Technology CLL to Foster Student's Speaking

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Abstract
This study was done to find out the effect of using the technology in the Community Language Learning (CLL) Method for teaching-learning speaking English with second semester students in the English Education Study Program at a private university in West Java in an effort to improve the English speaking skills of the students. This study used an action research method where the researcher was accompanied by an observer as a collaborator. Three cycles were done for this study. Data were gathered from observations, a questionnaire and tests. The mean of index gain score from the preliminary study to the post-test 1 was 0.12. The mean of index gain score from post-test 1 to post-test 2 was 0.18. While The mean of index gain score from post-test 2 to post-test 3 was 0.32. Hence the results showed that the use of technology in the CLL method was a success. The students enjoyed their lessons more, and were more motivated, interested and confident during the teaching learning sessions. From the finding it is strongly recommended to use technology in assisting to gain the purposes of English teaching and learning.

Keywords
Community Language Learning, English teaching and learning, Technology, CLL method

1. Introduction
Speaking skills is one of the most challenging and demanding aspects of language for learners to master (Guo 2014). Of the four skills, speaking skill usually gets the first priority in English teaching (Lumettu and Runtuwene 2017). The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language (Luoma 2008). Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language clearly, lucidly, and fluently is surely the goal of very many learners. Yet speaking in a foreign language is very difficult (Luoma 2008), (Alharbi 2015), (Gani, Fajrina, and Hanifa 2015). It takes a long time to develop and needs a lot of practice and strong will-power to continue practicing (Ghiabi 2014). For many ESL/EFL learners, even speaking short sentences is a difficult task for them. To speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. It is in line with what (Leong and Ahmadi, 2017) claimed that to speak English is not easy because skills like pronunciation, grammar, vocabulary, plus fluency, and comprehension need to be mastered by the speakers.

Since speaking is is considered the most difficult of the four skills, accordingly there are some problems that are encountered both by the teacher and the students during teaching-learning speaking English in the classroom. A study by Tuan and Mai (2015) found that low ability was due to inhibition, lack of topical knowledge, low or uneven participation and use of the L1, mother-tongue. Machmud and Abdulah (2018) said that many students tend to be passive during class because they are too frightened to speak because of speaking anxiety. It is in line with what (Pimsarn 2013) and (Lauherta 2014) claimed that students' anxiety apparently occur on the non-native language learners that result students are reluctant to express themselves verbally in L2 conversations. It is most often involves fear and it is considered to belong to the fear family of emotions (Jackson, Compton, Thornton, and Dimmock 2017). Anxiety makes the learners avoid the tasks or run away from it (Dacwag 2014); (Kampmann, Emmelkamp, Morina, 2018).

There are vast majority studies revealed that anxiety is one of the big problems encountered by ESL students in speaking. Anxiety is involved to psychological condition of the learners (Anandari 2015). It is one kinds of emotional states of apprehension which associate with feeling in danger, feeling depress (Shakeri and Tolyat 2015) and defenseless (Uştuk and Aydın 2016) and occurs when a person experiences a situation as personally threatening, either physically or psychologically, which triggers physiological responses and various coping strategies (Laukka et al. 2008). Up till now, researchers and educators are still searching for the best cure for those problems. With the help of highly developing technology, there have been many tools such as Orai as the product of technology that gives ESL/EFL teachers other opportunities to promote the students to be better speaker (Bodana 2017).

Now people are living in an era of industrial revolution 4.0. It derives to the idea that the development of digital era conquers to promote Education 4.0. It cannot be avoided that the use of information, internet, and technology support the teaching and learning process. The educational system needs to apply the core of Industry Revolution 4.0 or Industry 4.0 in order to get a synergy for achieving the educational goals in the globalization era (Anggraeni 2018). In the world of globalization era, English has increasingly become the medium in every domain of communication, both in local and global contexts (Moedjito 2016). As a result, the demand for speakers using English effectively is necessary in every country. Teaching and learning English is thus crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills (Khamkhien 2010), (Boholano 2017).

As English is very crucial skill of means of communication in the globalization era, being able to express ideas, thought, feeling and opinion grace, clearly and fluently is extremely important in order to be able to interact with other (Suliman 2014), (Ahkayak and Indramawan 2013). Therefore, educators of 21st century should assist and promote the students to master the communication skill well. This includes the application of technology to support more robust instructional methods and understanding the relationship between content, pedagogy and technology. Integrating technology in teaching English language has become an inspirable parcel of today teaching and learning environments (Abdelshaheed 2017).

