

# **ORAI APPLICATION TO PROMOTE AUTONOMOUS LEARNING TO ENGLISH LEARNER AT SENIOR HIGH SCHOOL**

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**Abstract.** The industrial revolution 4.0 has provided English teacher and student with various applications that enable them to create joyful teaching and learning environment and to gain the learning outcome effectively. Technology has mainly made media for learning readily available and has allowed the student to have autonomy in their learning. Reflecting on student difficulty to speak in English in an Indonesian school, this article explores the use of ORAI Application as learning media to promote student's autonomous learning, in particular, to improve their English speaking fluency.

Keywords: ORAI, autonomous learning, revolution 4.0

## **INTRODUCTION**

The era of industrial revolution 4.0 is characterized by the use of technology in every field of life. It is powered by artificial intelligence, and it will transform the workplace from tasks based characteristics to the human-centered characteristics. Instead of mastering technology, an ability to speak English in this era is critical as a medium of communication between nations and people from various backgrounds (Halimah, Lustyantie, & Ibrahim, 2018). Efrizal (2012) states that speaking ability is essential for people's interaction. Speaking is one way to communicate the speaker's ideas and through a message orally. Through speaking, people know how to interact and to share information about something with others. Then, they can also express their ideas, opinions, comments, and suggestions orally.

Besides, speaking is oral communication where people can deliver information to each other in their conversation. In a school environment, the students must be able to speak English

well. If the students cannot speak, they will get difficulties to express themselves or to take part in classroom activities such as communication and interaction between teacher and students, specific idea, speech, class presentation, discussion, and they will get low speaking achievement in the last examination.

Furthermore, based on the School-Based Curriculum 2013, the aim of teaching speaking for Senior High School students is to enable students to be expressing any kinds of expressions and monolog text (narrative, descriptive, and recount). Therefore, it is necessary for the students to get good speaking achievement. In the school, the students must be able to share their ideas with other when they learn to speak; they should speak English when they do discussion and present in front of the class so that they can practice their speaking skill in the class.

Nevertheless, speaking English is not an easy task even for either an English student or teacher (Alharbi, 2015a). It needs a significant effort from both students and teachers. Moreover, speaking in front of the public can cause fear of public speaking, which is called a communication apprehension (Grapsy, 2010). Several studies have found problems that arise in learning to speak. First, Leong & Ahmadi (2017) found that students were unable to communicate fluently and accurately due to the lack of knowledge about the topic being discussed. Secondly, Subandowo (2017) found that students had difficulty in distinguishing similar sounds, pronunciation, and words that did not exist in the Indonesian language. Third, Adriana, Melendez, Gandy, Zavala, & Mendez (2014) found that students have vocabulary limitations. Fourth, Savaşçı, (2014) and Salim (2015) found that students tend to be passive in speaking classes because of anxiety, fear of ridicule, and lack of confidence. Fifth, Tuan & Mai (2015a) found four problems faced by students in speaking of inhibition, lack of topical knowledge, low or uneven participation, and the use of mother tongue (mother-tongue use). The use of mother tongue in speech learning will make the student forget that every language has different intonation, pronunciation, and pressure.

Based on the writer's professional experience in teaching practice at SMA Negeri 2 Cianjur, some problems were found in speaking class at grade X. It was when the students were asked to practice dialogue in front of the class. First, during practicing they were nervous to speak in English, and they did not understand how to answer when they were given some questions from the teacher. Second, students could not perform the dialog fluently. They failed to grab the information about the topic, main idea, and another information of the text. Third, students often made grammatical mistakes during speaking. They were confused and did not know how to perform speaking grammatically correct. Lastly, many times when they talked with their friends, they usually used their first language instead of the target language. Even they just read the conversation based on their book.

Two factors cause the difficulties of student's speaking including problems related to students' speaking ability and problems related to teacher's ability in teaching speaking. This is supported by research finding conducted by Arifin (2017) which mentions that the two factors causing the emergence of problems in speaking are the factor from the lecturer and the factor of the students. Meanwhile, Alharbi (2015b) found three main factors causing the emergence of problems in speech learning, namely the ability of lecturers in teaching, methods used, and students not having enough opportunities to practice speaking in the classroom.

