



## THE IMPLEMENTATION OF ORAI APPLICATION IN TEACHING SPEAKING TO SENIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

In this era, speaking is really important for us because English is international language. In Indonesia, most of students especially in senior high school are difficult to speak up because they are shy and they are not confident. In this era there are a lot of media for teaching, but sometimes people do not know how to use it. Many media can help teacher to teach speaking, like application in our phone. Orai is one of applications that can help teacher in teaching speaking and this application is easy to use. Therefore this study is aimed at finding out: (1) The implementation of Orai application in teaching speaking; (2) The obstacles of using Orai application in teaching speaking; and (3) Students' response in implementing Orai application. This is a descriptive qualitative study. This study was conducted in a Senior High School in Cianjur, the participants were an English teacher and twenty eight students of the eleventh grade at social class 1 selected purposively. The instruments on this research cover classroom observation, guided interview, and open ended questionnaire. The data from those instruments were transcribed and categorized accordingly. The findings show that the teacher applied several main steps in using Orai application: introducing the application, explaining the purpose of Orai application in teaching speaking, downloading and installing the application, practicing speaking by using Orai application and getting feedbacks from the application. The application helps the teacher by giving instant feedbacks such as clarity, total filler words, pausing score, and energy score. In this case the students were enthusiastic when the teacher implemented the application. However, the students face some obstacles in speaking by using Orai application: the signal should be stable and good, students less confidence, students' low mastery on operating Orai application and students confusion because the feedback was full in English. Even though there were some obstacles, the students gave a good response because the students more active and enthusiastic when the teacher implemented Orai application in teaching speaking.

**Keywords:** *Speaking skill, Orai application, Senior High School, qualitative, obstacles*



## INTRODUCTION

In general, there are four skills to be mastered by students who learned English: reading, writing, listening and speaking. However, in spite of years of learning English, some of the students have problems in English mastery, especially in speaking skill. Speaking is one of important skill in language learning, speaking is really important for us because English is an international language. In Indonesia most of students especially in senior high school are difficult to speak up because they are shy, not confident and they are anxiety when they speak English.

According to Harmer (2007), there are three main reasons for getting students to speak in the classroom, firstly speaking activities provide rehearsal opportunities-chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become”.

This research is important for the students because the researcher thought that in this millennial era students is never far from gadget, mobile phone, laptop, and technology. The researcher tries to implement a technology or media that use smartphone as a media for teaching learning activities. The implementation of a smartphone as a technology or media that researcher believe it can helps students to learn about speaking with different way and different technique. Because students are feel bored when they learning English without something new, and the researcher use an application on smartphone in teaching speaking to students in senior high school. Most of students in senior high school level are difficult to speak English because they feel not confident if they speak English and confused to speak English, it is because they do not have many vocabularies, they are shy if they speak English or it can be come from the teacher because the teacher could not have a new innovative when they teach speaking. It means teacher should found a new innovation to make the teaching learning activities better than before one of the solutions is using a smartphone as media in teaching learning activities. The teacher also should encourage students to make students spirit for learning English especially speaking because students also need motivation from the teacher to learning speaking.



Many kinds of technology can be used by teachers to facilitate learning speaking. One of digital media that can be applied is Orai application to support the millennial students in learning speaking. Orai is an application to help the teacher in teaching speaking and also Orai can help students to practice without teacher because Orai can give instant feedback when you use it. According to Bodana (2017, as cited in Halimah, Lustyantje, & Ibrahim 2018), Orai is one of the most popular android mobile application and Orai application works with machine in which it gives instant speech feedback using Artificial Intelligent (AI). The previous research about the implementation of this application entitled “students’ perception on the implementation of Orai application in CLL method in teaching speaking” the aims of this research is to examine EFL learners’ perception toward the application of Orai App in CLL method in teaching speaking. The difference between the previous research and my research is the research is focusing on university students but my research is focusing on senior high school students.