This article reports the results of the research dealing with the orchestrating *Orai application* into CLL method by answering the following three research questions:
(a). How was the orchestra of *Orai application* into CLL method applied in speaking practice?
(b). To what extence did the orchestra of *Orai application* into CLL method improved students' speaking ability?

2. Lierature Review

There are numerous of researchers conducted research on the issues of the use of media technology in language teaching and learning, such as (Drigas and Ioannidou 2012) revealed that the Qooco software English speaking app increases student achievement in both spoken and written English. (Guo 2014) claimed that mobile apps have encouraged exciting opportunities for personalised and learner-centred environments with flexible access to learning materials anytime and anywhere. (Machmud and Abdulah, 2017) discovered that the use of mobile phone can minimize students' anxiety in speaking English and in turn will improve their speaking skill. A study by Lan, Sung, and Chang (2007) revealed that mobile devices can help students in learning reading. Halimah, Lustyantie, and Ibrahim (2018) reveled that Orai app can help students in increasing their speaking and all aspects of speaking. In light of all these recommendations for applying technology in speaking class practices, the purpose of this study was to statistically review the results of an orchestrating English speaking application with a learning model for one semester treatment. The study examined the effectiveness of Orai app in improving university students' speaking ability in a private university in West Java Indonesia.

2.1 Orai

The Pedagogical Feature

Orai is one of the product of technology developed by Danish Dhamani that available on smart phone (Bodana, 2017) (Figure 1). To use this application the students should downloaded through playstore and activated it using personal social media account (Figure 2). It is compatible for almost all of the iOS and Android mobile devices and Tablets (Bodana 2017). *Orai helps students* improve their speaking fluently in stage, in front of public as well as in their daily communication to be better speakers (Chang 2017). It serves as people speech coach (Takahashi 2017). It provokes the students to lean actively and happily in the classroom (Olivia 2018). Orai is supported by artificial intelligent by providing English audio models, some speaking exercises with immediate actionable feedback. It is an application that powered by artificial intelligence, which gives immediate, personalized actionable feedback on users' public speaking powers (Douglas 2017) (Figure 3).
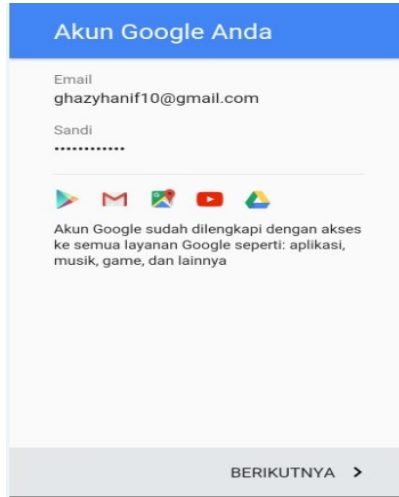

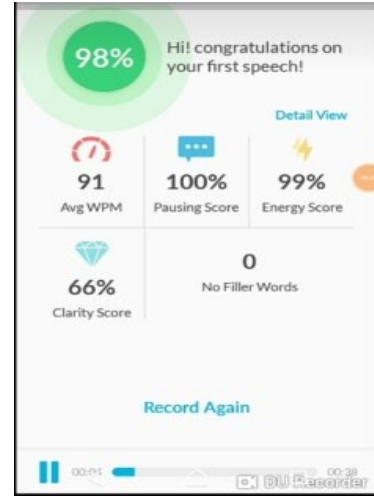Figure 1. *Orai*   Figure 2. *Orai* application   Figure 3. *Orai* artificial intelligent

