
ORAI FOR PUBLIC SPEAKING : AN AUTOETHNOGRAPHY STUDY

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ABSTRACT

The purpose of this study is to train the public speaking and try to overcome the lack of confidence in speaking English by utilizing technology, namely the Orai application. The research method using autoethnography is a research method that is still fairly new to be used in social research. As cited by Anne Shakka (2019), this method is an interesting research method to use because it gives the researcher or writer the opportunity to express himself in the work he produces. The result of this study, showed that I agree that ORAI brings more benefits in learning pronunciation. The researcher was motivated and could learn effectively. . But other than that, there are some problems when using Orai such as, the internet connection must be good. Orai also uses full of English language so sometimes it can be confusing for beginner. Overall, the implementation of ORAI has positive effect for learner in pronouncing correctly and Orai always give feedback to trigger for practicing a lot. On the other hand, pronouncing English well will make a big contribution to communication skills.

Key Words: Autoethnography Study, Public Speaking, Orai Application

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Learners' capability to effectively communicate their intention during oral presentation or public speaking is one of essential competency in academic and professional settings (Evans, 2013; kelsen,2019). However, public speaking, especially for English as Foreign Language (hence EFL) learners, is regarded as one of the most fear and anxiety-inducing activities during language learning activities (Dwyer & Davidson, 2012; Woodrow, 2006). Those fear

and anxiety commonly occur due to several factors such as social anxiety (Grieve, 2021), inadequate linguistics skills (e.g., vocabulary, pronunciation) (Woodrow, 2006). Concerning this notion, Woodrow (2006) suggested that EFL learners require the opportunities to repeatedly practice their communication skills inside and outside of the classroom as well as given special attention in the form of immediate feedback. However, due to the cost-time limitation, this motion was often neglected (Neri, Mich, Gerosa, & Giuliani, 2008; Dai, 2021). To redress this practical issue, a number of studies (Pennington & Rogerson-Revell, 2019; Dai, 2021) propose the integration of language learning activities, public speaking in particular, with various kind of technology ranging from automatic speech recognition (ASR), chatbox, social networking media, and various mobile apps as teaching and learning media in order to learners' speaking skills in an enjoyable way.

To date, the majority of the studies were attracted to investigate the effectiveness of various technological media for learners' speaking skills. Peregoy and Boyle (2012) carried a study on using technology in improving learners' reading and writing skills. The results of this study indicated that technology tools enhanced learners' reading and writing skills because they are user-friendly, and learners can learn at a faster and more effective way. The other finding of this study was that learners learn more effectively when they use technology tools instead of traditional teaching method because the Internet provided a favorable learning environment for learners' learning, facilitated a new platform for learners who can have a convenient access to learning lessons.

However, the research that explore learners' experiences of technological use from their point of view were still a few. For this reason, this auto-ethnography study is conducted in order to gain natural insight on EFL learner public speaking learning experience mediated by mobile-app technology such as Orai Apps. The results of this study are expected to provide insight into EFL learner language learning activities, public speaking in particular, mediated by Orai mobile app. Additionally, this research can become additional empirical data in the huge body of literature. Thus, the research

question guiding this study is; “How does EFL learner use Orai mobile app to train his public speaking?”.

LITERATURE REVIEW

Orai Application

Speaking is a skill to express our feelings, opinions, and thoughts orally in the form of conversation. It is also to share the information that we have and get the information that we need. Speaking and public speaking is perceived as frightening subject for most students. Dwyer and Madison (2012) conducted a study involving 815 students enrolled at Midwestern University. Their research reveals that public speaking was selected as more common threatening issue rather than other issues, including death. In addition to that, confidence is another barrier that is experienced by most students. This is also supported by research conducted by Mufanti (2014) who interviewed non-English major students about their barrier in speaking. For someone who fears speaking in front of others, there will be a lack of confidence and worry that can interfere with concentration. Before starting to speaking in public, we can practice independently using orai application to support communication skills.

