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## THE EFFECTIVENESS OF ORAI APPLICATION IN TEACHING READING ALOUD

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**Abstract:** Students often get nervous when they have to speak up in English in front of people. This situation also happens in reading aloud subjects at one of the private universities in Bandung. Most of the students are not confident to do public speaking in English. It is related to the students' pronunciation, intonation, pace, and filler. In line with technological development, the Orai application can be an alternative way of teaching reading aloud. This research focuses on how the Orai application can help the students to be able to speak in English confidently and loudly in the class. This research employed a quantitative design by using classroom action research (CAR). The data collections of the research were pre-test, post-test, and questionnaire. The result of the study shows that the Orai application improved student performances in reading aloud subjects.

**Keywords:** mobile assisted language learning (MALL), orai application, reading aloud

## INTRODUCTION

Most of the languages use their spoken forms; listening and speaking more than the written form. According to Anuradha et al., (2014) as cited in Hussain & Shafaat (2017) state that in language learning, speaking is taught first after listening to the sounds, words, phrases, and becomes sentences. Nowadays, English is used by a quarter of the world's population. People use English not only to communicate in everyday life but also as their second language. Commonly, English is used in the educational field, science, and technology. However, in the form of communication in the classroom, speaking in front of people using English is challenging and difficult because the structure of the language between English and Indonesian is different. Usually, the

learners are obstructed with dialects and accents. Therefore, learners must learn English with native speakers directly.

Recently, the development of technology facilitates human life in general. People are now starting to use mobile devices for daily activities. For instance, communicating with relatives or shopping for their daily needs. One of the mobile devices that are used in society is a smartphone. It is a phone with a large screen that is operated by a system that has similar capabilities as a computer. Alfawareh & Jusoh (2017) add that smartphones are used to substitute another gadget such as cameras or video recorder. Further, Smartphones have several useful features that help the community in facilitating the teaching and learning process. Learning by using mobile devices allows learners to learn whenever and wherever they are. This view is in line with Parmawati & Inayah (2019) who state that currently, learning to speak English is not only in the classroom but also everywhere by listening to songs, watching movies, or using chat applications. In this stage, the idea of language learning through mobile devices is called mobile-assisted language learning (MALL). Miangah (2012) states mobile-assisted language learning (MALL) has become the future resolution for the learners to help them in the language learning process.

Since language learning in English is challenging for the learners, this research encourages the students to improve their speaking skills in reading aloud class through the Orai application. Danish Dhamani and Paritosh Gupta have created the Orai applications that can be used on mobile phones to help people to do public speaking more fluently and with confidence. Moreover, this application provides instant feedback when the learners practice English independently, detect the fillers when they are talking, and how many words they are saying. This application also can quickly access their voice recordings.

Several previous research have been conducted on the importance of implementing technology in the teaching and language learning process through mobile-assisted language learning (MALL). The first research was carried on by Rahmawati (2017), she describes the use of the Team-Games Tournament in teaching speaking to students in Senior High School. The result of the study showed that the implementation of the Team-Games Tournament improved the students speaking ability and enhanced the teacher's ability to teach speaking English. Another study was done by Halimah at al., (2018) that focus on the implementation of the Orai application to promote the student's autonomous learning in one of the private Universities in Cianjur, West Java. The result of the research described that the Orai application is an excellent application to be used for speaking class. Furthermore, the Orai application creates a fun-learning process in the classroom and building the students' interest in speaking English. Further, Ababneh (2017) investigated the use of mobile phones in learning English. In this stage, the mobile phone creates a positive attitude toward the language learning process.

Based on the description above, this present research investigates the Orai application in teaching reading aloud class. Reading aloud is the compulsory subject in the third semester of the English department in one of the private universities in Bandung. It focuses on how the students read a text appropriately based on the sounds of the language. Those are pitch, intonation, sound and spelling, and stress.

## LITERATURE REVIEW

MALL is a Mobile-Assisted Language Learning abbreviation. It is one of the language acquisition methods in the mobile device. It also blends the language practices and moving learning processes (m-learning) supported by computers (CALL). There are several advantages of using MALL, one of them is helping the learning process. Mobile-assisted language learning provides the students with accessing learning materials. In this stage, students can communicate with their teachers and friends anywhere and anytime. It means that to do those activities, the students don't have to stay in the classroom nor need the computer in front of them. Kukulska & Shield (2008) state that mobile-assisted language learning may be used in language learning using mobile devices. For example, a mobile phone, tablet, pad or other mobile devices as phone lines.

Using mobile phones allows students to have quick access to the information they need. This view is in line with Kalati (2014) who states that the application in mobile phones can support the students to improve their performance both in the classroom and outside. Furthermore, it is also encouraging the students to learn language skills and may retain their linguistic skills. Therefore, mobile phones not only act as a supportive educational tool but also it is becoming a source of language learning for students which personalize their learning process and to study in their way.