Orai has four main features; 1) Lesson which provides of some lessons related to speaking ability. In this fiture the students will be guided on how to control the pace of speaking, how to organize pauses during the speech, how to vary the speaking intonation, how to deal with clarity of speaking, how to handle fillers during the speech, and how to conduct a great interview. 2) Practice; the fiture to record students' speaking practice, 3) Progress; fiture to record students' progress in speaking practices, and 4) recording is the fiture to save the students' speeches (Figure 4)
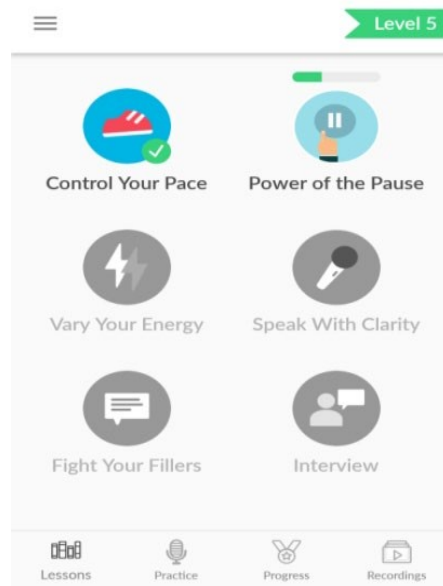

Figure 4. Orai features

The Benefits of Orai as a Speaking Coach

As an artificial intelligent device, orai works as people speaking coach. Through the Artificial Intelligent, as the learners have done recording, this app offers an interesting solution to a common problem (Bodana 2017). *Orai* picks up on filler words like um. For instance, the record app tracks the number of "ums" that is uttered and points them out to speaker as unnecessary filler words that are signs of hesitation (Chang 2017) see Figure 5. It tells speaker if she/he is speaking too fast… or too slow and provides his/her a transcript of what speaker just said (Figure 7) - which highlights speaker's varying energy or lack thereof. Students can practice anytime (Figure 8)
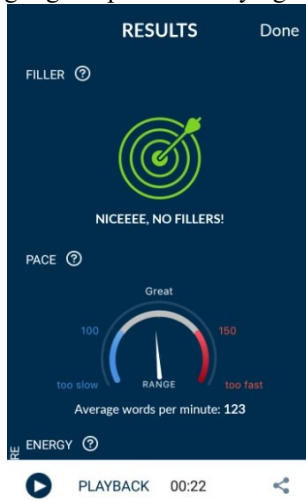

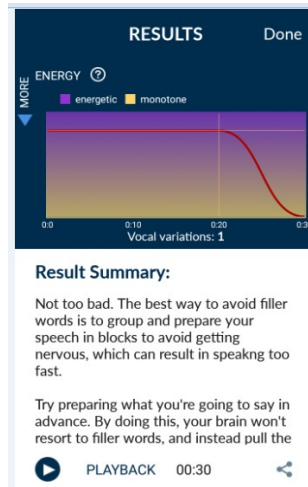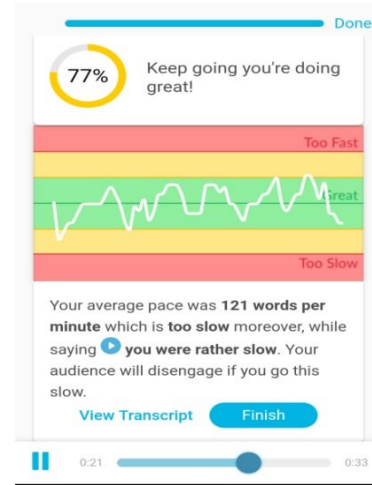Figure 5. *Orai* record app   Figure 6. *Orai* Result   Figure 7. *Orai* Pace

Figure 8. *Orai* Hearing

It also tells the speaker how clearly speaker is enunciating words and counts the number of words that speaker says in a minute, monitoring the pace of her/his speech. And *Orai* measures the "energy" of speaker speech, like whether she/he speaks in a monotone that will put people to sleep or whether she/he emphasizes certain words.

Through Orai with the complete features students can practice speaking any time and every where. They can practice inside or outside the classroom. The students can also control their speaking skill through this device personally without relay much on the leacturer. The lecturer's role is controlling the students' activities by providing them different exercises to be done outside of the classroom.

The Obstacles in Using Orai

Over the observation did during the learning process, it can be reported that there are some obstacles in using Orai. The successful of using it much depends on the availability of internet connection. Some smart phones don't support this device. It also needs high cost. Orai is not able to correct the grammar at all (Giovanni 2017).

