

**THE INFLUENCE OF USING ORAI APPLICATION
TOWARDS STUDENTS' SPEAKING SKILL AT
THE SECOND SEMESTER OF THE TENTH
GRADE OF MA MIFTAHUL HUDA IN
THE ACADEMIC YEAR OF
2020/2021**

A THESIS

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree
In Tarbiyah and Teacher Training**

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LAMPUNG 1442 H / 2021**

ABSTRACT

THE INFLUENCE OF USING ORAI APPLICATION TOWARDS STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF THE TENTH GRADE OF MA MIFTAHUL HUDA IN THE ACADEMIC YEAR OF 2020/2021

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Speaking is the most difficult subject to the students because the students feel less confident to speaking in English. Students also still feel nervous to speaking English because the students have a limited time of practice speaking. The students of Senior High School need new media to learn English, namely the Orai application. Orai application can help students improve their English learning, especially in the speaking skill. This research is conducted to find out whether there is a significant influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021.

In this research, the researcher used quasi experimental design, and the researcher used two classes, namely the experimental class and the control class. The experimental class used the application Orai, while the control class used the textbook. The researcher also applied pre-test and post-test to students. The population of this research was the tenth grade of MA Miftahul Huda. The sample of this research was 2 classes consisting of 48 students. There are 24 students in experimental class and 24 students in control class. In collecting data, the researcher used oral tests to collect the data.

The result of the research, there is a significant influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021. From the data analysis computed by using SPSS, it was obtained that Sig. (2-tailed) $< \alpha = 0.000$. It means H_a is accepted because Sig. (2-tailed) $< \alpha = 0.05$. From the result of these data, Orai can improve students in learning to speak English, because Orai is an application used to learn English, especially speaking.

Keywords : *Speaking skill, application Orai, quasi experimental design*



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DECLARATION

I hereby that this thesis entitled “The Influence of Using Orai Application towards Students’ Speaking Skill at the Second Semester of the Tenth Grade of MA Miftahul Huda in the Academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, August 2021

Declared by,



Erika Cahyaning Putri



MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ
وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ

“On no soul doth Allah Place a burden greater than it can bear. It gets every good that it earns, and it suffers every ill that it earns.” (QS. Al-Baqarah: 286)¹



¹ Agus Hidayatulloh, Siti Irhamah Sail, Imam Ghazali Masykur, Fuad Hadi, “ALJAMIL Al-Qur’an Tajwid Warna, Terjemahan Per Kata, Terjemahan Inggris”. (Cipta Bagus Segara). Bekasi City, West Java, 2012, p. 49.

DEDICATION

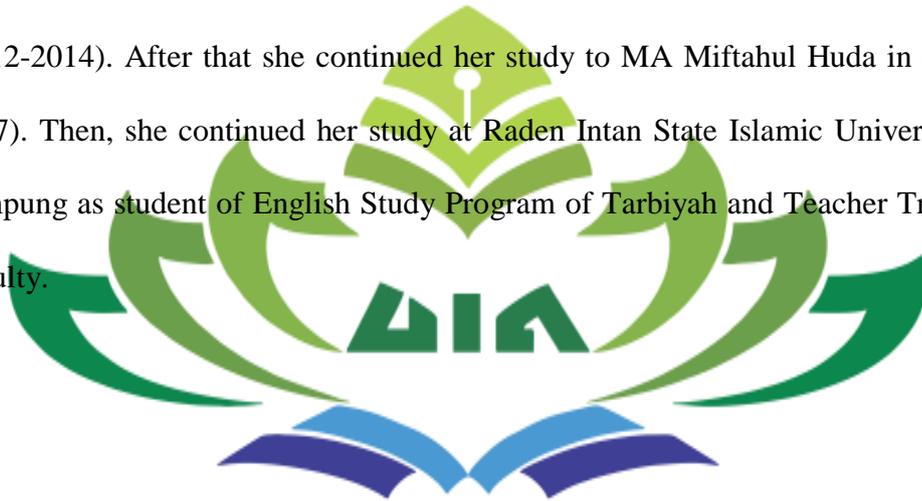
From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents : My father Mr. Sunarto Peni and Mrs. Nurhayati, those who have given a lot of motivation and support both physically and mentally, thank you to my parents who always pray for my success in completing this thesis.
2. My beloved little brother : Aqnan Nur Rohman, he who has become my support to be able to complete this thesis quickly.
3. My beloved sister : Isna Lutfinatun Nabila S.pd, thank you for helping me a lot in the journey of completing this thesis with many trials, thank you for giving support and motivation to keep fighting without giving up.
4. My best friends, thank you for supports, motivations, and prayers that you give for me. I hope we are all excited for the future.
5. Students of English Education class A as my partners since 2017.
6. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Erika Cahyaning Putri, she was born in Bandar Jaya on January 4th 1999. She lives in Bandar jaya village Nambah Dadi Central Lampung. She is the first child of Mr. Sunarto Peni and Mrs. Nurhayati. She has one little brother namely Aqnan Nur Rohman.

The researcher began her study at Kindergarten Bratasena Mandiri in (2003-2005). After that she continued her study to SDN 1 Bratasena Mandiri in (2006-2011). Then, she continued her study to SMP N 6 Terbanggi Besar in (2012-2014). After that she continued her study to MA Miftahul Huda in (2015-2017). Then, she continued her study at Raden Intan State Islamic University of Lampung as student of English Study Program of Tarbiyah and Teacher Training Faculty.



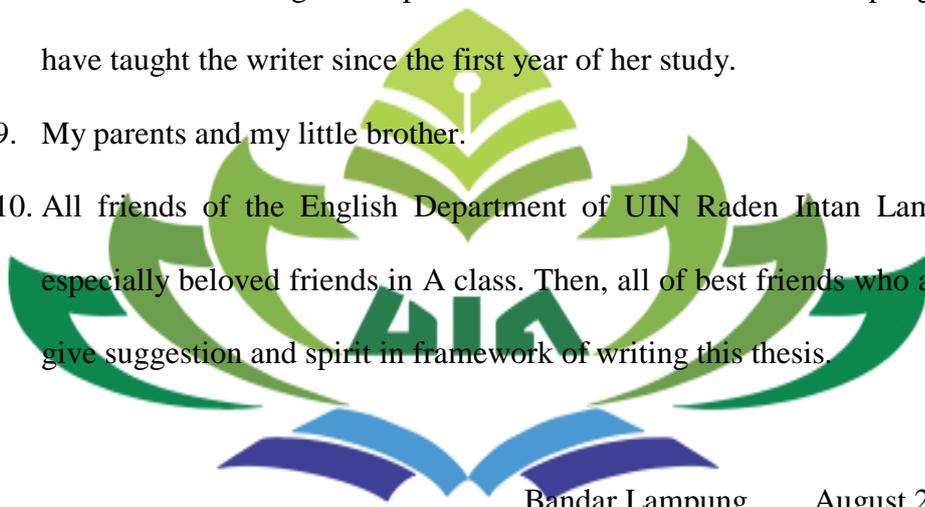
ACKNOWLEDGMENT

First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Orai Application Towards Students’ Speaking Skill at the Second Semester of the Tenth Grade of MA Miftahul Huda in the Academic Year 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and forbearance to the researcher when on going the study until the end of this thesis composition.
2. Meisuri, M.Pd, the chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Dr. Heni Wulandari, M.Pd.I, as an academic advisor for his guidance assistance for four years.

4. Dr. Mohammad Muhassin, M.Hum as the first advisor for his guidance help and countless time given to the researcher to finish this final project.
5. Istiqomah Nur Rahmawati, M.Pd as the second advisor, who has guided the researcher since the first until the researcher completed of this thesis.
6. Muh. Lukman Hakim, S.Pd.I as the headmaster of MA Miftahul Huda and all the teachers and staff who have helped the writer in collecting data.
7. Luluk Hidayatus Sofa, S.Pd as the English teacher at MA Miftahul Huda who given the guidance and spirit in conducting this research.
8. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the writer since the first year of her study.
9. My parents and my little brother.
10. All friends of the English Department of UIN Raden Intan Lampung, especially beloved friends in A class. Then, all of best friends who always give suggestion and spirit in framework of writing this thesis.



Bandar Lampung, August 2021

The Researcher,

A handwritten signature in black ink, appearing to read 'Erika Cahyaning Putri'.

Erika Cahyaning Putri
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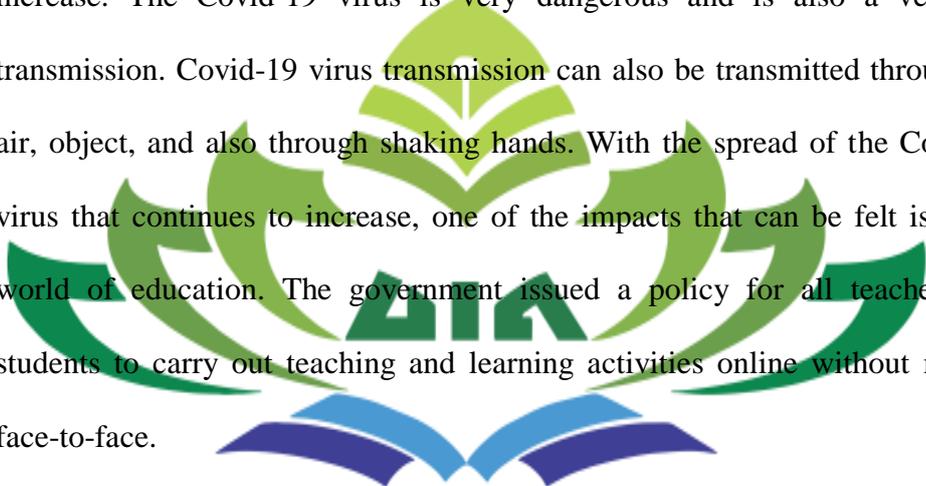
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CHAPTER I INTRODUCTION

A. Background of the Problem

The government issued a policy by limiting activities outside the home and gathering by involving many people, even the government carried out an extended lockdown. This policy was carried out because of the Covid-19 virus, which has started to enter Indonesia and the number of deaths continues to increase. The Covid-19 virus is very dangerous and is also a very fast transmission. Covid-19 virus transmission can also be transmitted through the air, object, and also through shaking hands. With the spread of the Covid-19 virus that continues to increase, one of the impacts that can be felt is in the world of education. The government issued a policy for all teachers and students to carry out teaching and learning activities online without making face-to-face.



The school that the researcher was studied is a private school, which used online learning time. In carried out learning activities, the researcher cannot completely do it offline, therefore the researcher needed media to ask students for data and so on in conducted research activities at the MA Miftahul Huda school, namely WhatsApp media.

Tatang, Nia, and Elis, Orai is an application to help the teacher in teaching speaking, and also Orai can help students to practice without a teacher because

Orai can give instant feedback when you use it.² It means that the Orai application is a medium that can help teachers and students in learning English, especially speaking. Orai is an application to help everyone develop speaking skills, especially speaking in English. The Orai can also be used at any time. The Orai application can be used inside the classroom. Orai is a technology that can be downloaded on all smartphones. This application is very easy to use and can help students learn to speak English. Since most students do not feel confident in speaking in front of the class, this application help students who lack the confidence to practice directly in front of the class. Although there are many advantages to this application, but also has a weakness, namely this application is used online.

The use of the Orai application in MA Miftahul Huda school is still very low. MA Miftahul Huda school is one of the schools that has provided good enough facilities. Such as the availability of a Wi-Fi network for teachers and students. However students do not take advantage of existing facilities, so they are quite behind in the use of current technology. That learning to speak can be done without having to be in class or at school. By utilizing existing facilities, the use of this application is good for being applied in MA Miftahul Huda school in training students' speaking skills.