The other positives of mobile-assisted language learning or MALL are that learners can stay current with the learning experience and manage progress at their own pace on the strength of their intellectual abilities in a non-class atmosphere. For example, in the automobile, in a library next to their desktop computer, in a garden, etc (Geddes, 2004). Based on the explanation, mobility and accessibility are the key features of mobile phones. It is simple to use and can hold the information on the inside. Thus, users can learn the subject from anywhere. Moreover, in terms of connectivity, the cellphones must be connected to wireless networks. People connect the learning website to access learning materials including e-mail in transferring information between teachers and learners. Besides, there are so many benefits of cellphones, like inexpensive, the high level of flexibility, as well as the small size and user-friendliness. Other cellular devices can be used to support the learning process.

Trinder, smartphones, Ipads, tablet devices, Gps devices, laptops, Audio or MP4 players, tape recordings, audiovisual players (e-organizers, e-books, Music downloads) are handheld learning devices. Despite attempts to use these tools in virtual learning for scientific purposes, it could be found that they are still used for academic purposes, and many of them have proved to be useful language learning equipment.

### **Orai Application**

The creator of the Orai application is Danish Dhamani and Paritosh. They are from Drexel University in Philadelphia. They created this application because there are so many people who feel shy to speak English, especially the people who live in a country where English is a foreign language. The benefit of the Orai application is to help people be more confident speaking in English. The Orai application also provides training and regular feedback. Douglas (2017) states the Orai application is powered by artificial intelligence. It offers instant, personalized feedback on the public speaking skills of users. The consistent and instant feedback given by Orai is filler, speed, energy, and clarity in speaking. Those feedbacks make the Orai application become a famous application. It is used by many people. It provides exercise and practice speech and public speaking skills individually.

The Orai application programs give a guideline on how users should use unnecessary fillers. People recognize whether the user talks too fast or even too slowly. Further, the Orai application provides the user's speaking transcript. It will show the transcript findings as you speak and say if the voice is in the right energy or not. People can also join user-owned transcripts and practice them in a variety of ways.

Bodana (2017) describes the Orai program operates with a computer to provide instant speech feedback. It has several features as recording a speech, and gets immediate insight, the number of filler words (um, literally, actually), how easily you speak, and provides suggestions to the speed of speaking. The Orai application also gives the power or energy level of speaking. Further, the Orai application provides the speech improvements process for 30 days. Technically, Orai gives instant speech and voice descriptions.

### **Reading Aloud Subject**

Reading aloud is the compulsory subject in the third semester of the English department in one of the private universities in Bandung. It focuses on how the students read a text appropriately based on the sounds of the language as proposed by Harmer (2013). Those are pitch, intonation, sound and spelling, and stress.

Since English is one of the most foreign languages, it is beneficial for students to speak English. Having mastered this language will enhance the movement of unity among the citizens of the country. It is significant for us to comprehend and be able to speak English. Generally, implementing the language must consist of four parts; listening, writing, speaking, and reading. People sometimes believe there is no connection between reading and speaking. However, Harmer (2013) explains why the learners should be able to talk at school. The first is the learning process should give the students opportunities to practice in actual situations. The second is the speech assignments provide feedback from the students and instructors. The third is students should have more chances to practice the differences of the language.

A technique that supports speech skills called reading aloud. Kalati (2014) notes reading aloud is the focus of the research in the development of literacy levels. It has many benefits for people to read and enhance understanding and the growth of literacy. A study commissioned by the United States Department of Education (Anderson et al., 1985) titled *Becoming a Nation of Readers* found that reading aloud to children is the most critical practice in building the skills needed for success in reading. Reading aloud is linked to the degree of literacy and cognitive skills. Reading aloud is a technique that focuses on phonological comprehension, print definitions, understanding, and vocabulary outcomes.

Based on the explanation above, we can conclude that reading aloud provides many benefits for the students in literacy and cognitive aspect. Furthermore, teaching Reading Aloud can improve speaking skills because it also focuses on pronunciation and phonological awareness.

### **The Sounds of the Language**

In writing, words and grammar to be introduced through orthography. On the other hand, in speaking, the speaker uses words and phrases with individual sounds, pitch, stress, and intonation to deliver the meanings. Harmer (2013) describes five issues of pronunciation as pitch, intonation, individual sounds, sounds and spelling, and stress.

Pitch is a device which describes emotion and meaning. It is the way to recognize people when they are speaking. One person has a high voice, and another has a low voice. When people speak with a high voice, it means that they have a high-pitch voice. The pitch of the voice may be changing fast. People often speak at a higher pitch if they are excited or frightened. When people are bored, fed up, or tired, their pitch may be lower.

