

## **STUDENTS' PERCEPTION TOWARDS ORAI AS LEARNING MEDIA OF SPEAKING SKILL AT GRADE EIGHT OF SMP NEGERI 1 PEMATANG SIANTAR**

**Meliana Br.Siahaan<sup>1</sup>, Tiarma Intan Marpaung<sup>2</sup>, Christian Neni Purba<sup>3</sup>, David Togi  
Hutahaean<sup>4</sup>**

<sup>1,2,3,4</sup>Faculty Of Teacher Training And Education, University Of Hkbp Nommensen Pematangsiantar,  
Indonesia

e-mail; <sup>1</sup>melianasiahaan00@gmail.com

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap Orai sebagai media pembelajaran keterampilan berbicara di kelas VIII SMP N 1 Pematang Siantar. Dalam penelitian ini instrumen pengumpulan data yang digunakan adalah lembar observasi dan lembar angket. Observasi digunakan untuk mengamati kegiatan belajar mengajar bahasa Inggris pada penggunaan aplikasi Orai. Lembar angket terdiri dari dua puluh pernyataan mengenai persepsi siswa terhadap penggunaan aplikasi Orai yang dibuat dalam Google Form. Sumber data dalam penelitian ini diambil dari siswa kelas VIII-2. Terdapat 20 partisipan yang dipilih sebagai sampel dalam penelitian ini. Penelitian ini menggunakan metode kualitatif dengan desain deskriptif. Temuan dari hasil analisis data, siswa mempunyai persepsi positif dan negatif terhadap penggunaan aplikasi Orai sebagai media pembelajaran bahasa Inggris. Terdapat 19 pernyataan yang termasuk dalam persepsi positif dengan persentase 95% dan terdapat 1 pernyataan dengan persentase 5%. Hadi (2018)) menyatakan persepsi ada 2 macam yaitu positif dan negatif. Sebagian besar peserta mempunyai persepsi positif terhadap Orai sebagai media pembelajaran keterampilan berbicara dengan mayoritas jawaban yang dipilih siswa sangat setuju bahwa Orai sangat membantu dalam pembelajaran bahasa Inggris.

**Kata kunci :** Berbicara, Media Pengajaran, Aplikasi Orai, Persepsi

### **Abstract**

*This research aims to determine students' perceptions of Orai as a medium for learning speaking skills in class VIII SMP N 1 Pematang Siantar. In this research, the data collection instruments used were observation sheets and questionnaires. Observation is used to observe English teaching and learning activities when using the Orai application. The questionnaire sheet consists of twenty statements regarding students' perceptions of using the Orai application made in Google Form. The data source in this research was taken from class VIII-2 students. There were 20 participants selected as samples in this research. This research uses a qualitative method with a descriptive design. Findings from the results of data analysis show that students have positive and negative perceptions of using the Orai application as an English learning medium. There are 19 statements included in positive perception with a percentage of 95% and there is 1 statement with a percentage of 5%. Hadi (2018)) stated that there are 2 types of perception, namely positive and negative. Most participants had a positive perception of Orai as a medium for learning speaking skills with the majority of answers chosen by students strongly agreeing that Orai was very helpful in learning English.*

**Keywords:** Speaking; Teaching Media; Orai Application; Perception

## INTRODUCTION

English is one of the international languages. Many countries use English as their national languages, therefore most people in the world use English to communicate with people of other countries which makes English one of the International languages. English plays an important role in process of communication and also English can accelerate science and technological development of a nation. There are four skills in teaching and learning English namely: speaking, listening, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills (Mukminatien, Yaniafari, Kurniawan, & Wiradimadja, 2020).

This is support by Nuraini (2016), stated that speaking is the process of creating and communicating meaning in a variety of circumstances by using verbal and nonverbal signals. Speaking is an important component in second language learning and teaching. It means that students should still be capable of communicating with others to get or share knowledge and express the feelings. Talking needs to be done in communicating and in informing. Richards as cited in Eyesus (2015), stated that speaking is really about being together or exploring ideas, getting something done, or subtracting various components of the world. Therefore, if accurate or fluid speech among students will facilitate easy communication and concept exploration. Speaking English also enables students to access current information in the fields of science, technology, and health. Speaking means the action of speaking in public (Pollard-Durodola et al., 2018).

