

# CHAPTER I

## INTRODUCTION

### **1.1 The Background of the Research**

The government issued a policy to limit and reduce activities outside the home by involving many people to avoid the Covid-19 (Corona Virus Disease 2019) virus that has existed in Indonesia since 2020 which resulted in many people being exposed to the covid-19 virus. The schools that the researcher is studied a policy of learning from home or online and learning from school or offline based on the government's decision on which schools were affected by the red zone. Learning activities that are not fulfilled are carried out offline, because of that researchers need applications to do online learning, namely by Whatsapp and Google meet.

Students in the millennial era are never far from Smartphones, Laptops, and other forms of technology. According to Sudarman & Ardian (2021:48) explain that Mobile devices such as smartphones or Android phones are aimed at facilitating online learning, although laptops, computers, tablets, and iPhones can be used to access information at any time, anywhere. The researcher is attempting to use smartphone technology or media in teaching and learning activities. The researcher feels that using smartphones as technology or media helps students learn to speak in different ways and techniques. The researcher uses a smartphone application to teach junior high school students how to speak because students are bored while learning English without learning something new.

Online learning is learning that is done at home looking at the situation of seeing the Covid-19 situation in Indonesia so that there is no physical touch

between students and teachers to avoid Covid-19 transmission. Online learning or school from home is learning or learning activities carried out from the home of each student. Most students use Smartphones as a form of media for teaching and learning. Applications that students must download on their Smartphones are WhatsApp, Google Meet, Zoom, and so on. This application must be used by students for online teaching and learning process.

The use of Google Meet application is used by the teacher to explain directly to students about the material to be discussed according to the subject by using a share screen, students can see an explanation from the teacher. And the use of the Whatsapp application is usually used by teachers to send materials and give assignments to students. Learning that uses the application only makes students lazy to study, especially in learning English. Monotonous learning will make students lazy to enter online learning activities, so they only use smartphones to play games or social media. In online learning, the application of new things will make students interested in English because most students are not interested in English subjects which are different from their mother tongue and the environment does not support them to practice and learn English.

Offline learning is also sometimes done just like that without any other way or method of teaching English. Learning that only explains theory without any practice will make students more bored with learning English. The current situation makes learning inefficient due to covid-19. Therefore, teachers can utilize the Orai application as a medium for teaching. Where teachers can practice directly with students who are shy and afraid to speak English. Students can use the Orai application as a support for learning English, especially in speaking.

According to Haryanto (2021), internet use in Indonesia continues to increase. The average Indonesian internet user spends up to 8 hours 52 minutes each day on the internet, streams for 2 hours 50 minutes, spends 3 hours 14 minutes on social media, and reads online and offline media for 1 hour 38 minutes. Spent 33 minutes playing games and 1 hour and 16 minutes listening to the radio. Indonesians appreciate podcasts, one of the newest types of internet media, and listen to them for 44 minutes each day on average. Although that is still less than the average daily streaming music time for Indonesian internet users of 1 hour 30 minutes. Based on the survey above, it means that most people spend time with their smartphones. By using smartphones, it can be used for learning English which can attract students to use their smartphones by learning. So that it can add knowledge even though it is done online learning.

There are many types of applications that teachers can use to facilitate speaking teaching, one of which is the Orai application. According to Dewi et al (2021:256) Orai is a program that assists students in developing students speaking abilities, particularly in English. Orai application is a digital media application that may be used to assist generation students in learning to speak. Orai is an application that may offer immediate feedback to teachers while also assisting students in practice without the assistance of a teacher. Using Orai application can be done anywhere and anytime. The Orai application is a technology that can be downloaded onto any smartphone. This tool is simple to use and assists kids in learning to speak English. Even though most students lack confidence to speak in front of a class, this application allows them to practice immediately in front of the class while also allowing them to practice elsewhere.

Orai is an application developed by Danish Dhamani in the application store for iPhone and play store for android and is among the most famous Mobile application for Android. Orai application was released on November 11, 2017. Orai application is definitely helpful for people who try to develop English and encourage self-confidence and hone students' speaking skills in front of people. Although the Orai application has many benefits, it also has certain limitations, such as the fact that it can only be used online.

