

Improving Students' Speaking Skills by Utilizing Orai AI-Powered App

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Abstrak

Kecerdasan buatan (AI) menawarkan opsi pembelajaran yang terbaru dan inovatif bagi siswa dan pembelajar di bidang pengajaran bahasa Inggris. Kecerdasan buatan membantu meningkatkan pengajaran bahasa Inggris dengan mempromosikan dialog dan memberikan umpan balik yang relevan kepada siswa. AI dalam pendidikan meningkatkan manajemen kelas dan meningkatkan efisiensi guru. Salah satu jenis AI adalah Orai, sebuah program yang mengklaim dapat digunakan untuk meningkatkan keterampilan berbicara di depan umum. Penelitian ini bertujuan untuk menunjukkan peningkatan keterampilan berbicara siswa dengan memanfaatkan aplikasi Orai. Penelitian Tindakan Kelas digunakan sebagai metode penelitian dengan sampel lima puluh siswa dari SMA Negeri 2 Binjai. Peningkatan diamati dalam 2 siklus. Hasil temuan menunjukkan bahwa dari 19 siswa menjadi 38 siswa, lebih banyak siswa yang mendapatkan nilai di atas Kriteria Ketuntasan Minimal. Selain itu, persentasenya meningkat dari 38% menjadi 76%. Siswa percaya bahwa aplikasi Orai membuat pembelajaran bahasa Inggris menjadi kurang menegangkan dan lebih menyenangkan. Setelah menggunakan aplikasi Orai, dapat dinyatakan bahwa keterampilan berbicara siswa telah meningkat dengan baik.

Key Word:

AI, Orai, Speaking Skills,
CAR

Abstract

Artificial intelligence (AI) presents fresh and innovative learning options for students and learners in the field of English instruction. Artificial intelligence helps improve English language instruction by promoting dialogue and providing students with pertinent feedback. AI in education improves classroom management and boosts teacher efficiency. One kind of AI is Orai, a program that makes the claim that it may be used to enhance public speaking skills. This research aimed to show the improvement of students' speaking skills by utilizing Orai application. The Classroom Action Research was used as the research method with fifty students of SMA Negeri 2 Binjai as the sample. The improvement was observed in 2 cycles. The finding results showed that from 19 to 38 students, more students received scores over the Minimum Completeness Criteria. Additionally, it went from 38% to 76% in percentage form. Students believe that the Orai app makes learning English less stressful and more enjoyable. After using the Orai application, it can be stated that the students' speaking skills have improved better.

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INTRODUCTION

The educational system in Indonesia often emphasizes reading and writing over speaking and listening. English is primarily taught as a subject, focusing on grammar and vocabulary rather than practical communication skills. Many students spend significant time preparing for exams that prioritize written assessments, leaving little room for developing conversational abilities. As a result, students often lack opportunities to practice speaking in real-life contexts.

Limited exposure to English outside the classroom significantly impacts students' speaking skills. In many regions, English is not commonly spoken, and students have few opportunities to engage in conversations with native speakers or even proficient English speakers. This lack of immersion can hinder their ability to develop fluency and confidence in speaking. Cultural factors also play a role. In Indonesian society, there is often a strong emphasis on avoiding mistakes, which can lead to a fear of speaking English. Students may feel embarrassed or anxious about making errors, causing them to shy away from speaking opportunities. This apprehension can stifle their willingness to practice and improve their skills.

Resource availability is a concern. Many schools face challenges such as a lack of qualified English teachers, insufficient learning materials, and inadequate technology facilities for language practice. In urban areas, students may have access to better resources, but in rural communities, these limitations can be even more pronounced, further widening the gap in English speaking proficiency.

When it comes to speaking English, speaking skills include evaluation grammar, fear of ridicule, and fear of others mispronouncing words. A few of the students are able to communicate. Even if students feel comfortable speaking English, they may nevertheless feel ashamed. Although some students feel less secure when speaking English in public, they nevertheless make occasional grammatical and vocabulary errors when speaking in sentences. Additionally, some students are bored since learning assumes that students are proficient in speaking English only while reading lengthy English passages. because paragraphs require the usage of English (Hapipah et al., 2021).