Fulcher (2013), stated that speaking is the verbal use of language to communicate with others. Speech involves making decisions. Students must decide how to speak with one another in order to express themselves and build relationships with others. Speaking can be performed directly or indirectly with one or more persons. Speaking may deliver information to each other and impart knowledge that others can utilize (Ylinen et al., 2021). The ability to communicate English is seen across the world, and speaking in English is a challenging thing that students must do in order to increase self-confidence. Speaking is an oral language skill that everyone must be able to do. In the school environment, students are trained to be able to speak well. Speaking is considered difficult skill because in English is an international language or a second language after Indonesian. Understanding English speaking is challenging for Indonesians since English is not their first tongue. Based on the statement above, the researcher concludes that speaking is an important communication skill for everyone. Speaking may either express or explain one's thoughts, ideas, and feelings to another. Speaking is one of the most common forms of communication in everyday life. Speaking can be done in either formal or casual language. Speaking is a skill that is practiced in English (Złotowski et al., 2018).

There are some experts that stated about teaching media Gerlach and Ely in Bakri (2011) stated that organize teaching materials into broad and specific meanings. When used broadly, the term "media" refers to people, things, or events that can help pupils acquire new information, abilities, or attitudes. Media in this sense includes a teacher, a book, and the environment. While

media, in its narrowest sense, refers to graphic, photographic, mechanical, and electronic tools that are used to express, process, and disseminate both word and visual information.

Munadi (2013), stated that teaching media serves as an intermediary tool for understanding the meaning of the information provided by educators or teachers via print or electronic media. It also serves as a tool to facilitate the implementation of the learning system's component parts so that the learning process can be efficient and last for a long time. Based on a few of the definitions given above, the researcher comes to the conclusion that a teaching medium is anything that may be utilized to deliver a message from a teacher to pupils that piques their interest, curiosity, or stimulates their thoughts and feelings (Hamann & Catalano, 2021).

In the millennial era, students are constantly surrounded by smartphones, laptops, and other types of technology. Tablets, laptops, and android phones can all be used to access knowledge at any time and anywhere, but that mobile devices like smartphones and android phones are utilized to speed up the learning process. Researcher is attempting to integrate smartphone technology or media into classroom instruction. Using smartphones for technology or media helps pupils learn new speaking styles and skills. Since children get bored when they only learn the basics of English grammar, researcher has developed smartphone applications to teach junior high school pupils how to talk (Li & Tong, 2019).

Many kinds of technology can be used by teachers to facilitate learning speaking. One of digital media that can be applied is Orai application to support the millennial students in learning speaking. Orai is an application to help the teacher in teaching speaking and also Orai can help students to practice without teacher because Orai can give instant feedback when you use it. Douglas (2017), stated that Orai application is powered by artificial intelligence. It offers instant, personalized feedback on the public speaking skill of users. The consistent and instant feedback given by Orai is filler, speed, ide, and clarity in speaking. Those feedbacks make the Orai application become a famous application. It is used by many people. It provides exercise and practice speech and public speaking skills and individually (Ramezanali & Faez, 2019).

Orai application is a digital media application that can be used to help students learn to speak. Orai is an application that can provide direct feedback to the teacher and also help students practice without the teacher's help. The use of Orai application can be done anywhere and anytime. Orai is a technology that can be downloaded into a smartphone. It is easy to use and helps children learn to speak English. Although most students lack the confidence to speak in front of the class, this app allows them to practice directly in front of the class and also allows them to practice in other places (Newton & Nation, 2020).