Orai is a mobile app that helps improve your speech content and delivery using artificial intelligence. According to a quick overview video from Orai youtube channel, these are the features inside Orai Application:

1. *Instant feedback. Get feedback in seconds on key communication metrics like Pace, Fillers, Energy, Facial Expression, Conciseness, Pausing, Confidence.*
2. *Interactive Lessons. We've worked with speech coaches to create courses targeting valuable skills.*
3. *Facial recognition. Orai tracks your facial expressions and gives an Instant video feedback.*
4. *Progress Tracking. Track your progress over time as you use orai.*
5. *A Personal Speech Coach. Practice any time, any place with instand feedback.*

Orai is an app to help everyone develop speaking skills, especially speaking English. The Orai app gives learner the

opportunity to practice speaking over and over again with instant feedback. They will be notified whether they are speaking too fast or too slow. Are there too many pauses or 'err', 'emm', 'what is it', and so on. In addition, all deficiencies are shown in the transcript that we conveyed orally before. Orai also provides additional information to students, such as enthusiasm – is it too excited or too monotonous. Another thing that is also given is the clarity of speech and pronunciation as well as a summary of the results of their speech.

Orai provides several features, namely Lessons, Practice, Progress, and Recordings. Each of the main features has interesting content and can be learned over and over again to hone these speaking skills. In the 'Lessons' feature, those who want to practice speaking can learn and practice their speaking skills on the content provided. Each content consists of three content stages that must be completed before being able to study the next lesson content.

There is some content in the "Lessons" feature, such as:

1. Overcoming nerves: to trains and train the nerves when speaking in public
2. Speaking pace: trains students to control the speed of their speech.
3. Removing fillers: train students to reduce unnecessary words, such as 'err', 'emm' and others.
4. Facial expression: This content is to improve facial expressions when speaking
5. Vocal clarity: advanced content that emphasizes practice to convey ideas clearly, to the point.
6. Speaking with energy: This content is to practice speaking with energy so that the message is conveyed properly.
7. Using concise language: useful for reminding students not to use too many words
8. Intentional pausing: to practice excessive speech pauses.

Previous Studies

For the past few years, Orai application has attract several researchers and educators to implement it on language learning activities. Halimah (2018) for instance, involving 24 Indonesian undergraduate students ranging from 18 to 25 years investigated

students' perception of Orai integration. In this study (Halimah, 2018), the survey data reported that Orai can help students to correct their pronunciation mistakes using the direct feedback. Additionally, Orai can also assist students in regulating their speaking pace. In line with Halimah's (2018) study, the research of Suryani (2019) also presented similar findings. In this study (Suryani, 2019), which involve 35 Indonesian undergraduate students, majoring English education programs, the interview data revealed that Orai could assist students to improve their pronunciation skills. In addition, students in this study (Suryani, 2019) were reported to feel enjoyable and comfortable in accessing Orai for their speaking practice.

Even though both studies have investigated the implementation of Orai through the perspective of students, however, both studies lacked in achieving in-depth understanding of participants feeling and emotion when using Orai during speaking practice as well as presenting Orai application used for speaking practice. For that particular reason, my study presented my learning experiences and emotional geography, through my own learning reflection when using Orai application to practice public speaking.

METHOD

Research Design

This ethnographic research design (Hayano, 1979) is drawn upon constructivism paradigm (Creswell, 2018) and is aimed to explore the author's personal experience in practicing public speaking mediated by Orai Application. The logic in implementing this design in this study is due to the ethnographic design's nature which is exceptional in analyzing and illustrating research participant's living experience, delineating cultural experience within communication (Adams et al., 2017), as well as depicting participant's identity without involving others' representation. This ethnographic study is therefore appropriate to investigate the researcher's public speaking experiences mediated by Orai Application and assign him as the research subject as recommended by Pinner (2017). In order to bridge the theory and practice (Yuan & Lee, 2014), this study will devote author's personal experience and relate his entire personal knowledge with cultural study (Pelias, 2003).

Data Generation and Analysis

To explore one of the researcher's personal experiences utilizing Orai Application to conduct his public speaking learning activities, this auto-ethnographic study generate the data for developing self-narratives through several procedures as follows, (1) making a rooster about the plan for public speaking learning activities, (2) evaluating and reflecting on the results of public speaking learning activities through Orai Application on daily basis, (3) writing self-narrative diary journal after each of the learning session. Further, to analyse the generated data, this study employs thematic analysis (Braun & Clarke, 2006) following these steps: (1) repeatedly reading the generated data in order to familiarize ourselves with the data, (2) giving the generated data a code, (3) giving each codes themes, (4) reviewing themes, (5) defining and naming themes, and (6) presenting the analysis report.

