at the previous meeting, and students were asked by the teacher to speak the self-introduction that had been made by them using ORAI Application.
3	Third meeting	It was done on November 19th, 2021. The researchers use test to collect data in research and the interview was done and interviewed nine students about benefits of ORAI. The result of students' interview was categorized based on fun and better in speaking or not of the used of ORAI in speaking.

The first meeting was organized on November 17th, 2021. ORAI application was presented by the researchers as the media that was used in speaking then the students tried to use it. The second meeting was conducted on November 18th, 2021. The students were asked by the teacher to speak the self-introduction that had been made by them using ORAI Application. At the third meeting, the researchers use test to collect data in research and interviewed some students. While observation is done by the researchers throughout the teaching and learning process. This activity is administered so that the researchers can monitor the student's attitude and participation when teaching speaking self-introduction using ORAI Application. At the last meeting, the test was done by the researchers, these are the result of the students' final test:

Table 2. The Result of Final Test

Number	Student	Orai Score (%)
1	Student 1	75
2	Student 2	78

3	Student 3	82
4	Student 4	86
5	Student 5	83
6	Student 6	62
7	Student 7	75
8	Student 8	78
9	Student 9	71
10	Student 10	67
11	Student 11	84
12	Student 12	81
13	Student 13	86
14	Student 14	58
15	Student 15	67

Based on the data of Table.2, it can be sum up that the students perform better score in speaking by using ORAI Application. It can be seen from the score obtained by them. The minimum score in this school is 70 and 73% of students scored above average. To describe the responses after implementing the teaching of the research. The researchers used interviews to collect the respond of the students toward the learning process. The researchers interviewed nine selected students. Divided into three groups, there are three high-achiever students, three intermediate-achiever students, and three low-achiever students.

Table 3. The Interview Transcript

No	Name of Students'	What are your difficulties in learning speaking self-introduction using ORAI Application? (strengths and weakness)	How does the ORAI Application make you fun and better at speaking English?
1.	Student 4	ORAI Application mudah digunakan	ORAI Application seru dan menyenangkan, saya bisa merekam dan lihat <i>score speaking</i> saya langsung
2.	Student 13	Tidak ada kesulitan.	ORAI Application memudahkan belajar <i>speaking English</i> dengan adanya fitur ORAI Transcript
3.	Student 11	Saya dapat mengikuti pelajaran jadi tidak begitu sulit untuk berbicara dalam Bahasa Inggris pakai ORAI.	Saya senang merekam <i>speaking</i> dengan ORAI dan melihat <i>feedbacknya</i>
4.	Student 5	Tidak ada kesulitan.	Saya senang merekam suara <i>speech</i> saya dengan ORAI dan mendengarkan nya lagi
5.	Student 3	Tidak ada kesulitan. Hanya perlu latihan bicara biar lancar	Saya senang bisa lihat <i>score speaking</i> saya dengan cepat
6.	Student 12	Malu bicara pakai ORAI jadi harus rekam suaranya dikursi belakang	Menyenangkan bisa menggunakan ORAI Application jadi saya termotivasi untuk mendapat <i>score speaking</i> yang terbaik
7.	Student 10	Tidak suka Bahasa Inggris	Awalnya susah tapi jadi bisa

No	Name of Students'	What are your difficulties in learning speaking self-introduction using ORAI Application? (strengths and weakness)	How does the ORAI Application make you fun and better at speaking English?
8.	Student 6	Susah kalo mau bicara karena masih harus cari terjemahan kata nya dulu jadi selalu sedia kamus.	merekam suara <i>speech</i> nya Agak susah menggunakan ORAI Application
9.	Student 14	Nggak pede kalo ngomong Bahasa Inggris	Agak susah menggunakan ORAI Application

Based on the data from Table. 3 the interview transcript, the researchers found some students' difficulties in learning English, such as the students are not confident when speaking English, the students do not like the English, the student does not enjoy the use ORAI application process because they need privacy area when recording their voice.

Discussion

The aim of this research is to find out the ORAI application of teaching speaking on self-introduction material for the English learner to be preferable English speakers in a delight way. According to the output of the research, it can be sum up that the utilization of ORAI application in teaching speaking on self-introduction material for the English learner could improve students' scores in speaking. It could be seen from their score of speaking the minimum score in this school is 70 and 73% of students scored above average. Based on the observation, the students seem to savor and have fun taping their discourse then listening to them. It is supported by Takahashi (2017) states that ORAI assists people as speech trainers. The students can revise their speech to be better scores and better speech. It is supported by Douglas (2017) states that ORAI is an application provided by artificial intelligence which gives prompt personalized, actionable report on users' public speaking energy. Based on the interview the students felt motivated, increased, and more confident in speaking using the ORAI application this is in line with Suryani, Syahrizal, & El Fauziah (2019) who say ORAI can support students in learning, specifically speaking. It can push students' motivation. While the rest still does not enjoy the use ORAI application process because they need a private area when recording their voice.

CONCLUSION

Speaking can help the students to communicate with each other more fun and better. Speaking can be a way to express our minds to other people. Through speaking self-introduction material, the students can share the information or their idea orally and directly. ORAI applications in teaching speaking supports the students in the 4.0 era of technology to experience interesting and fun learning. Besides, the existence of scores and direct feedback as well as details of things that must be improved by the students in speaking, makes speaking learning more effective and measurable. Yet, this application must be connected to the Internet and there are some paid features. Hopefully there is an update from the developer of the ORAI application to be better so that it makes it easier for English learners to learn speaking with the ORAI Application.

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