After students use Orai application, students give their perceptions of the Orai application. As for the understanding of perception, there are some experts that stated about perception. Robbins (2013), stated that perception is process by which individuals organize and also interpreting their sensory experience so that it about to carry sense to them. Perception is a way of provide information using humans' senses. When there is an people use senses and brain to observe it, and then the is interpreted as the meaning it good. Therefore, perception is the image that people have

of themselves. Will affect behavior which is the embodiment of ability or not ability to achieve a goal. Liando et al (2021) stated that perception is considered as an interactive process. In perception, there are two factors which are between the external factor and the internal one. The external factor refers to the perceived object and the internal to what in the mind of the perceive.

Based on the researcher experience in teaching internship at SMP Negeri 1 Pematang Siantar in garde VIII-2 the researcher found that many factors that make students reluctant to learn English are their vocabulary weaknesses (Rahma & Mubarok, 2021). When the author practiced teaching in class using English, most students were silent and did not answer questions at all. However, the researcher tried to explain the subject matter using Indonesian, and it turned out that students could respond to what the researcher said. This is where the author got a problem regarding the lack of speaking skills. About 20 out of 32 students in the class could not say a word. Students also expressed difficulties in speaking such as stammering in saying things, and pronouncing vocabulary correctly, and not being confident in the sentences spoken. At 62.5% students have a low score in English Subjects, and only 37.5% have a good score, this happened when the researcher in the experience in teaching internship, the researcher also find that students' grades in learning English were very low (Dzebeq & Gunawan, 2020).

There is previous research conducted by using Orai Application to support this research, by Ruth Dannesh Melati (2022), This study used a qualitative descriptive design. The aims of the study to know students' perception of use Orai application in teaching English speaking at SMP N 1 Simanindo. In this study, the instruments of collecting data are used by observation and interview sheet. The Observation is use to observe English teaching and learning activities in the use of the Orai application. The interview sheet consists of ten questions regarding students' perceptions of using the Orai application. Sources of data in this study were taken from students of eighth-grade. There are fifteen students who have filled out the interview questions given. The Findings from data analysis, students have positive and negative perceptions in the use of the Orai application as a media in learning English. Orai application is an application that helps students improve pronunciation in speaking English. In using the Orai application, students feel happy and more confident because it makes it easier for students to learn English (Munir, 2016).

Based on research that researcher conducted previously using Orai application, there are many advantages of Orai application, namely: (1) With this application makes students more eager to practice speaking skills that can be done anywhere and anytime with a good internet connection, (2) When the application is used one will know the mistakes when speaking trying to speak English. (3) With Orai application can encourage enthusiasm for students and increase student confidence. And Disadvantages of Orai application namely : (1) Orai application is very limited as it can only be used to help improve speaking skill (2) This application is premium. So, all the features that are in cannot be used if they have not been paid, but use a free trial. (3) Orai application can only be used online (Wahyuni & Pratiwi, 2021). Therefore, when the user has a poor then the application cannot be used. The researcher would want to draw conclusions from all of the preceding

explanations to carry out the researcher with the title: Students' Perception Towards Orai as Learning Media of Speaking Skill at Grade Eight of SMP N 1 Pematang Siantar.

## **METHOD**

In conducting this research, the researcher used qualitative descriptive research. Descriptive qualitative research is a research method that utilizes qualitative information and is described descriptively. Descriptive qualitative research is often used to analyze events, phenomena, or social conditions. This type of qualitative descriptive research is a combination of descriptive and qualitative research. This type of qualitative descriptive research displays the results of information as it is without expositions of manipulation or other treatment. This research is qualitative research. Creswell (2018), stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". So that qualitative research is a process in comprehending and finding out the social issue from participant point of view using a variety data sources (Akib & Syatriana, 2019). Qualitative research aims to obtain a complete picture of a matter according to the human point of view studied. Qualitative research deals with the ideas, perceptions, opinions or beliefs of the people studied and all of them cannot be measured by numbers. And this research aims to provide an overview of the case of improving students' speaking skills, especially how students' perception towards as learning media of speaking skill.