## **THEORETICAL FRAMEWORKS**

Speaking consist of producing systematic verbal utterance to convey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information (Flores & Bailey 2005:2, as cited in Puspitasari 2012). Speaking can help the students to communicate with each other and speaking can be the way to express our mind to other people. According to Spratt, Pulverness and Williams (2005, as cited in Sari, 2016), Speaking is a productive skill involves speech to express meanings to other people. Mostly, it requires quick impromptu responses from the speakers that allow a limited time to think of what to say. When speaking we produce the text and it should be meaningful in the nature of communication and the feedback.

Digital instructional media is the electronic technology that use to implement instruction and facilitate students' achievement of instructional objectives. Here, digital instructional media is used by the researcher. Instructional technology integration initiatives often go hand in hand with discussions of educational reform and systemic change (Spector & Merrill, 2014). Orai is one of the most popular Android mobile Application Bodana (2017, as cited in Halimah, Lustyantje, &



Ibrahim 2018), It is an application to help people to be better speakers. It is developed by Danish Dhamani. Orai gives people the confidence and skills to speak powerfully on stage, in front of public, or in everyday life (Chang, 2017 as cited in Halimah, Lustyantie, Ibrahim 2018). It serves as people speech coach (Takahashi, 2017, as cited in Halimah, Lustyantie, & Ibrahim 2018). Orai is powered by artificial intelligence, which gives immediate, personalized feedback on users' public speaking prowess (Douglas, 2017, as cited in Halimah, Lustyantie, & Ibrahim 2018)

To use the app, students must download it for smartphones. The students could download Orai application in their smartphone. It is easy to use Orai application because students only download and install Orai application from Google play or App store. It is compatible for almost all of the iOS and Android mobile devices (Bodana (2017, as cited in Halimah, Lustyantie, & Ibrahim 2018). Further, he suggested the procedures to download the app; 1) visit the Google play store by using Android Smartphone-Improve Public Speaking App for Android; 2) In case Google play store didn't works well in the phone then try the alternative Apk Downloading website like ApkMirror, Apk4Fun, 9apps; install the latest version for Android.

All of the students in senior high school are teenagers or adolescent. Harmer (2007) state that "adolescent refer to students from the ages of about 12 to 17. Besides that Harmer also give statement about the strong of the teenagers. According to Harmer (2007) "adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment two things which interest them." The researcher choose senior high school students in implementing Orai application because most of them used gadget in daily activity and the Orai application is one of application on the smartphones. It can make students easy to practice English, especially speaking and Orai application can easy to give feedback to students itself.

## **METHODOLOGY**

The methodology that used by the writer is qualitative descriptive method. Based on Creswell (2013), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". So that qualitative research is a process in comprehending and finding out the social issue from participant point of view using a variety data sources. The



qualitative was considered suitable as an approach for finding the answer to the research question of this study. Qualitative research is mostly associated with words, language and experiences rather than measurement, statistics and numerical figures (Pitriana, 2012). The data was collected through classroom observation, interview, and open-ended questionnaire. First is classroom observation which aimed to find out the situation of learning process. The interview displays 5 questions for knowing teacher perception, implementation and assessment. Last, the open-ended questionnaire displays 5 questions for knowing students' response. Qualitative research is a relevant method for this study, because it suitable to describe about the implementation of Orai application in teaching speaking to senior high school students.

Meanwhile, Creswell (2008), states that the number of people and sites sampled vary from one qualitative study to the next. You might examine some published qualitative studies and see what numbers of sites and participants researchers used. Population is also the group of the people that you want to find out about by doing your research. So, in conducting this research there must be population that will be investigated.

This research was conducted in the second semester and academic year of 2018-2019. The participants of this research were not chosen randomly but selected on the purpose of the research and this research was conducted in XI social class and an English teacher. For the students-participants, they were 28 in a classroom which divided 19 for male students and the remains 14 for female students.

On the other hand, researcher used three instruments for this research. Those are classroom observation, open-ended questionnaire and guided-interview. In this research, the data is taken from:

### **Classroom Observation**

For the first, researcher used classroom observation. classroom observation used to monitor and writes something that happens in the classroom (Helmie & Susilawati, 2018). It is used to know the use of Orai application applied in grade XI. The researcher analyzed the information in the observation from the result of field



note. The field notes written based on the activities of the teacher and the students when teaching learning process in the classroom.