The use of learning media is less creative, so that students feel bored in teaching and learning activities in English. Building student enthusiasm and

² Tatang Saripudin, Nia Kurniawati, Elis Homsini Maolida, "*The Implementation of Orai Application in Teaching Speaking to Senior High School Students*". Journal JOEPALLT. Vol. 8. No. 1. 2020. p. 3.
<https://jurnal.unsur.ac.id/joepallt/article/download/824/695.pdf>. Accessed on October 2020.

introducing students to the Orai is very good to do. Thus, students can learn in new ways and can also take advantage of the facilities provided by the school. By using the Orai can help students to dare to speak English and can increase their confidence in speaking English. Used the Orai application in speaking English is very fun and makes it easier for students to learn. It makes students practice more in speaking with the correct students' speaking skills and students will also feel happier in the learning process.

According to Rahmah, *et al.*, speaking English language skills is one of the important of four language skills to be developed as a means of effective communication in both first and second language learning contexts at Jordan University, particularly at Aljoun National University.³ It means speaking is an important language skill, and the first and second language is an effective means of communication. Halimah, Gufran, Ali, speaking is a device to convey opinions, ideas, facts, and feelings to others, animals, and even to the speaker herself or himself that can be done interactively and nomologically. Speaking is the activity of producing words by lip movements and other elements involved in producing those words and is spoken verbally.⁴ In another way, speaking is an oral communication tool that uses lip movements to produce words. Speaking can express opinions, ideas, and feelings to others.

³ Abdel Rahman Al-Eiadeh, et al, “*Improving English Language Speaking Skills of Ajloun National University Students*”. International Journal of English and Education. Vol. 5 (2016), p. 182.
<http://s.docworkspace.com/d/AAQM67DH2NFE8o-RoZanFA.pdf>. accessed in March 2020

⁴ Halimah, Gufran, Ali Ibrahim, “*CELLO for Better Speaker*”. SAR Journal. Vol. 3 (2019), p. 134.
<https://docworkspace.com/d/AJZdxiDH2NFE4r-XoZanFA.pdf>. accessed in March 2020.

Based on the statements above it can be concluded that speaking is an oral communication tool that uses lip movements to produce words. Speaking can express opinions, ideas, and feelings to others. Speaking is one of the communication tools used in everyday life. Speaking is done by using language that is formal or informal. Someone in issuing opinions or ideas is also done by speaking. Speaking is one of the skills used in the English language.

Speaking is a process of public speaking. Talking can be done with two or more people and can be done directly or indirectly. By speaking, it can provide information to others and can convey useful knowledge for others. In the world of English speaking ability is also seen, and speaking using English is a very difficult exercise, where students need a process to increase their self-confidence.

The ability to speak is how a person is able and able to pronounce articulate sounds or words to express his expression in speaking. This is to make it easier for someone or the interlocutor to interpret the words spoken by the speaker. In speaking ability, it is also not only speaking but how someone can convey messages or opinions to others appropriately and easily to understand. In speaking ability, there is also a skill in speaking.

In learning to speak students, students may have difficulties in learning it. Based on the preliminary research in MA Miftahul Huda. In this research conducted at MA Miftahul Huda, it was found that students' speaking skills at the tenth grade of MA Miftahul Huda were still low. The students had difficulty speaking. Then, Mrs. Luluk Hidayatus Sofa, S.Pd as the English

teacher was an interview to get the data about the students' speaking skills. She said the students feel less confident to speaking in English with their teachers or classmates because to speak in front of the class students feel afraid if there is still vocabulary that they don't know. Students also still feel nervous to speaking English because the students have a limited time of practice speaking and this results in students finding it difficult to express their opinions or ideas verbally, even though they can speak English, but they do not believe they can do that.⁵

Based on the interview in preliminary research, the researcher got the data on students' speaking tests. The score of the students' speaking class can be seen in table 1.

Table 1
The Score of Speaking at the Tenth Grade of MA Miftahul Huda
In the First Semester Academic Year of 2020/2021

No	Score	Category	Classes					Total	Percentage
			X IPS 1	X IPS 2	X IPS 3	X IPS 4	X IPS 5		
1	100-80	Excellent	2	3	2	4	4	15	6.9%
2	79-60	Good	5	5	6	5	6	27	12.4%
3	59-40	Fair	8	6	8	10	6	38	17.5%
4	39-20	Poor	10	11	9	5	8	43	19.8%
5	19-0	Very Poor	0	0	0	0	0	0	0
Number of Students			25	25	25	24	24	123	100%

Regarding table 1, the result showed that the score of speaking at the tenth grade of MA Miftahul Huda had many bad aspect scores. They are vocabulary, grammar, comprehension, fluency, and pronunciation. There are 81 who do not achieve the criteria of good speaking from the good until excellent. This condition that students' speaking is score mostly poor.

⁵ Luluk Hidayatusofa, "Interview with the English Teacher (MA Miftahul Huda)", September 14th 2020, unpublished.

The real problem process in MA Miftahul Huda, several reasons that made students get some problems speaking English. Therefore with this new media, it can help students improve their English learning, especially in the speaking skill. Although many find it difficult and do not like English, it can be helped by using the Orai application.

In the previous research, Arida investigated the effect of Orai application to speaking students are more interested and motivated to read authentic literature, find joy in reading such materials, are more confident in expressing their ideas, participate in the discussion, and present their project. It is also recommended exploring and extending the use of Orai to improve students' engagement in learning English.⁶ Lilis, Trisnendry, Ula Nisa said the results of the research showed that most of the participants agree that Orai brings more benefits to the teaching and learning process in a pronunciation practice class. Orai helps them in improving their pronunciation skill and helps them to be more confident in doing English speaking with proper sounds.⁷ Halimah, Jauhar, Nuraeni said the Orai application is a unique and excellent application to be used as a supporting media for speaking class. It provokes the students to learn actively and happily in the classroom.⁸ Ervina, Hendar, Ida, with the

⁶ Arida Susyeta, "Utilizing Authentic Literature and Orai Application in Improving Students' Literature Comprehension and Speaking Skills". UHAMKA International Conference on ELT and CALL (UICELL). Jakarta (November 2019). p. 44.

⁷ Lilis Suryani, Trisnendri Syahrizal, Ula Nisa El Fauziah, "Using Orai Application in Teaching Pronunciation". Indonesian EFL Journal (IEFLJ). 2019. Vol. 5. p. 101. <http://journal.uniku.ac.id/index.php/IEFLJ/article/download/1835/1381.pdf>. accessed in March 2020.

⁸ Halimah, Jauhar Helmie, Nuraeni Susilawati, "Orai Application to Promote Autonomous Learning to English Learner at Senior High School". International Journal of English Teaching. 2018. Vol. 7. p. 115.

research title the impact of using orai app.com on improving students' speaking skills for a non-native speaker, namely the use of Orai technology is very useful for public speaking to help in speaking English. The tool is used by students to be accessed freely and can be used anywhere. The use of the Orai tool is very good to use, one of which is to make students practice speaking English and they will be able to evaluate directly after using Orai.⁹ Halimah, Ninuk, Gufran, with the research title students' perception on the implementation of Orai application in CLL method in teaching speaking. Over the observation, the writer found a new formula in using the CLL method in teaching speaking. This formula consists of four stages: recording, listening, correcting, and repeating. From the observation it also could be described that the students were very excited about practicing speaking using the Orai application in the classroom.¹⁰

Based on the statements above, it can be concluded that the result of the research is the Orai application is very helpful to use in learning to speak English and is good for teachers to try in teaching speaking English using a variety of appropriate methods. The use of Orai can help student activity in learning and is supported by methods or strategies in learning. The students can practice speaking every day by using this application.

<https://s.docworkspace.com/d/AAPryfHH2NFEivnUoZanFA.pdf>. accessed in March 2020.

⁹ Ervina C.M. Simatupang, Hendar, Ida Zuraida Supri, "The Impact of Using Oraiapp.com on Improving Students' Speaking Skill for Non-Native Speaker". Universal Journal of Educational Research. 2019. p. 25. <http://journal.uniku.ac.id/index.php/UJER4/article/download/1835/1381.pdf>. Accessed on January 2021.

¹⁰ Halimah, Ninuk Lustyantie, Gufran Ali Ibrahim, "Students' Perception On The Implementation of Orai Application CLL Method in Teaching Speaking". Journal JEELS. Vol. 5. No. 1. 2018. p. 115. <https://s.docworkspace.com/d/ANEdedH2NFEoufzoJanFA.pdf>. Accessed on April 2020.

The difference between the researcher and previous research are: (1) the researcher used the rubric scoring of Brown namely vocabulary, grammar, comprehension, fluency, and pronunciation, while previous research used the scoring rubric of Haris namely vocabulary, grammar, fluency, comprehension, and pronunciation. (2) previous research used Orai to teach pronunciation. The similarity between the researcher and previous research is both of them use Orai to teach speaking.

The pandemic era can be one of the reasons the researcher interested this research because with the problems that MA Miftahul Huda students have and also make more use of facilities such as Wi-Fi at school and students can use this application media in all places.

Accordingly, the researcher took the research title "The Influence of using Orai Application Towards Students' Speaking Skill" with the hope of improving students' speaking skills.

B. Identification of the Problem

According to the background above, there will be some problems:

1. The teacher has not yet implemented the Orai application in the classroom.
2. The students have a limit of practice speaking in the classroom.
3. The students have a lack of vocabulary.
4. The students have less confidence in speaking English.

C. Limitation of the Problem

Based on the identification of the problem above, this researcher focused on the use of Orai application towards students' speaking skills in the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021, especially in monologue.

D. Formulation of Problem

Referring to the identification of the problem and limitation of the problem above, formulates the problem as follows: is there any significant influence of using Orai application towards students' speaking skills in the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021?

E. The Objective of the Research

The objective of the research is to study whether there is a significant influence of using Orai application towards students speaking skills in the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021.

F. Significances of the Research

1. For the theoretical contribution, the result of this research is expected to be useful knowledge for the researcher to enrich the previous research.
2. The practical contribution is for the teacher, students, school.

- a. For the teacher, is expected of the research they can use the result of the research as an alternative way of teaching language activities or can be one of the choices to do in their classroom.
- b. For the students, it is expected that the students enjoyed and are more interested in the learning process.
- c. For the school, it is expected that this research gives motivation for the school to observe in teaching English, especially in teaching speaking.

G. Scope of the Research

The scope of the research is as follows:

1. The subject of the research

The subject of the research was the second-semester students of the tenth grade of MA Miftahul Huda.

2. The object of the research

The object of the research was the students' speaking and the use of the Orai application.

3. Time of research

This research was conducted in the second semester in the academic year of 2020/2021.

4. Place of the research

This research was conducted at MA Miftahul Huda. The researcher used WhatsApp to get some students' data, due to Covid-19 therefore the activities are limited.





CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Language is important in daily activity, with language our people can access information, communication, and get an education. In teaching English as a foreign language there are listening, speaking, reading, and writing all human beings need interaction with one to another. According to Harmer, English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their our country or as transitory visitor in a target language country.¹ It means that school is the only an institution for students to practice English. In this case, the teacher also supports the students to practice English in their daily activities.

In Indonesia, English is the first foreign language that must be taught at all levels. Starting from junior high school up to university. Language learners are not expected to be able to use the target language for communication.² It means that learning English as a foreign language it can be easy when the students more practice their English in the classroom and outside the classroom. According to Brown, that learning is acquiring or getting of knowledge of a subject or skill study, experience, or instruction.³

¹ Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), P.39

² Ag Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu,2006), p. 35

³ H. Brown Douglas, "*Principles of Languages Learning and Teaching*", (5th Ed), (San Francisco: Person Education, 2006), p.18

In addition, Muhassin says that, teaching English as a Foreign Language (TEFL) in Indonesian schools is a dynamic practice in which not every teacher conducts the same tasks through the same communicative practices.⁴

In the definition of learning, it can be concluded as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing know to understand.