The research focused on students at SMP Negeri 1 Pematang Siantar through out the academic year 2023/2024. There are eleven classes of grade VIII, namely VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, VIII-10, VIII-11. That consist of 32 students in every class. The researcher will chose 20 of the best students as participants in class VIII-2. Purposive sampling was used as a research method in this study. Purposive sampling is a type of sampling technique by determining specific characteristics that are appropriate and useful for research purposes so that ndep expected to answer research problems. The object of the research was to found out students' perception towards Orai as learning media of speaking skill at grade eight of SMP Negeri 1 Pematang Siantar. This research will be conducted is focusses on students' perception, opinion, attitudes, the advantages and feeling after used Orai as learning media for speaking skill (Fatin, Talib, & Sunra, 2020).

Arikunto (2010), in order to simplify the researcher. Research instrument is chosen as help out tool to collect the data. Arikunto (2010), stated that the most common research instrument in qualitative research are questionnaire, observation, interview and document analysis. There are several methods to collect data, including surveys, questionnaires, interviews, focus groups, observations, and tests. In this research, the researcher selected data by using instruments such as observation and questionnaires to collect the data (Rasyid, 2016). For observation, the researcher taken data directly to the school and researcher choose the best class as a participant, namely grade VIII-2 of SMP Negeri 1 Pematang Siantar. And before data collection researcher tell how to use the

Orai application. And for questionnaires, the researcher choose to use google form as data collection and students who were selected as participants were required to fill out questionnaires that had been made by the researcher in the form of google form using their e-mail.

Collecting the data means recognizing and choosing individuals for a research, receiving their permission to study them, and accumulating information by asking people questions or observing their behaviors (Creswell, 2018). The kind of instrument that the researcher used consist of one instrument, which was a questionnaire (Munawir, Inayah, Firmansyah, & Huda, 2022). A questionnaire is a form used in a survey design that respondents in a study complete and return to the research. In filling out the questionnaire, this research involves participants to provide answers to the questions that have been made. This researcher choose to use a google form containing several questionnaires made by the researcher to find out the obstacles faced in using the Orai application (Syarifudin & Muhammad, 2018).

## RESULT AND DISCUSSION

### Data

In this research, the researcher used questionnaires conducted by following Cohen (2007) theory to collected the data. Data from the questionnaire answer sheet distributed through Goggle Form was presented by the researcher. There were 20 students who participated in grade VIII 2 at SMP Negeri 1 Pematang Siantar. In the questionnaire there were 20 statements. Each statement contains 4 choices by using Scala Likert, namely Storngly Agree (SA), Agree (A), Less Disagree (LD), Disagree (D). The data presented as follows:

**Table 1. Students' Responses on the Questionnaires**

No	Statements	Answer				Total
		SA	A	LD	D	
1.	English is an enjoyable subject.	15	4	0	1	20
2.	Using a smartphone as media increase my interest in learning English.	10	8	2	0	20
3.	I really enjoy the learning process in class by using the <i>Orai</i> application on my smartphone.	9	7	2	2	20
4.	<i>Orai</i> application Improves my vocabulary skill.	10	5	4	1	20
5.	<i>Orai</i> application is easy to understand and use.	11	6	3	0	20
6.	Learning to use the <i>Orai</i> application makes me more confident to speak in front of people.	6	6	7	1	20

7.	Using this <i>Orai</i> application makes me more active in class.	4	9	5	2	20
8.	<i>Orai</i> application improves my pronunciation skill.	4	11	5	0	20
9.	<i>Orai</i> application improves my grammar skill.	14	5	1	0	20
10.	<i>Orai</i> application increase self-confidence.	7	7	4	2	20
11.	<i>Orai</i> application improves students' ability in fluency.	7	10	2	1	20
12.	<i>Orai</i> application is interesting improving speaking skill.	11	8	1	0	20
13.	The use of <i>Orai</i> application makes me practical in learning speaking without using a package book.	4	5	5	6	20
14.	Using the <i>Orai</i> application makes me able to read quickly and precisely.	3	10	5	2	20
15.	I enjoy using the <i>Orai</i> application when learning English.	10	5	5	0	20
16.	The <i>Orai</i> application is interactive so motivates me to learn independently.	6	8	6	0	20
17.	With <i>Orai</i> application I know the mistakes I make when speaking English.	9	10	1	0	20
18.	The <i>Orai</i> application was used by anyoneand anywhere.	9	9	2	0	20
19.	<i>Orai</i> application improves the way your communicate in English.	15	3	2	0	20
20.	Use the <i>Orai</i> application to come further to improves your speaking skill.	16	2	2	0	20
<b>Total</b>		<b>180</b>	<b>138</b>	<b>64</b>	<b>18</b>	<b>400</b>