According to Creswell (2008, p.181), states that qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. qualitative observers may also engage in roles varying from a nonparticipant to a complete participant.

### **Interview**

For the second, the interview supported researcher in collecting the information. According to Creswell (2008, p.181), in qualitative interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.

This interview was a personal interview, the researcher asked some questions to the teacher directly. A research interview involves an interviewee who responds the questions and an interviewer who asked the questions. This research applied a face-to-face interview in order to find out the obstacles during the implementation of Orai application, teacher perception and assessment.

### **FINDINGS AND DISCUSSION**

The findings of the implementation of Orai application in teaching speaking are based on the data from observation to an English classroom. The researcher observed an English classroom. The researcher observed an English classroom by using field note, observation was conducted during three meetings from 13rd February until 13rd March 2019.

Based on the result of data analysis from three times of observation it can be seen that the first observation it was found that the students' speaking ability still low.



It can be seen when the teacher asked the students to pronounce one word from a conversation text, and most of them pronounced incorrectly.

According to Kelly (2000, p.8), in our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom.

The teacher applied several steps in using Orai application. The first one the teacher introduce an application namely Orai application, the second one the teacher explained the purpose of this application in teaching speaking and learning process detailed. The third one teacher asked students to have this application on their own smartphone by download and installing from Play Store or App store, and asked the students to tried Orai application and practice using Orai application. This statement is In line with Bodana (2017, as cited in Halimah, Lustyantje, & Ibrahim 2018), that to use the app, students must download it for smartphones. It is compatible for almost all of the iOS and Android mobile devices Further, he suggested the procedures to download the app;

1. visit the Google play store by using Android Smartphone-Improve Public Speaking App for Android;
2. In case Google play store didn't works well in the phone then try the alternative Apk Downloading website like ApkMirror, Apk4Fun, 9apps; install the latest version for Android.

The teaching learning activities was fun because after the students did the task by using Orai application that make student more confident to speak up about English and the teaching learning activities was not bored because the students looked happy when the teacher asked them to use their smartphone to do the task.

In order to find out the obstacles in implementing Orai application, the researcher did interview to an English teacher. The interview was conducted on 7th March 2019. The interview consist of five questions was done in bahasa to make it clear. The questions were around the obstacles when the teacher implemented Orai application.

Based on the result of the interview, it can be reported that there were obstacles of implementing Orai application in teaching speaking, the obstacles were:



1.) the internet connection was not good enough, 2) the students' felt not confident when they speak English, (3) related to students mastery on operating Orai application and the feedback from the Orai application is full of English.

The first obstacle was about the internet connection was not good enough, Orai application is one application that using internet connection, and to make it work, the connection is should good enough and stabile and if the connection is not stabile it would be stopped and start from the beginning. This problem is describe clearly by the teacher answer as can be seen below.

“The Internet connection, this application should have a good connection if the connection is bad it does not work. To solve that problem students move to another side of class to find a good signal and good connection” (Excerpt from Interview 4#)

From the teacher answer it can be seen that when we used Orai application the signal of our smartphones should have good signal because if there is no a good signal the application does not work.

The second obstacle was the students' felt not confident when they speak English. Because mostly the students speak Sundanese even at school, they rarely speak English except when English subject occurred. But the teacher did not only speak English during the learning activities, so it makes them did not used to speak English and they felt not confident to speak English. The conversation between the researcher and teacher about students' felt not confident when they speak English can be seen as below:

“The students feel not confident when they speak English because they usually speak with each other by using sundanese even at school, and the environment did not support to speak English. So they speak English only in English class”. (Excerpt from Interview 5#)

Based on the interview between the researcher and the English teacher, we can see that the obstacles in implementing Orai application is not only in the application but also at themselves, they not confident to speak English, because mostly the students speak Sundanese even at school. This statement is in line with Chang, (2017, as cited in Halimah, Lustyantie, & Ibrahim 2018), and Hardman (2018, as cited in Halimah, Lustyantie, & Ibrahim 2018), that the app also leads to increase levels of



confidence in learning a new language. It means that Orai application also give more confident for the students to speak up.