The teaching of English is centered on students' capacity to master the four language skills of listening, speaking, reading, and writing, according to Sayuri (2016:48). Speaking is an activity to explain something to someone or many people. Speaking becomes one of the goals of teaching and learning in Indonesia. According to Nuraini (2016:7) "Speaking is the process of creating and communicating meaning in a variety of circumstances by using verbal and nonverbal signals. Speaking is an important component in second language learning and teaching ". It means that students should still be capable of communicating with others to get or share knowledge and/or express the feelings. Talking needs to be done in communicating and in informing. Through the way people speak, they can be judged. Speaking is another method for communication many languages are learned, including English. Furthermore, McDonough and Shaw (2003:134) stated that "speaking is want and purpose-driven; that is, we sincerely want to say something to attain a certain objective." This indicates that speaking is a necessary language ability as well as an efficient communication strategy.

Speaking means the action of speaking in public. Speaking can be performed directly or indirectly with one or more persons. Speaking may deliver information to each other and impart knowledge that others can utilize. The ability to communicate English is seen across the world, and speaking in English is a challenging thing that students must do in order to increase self-confidence. Speaking is an oral language skill that everyone must be able to do. In the school environment, students are trained to be able to speak well. Speaking is considered a difficult skill because in Indonesia English is an international language or a second language after Indonesian. Understanding English speaking is challenging for Indonesians since English is not their first tongue.

Based on the statement above, the researcher concludes that speaking is an important communication tool for everyone. Speaking may either express or explain one's thoughts, ideas, and feelings to another. Speaking is one of the most common forms of communication in everyday life. Speaking can be done in either formal or casual language. Speaking is a skill that is practiced in English.

The researcher would want to draw conclusions from all of the preceding explanations to carry out the researcher with the title: **"Students' Perception of the Use Orai Application in Teaching English Speaking at SMP N 1 Simanindo"**.

## **1.2 The Problem of the Research**

Based on the research context described above, the following is the research problem: "How is students' perception of the Use Orai application in Teaching English Speaking at SMPN 1 Simanindo?".

### **1.3 The Objective of the Research**

Based on formulation of problem above, the objectives of the research are:  
”To find out students’ perception of the Use Orai application in teaching English speaking at SMP N 1 Simanindo”.

### **1.4 The Scope of the Research**

Based on the above research context, the researcher restricts the scope of the research to make it more effective. This research focuses on the perception students' of the use of Orai application in learning English speaking at SMP N 1 Simanindo. This research will be conducted in grade VIII. There are 32 students but the researcher chooses only 15 students as the sample in grade VIII-F in the first-semester academic year of 2022/2023.

### **1.5 The Significance of the Research**

This research has the following benefits, mainly theoretical and practical:

#### 1. Theoretically

This study's findings are likely to be valuable knowledge for researchers to enrich previous research by learning English using the orai application.

#### 2. Practically

##### a. For the Teacher:

This research is likely to be useful the results of this study as an alternative way of teaching English or as an option for teaching English speaking in the classroom.

##### b. For the Students:

This research is expected that students enjoy and are more focused with the process of learning English, especially in speaking.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Teaching English as Foreign Language**

A language is a tool for oral communication that is structured into components like words, groups of words, clauses, and sentences, according to Wiratno & Santosa (2014:2). It means that using language to communicate, provide information, and acquire knowledge is an essential part of daily life. Without language, humans cannot communicate to convey thoughts and feelings. A foreign language is a language used by another country. According to Fauziati (2009:3), people developed foreign languages to read texts, but they also learn them to converse verbally. Foreign languages were frequently taught in earlier times primarily for text comprehension. However, it is mostly taught to those who need to use oral communication. It means that students are able to communicate with the foreign language they are learning both orally and in writing and use it well so that later it can be useful for students.

A foreign language that must be taught in Indonesia is English as an international language where students should be encouraged to learn to use the language to express ideas and also increase knowledge. Students are encouraged to speak up in class and to express their opinions, rather than only listening to what the teacher says, in the subject of English. Students must be able to speak English and possess the necessary language skills. English is a language of international communication. As cited by Crystal (2000) in Fitriana (2012:2)



mentions that Worldwide use of English is common. This indicates that many countries use English to interact with other countries throughout the world.

One of the most significant things in the world is English. English is regarded as a crucial language to learn since it is an international tongue. Learning to master the four language skills of listening, speaking, reading, and writing is the main goal of English language instruction, according to Sayuri (2016:48). English is necessary for international communication, studying abroad, travel, and other purposes, which is one reason why foreigners might acquire it. Many people, as explained by Harmer (2007:11), study English because they believe it will be helpful in some manner for international travel and communication. The motivations that students have for learning English will affect what it is that want and need to learn, and has an impact on what they are taught.