RESULTS AND DISCUSSION

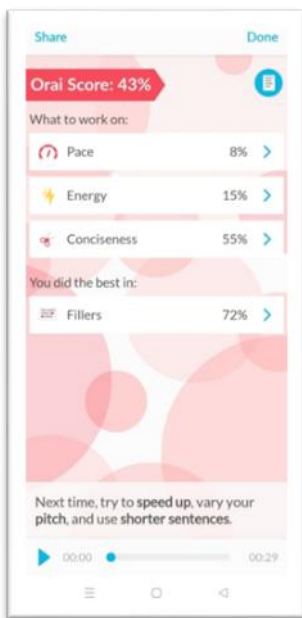
FINDINGS

This study aims to determine the level of motivation of researchers in doing public speaking after using the Orai application. The results of self-observation, the data extracted show that we have to subscribe to use Orai, so I paid and subscribed for one month. There is a trial feature for 7 days but certainly not enough to learn optimally. The Orai application also has to be online so I have to stay in a place with a stable wifi network while studying. I also never learning use AI technology before, so it felt awkward talking in front of a cellphone, but there was a greater curiosity too.

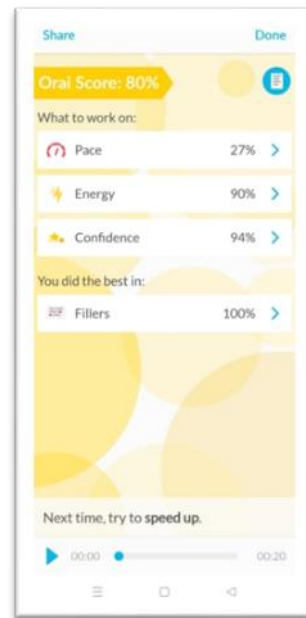
Other obstacle is, learner experiences problems in vocabulary. some vocabulary that learners don't understand, becomes an obstacle when starting lessons in Orai. I had difficulty at the beginning because I don't memorize a lot of vocabulary, so I repeated myself because there were many pauses in thinking about vocabulary and a lot of hesitation when speaking. After several tries, I came to know my tone and intonation when speaking English. At Orai we can listen to our voices over and over again and Orai will give an instan feedback. Very impressive and quite challenging for me, and want to learn more to keep improving my score. Learning is

now easier because only by downloading the ORAI application we can study anywhere and anytime.

I also feel my confidence has also increased. At first there were lots of pauses when speaking, but gradually I started to speak fluently with little pauses. Previously, I also had a lot of doubts about speaking English, now I feel more interested and motivated to learn more, and also feel confident in expressing my ideas. Orai also helped me in fixing errors, until it was proven that the first time I used this application was my score 43% and after several attempts my score became 80%.



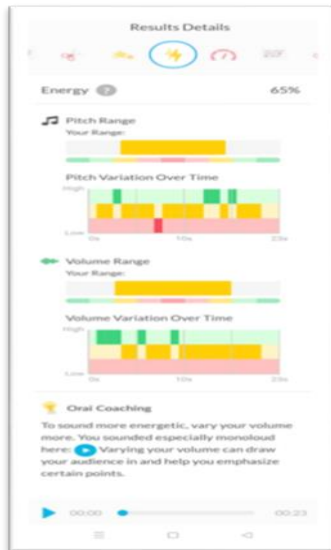
Pict 4.1.1 First Using Orai



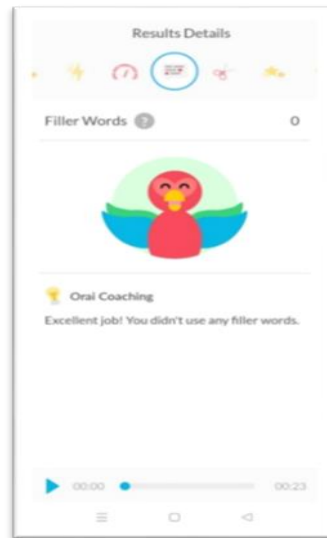
Pict 4.1.2 Several Times using Orai

Orai

The picture above shows a change in score that has increased after several times using Orai.