The third obstacles related to students mastery on operating Orai application and the feedback from the Orai application is full of English it make students difficult to understand about the feedback. Because this is the first time the students used Orai application, they difficult to operate Orai application and they difficult to understand the feedback of Orai application because the feedback was full of English. Most of students asked the teacher what was the feedback or result after they use Orai application. It can be seen as below: “Most of the students difficult to use the application because this is their first time and also the feedback of Orai application is full in English and most of students do not understand about the feedback itself”.

(Excerpt from Interview 4#)

From the data above, the students difficult to use application because this is their first time the students using Orai application, the students asked the teacher about how to use it and the features of Orai application again, also they do not understand about all of the feedback that given by Orai application because it is full of English, it makes them confused to understand the feedback because the students less on vocabulary mastery and asked the teacher to explained the feedback on Orai application, and the teacher explained the feedback from Orai application to the students who do not understand about the feedback.

Based on interview between the researcher and English teacher, we can see that the obstacles in implementing Orai application is not only in the application such as should be good and stabile signal and the feedback of application itself but also their limitation in speak English itself. This statement is in line with Kelly’s explanation (2000 in Multivah, 2018), that in our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. The learners may have problems related to learning English especially in speaking English. However we as teacher need to offer and find out the way to make them easy to speak English because teachers usually know about the limitation of the students, their characteristic and also ability of the students.



The third questions concerning the students' responses toward the implementation of Orai application in teaching speaking, showed good responses from students. It was obtained from the data of questionnaire. There were five questionnaire that given by the researcher to the students of grade eleventh of social class, and the questionnaire was open-ended questionnaire.

Questionnaire was given to the students in 4th meeting that is 7th March 2019, the information about students' responses on their opinion to the implementation of Orai application in teaching speaking. There were open-ended items questionnaire asking their responses on their opinion to the implementation of Orai application in teaching speaking.

The students' responses toward the implementation of Orai application are  
1) Students gave the positive responses to the implementation of Orai application in teaching speaking. 2) Implementing Orai application is useful in teaching and learning speaking. 3) Orai application is suitable in teaching speaking.

Based on the result of questionnaire, it can be seen that students gave the positive responses to the implementation of Orai application in teaching speaking. The students' positive responses can be seen from the answer of the questionnaire below:

S1: My response when using Orai application really easy in do learning English  
S2: My response is really good, because it is really help S3: Really good. Because it helps to be brave speak English by using Orai application.

(Excerpt from questionnaire 5#)

Based on the result of questionnaire above, it can assumed that the implementation of Orai application got positive response from the students. Mostly, the students gave a good response because it helped them to speak English. They said that using Orai application in learning speaking could help them to be brave speak up and also they can learn how to speak English using an application. Implementing Orai application is useful in teaching and learning speaking. It can be seen below:

S1: helped to good in speaking, easier practice in everyday without teacher, we know the development of our speaking skill.



S2: The benefits are we can more speak English and more good in speak English

S3: The benefits are students can learn speak English and understand it.

(Excerpt from questionnaire 4#)

All of the students answered that the implementing Orai application in teaching speaking is useful, they said that Orai application can be used to practice speaking English without teacher because the application can give instant feedback to the students.

Besides that the application is easy to use and fun because it was the first time for students when teaching and learning process the teacher applied an application. It enhanced the students' interest and focus. The students assumed that Orai application is suitable in teaching speaking.

S1: Orai application is really suitable to applied because in speaking class we can learn how to speak English using this application

S2: Suitable, because we can knows the score directly when we talk

S3: Suitable, because easy to understand

(Excerpt from questionnaire 3#)

From 17 students who answered the questionnaire, all of them said that Orai application was suitable for teaching speaking. From the result above, it can be concluded that the students suitable when teacher apply Orai application as a media in teaching speaking.

Based on the student's answer, we can see the answers of the questionnaire by the students: the first one the implementation of Orai application got positive response from the students. Most of the students gave a good response because it helped them to speak English. They said that using Orai application in learning speaking could help them to be brave speak up and also they can learn how to speak English using an application.