People assess their level of language skill by speaking English fluently. Even if students occasionally make grammatical and pronunciation mistakes when speaking English in public, the general public will presume that they are fluent in the language. Since speaking English is necessary for communication, speaking is one of the core skills that students must possess. Students can benefit from learning English in a number of ways, including improving their skill set and assisting them in finding future work. Students who use English will be able to understand and communicate when they visit other countries (Ali, 2023). Speaking is the capacity to communicate ideas, thoughts, and opinions orally; it entails making methodical vocal utterances to transmit meaning so that the other person may understand us. Speaking, however, is seen to be the hardest skill to master since it calls for mastery of both speech production and listening comprehension subskills (Riski et al., 2018; Pabebang, 2020).

The way this technology is used is evolving to align with education's strategic goals, which include enhancing student learning outcomes, accommodating various learning styles, and reaching out to those who lack access to English language instruction. The search for a teaching and learning tool that enhances memory by letting students make mistakes and testing them often was prompted by a review of the literature (Losi, 2022). On the other hand, the study examined how students felt about the English Oral Presenting Application (EOPA), a mobile learning tool designed to improve oral presentation and online collaboration skills for English language learners. In order to better understand how students view EOPA, their study was carried out as part of a Design Based Research (DBR) project that also included an updated Technology Acceptance Model (TAM) questionnaire. The results of the poll showed that while 37% of students believed EOPA was beneficial for learning, 33% also felt that utilizing it was difficult. Additionally, their attitudes toward learning revealed that they had some difficulties when using the application (Fitriani et al., 2023).

The need for AI in education and the main driving force behind the creation of technology-enhanced learning are the need to support the creation of systems that assist educators and students in making the best decisions possible in order to optimize learning. This entails comprehending and emulating students, instructors, successful pedagogies, and the environments in which students learn. The creation of computational models of human abilities (such as speaking, learning, walking, and playing), enabling systems to perform commonsense tasks (such as comprehending language, identifying visual scenes, and summarizing text), and other intelligent behavior reproduction are the focus of artificial intelligence. examining AI as a means of supporting the teaching and learning process, especially in the context of English instruction.

In the area of teaching English, artificial intelligence (AI) offers students and learners new and creative learning opportunities. By facilitating conversation and giving students relevant feedback, artificial intelligence enhances English language training. Numerous interactive exercises with real-time feedback are available on AI platforms. AI also customizes explanations and course materials to each learner's specific requirements. Through tailored instruction, focused feedback, and flexible learning opportunities, the use of artificial intelligence (AI) into language education can allow students to progress at their own rates (Losi et al., 2024).

One way to improve the current state of affairs and meet the demands of students, especially those who are digital natives and are curious about how to learn through new technologies, is through artificial intelligence. AI is now developed enough to stop being mostly taught through computers and tablets, allowing it to interact with students in novel ways and support educators in their work. For this reason, AI may start human cognitive processes like learning, speaking, and solving problems. AI in education increases teaching productivity and streamlines classroom management. One type of AI called Orai can assist students or anybody else who wants to develop excellent communication skills in opening doors in all spheres of life, including the workplace, the community, and relationships with family and friends. This will create a world full of self-assured communicators (Maknun, 2020).

Orai is an AI application that claims to use artificial intelligence to improve public speaking skills. The voice can be spoken into the app, and the recorded data is sent to the cloud for analysis by the AI. Danish Dhamami created it as a speech coach for people. The purpose of Orai is to improve people's speaking abilities. Orai equips people with the self-assurance and abilities to talk effectively in public, on stage, or in daily situations. Orai provides immediate speech analysis through deep learning and artificial intelligence, enabling daily practice and the development of excellent communication skills. The Orai software enhances speech production skills through deep learning and artificial intelligence. It counts the number of "uums," "eers," and other filler words, examines common issues like tempo, vocal energy, and tone clarity, and even creates a shareable transcript of the speech. It's like talking into a mirror using this software. It tracks the speaker's speech rate, indicates how well the speaker is pronouncing words, and counts the words the speaker says in a minute. Additionally, Orai assesses the "energy" of the speaker's voice, such as whether the speaker emphasizes particular words or speaks in a monotone that would lull listeners to sleep (Maknun, 2020; Rahman & Nabhan, 2023; Kusumah & Maulidia, 2021)