Intonation is used to convey attitude and plays an important role in speaking. When parents talk to their children, they use the highs and lows of the pitch to show empathy and enthusiasm. A falling tone at the end of speaking indicates the speaker has finished speaking. A rising tone indicates the speaker wishes to keep moving. A high pitch indicates the speaker wishes to contrast. A low pitch describes the speaker's wish to add something broadly toward what has been said. Further, proclaiming tones are used to give new information. Referring tones are used to give information to be shared with listeners or when the speaker wants to check information.

The use of intonation describes the grammar of what people are saying. For instance, in the sentence of "I'll be leaving at seven o'clock". It shows the changes in pitch direction on one syllable called as the nucleus of the tone unit. Further, the falling tone indicates the tone unit as a statement. Besides, in the example of "I'll be leaving at seven o'clock", it shows the use of variety words in grammatically aspect, the rising tone describes a question, and the *seven* is the nucleus of the information in the question. Moreover, one tone unit is often given in the utterances that can be seen in the following

sentence, "I'll leaving at seven o'clock, okay". From the example before, the rising tone *okay* indicates a tag question. It means that the tag asking the listener to confirm the speaking.

On the other hand, in individual sounds words and sentences are constructed from sounds or phonemes. Sounds may not carry meaning as the phonemes /k/ in a can is just sounds, but a word will be recognizable when we get *cat* [kæt]. The speaker of the language makes the sounds by using mouth or articulators, such as the lips, the teeth, the tongue, the alveolar teeth, the velum, the palate, and the folds. As an example, the consonant /t/ is made up from the tip of the tongue, whereas it is placed on the alveolar ridge. Further, the consonant /d/ is made up of the air of the lungs forces to vibrate.

Further, All voiced are called vowels. However, the features in the vowels, such as the place in the mouth, the position of the lips differentiates them. The glottal stop is made up of the closure of the vocal folds. From the description above, it is impossible for the speaker to make the variety of the sound.

In sounds and spelling, the sound /ʌ/ has several spellings (funny, flood, won). The sounds *ou* can be pronounced as cloud, though, or journey. It depends on the sounds that come before and after them. Schwa is the most frequent sound in English. Elision is made up of disappear sound into each other. For example, the word *Can't* /kɑ:nt/ finishes with the sound /t/. Assimilation is made up of the sound at the end of the word. Therefore, the sounds /d/ becomes /g/ at /baed/.

On the other hand, stress describes the point in a word or phrase where pitch changes, volume increase, and vowels lengthen. It plays an important role in conveying meaning. American and British speakers have a different way of placing the stress of the words. In American English, the stress of the word *ballet* is on the second syllable (*let*). On the other hand, in British English, the word *ballet* is stressed on the first syllable (*bal*).

## **METHOD**

This research used a quantitative design by using classroom action research (CAR). Johnson (2007) proposed steps in conducting this research. Starting from finding out a topic of the research, identify the research problem, find literature research, state the research design, choose the methods of the research, describe the data analysis techniques, report and publish the research.

The research was conducted at Universitas Widyatama, Bandung. The research participants were the third-semester students in reading aloud class. The number of participants was 30 students. Data collection used in this research was questionnaires, pre-tests & post-test. The purpose of giving the questionnaire to the students is to find out their responses toward the Orai application in the class. Furthermore, the pre-test and post-test were given to analyze the effect of environmental change of Orai application in language learning.

After the data collection was gathered, the quantitative data from the questionnaire and pre-test were analyzed and explained in detail based on the framework in the literature review. After that, the Orai application was implemented in reading aloud class and followed by a post-test. The next step was to interpret and explain the results obtained in detail.

## **FINDINGS AND DISCUSSION**

This present research applied classroom action research. It consists of several stages. Those are planning the research, implementation, observation, and reflection of the research. Furthermore, oral test was conducted through pre-test and post-test in order to evaluate the improvement of students' speaking skill in reading aloud subject. The score criteria are defined based on several points such as pronunciation, tone, energy, filler, and clarity which will describe in the following points below.

### **Pre-Test**

The pre-test was carried on February 11, 2020. It is found that the students were lacking enthusiasm in reading aloud class as they had several problems with pronunciation, tone, energy, filler, and clarity. The result of the pre-test can be seen in the following table.

**Table 1. The result of pre-test**

No.	Speaking Criteria in Reading Aloud Class	The Average
1.	Pronunciation	68.25
2.	Tone	67.34
3.	Energy	67.98
4.	Filler	67.10
5.	Clarity	66.25

According to the pre-test score above, the average score of pronunciation in reading aloud subject was 68.25, the tone was 67.34, the energy was 67.98, the filler was 67.10, and the clarity was 66.25.