A fundamental definition of teaching is the practice of giving students the information. According to Matius et al. (2018:3), an interaction process between instructors and students takes place while they carry out instructional activities where the teacher teaches or transmits information, messages, or skills to the students. In addition, according to Burhanuddin (2014) teaching is managing and organizing the environment around students so that it encourages and grows students to carry out learning activities. Basically, English teachers instruct foreign languages in a style that is more comparable to acquiring the native tongue during the teaching and learning process. Teachers must prepare teaching materials, media, and techniques well in teaching English so that students understand. Teachers must carry out the process of teaching based on their knowledge, experience, and the preparation of respective lesson plans to reach

their learning objectives. It was concluded that in the teaching and learning process there was an interaction between teachers and students, through reciprocal communication where the teacher in this case acted as a communicant. In the process where the teacher conveys messages in the form of learning materials that must be accepted by students following what the teacher intended.

Every school in Indonesia is required to provide English as a foreign language instruction begin with junior high school and ending with university. When a student has a different first language than English, they are being taught English as a foreign language. In some countries, the first language spoken outside of Indonesia. English is the first language that differs from Indonesian is English. Language learning is not expected to use the target language for them to communicate. Students may easily practice their English both inside and outside of the classroom while they are learning English as a foreign language. The method a teacher teaches and the success of media or other supporting variables in learning English are the two main aspects that influence teaching English as a foreign language. In today's digital era, students study outside of school like they use smartphones to learn from Youtube or applications that help students learn English. In addition, teaching English is facilitating learning and guiding, which allows students to learn and manage learning conditions. That is, the teacher helps students gain knowledge and understand the material and helps students to more easily understand learning.

According to Fauziati (2009:131) explains that knowing English requires more than just linguistic knowledge; it also requires knowing how to communicate effectively. It means that to understand and be fluent in English is to

get used to using English in speaking to make students more accustomed to speaking English. Students' understanding of English will make it easier to communicate with foreigners and also continue education abroad and even travel abroad.

The researcher concludes that it is crucial to teach English as a foreign language in schools based on the rationale provided above. The ability to utilize and learn English as a language for communication is required of all students. As English is the language that is most commonly spoken worldwide. The study of English is a crucial topic that has to be taught in schools. Learning English will make it easier for students to communicate with foreigners, get information, travel, and study abroad.

## **2.2 Speaking**

### **2.2.1 Definiton of Speaking**

One of the abilities that students studying English must perfect is speaking. According to Spratt et al (2005: 34), speaking is a useful ability. It entails communicating with others through words. Speaking is a kind of communication that can be used by one person or many. Speaking is the highest ability to learn English that must be mastered by students. Speaking English is highly essential since English is the most widely acknowledged language in the world, so people who understand it will benefit not only from improving their knowledge and abilities but also from making it simpler for them to get work, according to Dewi et al.,(2016:63). Moreover, when people travel, people will have no problem conversing and interacting with people from all over the world,

According to Gard & Gautam (2015). Speaking is very closely related to listening. With what we have heard, we will speak what we have heard before. According to Nunan (2003:48), speaking is an useful aural/oral ability. Aural refers to the act of listening to a message from someone who is speaking, whereas oral refers to the process of responding to the speaker.

Furthermore, Tarigan (2008:3) states that "speaking is a language developmental process in a student's life which is only followed by listening abilities, and it is at that time when the capacity to talk or speak is learned." According to Richard 2008 in Dewi et al., (2021:256) convey that when communicate, we are usually doing something, exploring ideas, figuring out certain parts of the world, or simply being together. It indicates that speaking is a manner of conveying or expressing ideas, phrases, or concepts. In addition, Fulcher (2003:23) Speaking is defined as the spoken on used language for communication with each other.

The researcher revealed that speaking is extremely important in people's lives based on the reasoning above. Speaking is one method of communicating with others, either actively or passively. Speaking is accomplished by expressing yourself or what you want to say to the surrounding environment or a condition that requires you to speak. Speaking is an action that produces words into a sentence. Speaking is a part of what we do every day.

### **2.2.2 The Purpose of Speaking**

Speaking has a purpose, The primary goal of speaking is really to communicate. To communicate successfully, the speaker must comprehend the

significance of all that is expressed. So that communication is good, without any misunderstanding between speaker and listener. According to Tarigan (2008:16), Speaking has three broad objectives: to inform, entertain, and convince.