## 2.2 Orchestrating Technology in CLL Method to Teach Speaking

Learning a foreign language means learning to *use* it. To achieve good results students must not only practise the pronunciation of separate vowels, consonants, words and sentences. They must also be able to *communicate*, making use of their knowledge of grammar, vocabulary, and pronunciation skills. This is something that lecturers have to keep in mind when teaching a language. We cannot take it for granted that any kind of oral practice will help all students to improve their spoken language skills, or that receiving detailed feedback will always give the best results. In recent years, information and communication technology (ICT) has become embedded and affected the every aspect of our lives (Drigas and Ioannidou 2012). Rapid development of ICT has changed the language teaching pedagogy at all levels (Floris and Editor 2014). This rapid rising and development of information technology has offered a better pattern to explore the new teaching model. As a result technology plays a very important role in English teaching (Shyamlee and Phil, 2012).

The use of technology in teaching is no new phenomenon (Hast 2017). The educational use of such technology can help to enhance the skills and competencies of the English language among learners at all levels in the community (Azizah and Gunasegaran 2011). As today's learners belong to the 21st century learners, teachers also must adapt to use technology and multi-media based learning resources to impart the functional teaching of English (Daniel 2014) in order to help the students to lessen their fear of anxiety during teaching and learning process. They also have to be able to motivate and to trigger the students to be speak up during the class. Implementing an appropriate teaching method in their teaching practices is extremely needed in order to to crack these difficulties in speaking and to enable the students to improve their ESL speaking ability (Halimah 2018). One of the innovative teaching methods that is able to reduce the students' anxiety during the teaching and learning process is Community Language Learning (Ariza 2002).

Teaching method should be integrated together with an appropriate media as an assistant on the application in the classroom. The technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate technologies to upgrade the level of English teaching. The technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do (Alharbi 2015). In this study *Orai application* as one kind of product of technology is orchestrated into CLL method to teach speaking. In addition, *Orai application* can help alleviate students' fears and prepare them to speak confidently in front of others (Hardman, 2018).

3. Methodology

This study used an action research (AR) model that was adapted from the cycle model by (Ferrance 2000). The 27 participants in this study were in their second semester studying EFL in the English Department of a private university in West Java in the 2016/2017 academic year. The study was aimed to reveal the students' difficulties in enhancing their speaking ability and to find solutions to those problems by applying a CLL methods as stated by (Creswell 2012), AR is a type of classroom research carried out by a teacher in order to solve problems or find answers to context-specific issues and problems. Based on these considerations, in this study, the researcher used collaborative action research in which she co-operated with one of the English lecturers from the English Education Study Program at the private university in Cianjur. The lecturer acted as the researcher and also as an observer using the CLL method while the collaborator acted as an independent observer who observed both the researcher and the participants. The lecturer was an active participant who not only functioned as an observer but also participated in taking actions by making the lesson plans and by giving assessments. Then, she collected and analyzed the data together with the collaborator. The study consisted of three cycles each of which involved six steps in this modeling method of research namely: (i) identification of the problem, (ii) gathering data, (iii) interpreting the data, (iv) acting on the evidence, (v) evaluating the result, and (vi) determining the next steps to be applied in the next cycle. Visually, the phases can be seen in Figure 9.
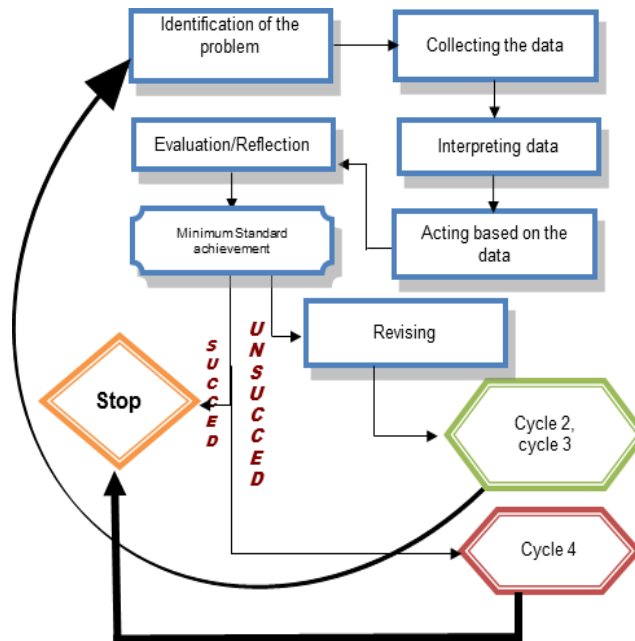
Figur 9. Cycle of Action research

The data of this study were collected through test and observation on the process of teaching and learning using Orai and CLL method. The tool was used video recording of students' speaking tests. The data obtained in this research are qualitative and quantitative data. The data were analyzed using descriptive statistics by finding the mean of index gain score proposes by (Meltzer 2002) and constant comparative method. To know the improvement of students' fluency the researcher compared the mean score of post-test 1, post-test 2, as well as post-test 3.