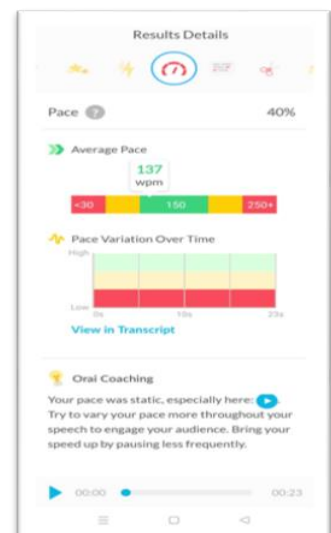
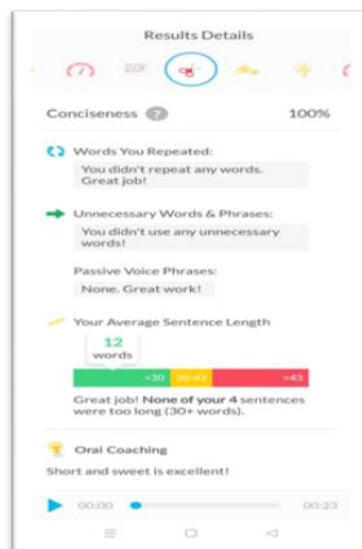


Pict 4.1.3 Energy and Pitch



Pict 4.1.4 Filler Words

The picture above shows Orai who immediately gave instant feedback in the form of coaching and tips on speech volume and intonation. Orai also identifies if there are too many fillers in speech.



Pict 4.1.5 Conciseness**Pict 4.1.6 Pace Control**

The picture above shows that, Orai also trains our sentences to be concise. Orai also motivated to increase the pace or speed when speaking, and reduce unnecessary pauses.

Learning with AI which was awkward at first turns out to be more fun and less stressful as we talk to real audiences. The feeling of enjoying when speaking English is expected to become a habit in real conditions so that speakers can convey ideas freely and the audience understands what is conveyed.

DISCUSSION

The aim of this research is to find out the EFL students' motivation in learning public speaking. Data collection uses the experience of researchers while using Orai. According to one of obstacles, that Orai have to use a stable internet, to make e-learning optimal, it must be supported with stable internet as well. Learning is now widely supported by e-learning. As claims made by Benson (2002) a definite assertion that online learning is a more modern form of, and an enhanced form of distance education.

The next item is, lack of vocabulary makes it difficult when learning. Vocabulary is a set of words used to communicate with others through language, groups, individuals, or those working in the field of information (Taslim.,et al., 2019: 66). It means that people are unable to communicate or explain their mind in response to their interlocutors' words and enquiries without vocabulary. Anyone who lacks vocabulary will struggle with listening, speaking, reading, and writing.

Next item is, after several times, I feel more confidence in speaking English. According to British Broadcasting Corporation (2003), confidence is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake, or that the people listening will not understand them. Bahrani (2012) points out that those language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking.

Next item is, at first researcher feel awkward to learn through Orai, but after several times, its feel more fun and enjoy. According to Wang (2019), Artificial Intelligence (AI) is the science of having a

machine to think and behave like a human being who is intelligent. The key to AI technology lies in intelligence (Wang, 2019). So AI technology is now very interactive, resembling a real teacher in giving lessons

CONCLUSION

Overall, the results of this study try to answer research questions about EFL students' motivation in public speaking using the Orai Application. The results of the study show that there are many benefits of using Orai. Orai feature is in accordance with what the learner feels. Orai gives an instant feedback, so the learner knows where the mistake is. This application also has progress tracking feature, so the learner can know whether his score has decreased or increased. The findings also indicate that learner could enjoy learning activities. Thus, the aim of this study has been slowly achieved. Orai provokes the researcher to learn English more without nerves. I am not worried about making a mistake during practice speaking since the app gives them feedback directly and gives suggestion what should I do.

Learning public speaking takes time and more routine practice. There are many things to pay attention to, such as intonation, spelling, pace, fillers etc. We also have to continue to increase our vocabulary so that the message is conveyed properly.

However, the current study has limitations, such as lack of time to explore deeper and learn more through Orai, because learning must be done continuously in order to achieve good English skills.

This research has several limitations such as this study still has limited participants cannot to be generated. So, the research topic only focuses on the opinions and experiences of researchers. Therefore, it is suggested for future research to involve more participants in other skills. For other EFL students, it is advisable to take longer time to study Orai, because actually Orai already provides a lot of features that we can explore and use to develop our English skills.

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