### **2.2.3 Types of Speaking**

According to Brown (2004:14), There are five different kinds of speaking:

#### **1. Imitative**

The capacity to just imitate back is at one extreme of the spectrum of type speaking performance (possibly a sentence or imitative a word or phrase).

Example: Parents who always use polite language in the family are likely to be followed by their children. Children who every day know their parents speak politely and according to etiquette will eventually be imitated by children. Children will get used to talking politely even though they are outside the house. For example: I am sorry and thank you.

#### **2. Intensive**

A category of speaking that is widely used in assessment contact is the creation of brief stretches of oral language designed to indicate competence in a narrow band of grammatical, phrase, and relational competence (such as prosodic element intonation, juncture, stress, and rhythm)

Example: Students' speaking starts from themselves or trains themselves and is also carried out between 2 students in communicating

#### **3. Responsive**

Interaction and comprehension are included in the responsive assessment job, albeit at a fairly limited level of a very brief discussion, basic greeting and small chat, simply ask and comment, and such like.

Example: Learning in the classroom involving teachers and students who are doing questions and answers about the material presented by the

teacher. Here students can ask the teacher regularly or raise their hand who wants to ask and the teacher answers questions from students in turns.

4. Interactive

This is similar to responsive, but for the duration and intricacy of the interaction, which may encompass many exchanges and multiple participants at times.

Example: Daily dialogue, telephon calls, and face to face conversation

5. Extensive (monologue)

Speeches, oral presentations, and storytelling are examples of this form of speaking, in which the potential for oral participation from the audience is either severely limited (possibly to nonverbal answers) or eliminated.

Example: a student presenting in front of the class

Based on the above mentioned description, it is possible to conclude that there are five types of speaking, namely: imitative, intensive, responsive, interactive, and intensive. From this type of speaking, the teacher apply learning depending on the objectives of learning English speaking.

#### **2.2.4 The Concept of Teaching Speaking**

Teaching is a type of activity train, to help, and explain something that has never been taught before or heard before, which makes students gain knowledge, thoughts, and developing skills. According to Putri, (2020:14) teaching is guiding and facilitating students to learn which means the teacher helps students gain knowledge and understand the material. Teaching and learning process that leads to learning objectives, namely students can communicate ideas, feelings, and

opinions to others. Students know or understand the material, especially communicating in real situations.

The basic concept of learning and teaching is a very fundamental basic principle that must be understood by teachers to carry out the learning and teaching process in the scope of the world of education, according to Burhanuddin (2014). Based on an understanding of the basic concepts of teaching and learning, The goals of a quality learning and teaching process will be achieved and ultimately be applied in everyday life, at least by teachers as educators to understand and create quality students according to the characteristics of their interests and talents and the abilities of the students.

According to Brown (2002:256) discusses perspective in teaching by appealing to the more practical consideration as follows:

1. Conversation Discourse

In language instruction, the conversation class is a sigma. The aims and approaches for teaching dialogue vary greatly. Depending on the students, the teacher, and the general situation.

2. Teaching Pronunciation

There has been significant debate over the significance of pronunciation training in a communicative, collaborative course of study because the vast majority of adult learners never would achieve an accent-free command of a foreign language.

3. Accuracy and Fluency

The classroom, the idea went, should not become a linguistics course, but rather the hub of meaningful language interaction. Fluency is a primary objective

in language instruction. However, accuracy is attained to some level by enabling students to focus on phonology, grammar, and discourse aspects in their spoken output.

#### 4. Affective Factor

One of the most difficult challenges for students to overcome while learning to speak is the fear of saying something incorrect.

### **2.3 Media**

#### **2.3.1 Definition of Media**

Media, both print and electronic, is a device in use by teachers to help students learn the subject presented by the teacher. Media is also a tool for facilitating the application of the elements of the learning system, resulting in an effective and long-lasting learning process. According to Nurrita (2018:1) The media is the platform that aids the teaching-learning activities, allowing education or learning objectives to be met more effectively and quickly, and the meaning of the information given to become clearer.

Media in learning that helps to make it more effective and interesting to use are referred to as teaching aids. The teacher explains the media used to students. The use of media in learning helps teachers in teaching to achieve learning in the classroom. According to Putri (2020:22) Learning media activities that include students are often employed in expressing and altering the language, which typically involves objects and visuals. This indicates that the media, as well as picture items and other media that communicate content to students, boost student learning activities.