4. Results and Analysis

Several things related to the implementation of the CLL method were found from the observation notes. Over the observation finding there are four stages in implementing CLL in speaking activity; they are record, listen, correct, and rerecording. Finally the writer called this formula as RLCR. The stages of the activities are describing as follows: The first stage of students' activity was record. In this state the students were recording their utterances or speaking. Hence, before they record their voice, the students were allowed to ask the teacher about what they were going to utter in L1, then the teacher translated the utterances in the target language. The students uttered the utterance modeled by the teacher. The students then practiced in uttering the utterance many times. The purpose of this activity is to get the students fluency (Figure 10).

Figure 10 fluency students practiced

The second stage was listening (Figure 11). After the students recorded their speeches the device would take a few second to analyze students' speech. The device then would show the result and gave direct feedback to the students. The feedback covered pronunciation, tone, energy, filler as well as the clarity of the students' speech as well as the score of the speech. The result of the analysis of pronunciation can be seen in the transcribe sheet. When there was a blank sheet meant that the students produced incorrect pronunciation. The students' result of speaking energy was indicated by the graphic of energy. There were two colors in it; yellow color indicated that students' speaking was monotonous and purple color that was indicated the students' speck energy. The students' unuseful filler was also analyzed. At the end, students were able to get their scores of clarity. The students also got suggestion from the device. Due to the suggestions, the students then listened to their recording speech. In this stage the students would highlight their mistakes occurred.

Figure 11 listening students practiced

Having reading the result or the analysis, the students might make some corrections dealing with the mispronunciation, the tone, the filler, or the energy suggested by the device (Figure 12). In this stage they discussed with their fellow or consulted to the teacher dealing with the error. By having discussion mean they were chanced to make communication within friend and the teacher to build a relationship between students-students and student-teacher. In stage the students practiced reading the correct speech.

The final stage was repeating. Once the students corrected their speech, they might do some repetitions in practicing the speech through the recording. As the score increased and they felt comfort with the score they might submit the score to the teacher together with the transcription of the text.

Figure 12 mispronunciation students practiced

Based on the obesevation it can be reported that most of the students were motivated to participate more in the teaching-learning processes for EFL speaking since the CLL methods reduce their anxiety during the teaching-learning processes. They became more confident at speaking in English and were more active in the teaching-learning processes because the CLL method gave them more opportunity to speak during the class activities. They felt more comfortable to speak in front of their lecturer as well as in front of their classmates (Figure 13). They were more interested in learning speaking for they could comprehend the material given by the teacher. They could assess their own work through the recording activities and then they could improve their speaking ability as they corrected their problems. Using the CLL method had enabled them to develop social skills in the teaching-learning processes, which

gave them self-esteem to show their ability in using English. It also helped them to solve their problems in learning EFL speaking because they could share with their friends as one of a pair or a group and hence they got feedback from their friends (Figure 14).The technology was helped them to learn in joyful situation (Figure 15).