Based on the previous studies, it can be concluded that there are eight factors causing low students' speaking ability, namely 1) lack of knowledge about the topic of conversation, 2) lack of mastery of speaking aspects, 3) students tend to use mother tongue in speaking learning, 4) being wrong, humiliated laughing, and lack of confidence, 5) lecturers' lack of preparation in

teaching, 6) lecturers' insufficient material, 7) less competent lecturer in using English during the learning process, and 8) methods used.

From the facts above, teachers should be able to find an innovative solution that can eliminate the students' obstacles dealing with their speaking problems. Since now people are standing on the edge of a technological revolution, the integration of technology in teaching EFL especially speaking skill might help engage the students in speaking the target language.

There are numerous researches on the issues of technology use in language teaching and learning such as Bahadorfar & Omidvar (2014) who proposed some technologies that can be applied in language teaching, among them are Communication Lab Speech Recognition software, TELL (Technology Enhanced Language Learning), Podcasting, Quick Link Pen and Quicktionary. The study found that technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Feedback by a machine offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors. In addition to the above-mentioned study, many other studies on technology for EFL are Machmud & Abdulah (2017) who discovered that the use of mobile phone could minimize students' anxiety in speaking English and in turn will improve their speaking skill; (Lan, Sung, & Chang, 2007) revealed that mobile device can help students in learning reading; (Head, Xu, & Wang, 2014) found that ToneWars that is available in mobile device can improve language acquisition; Bachore (2015) explored that Mobile Assisted Language Learning (MALL) contribute significantly to the quality of education; Liu (2016) revealed the use of WeChat Mobile Learning in Business English Teaching; Taki (2011) applied mobile phone to teach vocabulary; and (Eqbali & Nushi, 2003) found that Duolingo reassures learners that they can achieve their learning goals and relieves their fear of doing something so demanding as learning a language.

The purpose of this study is to explore the application of *Orai* in mobile phones and suggest students practice speaking more both in the classroom and beyond the classroom through the use of *Orai* application installed in their mobile phones. It is expected that *Orai* application hugely helps students to be better English speakers in a fun way.

## REVIEW OF RELATED LITERATURE

### *The Nature of Speaking*

Speaking skill is predominant because people spend most of the time in oral communication. If people want to express their meaning or ideas, they could speak directly. Naturally, language is speaking. Understanding a language is commonly defined as an ability to understand and speak the language. Efrizal (2012) defines speaking is one of the ways to manifest what is in one's mind orally".

Meanwhile, Maharani (2016) defines speaking skill an ability to produce speech or oral language by comprehending, expressing, and sharing ideas, opinions or feelings depending on the context, participant, experience, environment, and purpose. The last definition comes from Juhana (2012) that speaking is a process of building and sharing meaning by the use of verbal and non-verbal symbols, in many different contexts. It purposes to communicate either transactional or interactional to serve a message. Deliberating some definitions, it could be inferred that speaking is an ability used by a person as a tool to express, share, communicate

one's idea, opinion, desire, or feeling to another to produce speech or oral language by comprehending, expressing, and sharing ideas, opinions or feelings depending on the context, participant, experience, environment, and purpose.

### *Factor Influencing Speaking Learning*

Some factors influence speaking learning seen from the psychology aspect such as motivation, anxiety, shy, fear, and lack of confidence. Some studies proved that anxiety effects second language mastery (Kayaoğlu & Sağlamel, 2013); (Tuan & Mai, 2015b); and (Ariyanti, 2016). Meanwhile (Gani, Fajrina, & Hanifa, 2015)) and (Leong & Ahmadi, 2017) found some linguistic factors that influence speaking learning consisting of vocabulary, pronunciation, grammar, fluency, and accuracy. In short, there are two main factors affecting speaking learning including psychology and linguistic element.