Based on the reasoning above, it is possible to conclude that such media is a device developed by instructors to communicate information to students. Media is very helpful for teachers in teaching students and printed or digital media can be used as media. Because it may assist, media is a very powerful tool to utilize and facilitate the activities of the learning so that students are not bored with classroom learning activities.

### **2.3.2 The Function of Teaching Media**

The role of educational media is in classroom learning, such as increasing student attention, and student motivation, increasing learning effectiveness and adjusting to the level of student development, and supporting a teacher or educator in the delivery of content during the learning and teaching activities. According to Miftah (2013:6), media function effectively in the context of ongoing learning and to achieve learning objectives. In addition, according to Putri (2020:23), the function of the media helps to increase learning quality through the use of new media. It means that employing learning media helps students understand the learning content, making the teaching and learning process more interesting and avoiding students from becoming bored.

The media utilized effectively for teaching are arranged according to learning and carried out in formal circumstances. Teaching media is extremely significant in the school environment. This means that it encourages students to be more enthusiastic about learning. There are many media in this era that can be used by teachers. Moreover, nowadays teachers, students, and parents already

have smartphones that create new technology for learning, namely technology that is used as a tool for learning.

Based on the above, it is possible to conclude that the purpose of teaching media acts as a tool utilized by lecturers in the education process as well as a tool for communicating content or student messages and also to encouraging students to be more motivated in learning and study hard. The use of media in the classroom can increase the quality of student learning.

### **2.3.3 Types of Media**

There are three kinds of educational media, namely:

#### **1. Picture**

Using media picture to aid in educational processes that offer students a visual experience, create an incentive to study, and make it a lot easier for students to understand the notion of learning. Picture media aid in the fulfillment of learning objectives to comprehend and remember the information contained in the image. Students who are sluggish to accept and grasp the content of courses delivered in text or spoken form benefit from the use of visual media. This means that students can directly see the use of media in teaching and learning.

Picture media also increase the attractiveness of students and shorten lessons that may require a longer lesson time. According to Tululi (2021) pictures obtained from several sources, for example, newspapers, paintings, cartoons, illustrations, and photos obtained from these various sources can be trained by educators effectively in learning and teaching activities with specific objectives for training, communication, and discussion.

## 2. Textbook

Textbooks are mandatory textbooks used in schools that contain learning materials to achieve national education goals. According to Efendi (2009:1) textbooks are part of learning tools that are very important and meaningful in spurring, advancing, and educating students. Therefore, textbooks are a process to carry out objective assessments to ensure the quality of content, teaching methods, discussion, and graphics.

## 3. Orai Application

Technological developments in this era create several applications available to boost learning skills in the electronic era. Orai application is a media that is used through smartphones. According to Suryani et al (2019:94), the Orai application helps students to boost their confidence and to hone students skills to speak English. The Orai application assists students in practicing their English speaking skills. Students utilized the Orai program to practice speaking in an instant outcome. Orai is also an internet application that can also be downloaded from the Play Store.

The Orai application is chosen as a media in research by the researchers, because the research to be carried out is to use the Orai application in the teaching English Speaking at SMP N 1 Simanindo as a learning media for English teachers in the class.

### **2.4 Orai Application**

#### **2.4.1 Definition of Orai Application**

Orai is a program that assists everyone, especially students, in improving their speaking abilities, particularly in English. Danish Dhamani created the Orai

application as one of Android mobile applications (2017). Potential of Orai application is incorporated into assists teachers in training, English instruction, monitoring, and assessing students' speaking skills development, according to Dewi et al., (2021:259). Furthermore, the Orai program is utilized to develop students' language skills in a variety of content. Students can practice solo or with friends and study together. The Orai application also is an internet application that could be installed from the Google Play store. Students who desire to practice speaking acquire and practice speaking abilities using the Orai application's material. Orai application assists students in improving speaking fluency in class, on stage, in public, and in everyday conversation in students to become successful speakers.

In this millennial era, students who are rarely separated from this application on mobile smartphones might help students practice speaking or become public speakers in improved English. According to Listyorini (2021:3), Orai application provides real-time insight and instant feedback therefore students practice and improve the way students communicate. Orai Application helps students develop speaking again and again while receiving immediate feedback. Students will be punished if they talk too quickly or too slowly. Furthermore, many of the problems are documented in the transcript that students delivered verbally previously. Orai also provides additional information to students, such as if students are too enthusiastic or too boring. Another element given is the clarity of students' speech and pronunciation, as well as a review of the results of the speech.

