

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1. Orai Application as the Platform in Preparing Teaching Speaking

Orai application produced by Danish Dhamani and Paritosh Gupta of Drexel University in Philadelphia can be found on mobile phones from the eleventh of November 2017. They designed this app to help people become more effective in public speaking and confident when giving public speeches through regular feedback directly (Kusumah & Novita, 2019). In this suitable case, the teachers must be confident and improve their competency, especially as good role models for their students in speaking skills. The Orai application is a platform to help users in speaking practice become better speakers. The Orai app can help teachers to overcome their challenges and prepare them to talk comfortably in front of students (Hardman, 2018). Moreover, this can create daily practices by setting reminders and getting feedback immediately after recording their voices. According to the explanation above, this application is designed with many benefits: (1) accessible anywhere and anytime with an internet connection, (2) providing transcripts, and (3) providing direct feedback.

On the other hand, the Orai application provides many appropriate features needed to enhance teachers' skills. The features include a recording practice and instant feedback machine, overcoming nerves, removing fillers, vocal clarity, speaking with energy, speaking pace, facial expression, concise language, and intentional pausing.

The users choose and click the features based on what feature they need, such as:

1. A recording practice with a topic in seven days free trial and instant feedback machine, the users can see the word clarity, number of fillers, speed, and level of energy produced,

2. Overcoming nerves, the users get more comfortable speaking in front of others,
3. Removing fillers to stop saying um, uh, like any other filler words,
4. Vocal clarity to improve the pronunciation of words so the audience can understand,
5. Speaking with energy to keep the audience engaged,
6. Speaking pace to a rate that is easy to understand and engaging,
7. Facial expression to engage the audience,
8. Concise language to remove unnecessary words,
9. Intentional pausing to add emphasis in specific places in the speech,

To use the features of the Orai application, the users can operate the following simulation:

1. Download the Orai application on the play store/app store,
2. Creating an account or logging in using the previous account (teachers can log in using Facebook and Google accounts),
3. The users choose the features they want to use to facilitate their speaking (journey and practice).
4. The users answered, "what skill do you want to improve the most?" by clicking one of them (overcoming nerves, removing fillers, vocal clarity, speaking with energy, speaking pace, facial expression, using concise language, and intentional pausing).
5. The users answered, "who is your main audience when giving presentations?" by clicking one of them (my team at work, groups of 50+people, customers or clients, superior (s) at work, people in the community, or other audience).
6. The users answered, "how confident do you feel when giving presentations?" by clicking one of them (not all confident, not very confident, neutral, pretty confident, or confident).
7. The users answered, "how confident do you feel when speaking without preparation or practice?" by clicking one of them (not all confident, not very confident, neutral, pretty confident, or confident).

8. Finally, the users click to record their voice and get feedback immediately.

The teachers used the Orai application as their learning strategies to improve their pronunciation acquisition by reflecting on the recorded result and it is related to (Suryani et al., 2019) theories about the learning cycle construct of pronunciation acquisition. There are (1) recording, (2) receiving, (3) revising, and (4) reproducing. The learning strategies above are like what participants did during practice using the Orai application. In the recording, the participants recorded their words, utterance and practiced talking loudly, in receiving, the participants listened to their recorded, noticed or distinguished errors regarding the Orai feedback and transcription, while in revising, the participants searched and practiced the standard pronunciation to create a better sound, last in reproducing, the participants reproduce their talk and make a better pronunciation by re-recording through Orai. All the steps from Suryani et al. (2019) are to improve their segmental features in participant pronunciation and Coniam (2002) expressed segmental features as sounds at the micro level including the study of the individual vowels and consonants. Taking away the benefits, the features, and the simulation of the Orai application, the teachers used six months before presenting the learning material in the classroom to improve their personal and interpersonal competency.