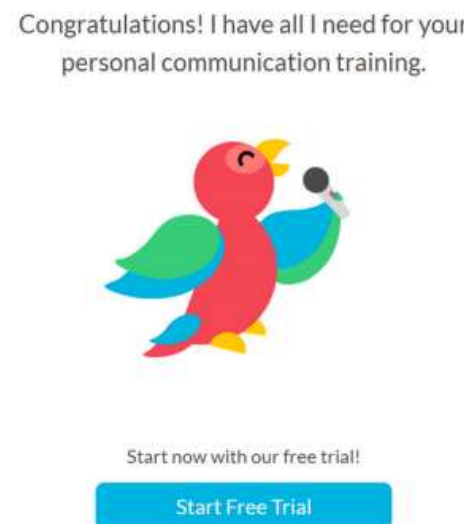


Figure 1. Orai Application Interface
(<https://orai.com/>)

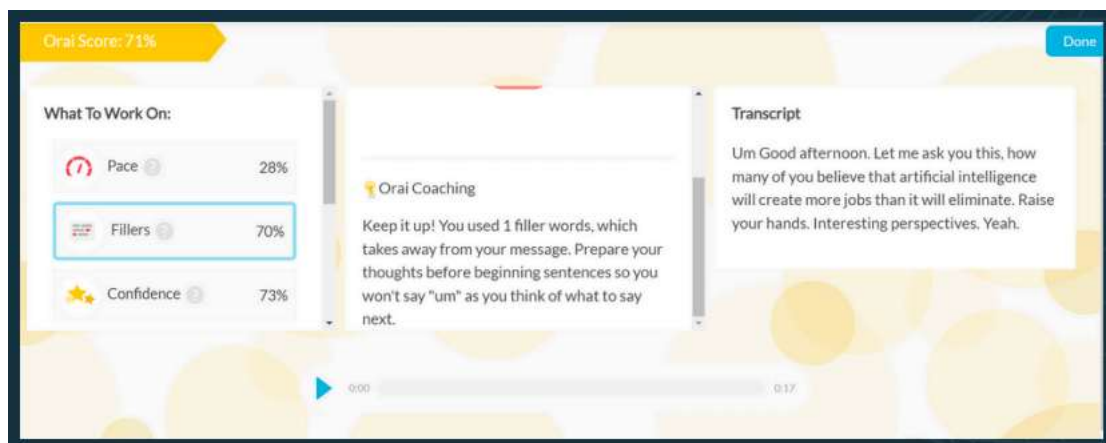


Figure 2. The Example of The Record and Evaluation in Orai Application

This research is important to be done because Orai provides tailored feedback on pronunciation, pacing, and clarity. This personalized approach helps students identify specific areas for improvement, allowing them to focus their practice effectively. The app offers real-time speaking exercises, giving students the opportunity to practice and receive instant feedback. This immediate response helps reinforce learning and builds confidence. Orai allows users to track their progress over time. By monitoring improvements, students can stay motivated and see tangible results from their efforts. Based on those reasons, it keeps Orai as a sophisticated application that is much more better than similar applications.

RESEARCH METHOD

The researchers used Classroom Action Research (CAR) in this study, which was based on the Kemmis

et al. (2014) paradigm in Susyentina (2019) and consists of two cycles with two meetings each. The four phases of each cycle were planning, action, observation, and reflection. This exploratory study's main objective was to improve students' speaking skills by utilizing Orai application. This study was done in SMA Negeri 2 Binjai. Fifty students in the eleventh grade became the sample of this study (Amyatun & Kholis, 2023). If the completeness of the student learning outcomes is defined as ≥ 85 of the total number of students reaching the Minimum Completeness Criteria score, which is ≥ 75 in speaking skills improvement using Orai, then this classroom action study is categorized effective (Karina et al., 2024).