Based on the table that has been analyzed, out of a total of 400 answers. There are 180 answers that chose strongly agree, 160 answers that chose agree, 120 answers that chose less disagree and 8 answers that chose disagree.

### Data Analysis

The result of students' perceptions of grade VIII-2 in SMP Negeri 1 Pematang Siantar the use of *Orai* as learning media of speaking skill through questionnaires. The data for this research was taken by using a questionnaire as instrument. The purpose of the questionnaire was to describe the students' perceptions towards *Orai* as learning media of speaking skills. In the

questionnaire there were 20 statements (Pangestu, Adiwijaya, & Purnami, 2021). Each statement contains 4 choices by using Scala Likert, namely Strongly Agree (SA), Agree (A), Less Disagree (LD), Disagree (D). Researcher used an instrument Likert scale assessment based on Sugiyono (2017), theory namely:

To get the results of the interpretation of the calculation score, the researcher must know the highest score (Y) and the lowest score (X) for the assessment item with the following formula:

$$Y = \text{highest Likert score} \times \text{number of respondents}$$

$$X = \text{lowest Likert score} \times \text{number of respondents}$$

The highest score for Strongly Agree (SA) item is  $4 \times 20 = 80$ , while Agree (A) item is  $3 \times 20 = 60$ , while Less Disagree (LD) item is  $2 \times 20 = 40$ , and the item that chose to Disagree (D) is  $1 \times 20 = 20$ . Less Disagree and Disagree option are classified as negative perception, while Strongly Agree and Agree include positive perceptions  $(\text{Total Option}) / (\text{Total Score}) \times 100 \% = \text{Students Percentages}$  (LESTARI & MUSTADI, 2020).

**Table 2. Percentages of Students' Perception in the Questionnaires Sheet**

No	Statements	Option	Total of Participants	Completions	Percentages
1.	English is an enjoyable subject.	SA	15	$60 : 80 \times 100 \% =$	75%
		A	4	$12 : 60 \times 100 \% =$	20%
		LD	0	$0 : 40 \times 100 \% =$	0%
		D	1	$1 : 20 \times 100 \% =$	5%
2.	Using a smartphone as media increase my interest in learning English.	SA	10	$40 : 80 \times 100 \% =$	50%
		A	8	$24 : 60 \times 100 \% =$	40%
		LD	2	$4 : 40 \times 100 \% =$	10%
		D	0	$0 : 20 \times 100 \% =$	0%
3.	I really enjoy the learning process in class by using the Orai application on my smartphone.	SA	9	$54 : 80 \times 100 \% =$	45%
		A	7	$14 : 60 \times 100 \% =$	35%
		LD	2	$4 : 40 \times 100 \% =$	10%
		D	2	$2 : 20 \times 100 \% =$	10%
4.	Orai application improves my vocabulary skill.	SA	10	$40 : 80 \times 100 \% =$	50%
		A	5	$15 : 60 \times 100 \% =$	25%
		LD	4	$8 : 40 \times 100 \% =$	20%
		D	1	$1 : 20 \times 100 \% =$	5%
5.	Orai application is easy to	SA	11	$44 : 80 \times 100 \% =$	55%