The second one all of the students said that the implementing Orai application in teaching speaking is useful, they said that Orai application can be used to practice speaking English, beside that the application is easy to use and fun because it was the first time for students when teaching and learning process the teacher applied an application. It enhanced the students' interest and focus. It is



supported by Novalia (2017, as cited in Halimah, Lustyantie, & Ibrahim, 2018) that the students should study in fun and joy condition. They worked with their friends, communicated their experience without any feeling of fright. By mean of Orai application they got direct feedback of their speech then they got suggestion from the app to fix up their performance.

The third one From 17 students who answered the questionnaire, all of them said that Orai application was suitable for teaching speaking. From the result above, it can be concluded that the students suitable when teacher apply Orai application as a media in teaching speaking. The statement is supported by (Bodana, 2017 as cited in Halimah, Lustyantie, & Ibrahim 2018). He stated that Orai is one of the most popular Android mobile Application It is an application to help people to be better speakers.

Teachers should try to use digital media as a media for teaching because nowadays it is really importance for teacher and it can help the teacher deliver the material, Orai application is one of application that can help the teacher to teach speaking in the classroom.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

This research investigated the implementation of Orai application in teaching speaking by using qualitative method, qualitative research begins with assumptions, and worldwide, the possible of theoretical lens, and the study of research problems inquiring into meaning individuals or groups or a group ascribe to a social or human problems, study this problem, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". So that qualitative research is a process in comprehending and finding out the social issue from participant point of view using a variety data sources. The qualitative was considered suitable as an approach for finding the answer to the research question of this study. (Creswell, 2013). Orai application is used as a media in this research and conducted at one of Senior High School in Cianjur, Eleventh grade are taken as the participants of the



research. The class consists of 28 students which divided 19 for males and the remains 9 for females.

Based on the result of data analysis, it can be concluded that the result of the implementation of Orai application in teaching speaking was run well. It can be seen from students' enthusiasm from classroom observation during 4 meetings of observation and they enjoy during the learning process, they interested to this application.

For the obstacles in implementing Orai application in teaching speaking are based on the result of the interview, it can be reported that there were obstacles of implementing Orai application in teaching speaking, the obstacles were: 1) the internet connection was not good enough, 2) the students' felt not confident when they speak English, 3) related to students mastery on operating Orai application and the feedback from the Orai application is full of English. The first obstacle was about the internet connection was not good enough, Orai application is one application that using internet connection, and to make it work, the connection is should good enough and stabile and if the connection is not stabile it would be stopped and start from the beginning. Not only that the second obstacles was the students' felt not confident when they speak English. Because mostly the students speak Sundanese even at school, they rarely speak English except when English subject occurred. But the teacher did not only speak English during the learning activities, so it makes them did not used to speak English and they felt not confident to speak English. The last was related to students mastery on operating Orai application and the feedback from the Orai application was full of English.

Regarding the third research question concerning the students' responses toward the implementation of Orai in teaching speaking, showed good responses from students, Students gave the positive responses to the implementation of Orai application in teaching speaking because it helped them to speak English. They said that using Orai application in learning speaking could help them to be brave speak up and also they can learn how to speak English using an application. All of the students answered that the implementing Orai application in teaching speaking is useful, they said that Orai application can be used to practice speaking English, besides that the application is easy to use and fun because it was the first time for



students when teaching and learning process the teacher applied an application. Orai application was suitable for teaching speaking, it enhanced the students' interest and focus.

### Suggestions

Based on the conclusion, there are several suggestion recommended for the follows up studies. The suggestion was gave to the teacher and further researcher. **For the teachers**, For the teacher suggestion. Speaking is one of important skill in language learning, we should found a new technique or new way to teach English especially teaching English one of the way is using technology as a media, it is highly suggested for the teacher to begin implementing application or technology as a media in learning process, Orai application could be the example. Because if the learning process optimizing the media, it will make students more interest and enjoy in learning activities.

**For further Researcher**, The present researcher suggests for the further researchers who want to implement Orai application as a media in teaching speaking, it could be used because Orai application has many features and try to explore more for better and useful research.

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