### *Orai Application*

Orai is one of the most popular Android mobile Applications (Bodana, 2017) which is developed by Danish Dhamani. It is an application purposed to help people to be a better speaker. Orai is targeting young professionals, high school students, and college students. Its mission is to give people across the world confidence and skills to speak powerfully when on the stage, in front of people, or in everyday life (Chang, 2017). It serves as people speech coach (Takahashi, 2017). Orai is powered by artificial intelligence, which gives immediate, personalized feedback on users' public speaking prowess (Douglas, 2017).

This app is simply equivalent to speaking into a mirror. It offers an interesting solution to a common problem; for example, it picks up filler words like the number of "ums" that is uttered and points them out to the speaker as unnecessary filler words that are signs of hesitation. It also tells the speaker if she/he is speaking too fast... or too slow and provides his/her a transcript of what speaker just said - which highlights speaker's varying energy or lack thereof. Furthermore, it tells the speaker how clearly speaker is enunciating words and counts the number of words that the speaker says in a minute, monitoring the pace of her/his speech. Finally, Orai measures the "energy" of speaker speech, like whether she/he speaks in a monotone that will put people to sleep or whether she/he emphasizes certain words (Takahashi, 2017).

### *Key Features*

Bodana (2017) states that Orai application works with a machine which gives instant speech feedback using AI. It has some cool features include:

- 1) Record a speech practice and receive immediate insights on: a) the number of filler words (um, you know, basically, what it is), then learn how to reduce them, how fast you speak, and advice on how to speed it up or slow it down; b) your energy level, and gain feedback on how to improve it; c) vocal clarity, micro-lessons on public speaking, performance tracking, audio recording and playback, accurate transcript of what you say, save your previous records, ability to share your recording and transcript with friends/colleagues; e) freestyle mode to practice anytime, anywhere, script mode to practice a prepared speech by merely copy/paste it into the app and tap record.



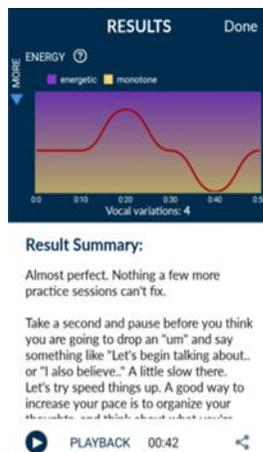
Picture 1: The Main Feature of ORAI

2) Stay motivated with a lesson designed to guide through the ultimate speech improvement process from day 1 to day 30.



Picture 2: Reminder for Practice every day

3) Technically, Orai makes all this happen by nuances and pattern in your real-time speech delivery by using deep-learning technology to provide you with instant speech insight and voice analytics.



## Picture 3: Vocal Analytics

*Orai Application in Students' Speaking Practice*

Orai application is easily used, for instance, it has an accurate result analysis. It analyzes users' speech for three critical factors (Macthar, 2017). First, it looks for the overuse of “filler words”—the “ums,” “uhs,” and “likes.” Second, there is pacing – how fast you're talking. Third, there is energy which has to do with vocal variation, also the changes in pitch or volume that make speeches sound interesting. Then, the app presents users with feedback and tips to improve.

To use the app, learners must download in smartphones. It is compatible for almost all of the iOS and Android mobile devices and tablets (Bodana, 2017). 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 app offers several prompts to get started (Macthar, 2017). Some stages are done in applying Orai application in the speaking activity. Firstly, choose “Free Style” which suggests the students talk about their speech; secondly, hit the record button and speak on the microphone for the recommended 60 seconds when it is done a feedback page popped up immediately. It consists of the numbers of the filler occur, the energy of the speech, the rapid of speech, the result summary, speech clarity, and transcript. To listen to the speech, push the playback sign. In the transcript screen, it can be seen three analysis results; filler, pace, and energy.

**CONCLUSION**

Generally, speaking is an essential thing in the unit of English as students can communicate and convey their best ideas and opinions. Having a good speaking ability, students can explore themselves along the teaching-learning process. Therefore, to support and help the students, the teacher should find the appropriate strategy to attract students' motivation and improve their ability in learning English. Orai application is a unique and excellent app to be used as a supporting media for speaking class. It provokes the students to learn actively and happily in the classroom. They need not be worried about making a mistake during practice speaking since the app gives them feedback directly and gives suggestion what should they do.

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