In addition, teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning.⁵ It means that the teacher helps the student get knowledge and understand the material. It can help the student to easily understand in learning.

B. Speaking

1. Definition of Speaking

There are many definitions of speaking. Speaking is one of the skills that have to be mastered by the student in learning English. It is an essential tool for communicating. According to Harmer, speaking is not only having skills in knowledge of the features of language but also being able to process information and language in place. The ability to manage speaking and non-verbal language skills in cooperation is needed. Therefore, the goal of conversation can be achieved if speaking and language are fluent.⁶ This is supported by Christoper, speaking can be interpreted as delivery in an opinion

⁴ Mohammad Muhassin, "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension". *Internasional Journal of Instruction*, Vol.14, No.2, (April 2021), P.256. https://scholar.google.co.id/citations?user=ZrVeZ_8AAAAJ&hl=en.pdf. Accessed on July 2021.

⁵ *Op.cit.* P.8

⁶ Jeremy Harmer, "The Practice of English Language Teaching", (3rd Edition), (Cambridge: Longman, 2001), p. 269.

that comes from one thought to another, which usually can lead to a question that you want to ask directly or it can also provide an explanation to be conveyed.⁷

Likewise, Thornbury states that speaking is an act of producing words. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that.⁸ Besides Lynne Cameron's definition, "speaking is the active use of language to express meanings so that people can make sense of them".⁹

It can be interpreted that speaking is one way to communicate with other people. Speaking is done to convey information or get information directly or indirectly. Speaking also uses language to express ideas, opinions, or questions to others. Speaking is done by expressing oneself in a situation or condition in the surrounding environment.

2. Types of Speaking

There are two types of speaking, Nunan in Brown is Monologue and Dialog. The monologue is the spoken language used for a long time by speakers, such as in speeches, lectures, news broadcasts, and the like. In a planned monologue such as a speech, listeners have to process long speech, and where the monologue differs greatly in the structure of their discourse,

⁷ Christopher Turk, "*Effective Speaking Communicating in Speech*", (London: Taylor & Francis e-Library, 2003), p. 9.

⁸ Scott Thornbury, "*How to Teach Speaking*", (London: Longman, 2005), p. 1-2.

⁹ Lynne Cameron, "*Teaching Language to Young Learners*", (Cambridge: Cambridge University Press, 2001), p. 40.

therefore it is difficult to understand. Whereas unplanned monologues such as impromptu lectures show more redundancy and make understanding easier, their presence can either help or hinder understanding.¹⁰

Dialogue usually involves two or more speakers whose purpose is to provide information or factual. The familiarity of the interlocutor will produce implications, assumptions, and meanings in the conversation. In carrying out a conversation dialogue must ensure effective understanding because to avoid misunderstandings that can easily.¹¹

Based on the explanations above, the researcher chose monologues as a type of speaking related to the use of the Orai application, because learning activities in the classroom of each student were practice used the Orai application with the recording voice in answering the questions in the Orai application.

3. Speaking Skill

Speaking is a communication tool used for conveying word, such as ideas, opinions, and thoughts. In conveying messages to others using spoken language with the aim that the message is conveyed properly, the art of speaking skills that are commonly used in communication can be owned by someone in carrying out oral communication. Someone who has these skills in conveying messages orally conveyed effectively and efficiently. Speaking

¹⁰ David Nunan, H. Douglas Brown, “*Principles of Language Learning and Teaching*”, (London: Longman,2001), p. 251.

¹¹ Ibid.

skills must also be learned because speaking is not something everyone can master.

Aseptiana Parmawati, Ratih Inayah states that there are three main reasons for making students speak in class. First, speaking activities provide training opportunities - opportunities to practice speaking in real life in a safe class. Second, speaking assignments where students begin to learn to practice one or all languages, they learn to know how to respond to teachers and friends. In doing this practice the more people see it and the more students have the opportunity to be active in language, then this activity can help them store various language elements in their brains.¹² It means that students must have the opportunity to practice speaking, and as a teacher must respond to students to find out the improvement in students speaking.

Luoma, in the current curriculum, speaking skills are very important in language teaching. Speaking is also assessed because it is a challenge for students to assess how well they speak a language.¹³ It means that in the current curriculum speaking skills are very important to use and must be given a sports assessment. The priority in speaking is the skill in using a language in which the language can be understood.

Based on the explanations above, it can be concluded that speaking skills are the ability to speak using English as a communication tool. Speaking skill

¹² Aseptiana Parmawati, Ratih Inayah, "Improving Students' Speaking Skill through English Movie in Scope of Speaking for General Communication". *ELTIN Journal*, Vol. 7. No. 2 (October 2019), p. 44.
https://s.docworkspace.com/d/ALOD_DzH2NFE4uP8o5anFA.pdf. accessed on 8th August 2020.

¹³ Sari Luoma, "Assessing Speaking", (Cambridge: Cambridge University Press, 2004), p. 1.

must also pay attention to intonation, the grammatical structure used so that the listener can understand what is being said. Speaking is also a skill that must be considered in the world of education. There is a curriculum for language learning students, this can help development students' speaking skills.

4. Student's Speaking Skill

Speaking skill is the ability of a person or student in speaking English. Speaking skills are very easy to learn if we are in an environment where the main language is English, but because our environment does not use English as the main language, it is easy for us to learn to speak English. In learning to speak English, students should listen and practice pronouncing English more often, and also master a lot of vocabulary in English.

Speaking skills are considered the most difficult faced by students because they have to prepare mentally and increase self-confidence. Here the task of a teacher is to motivate students and improve students' ability in speaking skills. The teacher's goal in improving students' speaking in English is so that students can use English for communication. Waode Hamsia stated that English is very important to learn because it is commonly used in activities such as international relations, tourism, transportation, and others. Foreign language or English is very important to master because now it is in the globalization era where the era is modern and sophisticated. In mastering English, students are asked to be able to master the skills of four English skills, namely listening, speaking, reading, writing. Of these four skills that seem very

important is speaking skills.¹⁴ It means that students are expected to have the ability of four skills in English. However more important to improve is speaking skills. Most people already use communication in the form of English for business, campus, etc.

Tuan and Mali in Halimah, speaking ability is the language used as an international communication tool both in written or oral. Students are required to improve their speaking ability.¹⁵ It means that students must be improved in speaking skills because this skill is a communication tool that has reached International.

Based on the explanations above, it can be concluded that students speaking skills are students are expected to have the ability to speak. Because this skill has been used in various fields and has become the number one international language.

5. Teaching Speaking

Ways used by teachers to teach students in delivering material. Students can understand material about communication in real situations, and guidance is a need in teaching and practice to master it. In the process of teaching speaking, the role of the teacher is needed in this strategy so that the process in

¹⁴ Waode Hamsia, "Developing Students' Speaking Ability Through Story Completion". Journal of English language teaching. Vol. 5. No. 1 (2018), p. 57. <https://journal.uniku.ac.id/index.php/JELT/article/download/1835/1381.pdf>. accessed in March 2020.

¹⁵ Halimah, "Boosting Students' Speaking Ability through Community Language Learning". Studies in English language and education. Vol. 5 No. 2 (2018), P. 207. <https://s.docwokspace.com/d/ALhsbVbH2NFEupuZs5anFA.pdf>. accessed in March 2020.

learning activities can be achieved properly and the process of learning to speak students can be directed by the teacher properly and wells.

According to Muhassin, English teachers can make language learning effective by implementing communicative activities. To establish such a condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom.¹⁶ Killian in Devi Widyaningsih; Hasti Robiasih, on The Australian Society for Evidence-Based Teaching, the strategies needed to improve students' speaking skills by following school teaching can be used in language learning, especially in speaking.¹⁷ It means that teaching is a skill to improve students' speaking and strategies in teaching are needed. Strategies are needed so that students' learning processes can be effective.

Waode Hamsia, teachers in-class teaching must be good at mastering conditions in the classroom. Teachers must also prepare themselves to make students speak actively. In mastering the class and approaching children, the teacher must also use techniques during the teaching process so that the material can be conveyed appropriately. During the teaching process the teacher also directs students clearly and pays attention to students.¹⁸ It means

¹⁶ Mohammad Muhassin, "Teachers' Communicative Activities In Teaching English As A Foreign Language (TEFL) A Study at SMAN 9 BANDAR LAMPUNG". Journal HUMANIORA, Vol. 7 No. 4 (2016), p. 1.

<https://journal.bisnis.ac.id/index.php/Humaniora/article/viewfile/3601/2981.pdf>. Accessed in October 2020.

¹⁷ Devi Widyaningsih, Hasti Robiasih, "Teacher's Strategies in Teaching Speaking Skill For Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta". Journal of English language and language teaching (JELLT), Vol. 2 No.1 (2018), p. 47.

<https://s.docworkspace.com/d/AC1yGorH2NFE8ryps5anFA.pdf>. accessed in March 2020.

¹⁸ Waode Hamsia, "Developing Students' Speaking Ability through Story Completion". Journal of English language teaching. Vol. 5 No.1 (2018), p. 57.

that a teacher must prepare to be able to make students more active in class. In this case, needed techniques or strategies in the teaching process. The teacher must also pay attention to students and give clear direction.

Tuan and Mai, in the learning process, teachers must be careful in correcting students' mistakes, because it can be feared that student motivation will be disturbed and can affect the goals in learning to speak. Therefore, teachers must be able to provide motivation and try to positively correct students' mistakes.¹⁹ It means that, in teaching speaking, the teacher must be able to correct students' mistakes, but students must also be given positive motivation so that students do not lose their confidence.

Based on the explanation above, it can be concluded that teaching speaking skills improves students' speaking and medias needed in teaching. The teacher must prepare to be able to make students more active in the class. a.

C. Media

1. Definition of Media

Media is a tool used for understanding the material delivered by a teacher, in the form of print or electronic media. Media were also a tool to facilitate the application of the components of the learning system so that the learning process can last a long time and be effective.

<https://journal.uniku.ac.id/index.php/JELT/article/download/1835/1381.pdf>. accessed in March 2020.

¹⁹ Benter Oswno Gudu, "Teaching Speaking Skills in Ennglish Language Using Classroom Activities in Secondary School Level in Eldoret Municipality". Journal Kenya. Vol. 6. No. 35. 2015. p. 61.

<https://docworkspace.com/d/AKONLYbH2NFEqp-qs5anFA.pdf>. Accessed on March 2020.

Learning tools that are very helpful to make it more effective and attractive to use are called props. Harmer said that media activities that use learning media that involve students are commonly used in conveying and manipulating language which usually uses images and objects.²⁰ It means that media can increase student activities in making learning media as well as image objects and other media that can convey material to students.

The existence of print media can help and provide opportunities for someone to master reading and writing skills, while electronic media provides resources for teachers to increase knowledge about language skills such as speaking and listening.²¹ Most of the students, especially high school students have presented techniques as computers, DVDs, alternative whitepapers.²² It means that in the schools today, many have used learning mediums in the classroom, by utilizing technology such as computers, laptops, projectors, so that most teachers display learning material by making power points or displaying a video or image that matches the material presented.

Based on the explanation above, it can be concluded that media is a tool used to convey material from a teacher to students. Media can be in the form of print or electronic media. Media is very effective to use because it can help in the teaching and learning process so that students do not feel bored in learning

²⁰ Jeremy Harmer, *"The Practice of Language Teaching"*, (Cambridge: Ashford Colour Press, 2007), p. 177.

²¹ Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. *"Using Media in Teaching"*. In John Gultig (Ed.). (Africa: South African Institute for Distance Education, 2010), p. 91.

²² Robert E. Slavin, *"Educational Psychology: Theory and Practice"*, (10th Ed). (Johns Hopkins University: Pearson, 2012), p. 268.

activities in class. Media are also a tool to facilitate the learning process activities. Media can also help teachers present their learning material.