### **Post Test**

The post-test was conducted on February, 25 2020. In this stage, the Orai application had been introduced to the students. The results of the post test can be seen in the table 2.

**Table 2. The result of post-test**

No.	Speaking Criteria in Reading Aloud Class	The Average
1.	Pronunciation	80.25
2.	Tone	80.04
3.	Energy	82.93
4.	Filler	82.10
5.	Clarity	82.09

Based on the data above, the ability to speak English in reading aloud subject has significantly increased. It is confirmed that the use of the Orai application gives a positive insight to enhance students speaking skills in reading aloud subjects.

### **The Implementation Orai Application in Reading aloud Subject**

In implementing the Orai application in reading aloud subject, four steps have been followed by the students. The first step is recording, the second is listening, the third is correcting, and the last is repeating. Each of the steps in using the Orai application is described in the following description. The first step was recording. In this step, the students must record their utterances through their device and practice their speaking. The students will stop their recording if they were sure about their pronunciation, intonation, and they feel confident enough with their utterances. The Orai application only recorded the target language.

The second step was listening. After the students said their utterances, the device will analyze them in a few seconds. The result of the students' utterances would be shown by the device and gave direct feedback to the participants. Further, the Orai application provides the feedback of speaking, such as pronunciation, tone, energy, and filler. In the Orai application, a transcript sheet describes the result of the students' pronunciation.

Further, the students' result of speaking energy was indicated by the graphic of energy shown by two colors; yellow and purple. The yellow color indicated that participants' speaking was monotonous and the purple color indicated the participants' speak energy. The Orai application also analyzed the filler that is used by the students. And the last, the students could get their scores of clarify and got the suggestion from the application. Based on the suggestions shown, the students then listened to their recording speech.

The third step was correcting. The students could make some corrections related to mispronunciation, the tone, the filler, or the energy suggested by the application. The last step was repeating. Once the students corrected their utterances, they could do some repetitions in practicing their speech through the recording.

Based on the research, the researchers also found that the students were very excited about practicing their speaking using the Orai application. They practiced with their friends, communicated their experience without any feeling of shame or fright. In this stage, the Orai application provides suggestions to fix up the students' performance. Thus, their speaking skills are well developed in enjoyable ways and methods.

After the students felt confident with their speaking skills, the students tried to do the presentation exercises in the appropriate presentation stages. It is started with opening the presentation, explaining the content of the presentation, and the last is closing the presentation. However, in these stages, the students looked embarrassed in speaking English until they could not even introduce themselves speaking in English. Thus, the students never wanted to do the presentation by using English in the class. On the other hand, using the Orai application, the students started to be comfortable speaking English in front of people including doing the presentation in reading aloud class. Further, the table below describes the results of the questionnaires which were given to the students.

**Table 3. The students' responses of the Orai application**

No.	Questions	Agree	Disagree	Total of participants
1.	Orai application is easy to practice.	23	7	30
2.	Orai reduces my anxiety.	22	8	30
3.	Orai corrects my intonation.	25	5	30
4.	Orai directs my speed of speaking.	20	10	30
5.	Orai directs my pace.	19	11	30
6.	Orai leads me to reduce my filler.	20	10	30
7.	I enjoy practicing Orai.	22	8	30
8.	Orai makes me practice English anywhere and anytime	25	5	30
<b>Total</b>		176	64	240
<b>Percentage</b>		<b>73%</b>	<b>27%</b>	<b>100%</b>

Table 3 above shows that there are three main points in the students' responses to the Orai application which were analyzed. Those are the questionnaire items, the number of respondents, and the questionnaire responses' results. The table above describes that 73 % of students agree with the items of the questionnaire, on the other hand, 27 % of students disagree with the items of the questionnaire. Based on the result of the questionnaire above, the use of the Orai application improves the students' speaking skills in reading aloud class. Further, the students become more confident in learning the language.

From the findings above, the result of the research showed that there was progress in the speaking students' abilities in reading aloud subject through Orai

application. Besides, it can be seen from the pre-test and post-test result. This finding is in line with the one of benefits of Orai application, it can help people be more confident speaking in English.

## CONCLUSION

The result of the research shows that the content of the Orai application improves the students speaking skills. Further, the Orai application can be used as a new method of teaching English. In this research, to implement the Orai application, several steps could be followed by the students. It consists of recording, listening, correcting, and repeating. According to the questionnaire, the students give positive response toward the use of Orai application in reading aloud class. Furthermore, this method is completely recommended for teachers and students to improve their speaking, not only to be used in the teaching reading aloud class but also it can be used in teaching the other speaking materials.

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