CHAPTER I

INTRODUCTION

1.1 Background of the Study

The incorporation of technology has been one of the most significant improvements in education during the last few decades. The use of technology in education has transformed the methods of teaching and learning (Wah & Hashim, 2021). Therefore, the incorporation of technology has been one of the most significant changes in education during the last few decades. Sudarsana et al., (2019) mention that the use of technology in education has altered the methods of teaching and learning so that learning using technology can be used by teachers in the practice of teaching English to make learning more interesting. Technology integration transforms the system from a teacher-centered to an individualized learning design that encourages students' critical and creative thinking (Sadikin & Handayani, 2019).

Gan (2013) believes English as a second language (ESL) or English as a foreign language (EFL) makes the ability of students to speak English widely considered a daunting task for students, and when speaking, compared to reading, writing, and listening, speaking is the most frightening thing for students and students to develop their speaking skills are also things that they are terrified of. Students are afraid to speak because they are afraid they are wrong about grammar and pronunciation and lack a knowing vocabulary. However, talk is most often used to communicate (Kazemi & Moradi, 2019). According to Namaziandost et al., (2019), one of the crucial things in learning foreign languages is speaking. When learning to speak, however, the teacher only does repetition in the form of practice or a dialogue exercise. After all, students' speaking learning must be able to make students more skilled in communicating because only that can make students express themselves.

Based on the researcher's experience, there are some obstacles to teach speaking English in class. The first, many students are still not confident in speaking English in front of many people. In accordance with it, Harmer (2007) had found that shyness and a lack of willingness to speak up in front of others are common reasons why students avoid speaking, particularly when asked for personal information or thoughts. The second, the teacher does not give students time to practice speaking and rarely provides practice for students to practice speaking. This statement, in line with Thornbury (2007), argued for using the regular speaking practice in the classroom to advance, and a suitable decision must be made.

The third, English is not the main language, so it causes students difficulty in speaking English fluently. According to Hwang et al., (2016), the lack of opportunities to use English in

a country that is not the native language to communicate is one of the obstacles for students to speak English fluently. The fourth is the lack of motivation in students to learn English. This is in line with Namaziandost (2019), who stated that the lack of motivation of students could cause the students' comprehension of the material given in class. The last is the lack of knowledge of students' vocabulary. This causes the students difficulty in creating the sentence. This is what Castillejo (2019) mentioned that one must have their words prepared in the brain, and then they put them in the appropriate language.

Due to the difficulties mentioned above, the aim of this study is to make a contribution and establish a setting where students can experience a variety of situations, enjoy learning and love English at a young age by giving them appropriate, good, and engaging resources. The teacher can actually use a variety of techniques to accomplish them. Using the Orai application is one of the techniques that could help students learn to speak. According to Chang, cited in Halimah et al., (2022), the Orai application is a tool for improving speech. Besides, people can communicate effectively on stage, in front of an audience, or in daily life with the help of Orai. This application provides immediate results in great detail as the students are able to download the app easily from their smartphones. Although there are many studies on teaching speaking using technology or application, this study will explore the influence and the student's perception of the application "Orai" on students' speaking skills. This research used a quantitative approach.

1.2 Research Question

The problem that discusses in this study based on the purpose of this research is to address the following questions:

1. How can the use of Orai Application as learning media improve students' speaking skill?
2. What is the students' perception in using Orai application as learning media?

    To answer this question, two hypotheses are proposed in this study, as follows:

    H_0: There is no influence of Orai application on students' speaking skill

    H_a: There is an influence of Orai application on students' speaking skill

1.3 Aims of the Study

This study aims to investigate further the influence of the application "ORAI" on students' speaking fluency through an experimental study and statistic descriptive, and to find out about students' perceptions toward the use of Orai application as learning media to improve students' speaking skills.

1.4 Significance of the Study

The significance of this research is expected to provide new insights that can provide theoretical, practical, and professional benefits. In theory, this study can be a foundation for future research on the use of technology in English learning. Students can improve their speaking skills after being taught using the Orai Application as a teaching medium, which has been empirically proven to be effective for teaching speaking. If this is the case, students from other countries were able to learn English and benefit from using this application as well.

Practically, the findings of this study are expected to provide teachers with insights into how to improve their teaching methods, particularly in synchronous classes. This study can inspire teachers to improve their quality of teaching and to learn English, particularly in the area of teaching speaking. Furthermore, the findings of this study may be useful in improving teachers' ability to innovate and develop new teaching strategies based on the effectiveness of using the Orai Application as a teaching medium.