2. The Function of Teaching Media

The function of teaching media is to assist a teacher or educator to deliver material in the teaching and learning process. The function of teaching media can also help improve the quality of learning by using modern media. By using teaching media can stimulate students in understanding the learning material, the teaching and learning process to be more active and students do not feel bored.

Effectively the media can be used in formal circumstances and the special media used for teaching are arranged according to teaching. This teaching medium is very important in the world of education.²³ It means that in research making new technology for learning is the technology used as a tool for learning.

Based on the explanation above, it can be concluded that the function of teaching media is in today's modern world. Many researchers are finding new media that can be used as learning tools. Teaching media serves as a tool in the learning process, or as a tool in conveying material or messages to other people or students. Using media in teaching can improve the quality of students' learning.

²³ Ahsan Akhtar Naz, Rafaqat Ali Akbar, "Use of Media For Effective Instruction its Importance: Some Consideration". Journal of Elementary Education A Publication of Deptt. 2018. Vol. 18. p. 36.

<https://s.docworkspace.com/d/ABiB9-PH2NFEqp7Zs5anFA.pdf>. Accessed o April 2020.

3. Types of Media

There are four types of instructional media :

a. Picture

By using image media can function to assist in learning activities that provide visual experiences to students and can provide motivation to learn and facilitate learning concepts and are easy to understand. Image media can facilitate the achievement of goals to understand and remember the information contained in the image. Image media also helps students who are slow to accept and understand the content of lessons presented in text or verbal form. Image media can also increase students' attractiveness and can shorten a lesson that may require a long lesson.

An image is an example of material in the form of a graphic. This material provides messages or information that unites “symbolic visuals”, examples of this media such as pictures, graphics, cartoons, with the aim of training, communication, and discussion.

b. Textbook

A compulsory reference book used in schools that contains learning material in increasing faith and piety, character and personality, the ability to master science and technology, sensitivity and aesthetic abilities, physical and health potential which is prepared based on national education standards.

c. Orai Application

Along with technological developments, many applications can be used to improve learning abilities in the digital world. One of them is the Orai

application. Orai is an application to help anyone develop or improve their speaking skills, especially speaking in English. The Orai application allows them to practice speaking repeatedly in an instant. Orai is also an online application that can be downloaded at the play store.

In this case, the researcher used Orai application media in conducting the research, because in this research to know the influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021 in experimental class and textbook as the teaching learning media of English teacher in control class.

4. The Use of Media to Teach Speaking

Media is a messenger technology that can be used for learning needs. With the learning media a teacher can easily convey learning material. Media are also communication tools used in the learning process to carry information in the form of material so that students become more interested in participating in learning activities. Teach, learning media are anything that can be used as a tool to convey messages that can stimulate students' thoughts, feelings, attention, and desires to learn. In teaching and learning activities, a teacher uses learning media to assist in learning objectives during the process of teaching and learning.

The utilization of instructional media is usually to attract students' attention, and to clarify the delivery of material in class, and to overcome space and time limitations, and also to make learning activities more effective. The

use of media to teach speaking does not only use books but also in today's modern era. Many media are more attractive and effective to use, such as media through applications.

One of the themes is education software that can help to teach speaking in class, such as:

1. Learn English Sounds Right is an application for learning, especially pronunciation. How to pronounce vowels, consonants, and double sounds (diphthong). Equipped with audio for phonemes and examples of word usage.
2. English Conversation Practice, this one application will help you to learn all the common conversations in English. Besides, what makes this application different from the others is that you are allowed to record the results of your conversation. So you can evaluate how your pronunciation is when you speak.²⁴
3. Orai Application is an application that can avail someone learns to speak in English. By using the Orai application a person can assess his potentiality to speak. Orai application was developed by Danish Dhamani.²⁵

D. Orai Application

1. Definition of Orai application

Orai is an application to help anyone develop or improve their speaking skills, especially speaking in English. The Orai application allows them to

²⁴Renica Ryadi, “*Learn English*”. September 2019 at 11:41 AM. https://www.kampunginggris.id/15-aplikasi-terbaik-untuk-belajar-bahasainggris#English_Listening_and_Speaking. Accessed on January 2021. 14:07.

²⁵Lilis Suryani, Trisnendri Syahrizal, Ula Nisa El Fauziah, “*Using Orai Application in Teaching Pronunciation*”. Indonesian EFL Journal (IEFL). Vol. 5. 2019. p. 94. <https://s.docworkspace.com/d/ALZ9fKvH2NFesvjNoZanFA.pdf>. accessed in March 2020.

practice speaking repeatedly in an instant. Orai is also an online application that can be downloaded at the play store. Those who want to practice speaking can learn and practice their speaking skills on the content provided. Orai helps students improve their speaking fluently on stage, in front of the public as well as in their daily communication to be better speakers.

By using Orai it can provoke the students to learn actively and happily in the classroom. Orai is supported by artificial intelligence by providing English audio models, some speaking exercises with immediate actionable feedback. It is an application powered by artificial intelligence, which gives immediate, personalized actionable feedback on users' public speaking powers.²⁶

Those who want to practice speaking can learn and practice their speaking skills on the content provided. The first content the lessons feature is Control Your Pace, which trains students to control their speaking speed. The next content is Fight Your Fillers to train them to reduce unnecessary words, such as 'err', 'emm', and others. Speak with clarity is advanced content that emphasizes practice to convey speaking ideas clearly, that is, to the point. The next content is Very Your Energy which trains them to know when to speak energetically and when not. The next content focuses on interview situations where students are trained to respond best to interview situations. Lastly, the power of the pause's content emphasizes the importance of pausing, but at the

²⁶ Halimah, *et al*, "Technology CLL to Foster Student's Speaking". Proceedings of the International Conference on Industrial Engineering and Operations Management Pilsen, Czech Republic, July 2019. p. 2391.
<http://journal.uniku.ac.id/index.php/IEFLJ/article/download/1835/1381.pdf>. accessed in March 2020.

right time. All of this content can be checked on the progress in the Orai application.

Lilis, Trisnendri, Ula Nisa stated that Orai is a technology that can facilitate teachers when teaching. Students can also dare to start learning to speak using the Orai application. This application can easily be downloaded by teachers and students in the play store. Using the Orai application is more focused on learning to speak, such as in pronunciation.²⁷ It means that the Orai application is an application that makes it easy for teachers and students to learn English. Teachers can also increase their knowledge in accessing applications for teaching media, and this application is also easy to download on all smartphones.

Tatang, Nia, Elis, nowadays, English is an international language which makes it very important to learn. Many media including applications that can be used but still most of them do not know how to use it, especially high school students, many of whom feel ashamed and do not even have the confidence to start talking in class. By using this application the teacher can also be assisted in teaching and provide feedback to students instantly.²⁸ It means that many learning media can help students in learning English, especially speaking. But some media can make it easier for students to learn to speak, namely the Orai application.

²⁷ Lilis Suryani, Trisnendri Syahrizal, Ula Nisa El Fauziah, “ *Using Orai Application in Teaching Pronunciation*”. Indonesia EFL Journal (IEFLJ). 2019. Vol. 5, p. 94. <https://s.docworkspace.com/d/ANCnQXrH2NFEutmWxZanFA.pdf>. accessed in March 2020.

²⁸ Tatang Saripudin, Nia Kurniawati, Elis Homsini Maolida, “*The Implementation of Orai Application In Teaching Speaking to Senior High School Students*”. Journal JOEPALLT. Vol. 8. No. 1. 2020. p. 3. <https://jurnal.unsur.ac.id/jeopallt/article/download/824/695.pdf>. Accessed on October. 2020.

Halimah, Jauhar, Nuraeni defined Orai as one of the most popular Android mobile applications, which is developed by Danish Dhamani. It is an application purposed to help people to be better speakers. 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. Wield this application to learn that students can feel more active and happier in class or outside the classroom. When learning to speak they do not need to be afraid of pronunciation errors because this application will provide immediate feedback and will also be given suggestions. This is what makes Orai called a unique and excellent application.²⁹

Halimah, Ninuk, Gufran, this application is assisted by a recording device, so this media is used specifically for learning to speak. This media is an application that can be downloaded at any time because this media is an application that someone can easily use anywhere and anytime.³⁰ According to Kusumah, Novita, Orai is a public speaking application that can provide instant feedback given is filler, speed, energy and clarity in speaking. By using this application, users can practice and follow their speaking and public speaking skills independently. In addition, this application provides instructions on how

²⁹ Halimah, Jauhar Helmie, Nuraeni Susilawati, "Orai Application to Promote Autonomous Learning to English Learner at Senior High School". *International Journal of English Teaching*. Vol. 7. 2018. p. 113. <https://s.docworkspace.com/d/AAPryfHH2NFEivnUoZanFA.pdf>. accessed in March 2020.

³⁰ Halimah, Ninuk Lustyantie, Gufran Ali Ibrahim, "Students' Perception On The Implementation of Orai Application in CLL Method in Teaching Speaking". *Journal JEELS*. Vol. 5. No. 1. 2018. p.3. <https://s.docworkspace.com/d/ANEdedH2NFEoufzoJanFA.pdf>. Accessed on October. 2020.

the user can do it using useless filler words. In addition, users can find out whether the usage is speaking too often, too fast, or even too slow. The Orai application will provide transcripts when speaking and tell how the tone of voice is also the right energy. Users can also enter a transcript belonging to users and practice them in different ways.³¹

Based on the explanation above, it can be concluded that the Orai application is an application that makes it easier for someone or students to learn English, especially speaking in English. Using an Orai can help in increasing self-confidence. In the application of an Orai one can also choose the skills to improve.

2. The Procedure of Orai Application

The use of the Orai application is very easy and this application is used online. To use this application, by simply downloading and installing it on their smartphone, students can conveniently use it after registering themselves through their accounts to use the Orai application.³² The procedure for using the Orai application consists of the following steps:

- 1) Make sure your internet data is on.

³¹ Cita Mustika Kusumah, Dien Novita, “*The Effectivity of Orai Application In Teaching Presentation Skills for Non-English Senior High School Teachers*” *Journal of English Language Teaching, Literature, and Applied Linguistics (JELA)*. Vol. 1. No. 2. 2019. p. 49. <http://jela.stkipasundan.ac.id/index.php/jela/article/download/10/8.pdf>. Accessed on 16th March.2021.

³² Tatang Sariipudin, Nia Kurniawati, Elis Homsini Maolida, “*The Implementation of Orai Application in Teaching Speaking to Senior High School Students*”. *Journal JOEPALLT*. Vol. 8. No. 1. 2020. p. 4. <https://jurnal.unsur.ac.id/joepallt/article/download/824/695.pdf>. Accessed on October. 2020.

- 2) Open play store then types "Orai" after the application appears, then download the application.
- 3) Once downloaded, register for the Orai application via your Facebook or @mail.
- 4) After registered, you can use the Orai application.
- 5) If you use a paid one, you will be asked to register for payment after seven days of free use.
- 6) If you just want to use it for free, after registering you do not need to make a payment registration, but can not choose many topics to study.
- 7) Use the Orai application by recording your voice. After you finish recording your voice, there will be an Orai score. There is a score assessment that includes : Pace, energy, confidence, fillers, conciseness,

3. The Advantages and Disadvantages of Orai Application

All medium used by the teacher in teaching certainly has advantages and disadvantages. Orai application also has advantages and disadvantages, including:

The Advantages of the Orai

- 1) The effect of the Orai application for learning can provide motivation and a sense of enthusiasm for students and everyone who uses it. Students also become more interested in trying to use it when expressing their opinions.

