

CHAPTER 2

LITERATURE REVIEW

2.1 Orai Application

Digital instructional media refers to electronic technologies utilized in instructional settings to support the achievement of learning objectives. In this study, the researcher utilizes digital instructional media, specifically the Orai application. Developed by Danish Dhamani, Orai is a well-known mobile application, particularly for Android devices, aimed at assisting individuals in enhancing their confidence and honing their public speaking skills (Bodana, 2017 as cited in Halimah, Helmie, & Susilawati, 2018; Halimah, Lustyantje, & Ibrahim, 2018). The Orai application offers user-friendly features, including accurate result analysis. Its speech analysis feature focuses on three critical factors: identifying the overuse of filler words, assessing pacing (i.e., speaking speed), and evaluating energy levels related to vocal variations, such as changes in pitch or volume, which contribute to engaging speeches. The application provides users with valuable feedback and tips for improvement (Machtar, 2017 as cited in Halimah et al., 2018).

To access the Orai application, students are required to download it onto their smartphones. The process of downloading and installing the Orai application is straightforward. Students can easily find and download the application from Google Play or the App Store, as it is compatible with the majority of iOS and Android mobile devices (Bodana, 2017 as cited in Halimah et al., 2018). Further, the researcher provides recommended procedures for downloading the app: 1) Android users can visit the Google Play Store and search for "Improve Public Speaking App for Android"; 2) In case the Google Play Store does not function optimally on the phone, alternative APK downloading websites like ApkMirror, Apk4Fun, or 9apps can be used; students should install the latest Android version available.

As a means of building good learning experience for students, Students who conduct public speaking course need to use applications to learn speaking so that learning activities are more innovative and also interesting. 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. In other words, by learning speaking using the orai application is a good thing that can keep up with modern times so they can learn in an interesting way.

2.1.1 Features in Orai Application

According to Bodana (2017), the Orai application utilizes artificial intelligence (AI) to provide instantaneous speech feedback. This machine-powered technology offers several impressive features, including:

- 1) a recording practice and instant receiving insights which cover:
 - a) the number of filler words (um, you know, basically, you know, and learn how to reduce them.
 - b) The How fast you speak, and get advice on how to speed it up or slow it down.
 - c) Your energy level, and gain feedback on how to improve it.

The Orai application encompasses various features designed to enhance public speaking skills, such as vocal clarity, micro-lessons on public speaking, comprehensive performance tracking, audio recording and playback capabilities, accurate transcription of spoken content, the ability to save previous recordings, and the option to share recordings and transcripts with friends or colleagues. The application offers a freestyle mode, allowing users to practice anytime and anywhere, as well as a script mode for rehearsing prepared speeches. Users can conveniently copy and paste their prepared speech into the app and begin recording by simply tapping the record button.



Figure 2.1 The Key Feature of Orai Application

- 2) An ultimate speech improvement process from day 1 to day 30 to stay motivate with lesson designed to guide through.



Figure 2.2 Reminder for Practice Every Day in Orai Application

- 3) A nuance and pattern in real-time speech delivery using deep-learning technologies to provide us with instant speech insight and voice analytics.

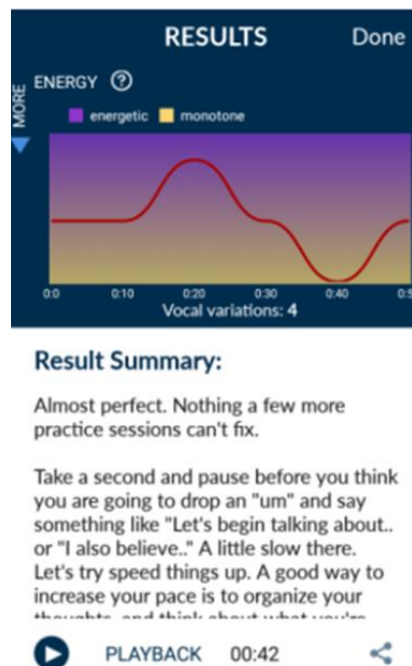


Figure 2.3 Vocal Analytic in Orai Application

2.2 Public Speaking

Public Speaking is a course that is a subject for English Language Study. According to Sulistyanningrum (2019), this course delves into the fundamental concepts of prepared public speaking, encompassing various types of speeches, including those for special occasions, informative purposes, and persuasive arguments. In addition, Fabian (2019) highlights the transformative potential of public speaking, as it enables individuals to share their thoughts, ideas, and opinions with an audience. However, it is worth noting that many students often associate public speaking with feelings of anxiety and apprehension, rather than feelings of purpose, confidence, and accomplishment.