## **2.4.2 Types of Orai Application**

Orai application has various elements aimed towards improving students' speaking abilities, including Practice, Lessons, Progress, and Recordings.

### **a. Practice**

Exercise is a systematic process of practicing repeatedly with every day increasing the number of exercises to improve abilities. Students practice according to the rules in the Orai application. Students follow the progress in this application. To get a score from the recordings made by students.

### **b. Lesson**

Each of the primary aspects has inspiring information and is studied frequently to help students improve their public speaking abilities. Students who continue to improve speaking continue to practice the ability on the features given in the 'Lessons' section.

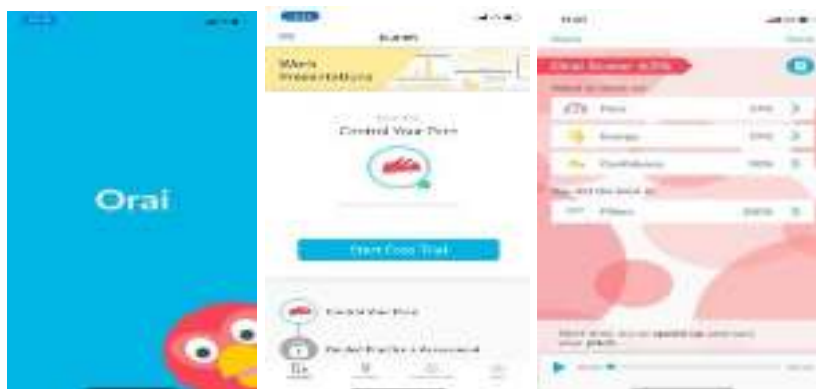
### **c. Progress**

Progress is a form of change towards progress that can provide special benefits or improvements to the results of the students' speaking process. The application will provide feedback on student progress. Here, students can find out the progress of their speaking.

### **d. Recordings**

Recording is the most important in Orai application. From the recording will produce a score from the results of speaking. Students will do voice recordings in speaking English. So that in this recording students will know how the development of speaking.

**Picture 2.1 The Orai Application**



Source: <https://apps.apple.com/id/app/orai-improve-publicspeaking/id1203178170>

Based on the explanation provided above, the researcher concludes that the Orai application facilitates students' learning of English, particularly speaking in English. Using the Orai program also assist improve student confidence. Students may also pick which talents to enhance while utilizing the Orai program.

### **2.4.3 The Advantages and Disadvantages of Orai Application**

All media used must have advantages and disadvantages when used in teaching and learning activities. The orai application offers both advantages and disadvantages, which are as follows:

#### **The Advantages of the Orai Application:**

- 1) Orai application is available and can be accessed anywhere and anytime with a good internet connection. Make students more excited to practice speaking which can be done anywhere.
- 2) When utilized, this application is a fantastic and unique application since individuals who use it may fix faults when attempting to speak English.
- 3) Orai application can provide motivation and enthusiasm for students. Students will be more interested in trying to use it. The offering of the Orai

application to students helps increase the use of such a application and students' confidence.

#### **The Disadvantages of the Orai Application:**

- 1) The Orai application has extremely limited capabilities; it can only help improve speaking skills.
- 2) Orai is a premium application. So all features can't be used if you haven't paid for it but can use a free trial.
- 3) Orai application can only be used online, therefore when the user has a network that is not good then they cannot use the Orai application.

Based on the explanation above, it is possible to deduce that the benefits of utilizing the Orai application include making it simpler to students to practice speaking, and correct the pronunciation of wrong words, especially good for speaking. And the disadvantages of using the Orai application is only used online and some features are paid for.

#### **2.4.4 The Procedures of Orai Application**

The Orai application is incredibly simple to use, and it is only available online. It is sufficient to download and install this program on a smartphone; students can use it after enrolling through their account to utilize the Orai application. The following are the methods for utilizing the Orai application:

- 1) Make absolutely sure your internet connection is active.
- 2) Open the Play Store, then search "Orai" once the app displays, and then download it.
- 3) After downloading, sign up for the Orai app using your Facebook or @mail account.