understand and use.	A	6	$18 : 60 \times 100 \% =$	30%
	LD	3	$6 : 40 \times 100 \% =$	15%
	D	0	$0 : 20 \times 100 \% =$	0%
6. Learning to use the Orai application makes me more confident to speak in front of people.	SA	6	$24 : 80 \times 100 \% =$	30%
	A	6	$18 : 60 \times 100 \% =$	30%
	LD	7	$14 : 40 \times 100 \% =$	35%
7. Using this Orai application makes me more active in class.	D	1	$1 : 20 \times 100 \% =$	5%
	SA	4	$40 : 80 \times 100 \% =$	20%
	A	9	$21 : 60 \times 100 \% =$	45%
8. Orai application improves my pronunciation skill.	LD	5	$10 : 40 \times 100 \% =$	25%
	D	2	$2 : 20 \times 100 \% =$	10%
	SA	4	$40 : 80 \times 100 \% =$	20%
9. Orai application improves my grammar skill.	A	11	$33 : 60 \times 100 \% =$	55%
	LD	5	$10 : 40 \times 100 \% =$	25%
	D	0	$0 : 20 \times 100 \% =$	0%
10. Orai application increase self-confidence.	SA	14	$56 : 80 \times 100 \% =$	70%
	A	5	$15 : 60 \times 100 \% =$	25%
	LD	1	$2 : 40 \times 100 \% =$	5%
11. Orai application improves students' ability in fluency.	D	0	$0 : 20 \times 100 \% =$	0%
	SA	7	$28 : 80 \times 100 \% =$	35%
	A	7	$21 : 60 \times 100 \% =$	35%
12. Orai application is interesting improving speaking skill.	LD	4	$8 : 40 \times 100 \% =$	20%
	D	2	$2 : 20 \times 100 \% =$	10%
	SA	7	$28 : 80 \times 100 \% =$	35%
	A	10	$30 : 60 \times 100 \% =$	50%
	LD	2	$4 : 40 \times 100 \% =$	10%
	D	1	$1 : 20 \times 100 \% =$	5%
	SA	11	$44 : 80 \times 100 \% =$	55%
	A	8	$24 : 60 \times 100 \% =$	40%

	LD	1	$2 : 40 \times 100 \% =$	5%
	D	0	$0 : 20 \times 100 \% =$	0%
13. The use of Orai application makes me practical in learning speaking without using a package book.	SA	4	$16 : 80 \times 100 \% =$	20%
	A	5	$15 : 60 \times 100 \% =$	25%
	LD	5	$10 : 40 \times 100 \% =$	25%
	D	6	$6 : 20 \times 100 \% =$	30%
14. Using the Orai application makes me able to read quickly and precisely.	SA	3	$12 : 80 \times 100 \% =$	15%
	A	10	$30 : 60 \times 100 \% =$	50%
	LD	5	$10 : 40 \times 100 \% =$	25%
	D	2	$2 : 20 \times 100 \% =$	10%
15. I enjoy using the Orai application when learning English.	SA	10	$40 : 80 \times 100 \% =$	50%
	A	5	$15 : 60 \times 100 \% =$	25%
	LD	5	$10 : 40 \times 100 \% =$	25%
	D	0	$0 : 20 \times 100 \% =$	0%
16. The Orai application is interactive so motivates me to learn independently.	SA	6	$24 : 80 \times 100 \% =$	30%
	A	8	$24 : 60 \times 100 \% =$	40%
	LD	6	$12 : 40 \times 100 \% =$	30%
	D	0	$0 : 20 \times 100 \% =$	0%
17. With Orai application I know the mistakes I make when speaking English.	SA	9	$36 : 80 \times 100 \% =$	45%
	A	10	$30 : 60 \times 100 \% =$	50%
	LD	1	$2 : 40 \times 100 \% =$	5%
	D	0	$0 : 20 \times 100 \% =$	0%
18. The Orai application is used by anyone and anywhere.	SA	9	$36 : 80 \times 100 \% =$	45%
	A	9	$27 : 60 \times 100 \% =$	45%
	LD	2	$4 : 40 \times 100 \% =$	10%
	D	0	$0 : 20 \times 100 \% =$	0%
19. Orai application improves the way your communicate in English.	SA	15	$60 : 80 \times 100 \% =$	75%
	A	3	$9 : 60 \times 100 \% =$	15%
	LD	2	$4 : 40 \times 100 \% =$	10%

