CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Speaking skill is one of four basic language skills in teaching a foreign language (Sutami, 2021). It is the most important skill since this ability is the basic for communication and the most difficult skill for everyone, including lecturers, teachers, and students (Siregar, 2019). In this research, the researcher focused on teachers' speaking skills which involve a wide range of mechanics, functions, pragmatics, and social interaction rather than just forming grammatically acceptable phrases (Kurum & Kürüm, 2016) and as teachers improve awareness, controlled and autonomous activities are needed to have four criteria of good teachers education (Kunandar, 2009) because in teaching, the teachers supposed to have four criteria of good teachers such as pedagogical competency, professional competency, personal competency, and interpersonal competency (Brown, 2007) This is identical to the Indonesian government's qualified teacher requirements. All of the criteria must be achieved by the teacher. The first criterion is pedagogic competency, which is concerned with how teachers manage, plan, implement, and assess classroom activities (Amania, 2016). The second criterion is professional competency, which demonstrates teachers' understanding of course materials. The third requirement is personal competence; teachers should have positive attributes such as emotion, thought, and behaviors in speaking skills, so they are suitable as role models for their students. The final criterion is social competency or interpersonal skill; the teacher should have positive relationships with students and society. As a result, to achieve professional teachers, they must have all the criteria.

Nevertheless, the problems were the teachers need to overcome their challenges in personal competence that they should be role models for their students and have social competency, especially regarding their speaking skills such as sometimes they are still mispronouncing certain words, lack of fluency, give the essential vocabulary to students and how the teachers could create a

positive relationship with their students by providing intrinsic support such as guidance and motivation. Zakaria & Herawati (2020) claimed pronunciation is known as one of the most important abilities that teachers must have to communicate effectively and smoothly, even though the teacher always employs simple pronunciation. The manner of how teachers express or deliver a message has a connection to the meanings. It is essential to present information carefully. Besides, teachers understand that vocabulary is a set of words with definitions (Manser, 1995) and all teachers utilized simple vocabulary to make sure that students understood what they were saying. Last, giving guidance and motivation was important because it is the teachers role and principle in teaching speaking skill to create the students active in the class as Zakaria & Herawati (2020) explained that when the students understand and teachers are respected, the students enjoy the lesson and have a good environment in the classroom. Due to all the problems mentioned above, teachers need to improve their capacity to be competent in their speaking skills by practicing autonomously. That's why, to promote teacher agency, teachers should make some efforts, such as practices to improve their performance before or while conducting the teaching and learning process in the classroom. Biesta & Tedder (2006) said the agency can be explained as the ability to perform or the role of autonomous action independently determined by the situation while Ketelaar et al. (2012) described agency happens to observe an ecological model about teachers experiencing agency, and the agency is expressed and shaped by both the teachers and the school context.

Regarding the problems mentioned earlier, they used the Orai application as a digital media that provides solutions to improve their practice speaking skills and one of the strategies used by the teacher to promote their teacher agency because this application can be accessed on a smartphone. Teachers used it to practice speaking skills anywhere, anytime, and independently before going to class. In this case, Orai is an application that may assist teachers in teaching speaking, and it provides fast feedback when it is used. As cited in (Halimah et al., 2018) Orai is a technological solution that offers additional opportunities to

help users become better speakers. Moreover, the Orai application can be downloaded on an Android mobile phone. Furthermore, Bodana (2017) stated that Orai is one of the most popular Android mobile applications.

Based on the case above, three teachers of different private institutions in Tasikmalaya used the application for six months as their autonomous learning strategy to overcome their challenges in personal and social competencies, especially regarding their speaking skills such as sometimes they are still mispronouncing certain words, lack of fluency, give the essential vocabulary to students and how the teachers could create a positive relationship with their students by providing guidance and motivation. As a result of several issues regarding their speaking skill, they used the Orai application before going to the classroom. The teachers recorded what they would deliver in thirty minutes as teaching preparation. If they found that their practice results still had some mistakes, they would continue to practice until they got the desirable feedback such as decrease in unnecessary words, repetition, filler, and awkward pause.

A plethora of studies conducted before this research was carried out concerning the implementation of this application, such as by Dewi et al. (2021) and Fawaid (2020) entitled Students' Perception on the Use of Orai Application in SMPN Satu Atap Karang Nangka Rubaru Sumenep. The purpose of this study was to investigate the use and the procedure of using the Orai application from students' perception in SMPN Satu Atap Karang Nangka. This research used the descriptive qualitative method. A questionnaire and interview were chosen to collect data from 12 students and a teacher. Those students are from the 9th grade. The findings of this study show that those students perceive them as very enthusiastic, happy and strongly agree that the Orai application can help students learn personally.

Therefore, to fill the gap, this present study will investigate the impact of using the Orai application on teachers' Speaking skills because there are still very few to know what the impacts the Orai application on teachers' speaking skills as their autonomous learning tool to practice before or while presenting the learning material in the classroom, besides that, the teachers possess unique

professional expertise and experience of the everyday realities of education. Moreover, the researcher wants to know the impact of the Orai application on teachers' speaking skills.

1.2 Formulation of the Problem

One research question is addressed in this study. This research investigates, "What are the impacts of Orai application on teachers' speaking skills as their speaking practice autonomously?"

1.3 Operational Definitions

To clarify misunderstandings about the keywords used in this study, the researcher provides these definitions:

1.3.1 Orai application	:	The type of application that can assist teachers in practicing their speaking in a variety of situations and can improve their speaking skills because it has key features to overcome nerves, remove fillers, have vocal clarity, speak with energy, speaking pace, facial expression, use concise language, and intentional pausing.
1.3.2 Teachers' Speaking skill	:	The teachers' ability in using language for verbal communication while teaching in the classroom. It requires more than mechanics, such as good pronunciation, grammar, and fluency but involves transaction and interaction. Furthermore, pragmatics, social and cultural norms to reduce misunderstanding and engage with one another.

1.4 Aim of the Research

The research aims to investigate the impact of using the Orai application on teachers' speaking skills.

1.5 Significances of the Study

1.5.1 Empirical Uses	:	The study will show evidence of the impact of using the Orai application on teachers' speaking skills.
1.5.2 Theoretical Uses	:	This research will enrich the literature in this field concerning the impacts of Orai application on teachers' speaking skills.
1.5.3 Practical Uses	:	This research will present practical insight into using the Orai application on teachers' speaking skills.