Introducing the Orai application to students can expand the increase in the use of this application.³³

2) Of several researchers who have informed the results of their research, most of them strongly agree if the Orai application is used for the learning process to speak using English because they feel confident speaking by recording their voices.³⁴

3) This application is a superior application and a unique application when used because those who use this application can correct their mistakes when learning to speak English.³⁵

Based on the explanation above, it can be concluded that the advantages of the Orai application are an application that makes it very easy for students to learn English, for pronunciation skills, but especially this application is very good for speaking skills. The Orai application can also help to teach and learning activities in speaking lessons and this media is very helpful and fun to use.

The Disadvantages of The Orai Application

1) With its advantages, this application also has weaknesses which are categorized into two parts, namely difficulties when choosing topics, where the

³³ Arida Susyeta, "Utilizing Authentic Literature and Orai Application in Improving Students' Literature Comprehension and Speaking Skills". UHAMKA International Conference on ELT and CLL (UICELL), Yogyakarta (2019), p. 44. <https://s.docworkspace.com/d/AL3ut0rH2NFEkuL5s5anFA.pdf>. accessed in March 2020.

³⁴ Lilis Suryani, Trisnendri Syahrizal, Ula Nisa El Fauziah, "Using Orai Application in Teaching Pronunciation". Indonesian EFL Journal (IEFLJ), 2019, Vol. 5, p. 101. <https://s.docworkspace.com/d/ALZ9fKvH2NFEsvjNoZanFA.pdf>. accessed in March 2020.

³⁵ Halimah, Jauhar Helmie, Nuraini Susilawati, "Orai Application to Promote Autonomous Learning to English Learner at Senior High School". International Journal of English Teaching, 2018, Vol. 7, p.115. <https://s.docworkspace.com/d/AE2RpZTH2NFE-umBtJanFA.pdf>. accessed in April 2020.

teachers must adjust the topics being taught and must adjust the abilities and levels of students, as well as the techniques used. The drawback is also on the internet connection and this can be a separate obstacle when using the Orai application at school.³⁶

2) Orai is a paid application. If the context of education and students or teachers do not have a budget, they can only use free trials.

Based on the explanation above, it can be concluded that the disadvantages of the Orai application are an application that requires a strong internet network and the Orai application is also a paid application, but it can also be used for free, it is just that you cannot choose many topics to study.

4. The Procedure of Teaching Speaking by Using Orai Application

The researcher hoped that by using orai application in the classroom, it can make students more interested in learning English basically in English speaking. The most common procedure for using orai application in teaching consists of the following steps:

- 1). The teacher asks students about their skills in speaking English.
- 2). The teacher introduces new media that will be used in learning to speak.

The teacher will explain the new media, namely the application Orai.

- 3). After the teacher introduces the application, the teacher asks students to download the Orai application and register using a personal account such as Facebook or @mail.

³⁶ Lilis Suryani, Trisnendri Syahrizal, Ula Nisa El Fauziah, "Using ORAI Application In Teaching Pronunciation". Indonesian EFL Journal (IEFLJ), 2019, Vol. 5. p.101.
<https://s.docworkspace.com/d/ALZ9fKvH2NFesvjNoZanFA.pdf>. accessed in March 2020.

- 4). The teacher explains how to use the Orai application, from registering through a personal account to how to use it.
- 5). In students learning activities in the class, the students will answer the questions in the Orai application.

E. Textbook

1. Definition of Textbook

A textbook is a book commonly used by teachers in classroom teaching activities that are following the curriculum. The textbook is a learning medium that prepares learning material according to the subject, and this helps students in learning at school and home. Ni'mal said textbooks are a type of text in the form of books used in the educational curriculum. Textbooks use some type of consistent evaluation procedure and textbooks are essential for learners.³⁷ It means that Textbook is a text as a guide for teachers and students in following the teaching and learning process. Textbooks can help the teacher explain the material to the students. The students can also work on the questions in the book in the form of evaluations or daily assignments.

Amerian and Khaivar stated that a textbook is a book used for instructional purposes. Books are used by students for a particular branch of study. Textbooks are the central core of many learning and teaching programs

³⁷ Ni'mal Fuyudloturromaniyyah. "A Textbook Analysis: An In-Depth Analysis Of Activities In Scientific Approach's Perspective In An EFL Textbook For Seventh Grade". *Journal of English and Education*. 2015. Vol. 3. No.2. p. 52. <https://media.neliti.com/media/publications/192212-EN-a-textbook-analysis-an-in-depth-analysis.pdf>. Accessed on 9 December 2020.

which have many advantages for both teachers and students.³⁸ It means that textbooks are books commonly used by teachers and students in teaching and learning activities at school. Biljana said the textbook is a book that provides specific subjects used in schools and colleges. Textbooks usually combine contemporary and traditional approaches to language teaching. Textbooks provide students with relevant information about grammar and vocabulary.³⁹ It means that textbook is a book that provides a lot of information to everyone, especially in the world of education.

Based on the explanation above, it can be concluded that the textbook is a text in the form of a book used by students in schools that have been adjusted to the curriculum. The textbook is a book that provides many advantages for students in schools and colleges. The textbook is also a resource containing a set of materials available to teachers and can assist novice teachers who need valuable instruction, support, and guidance.

³⁸ Majid Amerian, Alimorad Khaivar. “*Textbook Selection, Evaluation and Adaptation Procedures*”. International Journal of Language Learning and Applied Linguistics World (IJLLALW). 2014. Vol. 6. No. 1. p. 525.
https://www.researchgate.net/publication/320172366_Textbook_Selection_Evaluation_and_Adaptation_Procedures. Accessed on 9 December.

³⁹ Biljana B. Radic-Bojanic, Jagoda P. Topalov. “*Textbooks In The EFL Classroom: Defining, Assessing, and Analyzing*”. Journal Collection of Papers of The Faculty of Philosophy. 2016. Vol. 3. p. 138.
<https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R.pdf>. Accessed on 9 December.

2. Procedure of Textbook

The procedure for using the textbook consists of the following steps:

1. Textbooks are acquired from the list the bookstore has generated where there is large student enrollment across several sections, and or the cost of the textbook exceeds \$100.00.
2. Textbooks are also acquired through faculty donations for the most recent edition on sale in the bookstore only.
3. Textbooks are kept on reserve behind the circulation desk.
4. Textbook will be labeled with the course abbreviation and number on the spine.
5. Patrons should ask for textbook by the course name and number to expedite retrieval.
6. Patrons must present an ID (ID card, schedule, or driver's license) in order to use material in the library.
7. The ID will be scanned and the book checked out to the borrower for a 2 hour in library use only loan.
8. If an instructor chooses to send an outdated edition of a textbook to the library, the textbook will be put on the regular reserve shelf under that instructor's name and not with the textbook collection.

3. Advantages and Disadvantages of Textbook

All medium used by the teacher in teaching certainly has advantages and disadvantages. The textbook also has advantages and disadvantages, including:

The Advantages of Textbook

- 1) The structure and the syllabus of the program are provided by the textbook.
- 2) They maintain standard instruction.
- 3) They increase the quality of instruction because they are prepared and tested in advance based on learning principles.
- 4) They bring a variety of CDs, teachers' guide, cassettes, and other learning resources to the learning situation.
- 5) By using textbooks, teachers have more time for teaching rather than material preparation.
- 6) They can help inexperienced teachers and provide language input for the learners.

Biljana and others share the opinion that textbooks are necessary tools for language teaching and learning.⁴⁰

- 1) They help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries.
- 2) Textbooks can teachers as well, serving as a teaching program and support for less experienced ones to gain confidence, test new methodologies, and become aware of the pedagogical issues.
- 3) The majority of teachers feel secure using a textbook as a basis for their lesson plans. They consider it convenient to have a text-book as a teaching aid

⁴⁰ Majid Amerian, Alimorad Khaivar." *Textbook Selection: Evaluation and Adaptation Procedures*". International Journal of Language Learning and Applied Linguistics World. 2014. Vol. 6. No. 1. p. 530.
https://researchgate.net/publication/320172366_Textbook_Selection_Evaluation_and_Adaptation_Procedures. Accessed on 9 December.

since the texts and tasks provide a sense of security about what should be taught in class. Textbooks and instructional materials should aim at raising novice teachers' awareness of pedagogical issues. Less experienced teachers can use the textbook as a framework of reference as they slowly become more attentive to individual students' needs. With time they can introduce more variety in the materials they use and the techniques they employ.⁴¹

Based on the explanation above, it can be concluded that the advantages of textbooks are the existence of textbooks that can assist teachers in preparing material for teaching, using books that are following the curriculum used. Textbooks can also help students to study materials at home. Students can read and work on the questions in the book.

Disadvantages of textbook

- 1) Textbooks contain inauthentic language.
- 2) The contents of the textbook are distorted to avoid controversial issues
- 3) Texts books are not prepared based on the students' needs
- 4) The use of textbooks limits teachers and de-skills them
- 5) The price of the textbooks may be high for many learners.⁴²

⁴¹ Biljana B. Radic-Bojanic, Jagoda P. Topalov. "Textbooks In The EFL Classroom: Defining, Assessing, and Analyzing". Journal Collection of Papers of The Faculty of Philosophy. 2016. Vol. 3. p. 142.
<https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R.pdf>. Accessed on 9 December.

⁴² Majid Amerian, Alimorad Khaivar. "Textbook Selection, Evaluation and Adaptation Procedures". International Journal of Language Learning and Applied Linguistics World. 2014. Vol. 6. No. 1. p. 530.
https://www.researchgate.net/publication/320172366_Textbook_Selection_Evaluation_and_Adaptation_Procedures. Accessed on 9 December.

6) The representation of the target language in textbooks is unnatural, inappropriate, and unauthentic, and such language models and dialogues do not prepare students satisfactorily for real-life situations.⁴³

Based on the explanation above, it can be concluded that the disadvantages of textbooks are with the existence of books that can be used in teaching. Teachers should not only rely on books, and only convey material in books without using techniques or strategies in teaching helping students not to be bored in learning. In every explanation, in one chapter there should be a summary and evaluation given to students.

4. Procedure of Teaching Speaking by Using Textbook

The teacher in teaching speaking by using a textbook in the classroom. The most common procedure for using the textbook in teaching consists of the following steps:

- 1) The students prepare their book on the table.
- 2) The teacher explains the material contained in the book
- 3) The teacher reads the script
- 4) After which students are asked to practice according to the example

⁴³ Biljana B. Radic-Bojanic, Jagoda P. Topalov. "Textbooks In The EFL Classroom: Defining, Assessing, and Analyzing". Journal Collection of Papers of The Faculty of Philosophy. 2016. Vol. 3. p. 142.
<https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2016/0354-32931603137R.pdf>. Accessed on 9 December.

F. Frame of Thinking

Which has started in the teaching process and students in the learning process need the media needed by students following the material or skills in learning English in class. The goal of students is to make it possible to learn by the circumstances in real communication.

Speaking is one of four basic skills in learning a foreign language besides listening, reading, and writing. Speaking will be used to communicate with other people. In daily activities, we need the ability to speak well to make our partner understand what we are talking about, what feelings we have so on. Teachers when teaching in the classroom usually use media that makes the atmosphere monotonous. This makes students feel bored and blase to learn English, especially learning to speak. Thus interesting media is needed so that students feel more motivated. This study examines the application media of Orai used to motivate and improve student learning.

By using the Orai application can help the teacher and students in the teaching and learning process. Orai application can be used to help the students to speak confidently, where students learn using the Orai application by recording their voices. In this case, the Orai application is expected to arouse the students' increase and motivation to expand their speaking skills.

Based on the explanation above, there are many advantages of using the Orai application including increasing motivation, attracting students' interest in speaking English, and making students dare to convey their ideas using the Orai application. This Orai application is very interesting and well to use.

G. Hypothesis

Based on the theoretical views and assumptions above, the researcher formulated the hypothesis as follows:

H_a: There is significant influence of using Orai application toward students' speaking skills.

H_o: There is no significant influence of using Orai application toward students' speaking skills.