Engaging in public speaking offers numerous benefits, allowing students to gain practical experience in delivering speeches on stage during various events. Within the context of the course, students are introduced to the art of public

communication. They learn how to construct speeches, including outlining, organizing, and conducting research to support their arguments. As stated by Rahmat (2017), the public speaking course also provides students with the opportunity to develop critical listening skills, enabling them to analyze and evaluate speeches effectively. At the end of the semester, students engage in peer-to-peer practice, where they deliver speeches in front of an audience, receiving valuable feedback from their peers. Moreover, students are required to reflect on their speeches using the Orai application, enabling them to independently assess and critique their own performance. Considering these learning outcomes, the value and importance of the public speaking course are evident.

2.3 Students' Perceptions

Perception is a way an individual evaluates people to what they are familiar with (Adediwura & Tayo, 2007). According to Eka (2013), an experiential process that involves the organization and interpretation of sensory input, including objects, events, or relationships. In the context of students, perception refers to their thoughts, beliefs, and feelings regarding people, situations, or events (Hazari, 2014). These thoughts and beliefs can shape an individual's preference or aversion towards an object, leading to observable actions. In support of the statement above, Josiah (2012) added that attitude stimulates behavior or action. Thus, a positive attitude towards science will encourage students to study science, while a negative attitude will not encourage students into studying science. Students' negative attitude towards science may therefore be since teachers are unable to satisfy the students' aspiration or goal, career, incentives and opportunities for them to appreciate science (Adodo & Gbore, 2012).

Drawing from these definitions, students' perceptions of using the ORAI application to learn public speaking skills encompass their beliefs, thoughts, and feelings towards their learning activities. It reflects their overall perspective and attitudes towards the effectiveness and usefulness of the application in enhancing their public speaking abilities.

2.3.1 Technological Acceptance Model (TAM) based Perception

The Technological Acceptance Model (TAM) has been widely utilized by researchers to investigate users' behavior and attitudes towards the adoption of new information systems and technology. Rafique et al. (2020) stated that TAM has proven to be a valuable framework for understanding the factors that influence the acceptance of technology across various contexts. In addition, Suyanto and Kurniawan (2019) note that TAM has replaced much of the research previously conducted on the Theory of Reasoned Action (TRA), offering two key dimensions: perceived ease of use and perceived usefulness. These dimensions play a significant role in determining users' acceptance of technology.

In line with this, Chollet et al. (2018) highlight the potential of TAM to explain the variance in users' intentions to use technology and actual technology usage. They emphasize its simplicity in terms of specification within structural equation modeling frameworks. The Technology Acceptance Model, initially proposed by Davis (1989) comprises essential variables related to user motivation, such as perceived ease of use, perceived usefulness, and attitudes toward technology, as well as outcome variables including behavioral intentions and technology use. Therefore, in the current study, TAM has been selected as the proposed model to help understand the initial adoption of the Orai application specifically within the context of the public speaking course. The brief explanations about the stages as follows

2.4 Studies of Relevant Research

Several studies have indicated that the utilization of the Orai application in learning activities has a positive impact on students' speaking skills. Halimah (2018) emphasizes that the Orai application helps students overcome their fear of speaking. Saripudin et al. (2020) found that the implementation of the Orai application received a positive response from students and contributed to the improvement of their speaking skills. Saripudin et al (2020) also found that using Orai application could help students to be brave to speak English. According to

Putri (2021), using media to learn speaking skills could make the learning activity enjoyable. The result revealed, using the Orai application as a medium to learn speaking skills gave more positive experiences in learning, it could help students to reduce their speaking anxiety, enhance speaking skills, brave to speak English and make the learning activity more enjoyable.

Another study by Deliza (2023) also examined the effective ways to improve students' speaking skills in class XII Social 1 of Senior High School in Tangerang in the 2022-2023 academic year. The findings revealed that Orai has increased students' enthusiasm and happiness for speaking classes because they can more readily correct their mistakes and talk more confidently.

There were a little discussions concerning perceptions on using Orai application in public speaking class, since the previous study only focused on how mobile technology device called Orai application was orchestrated in a language teaching method (Halimah, 2018), the implementation of Orai application in teaching speaking (Saripudin, 2020), student acceptance of the Orai application (Putri, 2021), the effectiveness of teaching English using Orai application, even though the implementation of Orai application is also important for the utilizing the Orai application in learning speaking. Therefore, the researcher was interested in conducting the study in order to fill the gap of these previous studies by exploring the students' perceptions on using orai application in public speaking class.