- 4) Once enrolled, you may use the Orai app.
- 5) After seven days of free usage, you will be requested to register for payment if you use a premium one.
- 6) If you can only want to use it for cheap, you do not need to create a purchase registration, but you cannot select many things to learn.
- 7) Record your voice and use the Orai program. There will be an Orai score when you complete recording your voice. There is a score evaluation that covers the following elements: pace, confidence, energy, conciseness, and fillers.

## **2.5 Previous Relevant Research**

Several research relevant to this research support the findings of this thesis. The studies discussed below have a connection to this thesis.

The first research was taken by Assegaf et al (2021) that was conducted entitled "Using Orai Application as Media in Teaching Speaking for Eleventh Grade Student at SMA Negeri 11 Banjarmasin School Year 2019/2020", this journal was published in 2021. The purpose of this study is to help students practice speaking more easily using Orai application. The research was qualitative research. The concept is obtained from observations of classroom activities and documentation. This research gives the utilization of the Orai application in educational activities that are interactive and fun. With the new media, namely the Orai application, students are more enthusiastic about learning English and compete to use the Orai application as a supporter of students speaking English. So it can help the research.



The second research was done by Anas Fawaid (2020) that conducted entitled "Students' Perception on the Use of Orai Application in SMP Negeri Satu Atap Karang Nangka Rubaru Sumenep", published online in 2020. The purpose of this research is to look at the students' perceptions to use the Orai application and indeed the technique for utilizing the Orai application at SMPN Satu Atap Karang Nangka. In this research, the descriptive qualitative approach has been employed. The data was gathered by the researcher utilizing a interview and questioner guidelines. This research helps writers regarding student responses incorporating Orai application into the teaching learning process. The use of Orai application has a positive impact on students and students enjoy using Orai application. Meanwhile, the orai application is controlled by the teacher.

The third research entitled "The Implementation of Orai Application in Teaching Speaking to Senior High School Students" was done by Tatang et al 2020. It is a descriptive qualitative research. This research was carried out at Cianjur Senior High School. The data was gathered by observation, guided interviews, and an open-ended questionnaire. The Orai application's aim in practicing speaking with the Orai program, downloading and installing the application, teaching speaking, and receiving feedback from the application. This research gives a process of using orai applications in teaching speaking in class.

## **2.6 Conceptual Framework**

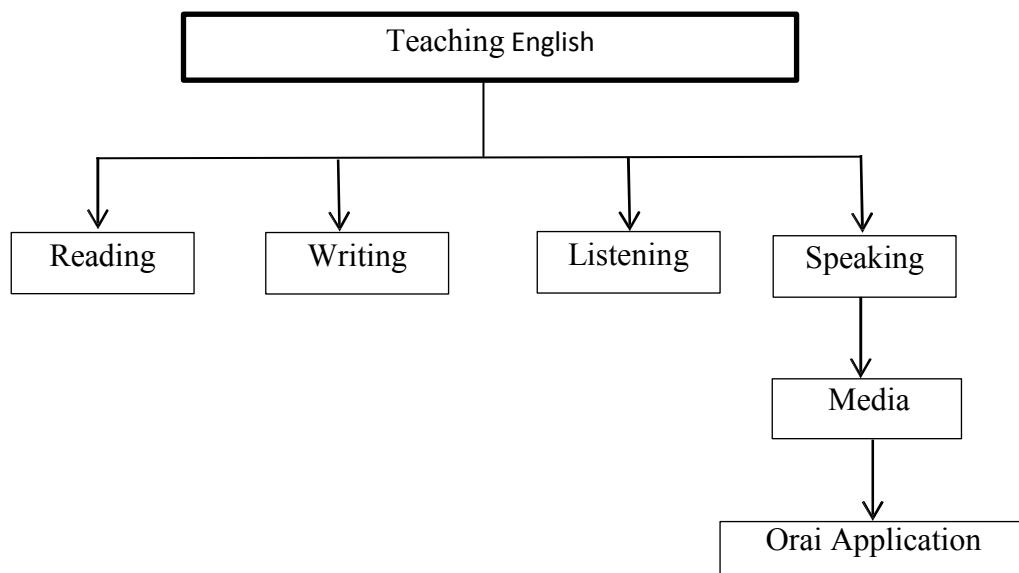
English as a foreign language instruction focuses on students' ability to master the four language skills. The students need to master all English language skills. This research will focus on Speaking skills.