CHAPTER III RESEARCH METHOD

A. Research Design

Many research methods used in educational research. One of them is experimental research. According to Creswell, "Experimental research is used to conduct quantitative research with a traditional approach". In experimental research means testing an idea (practice or procedure) to determine the result or the dependent variable.¹¹¹ It means that experimental research is a research method to find the influence of certain variables on other variables.

In this research, the researcher applied a quasi-experimental research design. The researcher used two classes, namely the experimental class and the control class. The experimental class used the application Orai, while the control class used the textbook. The researcher also applied pre-test and post-test to students. The researcher gave a pre-test to all students then gave a post-test to assess the difference. The design can be seen as follows:

G1 (random) = T1 X T2

G2 (random) = T1 O T2

Note

G1 = Experimental class

G2 = Control class

T1 = Pre-test

T2 = Post-test

X = Treatment using Orai application

¹ John W. Creswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research", (4th Ed), (Boston: Pearson Education, 2012), p. 295.

O = Treatment using textbook.¹²²

B. Research Variable

In this research, there are two variables. They are:

1. Independent variable is Orai application (X).
2. Dependent variable is students' speaking skill (Y).

C. Operational Definition of Variable

The researcher gave the operational definition of each variable, as follows:

1. Independent Variable (X)

Orai application is a medium that can be used by students by recording their voice and they can see the score of the Orai itself.

2. Dependent Variable (Y)

Speaking skill is the ability of students to speak using English in conveying their opinions or ideas, which is measured by five criteria: grammar, vocabulary, comprehension, fluency, pronunciation.

D. Population, Sample and Sampling Technique

1. Population

The population is the group of individuals having one characteristic that distinguishes them from other groups. The target population is the actual list of sampling units from which the sample is selected.³ The whole subject which

² Bambang Setiyadi, "Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif", (Yogyakarta: Graha Ilmu, 2006), p. 142.

³ John W. Creswell, "Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research" (4th Ed), (New York: Longman, 2012), p.10.

we wish to generalize and learn in this research is the called population. It was taken from the students of students at the tenth grade of MA Miftahul Huda in the Second Semester in the academic year of 2021/2022. Which consists of tenth grade with a total of 217 students.

Table 2
The Population of Tenth Grade of MA Miftahul Huda
In the Academic Year 2021/2022

No	Class	The Number of Students
1	Class IPS 1	25
2	Class IPS 2	25
3	Class IPS 3	25
4	Class IPS 4	24
5	Class IPS 5	24
6	Class IPA 1	24
7	Class IPA 2	24
8	Class IPA 3	23
9	Class IPA 4	23
Total		217

Source: The Data of the Ten Grade MA Miftahul Huda

2. Sample

The researcher used two classes, one class as the experimental class and another as the control class. From the population above, the researcher took two classes as a sample of the research. The researcher got X IPS 4 as an experimental class that consist of 24 students and X IPS 5 as a control class that consist of 24 students. Total number of the sample is 48 students.

3. Sampling

In sampling samples from the population, the researcher used cluster random sampling. Cluster sampling is a quantitative sampling procedure in which researcher chose a sample in two or more stages because the populations

cannot be easily identified, or are extremely large.⁴ It means that the experimental and control class randomly chosen by using a small piece of paper. The name of each class is written on a small piece of paper and then papers roll and shake. The first paper was the experimental class and the second paper was the control class.

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

1. Determining the subject of the research

The subject of this research was the students of the tenth grade of MA Miftahul Huda.

2. Determining the sample

The researcher chose two classes as the sample of the research: one class is as the control class and one class as an experimental class.

3. Determining the instrument of the research

The instrument used oral test. The students earn the same instrument for the two classes.

4. Selecting the material that would be given

The research used material to be taught to class X students of MA Miftahul Huda. The material was about telling recount past events, telling about hero (Ir. Soekarno), telling about history (Indonesian Independent).

⁴ John W. Creswell, *Op. Cit.*, p. 142.

5. Doing pre-test to get the data

This will be done to determine the students' speaking skills in the experimental class and the control class before the treatment. The time given for the experimental and control class is 60 minutes. Then the students started to speak.

6. Conducting Treatment

For the experimental class the researcher gave the material in three times in meetings, each meeting takes 60 minutes. The researcher taught the students by using the Orai application. Whereas, in the control class, the research taught the students by using a textbook has been taught by the teacher there.

7. Doing the post-test to get the data

The researcher conducted the post-test after the treatment. To find out whether the students' speaking skill has improved or not. The test includes an oral test.

8. Analyzing the result of the post-test

The researcher analyzed the data to find out whether the media that is used is effective or not.

F. Data Collecting Technique

In this research, the researcher used pre-test and post-test. The test used to see students' speaking skills. The researcher gave pre-test to the students before treatment. After treatment, the researcher used post-test to know the students' speaking skills after the researcher was taught by using the Orai application.

G. Research Instrument

In this research, the researcher used oral test to know the students' speaking skills after using the Orai application. The oral test was used as an instrument test. The instrument for the experimental class and the control class, the instruction is in the form of a monologue. The monologue was about telling recounts past events, telling about hero (Ir. Soekarno), telling about history (Indonesia Independent) for a pre-test instrument. Topics about the telling recent events, telling historical events (Rengasdengklok), telling legends (Malin Kundang) for post-test instrument, could be seen at appendix 7. After the students have the topic, the teacher asked them to come to the front of the class and the teacher asked about the topic they have.

H. Scoring Procedure

In evaluating the students' speaking skill, the researcher used the oral test English rating sheet proposed by Brown based on the oral rating sheet. There are five aspects to be considered: grammar, vocabulary, comprehension, fluency, and pronunciation.

Table 3
Scoring Rubric for Speaking

1. Grammar

Score	Criteria
1	The mistake often occurs in grammar, but most native speakers already understand and are used to foreigners trying to speak their language.
2	Usually can handle quite well and accurately but do not have complete control in grammar.
3	Afford to apply the language at all levels related to professional needs so that grammar errors are rare.
4	Controlling grammar is very good. Afford to speak the language with a good structure, to be able to participate in formal and informal

	conversations effectively on practical social, and professional topics.
5	Equal educated or equal to native speaker. ⁵

2. Vocabulary

Score	Criteria
1	Vocabulary is inappropriate for the topic, making the speaker difficult to understand.
2	The vocabulary starts to provide clarity and avoids confusion.
3	Sentence structures and word chose are varied to avoid the monotony of tone and repetition in ideas.
4	Vocabulary is descriptive and accurate, engaging the listener through imagery.
5	Speech on all levels is fully accepted by educated native speakers in all its feature including pertinent cultural references, idioms, colloquialism, and breath of vocabulary. ⁶

3. Comprehension

Score	Criteria
1	The contents lack organization; transitions are abrupt and distracting
2	The organization of the content is congruent; the transition is evident
3	Comprehension is quite complete at a normal rate of speech
4	The content is organized logically with the fluid transition of capture and holds the listener's attention throughout the entire presentation.
5	Equavalent to that of an educated native speaker.

4. Fluency

Score	Criteria
1	The speech is not very fluent and the pronunciation is still halting.
2	There is a lot of lag in the non-native stream which is interesting.
3	There are still some non-original but almost original streams or breaks so they can interact clearly.
4	Very similar to native speakers, because the speech is easy and smooth.
5	The language used is very fluent, so that the speech can be accepted by educated native speakers. ⁸

5. Pronunciation

Score	Criteria
1	Often there are foreign intonation and stress patterns that make the speaker difficult to understand.
2	Often there are foreign intonation patterns and stresses that make the

⁵ H. Douglas Brown, "Language Assessment Principle and Classroom Practice" (New York:Longman, 2001), p. 406.

⁶ *Ibid.*

⁷ *Ibid.* p. 407.

⁸ *Ibid.*

	speaker difficult for the listener to understand.
3	There are consistent errors in extraneous stress and intonation patterns that make the listener unable to understand.
4	The speaker can always be understood by the listener, even if there are errors in non-native pronunciation. ⁹
5	Fully accepted by native speakers.

Source: H. Douglas Brown, *Language Assessment Principle, and Classroom Practice* (New York: Longman, 2001), p. 406-407.

Criteria for score:

5 = Excellent

4 = Very good

3 = Good

2 = Average

1 = Poor

Maximal score = 100

Students' score = $\frac{\text{Obtained score}}{\text{Maximum score}} \times 100 =$

Based on this oral rating sheet, there are five aspects: pronunciation, grammar, vocabulary, fluency and comprehension.

I. Validity

According to Arinkunto, validity is a measurement, which shows the degree of the instrument.¹⁰ A test can be said valid when it could measure what will wish to be measured. To measure whether the test is good validity or not, the researcher used content validity and construct validity.

⁹ *Ibid.*

¹⁰ Suharsimi Arikunto, "Prosedur Penelitian: Suatu Pendekatan Praktik", (Jakarta: PT. Rineka Cipta, 2010), p. 102.

a. Content Validity

Content validity relates to whether the test is sufficiently representative and comprehensive for the exam. To obtain content validity, the test that will be used adjusts to the student's book and the purpose of teaching at school based on the curriculum for the tenth grade of MA Miftahul Huda. The test is adapted to the material taught to students. That can be seen in the syllabus.

b. Construct Validity

Construct validity focused on the type of test used to measure ability. According to Setiyadi, construct validity is used to measure perceptions, language behavior, motivation, and even language skills.¹¹ In the research, the researcher gave a speaking test based on five aspects: grammar, vocabulary, comprehension of the content, fluency, pronunciation.

J. Data Analysis

After collecting the data, the researcher analyzed the data by using parametric and independent simple t-test.

1. Fulfillment of the assumptions

After collecting the data, the researcher analyzed the data obtained in the research by using an independent sample a t-test. First to know that there are two assumptions that must be made, they are the normality test and homogeneity test.

¹¹ Ag. Bambang Setiyadi, "Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif", (Yogyakarta: Graha Ilmu, 2006), p. 26.

a. Normality Test

The normally is used to know whether the data in the experimental and control class. To tell whether the data sample is the normal distribution or not.¹² It means the data which is collected should be indicated as normal. To find out whether this data is normal or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*).

The hypothesis are:

H_0 : The data have normal distribution

H_a : The data are not normal distribution

While the criteria for acceptance or rejection of the normality test are :

H_0 : is accepted if Sig. $> \alpha = 0.05$

H_a : is accepted if Sig. $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity Test is used to know whether the data in experimental and control class are homogeneous or not. In this research, the researcher used statistical compilation by using SPSS (Statistical Program for Social Science) for homogeneity test.

The hypothesis are:

H_0 : The variances of the data is homogeneous

H_a : The variances of the data is not homogeneous

¹² M. Ali Gunawan, "Statistik Penelitian Bidang Pendidikan, Sosiologi dan Sosial", (Yogyakarta: Pratama Publishing, 2015), p. 65.

While the criteria for acceptance or rejection of the homogeneity test is :

H_0 : is accepted if $\text{Sig.} > \alpha = 0.05$

H_a : is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

After the researcher knew that the data is normal and homogeneous, the researcher used parametrical statistic, independent sample t-test to determine the significance of the effect of the treatment. Its goal is to compare the data (mean) from two different groups. In this case, the researcher used statistical computation by using SPSS for hypothetical test.

The hypothesis is:

H_a : There is significant influence of using Orai application towards students' speaking skill at the Second Semester of the Tenth grade of MA Miftahul Huda in the academic year 2020/2021.

H_0 : There is no significant influence of using Orai application towards students' speaking skill at the Second Semester of the Tenth grade of MA Miftahul Huda in the academic year of 2020/2021.

While the criteria for acceptance or rejection of hypothetical test is:

H_a : is accepted if $\text{Sig. (2-tailed)} < \alpha = 0.05$

H_0 : is accepted if $\text{Sig. (2-tailed)} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

This research was aimed to know whether there is significant influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021. The researcher chose two classes, namely the experimental class and the control class. The total number of the sample was 48 students.