2.1.2 Teachers' Speaking Skills

Speaking is the process of communication that conveys, expresses, gives, or informs and asks the ideas about perceptions by using words or sounds of articulation that can be learned through the teaching and learning process (Siregar, 2019). Through the teaching and learning process, teachers used to engage with one another and convey information about something by speaking directly. They can then verbally communicate their thoughts, opinions, criticisms, and suggestions through various ways of expression such as gestures, body movements, and signs (Kamal, 2019). In addition, Efrizal (2012) defined speaking as one of the ways to manifest what is in one's mind orally. Furthermore, Maharani (2016) stated that speaking skill is defined as

the ability to generate speech or oral language through comprehending, expressing, and communicating ideas, opinions, or feelings appropriate to the context, participation, experience, setting, and purpose. In addition, speaking skills are also crucial in teaching to build their confidence in their profession, especially in giving presentations, getting better job opportunities, making public speeches, having group discussions, attending interviews, participating in debates, and so on (Rao, 2019). In a particular case, teachers need to improve their speaking skills because, by speaking skills, the teachers can express ideas, describe something that they will deliver in front of the class, create, tell stories or chronologically sequenced events, give procedures, or provide directions designed to produce an outcome, explain, clarify, or support ideas and share information to students confidently.

Moreover, to improve teachers' confidence in speaking skills, they should practice the aspects of speaking skills. Leong and Ahmadi (2017) claimed that aspects of speaking skills such as vocabulary, pronunciation, grammar, fluency, and accuracy are essential to practice but Chomsky (1957) added that teachers speaking skill need to admit that speaking requires more than mechanics, it consists of functions (transaction and interaction), pragmatics, social and cultural rules, and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

Chomsky (1957) expressed that in mechanics, there are pronunciation, grammar, and vocabulary, as cited by Sachdeva (2011) Pronunciation refers to speaking a language with appropriate stress, rhythm, and intonation and learned by imitation; therefore, the teachers should demonstrate proper pronunciation in practically speaking, furthermore he should be knowledgeable about intonation, rhythm, and stress. Brown (2001) Grammar is defined as the set of rules guiding the standard arrangement and structure of words in a sentence. Thus, using grammar is the obligation for teachers to arrange the words, sentences and minimize misunderstanding. For vocabulary, John (2000) stated that vocabulary is a skill that includes knowing the meanings of the word.

Therefore, the function of a vocabulary is to know whether the learners can understand each word or with a synonym, a definition from a dictionary, or a similar word in their own language.

Furthermore, in functions, there are transactions and interaction. In the teaching and learning process, of course both teachers and students need transaction and interaction because the teachers cannot just stand and talk in front of the class without engaging the students in the conversation. Transaction and Interaction should be encouraged in the classroom, particularly in a language classroom, so that students can understand and actively engage in the learning process. Transaction is an indication of a situation where the emphasis is on what is said or done. Besides, focus on getting good performance. Furthermore, the performance function refers to talk, explaining the learning material to students (Richard, 1990 in Ampa et al., 2013), and for interaction, Johnson & Morrow (1981) declared Interaction is not just what you say to someone but it's also about what you hope to get from the exchange such as to be friendly and establish a comfortable zone of interaction with students. The procedure and techniques involved in using language are important for communication and Interaction skills because it concerned with making decisions about communication, for instance: what to speak, how to speak it, and whether to improve it, in agreement with one's goal, to provide the desired relations with others (Bygate, 1987).

Last in Pragmatics, social and cultural rules and norms provided turn taking, rate of speech, length of pauses between speakers, and relative roles of participants. According to Burns et al. (1996) Turn-taking, noted when and how speakers take turns in conversation. It is concerned with how speakers in interaction hold turns, pass turns, get in, and get out of a talk. rate of speech (speaking pace) was related to speech rate, and it was evaluated by speakers' oral fluency (Lennon, 1990), the length of pauses between speakers was differentiated between three categories of auditory silences in conversations between speakers: pauses, gaps, and lapses. This classification was founded on

what preceded and followed the silence in the conversation, and on the realized length of the silence. Pauses, in this category, are concerned with silences within turns; gaps concerned with shorter silences between turns or at possible conclusion points (i.e., at transition-relevance places or TRPs); and lapses concerned to longer) silences between turns (Sacks et al., 1978). For the relatives, the role of participants assumed in a situation are standard functions gathered from the relations existing among them. team at work, groups of 50+people, customers or clients, superior (s) at work, people in the community, or other audience, agent, experiencer, beneficiary, instrument etc. are participant roles. Over and above their specificities, they are structured by two general parameters, control, and involvement (Lehmann, 2006). In addition, the teachers need to practice speaking skills independently using the Orai application and be aware that the more they practice the more they get better in speaking skills.