RESULTS AND DISCUSSIONS

During cycle 1, there was a planning phase and the researchers: 1) created a schedule for conducting the research; 2) conferred with friends and tutors; 3) created an evaluation format; and 4) used Orai to create a learning implementation plan. The researcher then entered the classroom and conducted the opening, core, and closing exercises to begin the first cycle of implementation. In addition to making observations throughout the learning process, the first cycle's student learning results were analyzed. A test with the following outcomes was conducted at the first cycle stage.

Table 1. The Students' Score in Cycle 1

Description	Number of Students	Percentage
Completed	19	38%
Uncompleted	31	62%
Total	50	100%

Based on Table 1, out of 50 students, 31 finished the test since their score above the Minimum Completeness Criteria, according to data from student learning results in Cycle 1. In the meantime, 19 students got scores that fell below of the Minimum Completeness Criteria. According to the findings of observations and evaluations conducted during cycle 1, the students did not meet the established indicators and did not perform as expected during the learning activity. There were still challenges in this instance when the activities were being carried out, including fewer students using the learning materials, students who found Orai difficult to use, and some students who lacked the motivation to utilize Orai. Since the researchers had not yet met the standards for enhancing students' speaking skills in the classroom action research, then it was carried out in cycle 2.

The researchers prepared for cycle 2 implementation in the same ways as they did for cycle 1 implementation: through planning, action, observation, and reflection. The researchers fixed the issues that arose in the first activity in cycle 2. In order to prepare assessment sheets and evaluation assessments for cycle 2, the researchers worked with tutor teachers to improve the learning implementation tools. The Orai application was still used in cycle 2 implementation. During the learning process, observations were made, and in cycle 2, the learning of the students was analyzed. The following findings were derived from cycle 2's learning outcomes exam.

Table 2. The Students' Score in Cycle 2

Description	Number of Students	Percentage
Completed	38	76%
Uncompleted	12	24%
Total	50	100%

Based on Table 2, 38 out of 50 students finished the test, with scores above the Minimum Completeness Criteria, according to data from student learning results in cycle 2. 12 students, however, got scores that fell below of the Minimum Completeness Criteria. The evaluation results from cycle 2 showed that learning outcomes were higher than that was done in cycle 1. Cycle 2's reflection exercises demonstrated that while student learning outcomes and the learning process had improved, certain aspects, such as the students who did not utilize the Orai program regularly, still required improvement. The most of all, students had improved their speaking skills by using Orai to practice the pronunciation and vocabulary. The students also felt enthusiastic to check their mispronunciation directly in Orai evaluation.

The findings of this research was in line with Deliza & Sadikin' finding (2023). They stated that there have been successful results when students have used the Orai program as a learning aid. This is evident from the six criteria that this study uses to evaluate students' speaking skills. Grammar, vocabulary, comprehension, fluency, pronunciation, and task are the six elements that are covered. All things considered, each of these elements has been customized to fit the tasks given to the students.

Students who utilize the Orai program can analyze their speech results without a partner because it offers comprehensive feedback on tones, filler, tempo, text, and energy. The majority of students find that speaking in English is enjoyable, and after using the tool independently, their confidence naturally grows. Compared to studying without application, the classroom setting is more enjoyable and laid-back. Students are more engaged with the material, particularly when they use the Orai app to practice speaking English (Kusumah & Novita, 2019).

Students who used Orai reported improvements in their ability to speak English, confidence, and courage when speaking in front of others. This program is really transparent; we don't even need to click to see the recording results; they are displayed straight on the screen. We can then share. Both the application and the assessor already have value. However, since there is already a result, the teacher is no longer required to pass judgment. The recording's outcomes are immediately visible to the students (Simatupang et al., 2019).

CONCLUSION

This research conducted cycle 1 and 2 to show the improvement of students' speaking skill who utilized Orai application. The number of students who got the score above the Minimum Completeness Criteria, increased from 19 to 38 students. In percentage, it also increased from 38% to 76%. The findings in this research were in line with previous researchers who stated that students may gain the confidence to speak up if they use the Orai app to practice speaking, and they can also use the application to learn English. They will communicate more easily if they are forced to practice conversing with Orai on a regular basis. They have similar opinions, and Orai increases their motivation to learn English. The Orai application, according to the students, makes learning English more pleasurable and less stressful. It can be concluded that students' speaking skills have improved after utilizing the Orai application.

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