The instrument of this research was speaking oral test. Pre-test was conducted previously on Friday, April 16th 2021 at 07.00 A.M for class X IPS 4 as the experimental class and the pre-test in control class was X IPS 5 at 07.35 A.M. Before getting treatment to determine the students' speaking skill, a pre-test was conducted.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class. The pre-test was held on April 16th, 2021 and post-test was held on Mei 21th, 2021.

The result of pre-test and post-test are as follows:

1. Result of the Pre-Test

The pre-test was given before the treatment in order to determine the students' speaking skill. The pre-test score students' speaking skill can be seen in the experimental and the control class.

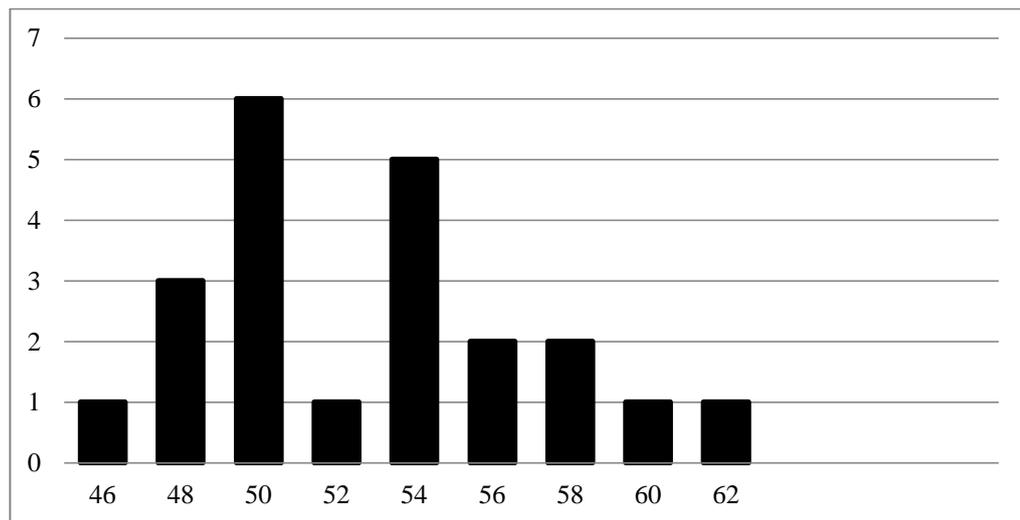


Figure I
The Result of Pre-Test in Experimental Class

Based on figure 1, 1 student got 46 score, 3 students got 48 score, 6 students got 50 score, 1 student got 52 score, 5 students got 54 score, 2 students got 56, 2 students got 58 score, 1 student got 60 score, 1 student got 62 score. From the result pre-test in the experimental class, it can be seen that the highest score was 62 and the lowest score was 46.

Table 7
Statistic
Pre- Test in Experimental

N	Valid	24
	Missing	0
Mean		53.5833
Median		54.0000
Mode		50.00
Std. Deviation		4.82671
Variance		23.297
Minimum		46.00
Maximum		62.00

Based on table 7, N was 24, mean was 53.58, median was 54.00, mode was 50.00, standard deviation was 4.826, variance was 23.29, maximum was 62.00 and minimum was 46.00.

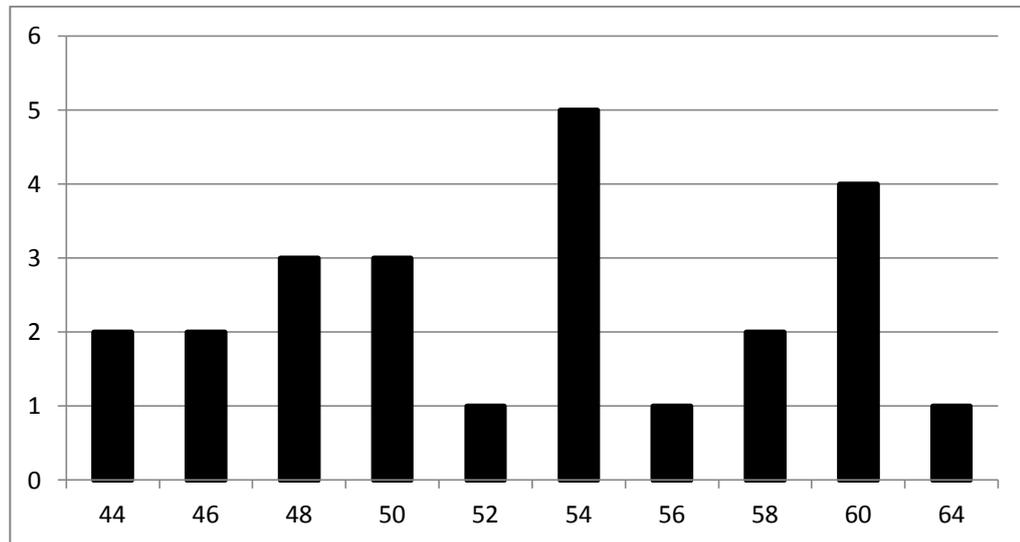


Figure 2
The Result of the Pre-Test in Control Class

Based on figure 2, 2 students got 44 score, 2 students got 46 score, 3 students got 48 score, 3 students got 50 score, 1 students got 52 score, 5 students got 54 score, 1 student got 56 score, 2 students got 58 score, 4 students got 60 score, 1 student 64 score. From the result pre-test in the control class, it can be seen that the highest score was 64 and the lowest score was 44.

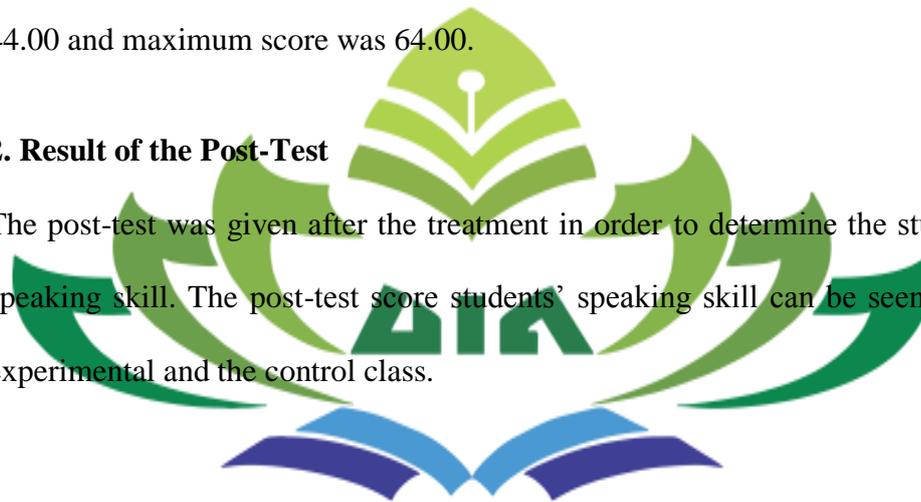
Table 8
Statistics
Pre-Test in Control Class

N	Valid	24
	Missing	1
Mean		53.0000
Median		54.0000
Mode		54.00
Std. Deviation		5.68751
Variance		32.348
Minimum		44.00
Maximum		64.00

Based on table 8, N was 24, mean was 53.00, median was 54.00, mode was 54.00, standard deviation was 5.687, variance was 32.34, minimum score was 44.00 and maximum score was 64.00.

2. Result of the Post-Test

The post-test was given after the treatment in order to determine the students' speaking skill. The post-test score students' speaking skill can be seen in the experimental and the control class.



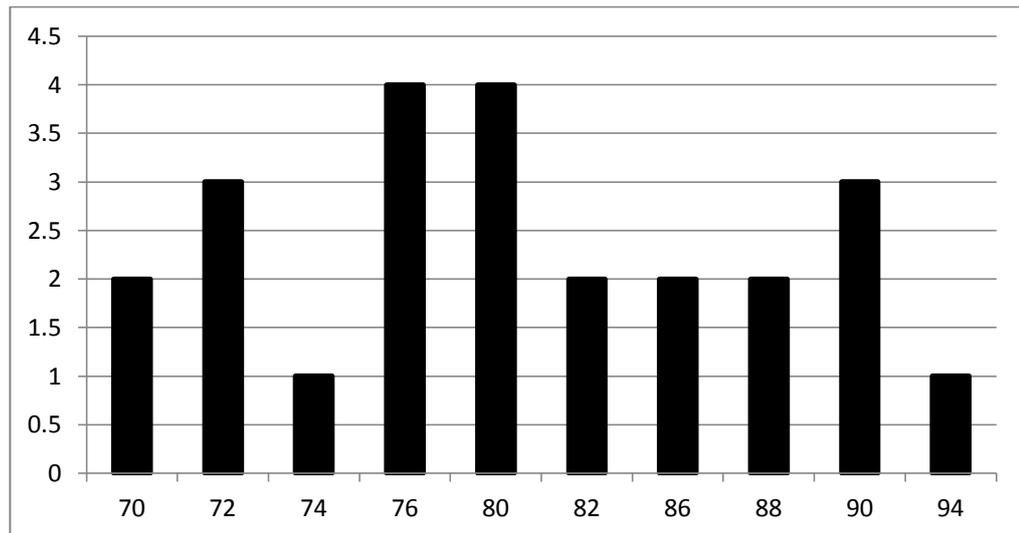


Figure 3
The Result of Post-Test in Experimental Class

Based on the figure 3, 2 students got 70 score, 3 students got 72 score, 1 student got 74 score, 4 students got 76 score, 4 students got 80 score, 2 students got 82 score, 2 students got 86 score, 2 students got 88 score, 3 students got 90 score, 1 student 94 score. From the result post-test in the experimental class, it can be seen that the highest score was 94 and the lowest score was 70.

Table 9
Statistics
Post-Test in Experimental Class

N	Valid	24
	Missing	2
Mean		80.4167
Median		80.0000
Mode		76.00 ^a
Std. Deviation		7.19853
Variance		51.819
Minimum		70.00
Maximum		94.00

Based on table 9, N was 24, mean was 80.41, median was 80.00, mode was 76.00, standard deviation 7.198, variance was 51.81, minimum score was 70.00 and maximum score was 94.00.

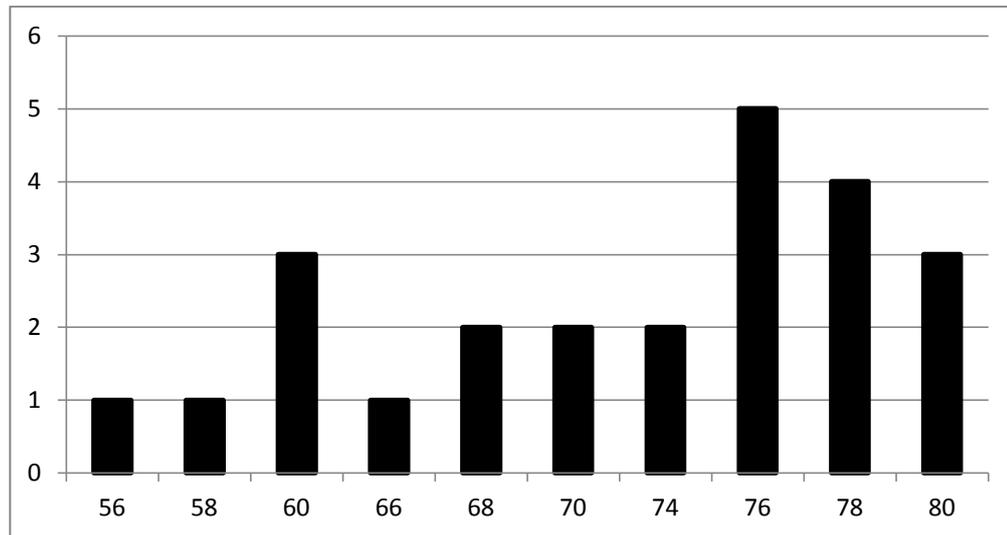


Figure 4
The Result of Post-Test in Control Class

Based on figure 4, 1 student got 56 score, 1 student got 58 score, 3 students got 60 score, 1 student got 66 score, 2 students got 68 score, 2 students got 70 score, 2 students got 74 score, 5 students got 76 score, 4 students got 78 score, 3 students got 80 score. From the result post-test in the control class, it can be seen that the highest score was 80 and the lowest score was 56.