Table 2.1 Indicators of Speaking Skill by Chomsky (1957)

| Broad Indicators | Specific Indicators |
|---|--|
| Mechanics Using the right words in the proper order with the correct pronunciation | Pronunciation Grammar Vocabulary |
| Functions Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required. (interaction/relationship building) | Transaction Interaction |
| Pragmatics, Social and Cultural Rules and Norms | Turn-Taking Rate of Speech |
| How to consider who is speaking to whom, in what circumstances, about what, and for what reason. | Length of Pauses Between Speakers |

2.1.3 Teacher Agency

In the word teacher agency, agency can be seen as being a phenomenon, something that teachers do because of the interaction between their capabilities, resources, possibilities, and obligation of their environment. Besides, the view agency is a personal capacity and a variable in the explanation of social action and occurs concerning the professional working practices of teachers. Biesta & Tedder (2007) stated that the agency is the achievement from the teachers' effort, available resources, contextual and structural factors as they come together in particular unique situations. That statement means agency itself is not about something that teachers have but as something that teachers act and achieve (Biesta & Tedder 2006). It represented the quality of the teachers' interaction with temporal-relational contexts for action, not to the people's own qualities. Thus, Emirbayer & Mische (1998) indicated the main special aspects of the agency involve purpose, the ability to create actionable options, the active reflection of those possibilities, and the use of choice. Furthermore, it consists of the causes of environmental elements, including social structures, physical environments, and cultural norms, which have an impact on how teachers act. That is why, as previously stated, a complete understanding of agency must consider how teachers' ability interacts with contextual factors.

The reason agency happens is because of the context of teachers and lifelong learning is needed as a professional improvement. Calvert (2016) stated teachers have understood teachers' lifelong learning as a professional improvement that teachers should realize. Teachers should instead use the term professional learning as teachers as agents of their own growth because it underlines the fact that learning is an experience conducted greatly by the learner. The level at which teachers act with agency in their professional learning depends on a series of factors, including the teacher's intrinsic

characteristics, such as their motivation to dedicate to professional learning, as well as the school's structural situations for professional learning, including the extent to the system contains teachers' decision on what and how they learn. Related to the research, teacher agency is the phenomenon that happened by the teachers using the Orai application autonomy before presenting the learning material to improve their speaking skills.

2.2 Studies of the Relevant Research

Before deciding to perform this study, the researcher looked at past studies on the Orai Application. First, the research conducted by Dewi et al. (2021) focused on the use and students' perception of the audio-lingual method and Orai application in teaching speaking skills. This descriptive study involved fifteen participants from a class in the second grade of a private high school in Cianjur. The data collection techniques used in this research were observation, interview, and document analysis. The result showed that the students' ability is relatively motivated, and the audiolingual method using the Orai application is enjoyable and accessible.

Last, the research accomplished by Fawaid (2020) investigated students' perception of the use and the procedure of using the Orai application in SMPN Satu Atap Karang Nangka Rubaru Sumenep. This study used a descriptive qualitative method and questionnaire as the technique of collecting the data. The participants of this study included 12 students, both male and female, in one class from ninth grade. The researcher used the steps based on Miles et al. (2014) in analyzing the data.

The questionnaire result showed that most students were happy to use the Orai application. 42% of the students strongly agree that the Orai application helps them to learn personally. Moreover, most students also agree that Orai helps them to reduce fear while speaking in class, to speak fluently, to control the speed of speaking, to reduce the use of fillers when talking, to help realize their mistakes while speaking, and to provide direct feedback from the results of their practice. The teacher interviews showed that using the Orai application in teaching and learning activities might help students get enthusiastic and enjoy

learning. Furthermore, when students are excited and enjoy learning, it will make it easier to understand what they are learning.

The previous research focused on teaching speaking skills using the audiolingual method with Orai application from students' perceptions. On the other hand, the second research focuses on the use and the procedure of using Orai applications in teaching and learning activities from students' perceptions. At the same time, the current study aims to fill the gap and focus on the impact of using the Orai application on teachers' speaking skills before presenting the learning material in front of the students.