	D	0	$0 : 20 \times 100 \% =$	0%
20. Use the Orai application to come further to improves your speaking skill.	SA	16	$64 : 80 \times 100 \% =$	80%
	A	2	$6 : 60 \times 100 \% =$	10%
	LD	2	$4 : 40 \times 100 \% =$	10%
	D	0	$0 : 20 \times 100 \% =$	0%
<b>Total</b>			<b>2000%</b>	

## Research Findings

In drawing the research results, this research used real data from participants, then categorized based on the answer choices that have been given by students. The findings of this research was the types of perception, namely: Positive perception and Negative perception. The data about the types of students' perception of grade VIII-2 can be seen in the table below: Based on the table above, there are 19 positive perceptions with 95% percentages and 1 negative perception with 5% percentages out of 20 statements. Table 4.4 below shows classification the types of perceptions of the students' responses chosen by the participants towards the use of Orai application as learning media of speaking skill.

## Research Discussion

Based on these findings, the researcher would discuss and answer the overall research problem, namely to found out the types of perception towards Orai as a learning media of speaking skill. Hadi (2018), stated that that a student's perception is the student's feeling about something. To identifying students' perceptions, there are several types of perceptions which are divided into two, namely positive perception and negative perception. In this research, the types found from the analyzed data were used by the researcher to determine how the students' perception of the use of Orai as learning media of speaking skill are either positive perception or negative perception (Rahmaniar, Regina, & Husin, 2019).

### Positive Perception

Positive perception is a precious gift that prepares confidence and strength to face the world, survive crises, and focus on things beyond oneself. From the data that has been analyzed, it was found that 19 statements with 95% percentages. Many participants chose strongly agree and agree with the use of Orai application as learning media of speaking skill.

### Negative Perception

Negative perception is a perception that describes all your knowledge (whether you know it or not) and responses that are not aligned with the perceived object. If someone has a negative perception, it will reject and oppose any perceived effort towards something he wants to believe. From the data that has been analyzed, it was found that 1 statement with 5% percentage. Only a few students chose less disagree and disagree.

This found shows that Orai is a mobile application that can provide many benefits to support students in improving their speaking skill. First, Orai helped the participants in reducing their fear of speaking English. The students thought that making mistakes when speaking in front of many people was very embarrassing, as a result students chose not to speak. After used Orai application, the participants recognized some common mistakes they made. Therefore, the participants were able to realize the mistakes that they often make (Utami, 2021). In addition, the results also showed that Orai helped participants in building their confidence when speaking. Orai offers several aspects that influence the way students practice their speaking skills (Shafwati, Nurdiana, & Prakoso, 2022).

Orai is easy to operate making it easier for students to have time to practice speaking skills anywhere and anytime they can. Although this app has drawbacks and barriers when operating this application, such as voice recognition that can cause confusion and the subscription is not free. So, the results of the research that has been conducted by researcher, show that students of grade VIII-2 SMP Negeri 1 Pematang Siantar when using Orai application as a learning media have a positive perception, because the majority of answers chosen by students are Strongly Agree that Orai application as a learning media of speaking skill is very helpful in learning English.

## **COCNLUSION**

In this chapter, the researcher presented conclusions and suggestions from the research results. The purpose of this research was to determine students' perception of Orai as a learning media of speaking skill for grade VIII-2 students at SMP Negeri 1 Pematang Siantar. Researcher used a questionnaires to collect data and analyzed the data qualitative. There are 2 types of perceptions found by researcher through the questionnaires given, namely positive perceptions and negative perceptions. There were 19 statements included in the positive perception and 1 statement included in the negative perception. So it can be concluded that participants strongly agree on the used of the Orai application as learning media of speaking skills. Because with the used of the application students can develop vocabulary, grammar, pronunciation, fluency, and confidence. And when using the Orai application, students immediately know where the mistakes they make when speaking are. And after using the Orai application students know the score they get. The score includes speed, confidence, and order. Positive perception is defined as students who think that the Orai app is very helpful to students, and they feel confident when using the Orai application.

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