Table 10
Statistics
Post-Test in Control Class

N	Valid	24
	Missing	2
Mean		71.5000
Median		75.0000
Mode		76.00
Std. Deviation		7.74035
Variance		59.913
Minimum		56.00
Maximum		80.00

Based on table 10, N was 24, mean was 71.50, median was 75.00, mode was 76.00, standard deviation was 7.740, variance was 59.91, minimum score was 56.00 and maximum score was 80.00.

B. Result of Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. Before the researcher analyzed the data, there are two assumptions that must be made.

1. Fullfilment of the Assumptions

Before knowing the result of data analysis by using independent simple t-test, first to know there are two assumptions that must be made, they are the normality test and homogeneity test.

a. The Result of Normality Test

The normality test is used to find out whether the data in the experimental class and control class are normally distributed or not. The researcher used statistical

computation by using SPSS for normality test. The test of normality employed Saphiro-Wilk.

The hypotheses are :

H_0 : Data have normal distribution

H_a : Data do not have normal distribution

The test criteria:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Tabel 4
The Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Exp	,147	24	,195	,940	24	,166
Ctr	,220	24	,004	,867	24	,005

a. Lilliefors Significance Correction

Based on the table, Sig for experimental class was 0.195 for Kolmogorov-Smirnov and 0.166 for Shapiro-Wilk. It means H_0 is accepted if $\text{Sig} > \alpha = 0.05$ because Sig of experimental class $> \alpha = 0.05$. The conclusion, the data had normal distribution.

b. The Result of Homogeneity Test

Homogeneity Test is used to know whether the data in experimental class and control class are homogeneous or not. The researcher used statistical computation by using SPSS. The test of homogeneity used the Levene test.

The hypothesis are:

H_0 : The variances of the data is homogeneous

H_a : The variances of the data is not homogeneous

While the criteria of acceptance or rejection of homogeneity test is:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

Table 5
Homogeneity Test of Variances

Levene Statistic	df1	df2	Sig.
,294	1	46	,590

Based on the result of homogeneity test of variances, it could be seen that $\text{Sig.} > 0.590$. It means H_0 is accepted if $\text{Sig.} > \alpha = 0.05$ because the variances of data is homogeneous.

2. The Result of Hypothetical Test

After the researcher knew that the data is normal and homogeneous. The researcher used parametrical statistic, independent t-test. In this case, the researcher used statistical compilation by using SPSS for hypothetical test. The hypotheses are:

H_a : There is significant influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021.

H_0 : There is no significant influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021.

While the criteria of acceptance or rejection of hypothetical test is:

H_a is accepted if Sig. (2- tailed) $< \alpha = 0.05$

H_0 is accepted if Sig. (2-tailed) $> \alpha = 0.05$

Table 6
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
4.133	46	0.000

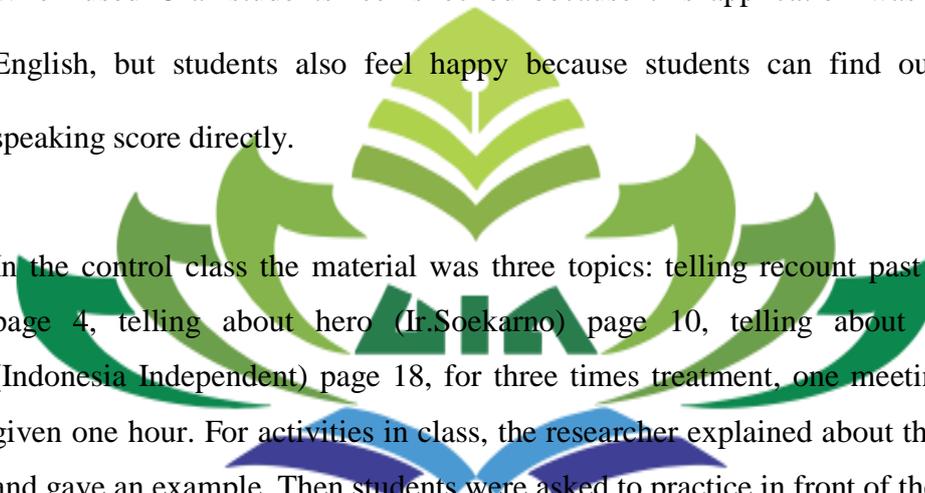
Based on the result of hypothetical test in the independent sample t-test, it could be seen that Sig. (2-tailed) $< \alpha = 0.000$. Therefore H_a is accepted if Sig. (2-tailed) < 0.05 . It can be concluded that there was significant influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda in the academic year of 2020/2021.

C. Discussion

To start the research, the researcher gave a pre-test to determine the students' speaking skill before being given treatment. The result showed that the mean score of pre-test between experimental class was 53.58 and the mean score of pre-test in control class was 53.00.

The students were taught by using Orai in experimental class and Textbook in control class. In the experimental class the material was three topics of telling

recount past events, telling about hero (Ir. Soekarno), telling about history (Indonesia Independent) for three times treatment, one meeting was given one hour. For activities in class, before using the Orai application, the researcher explained about Orai and how to use it. After that the researcher gave example an about the topic. Every students used his cellphone to learn to use Orai, then students were asked to practice in front of the class using Orai. Students' responses when they were first introduced to Orai where students were very enthusiastic and had curiosity, but some of them also asked to use it for free. When used Orai students feel shocked because this application was full in English, but students also feel happy because students can find out their speaking score directly.



In the control class the material was three topics: telling recount past events page 4, telling about hero (Ir. Soekarno) page 10, telling about history (Indonesia Independent) page 18, for three times treatment, one meeting was given one hour. For activities in class, the researcher explained about the topic and gave an example. Then students were asked to practice in front of the class.

At the last of the research, the researcher gave a post-test to find out whether there was an effect after the treatment was carried out on the students' speaking skill. The mean score of post-test in experimental class was 80.41 and mean of post-test in control class was 71.50. It means teaching speaking by Orai is more effective, easy to used and can increase their speaking score. The result can be seen from the post-test score higher than the pre-test score. This shows that students taught by Orai get better results than students taught by Textbook.

Susyetina says that Orai application is an online media that is very easy to use in practicing speaking English which is used by recording voice. The assessment in the Orai includes pace, confidence, fillers, and conciseness. It means that this media is not only a tool for students to practice speaking, but it can also increase students' self-confidence. Students also have plenty of time to practice speaking in class or outside the classroom and they can also practice the results of the vocabulary they learn.

Moreover, Suryani, Syahrizal, Fauziah state that the advantages of Orai application are as follows: 1) improve the students' learning process, 2) make students more active, 3) Students become more confident and easier to express their opinions, 4) This media also provides feedback if the scores obtained are still lacking.

When doing research there are several problems, such as some students asked to use Orai for free because they cannot buy the application. There are also students who cannot bring their cellphone to school. From this problem the researcher found several solutions, including the researcher asked students who could not bring their cellphones to borrow from their friends. Students were also asked to keep studying at home used their own cellphones. For students who do not have money, the researcher helped a few students to be able to use it for a fee.

Based on the analysis of the data and testing hypothesis, the result of an independent sample t-test alternative hypothesis (H_a) is accepted and null hypothesis (H_0). It means that treatment had the influence of using Orai application towards students' speaking skill at the second semester of the tenth grade of MA Miftahul Huda therefore the alternative hypothesis is accepted. It had been supported by the previous research that was done by Susyetina, entitled "Utilizing Authentic Literature and Orai Application in Improving Students' Literature Comprehension and Speaking Skills". She said students are more interested and motivated to read authentic literature, more confident in expressing their ideas.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the researcher drew a conclusion as follows: There is a significant influence of using Orai application towards students' speaking skill. The result of data calculation in previous chapter where (H_a) was accepted and null hypothesis (H_0) was rejected, it means that Orai can give an influence towards students' speaking skill. The significant can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) $< \alpha = 0.000$. It is lower than $\alpha = 0.05$ and it means H_a is accepted and H_0 is rejected. It can be revealed from the hypothetical test, where null hypothesis is rejected and alternative hypothesis is accepted.

B. Suggestion

After conducted the experiment, analyzed the data and discussed the result, the researcher gave some suggestions to those who might be benefited to the result of this research, they are English teacher, students, school, and next researcher.

1. Sugesstions for English Teacher

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching speaking by using Orai.

They are follows:

- a. Orai can be an alternative media for teaching speaking.

- b. By using new media in teaching the teacher can make students more confident to be able to practice in front of the class and provide motivation to students to use the vocabulary they have mastered.

2. Suggestions for Student

After conducting the research and getting the result, the researcher would like to suggest the students in learning English. They are as follows:

- a. The students should pay attention to the time limit given by the teacher in doing the learning process. Thus, they can use the time effectively.
- b. The students should follow the rule in the class, do not be noisy and keep an effective class. They can improve their confidence in speaking English.
- c. The students should practice speaking English with their friends in the class or at home, in order to develop their speaking ability.
- d. The students are expected to continue to use the Orai application to learn to speak because this application can be used anywhere.

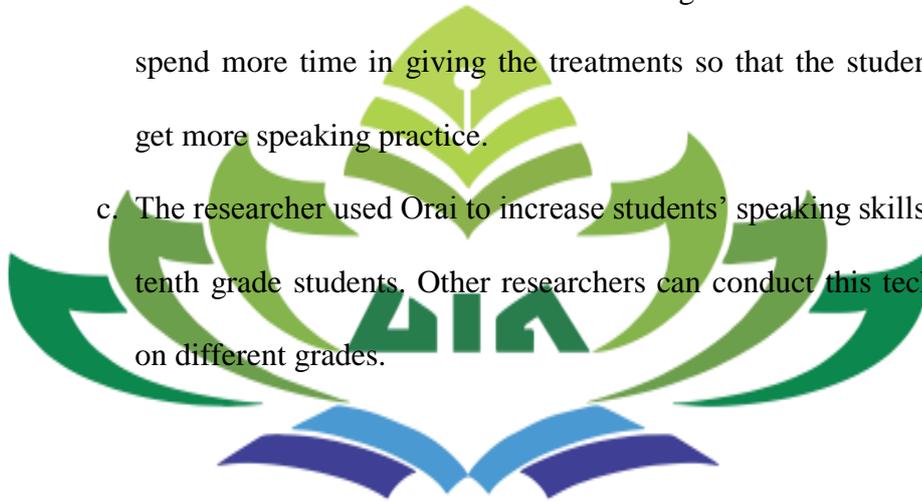
3. Suggestion for the School

The school MA Miftahul Huda is expected to be able to provide fund for students using the application in premium form.

4. Suggestion for the Next Researcher

After conducting the research and getting the result, the researcher would like to suggest for the next researcher to develop English teaching and learning. They are as follows:

- a. The researcher applied Orai application to increase students' speaking skills by using the paid version. Therefore, it is suggested for the next researcher to use Orai for more than one month in the paid version to find out the difference.
- b. The treatments were done in three meetings. Other researchers can spend more time in giving the treatments so that the students can get more speaking practice.
- c. The researcher used Orai to increase students' speaking skills in the tenth grade students. Other researchers can conduct this technique on different grades.



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