Speaking is an oral communication tool. speaking is an ability that must be done with practice, especially in English. Students must often practice using English starting from English class. Usually, students use English as a tool to communicate, it will make it easier for them to speak and be more confident in using English. But in reality, students still use their mother tongue during English learning. So that students are less confident in speaking English.

One application which students may use to develop students speaking skills is the Orai application. Orai this application focuses on speaking. Therefore, the application of Orai application is very suitable for use in the teaching learning process. They will be happier to learn something new in English class.

**Figure 2.1 Conceptual Framework Use of Orai Application in Teaching**

**English Speaking in SMPN 1 Simanindo**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The research approach design was Descriptive Qualitative. According to Fitrah and Luthfiyah (2017:44), qualitative research is a process that employs descriptive data from individuals or actors who may be observed in the form of written or oral words. Furthermore, according to Creswell (2009:22), exploratory qualitative research is appropriate when the researcher is unsure of the key factors to investigate.

The goal of qualitative research is to learn about the experiences that research subjects experience such as perceptions, behaviors, motivations, and holistic actions qualitatively using a language and words in specific contexts using various scientific methods, according to Moleong (2002) in Suryani et al.,(2019:95). Qualitative research was concerned with description. The work method of descriptive qualitative was data collection, data organization, and data interpretation. Based on data taken from students' perception in speaking using the Orai application in learning English.

#### **3.2 The Subject of the Research**

The research focused on students at SMP Negeri 1 Simanindo throughout the academic year 2022/2023. There are six classes of VIII grade, namely VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, and VIII-F that consist of 32 students in every class. From that, the researcher chose 15 students as samples that were chosen in classes VIII-F. Purposive sampling was used as the research method in this

research. Purposive sampling was a type of sampling technique based on the research's considerations regarding which samples are the most suitable, useful, and considered to be representative of a population.

### **3.3 Data and Source Data**

Bungin (2001:129) data is the information materials about the object of the reesearch. The data was the result of the students' perception of Orai application in teaching english speaking. The sources of data in this research are the eighth grade at SMP N 1 Simanindo.

### **3.4 The Instrument of Collecting Data**

There were several methods for gathering data, including documentation, observation, testing, interviews, and questionnaires. In this research, the researcher is chosen the data by using instruments such as observation and interview. The researcher used observation to find ways for students to utilize the Orai application. And for an interview, the researcher would interview students about the perception of using the Orai Application at SMPN 1 Simanindo.

### **3.5 Technique of Collecting Data**

The technique of collecting data, the researcher used several data collection techniques, namely:

#### **3.5.1 Observation**

Observation was very important part of qualitative research. According to Guba and Lincoln (1985) in Basrowi and Suwandi (2008:95) The researcher would observe and reflect methodically on the actions and experiences of the

research subject through observation. The researcher observed classroom activities between teachers and students throughout the teaching and learning process. And after that the researchers provided information about the usage of Orai application in the teaching and learning process, especially in speaking skills.

In addition, according to Creswell (2008:181), according to the definition, a qualitative observation is one in which the researcher takes field notes regarding the behavior and activity of participants at the research site. According to Bogdan and Biklen (2007:119) a field note is a written account of what has been heard, viewed, experienced, and thought when collecting data reflecting in qualitative research. The researcher use field notes to find out what they want to be clearly observed at the research location at SMPN 1 Simanindo. Used to define how the Orai application is used in class VIII. The data in observation from field results was analyzed by the researcher.

### **3.5.2 Interview**

Interviews were very important to help gather information for this research. According to Kartono (1999) in Basuki (2006:51) an interview is an oral question-and-answer procedure in which two or more individuals face each other physically. Structured, semi-structured, and unstructured interviews are the three types of interviews. Based on the facts presented above, the researcher decided to use semi-structured interviews since the researcher would afterwards seek the respondent's viewpoint and record what the responder stated as during interview. The researcher conduct interview in order to obtain data or information that was accurate, thorough, and consistent with what the researcher expects. This research was conducted to find out the procedure for using the Orai application in teaching

and learning activities that would interview students to get the data. The list of the question for interview can be seen in appendix 1.

### **3.6 Technique of Analyzing Data**

The data technique was evaluated with the Orai application to achieve speaking skills in students. The data analyzed in the procedure as follows:

1. Observing the study while using Orai Application
2. Interviewing the students' about the perception of using Orai application
3. Drawing conclusion