Figure 13

Figure 14

Figure 15

The students' tests were scored by using the scoring rubric based on five aspects of speaking: pronunciation, vocabulary, grammar, fluency, and content. The maximum score for each aspect was 3 and the minimum score was 0. Based on the results from their speeches, it was found that the speaking skills of the students improved further within each cycle. The scores from each student in all four tests are set out in Graphic 1. To compare the test results between the pretest and between each test, the mean of index gain scores were calculated. The improvement in the mean index gain score from one test to the next are presented in Graphic 2.
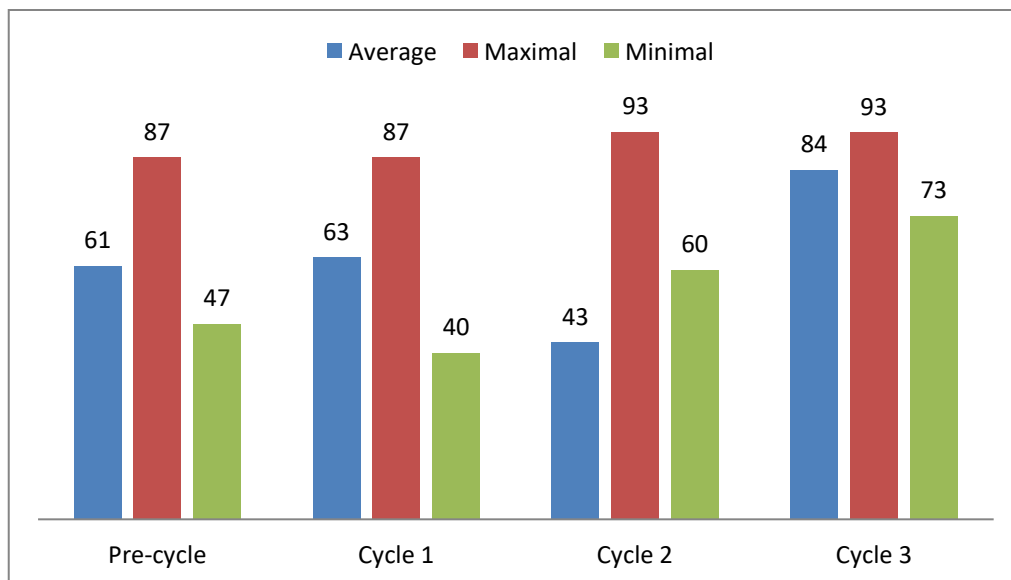

Figure 16 Students' Scores of Pre-scyle, Cycle 1, Cycle2, and Cycle 3

Graphic tells us the improvement of students scores viewed from the average, minimall, and maximal scores gained through out the pre-cycle and each tes of three cycles. The average score was 61 in the pre-cycle. It increased became 63 in cycle 1, yet decreased in cycle 2. It increased again in cycle 3. The maximal score was 83 in pre-cycle and was steady in cycle 1. It increased became 93 in cyle 2 and in cycle 3. The minimal score was 47 in pre-cycle and decreased to 40 in cycle 1. It increased to 60 in cycle 2 and increased again to 73 in cycle 3.
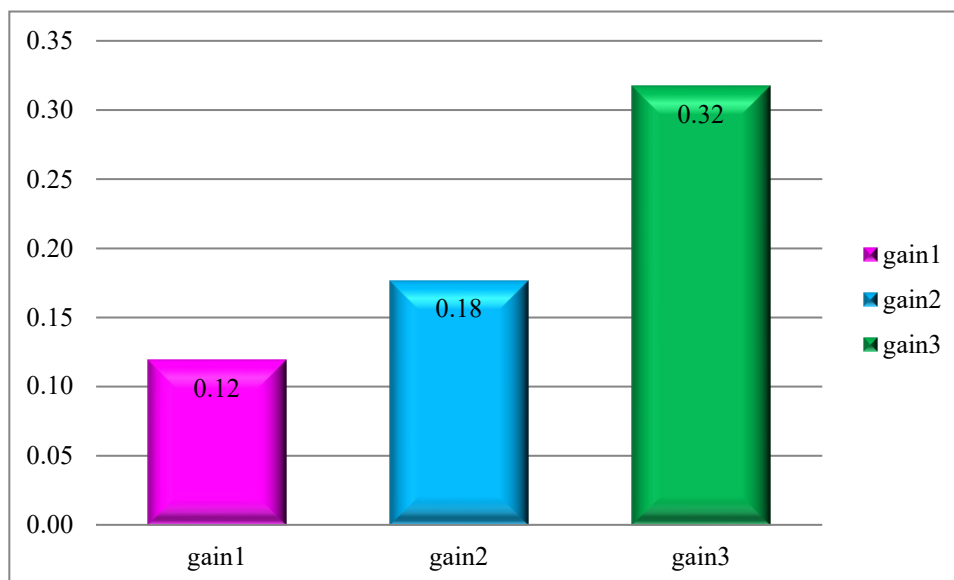
Figure 17. Mean Scores of Index Gain from All Four Speaking Tests

This graphic clearly indicates that there is improvement of the students from cycle to cycle. The mean of index gain in pre-test to post-test 1 was 0.21. The mean of index gain score of post-test 1 to post-test 2 was 0.18. The mean of index gain score of post-test 2 to post-test 3 was 0.32. Overall, it can be concluded that there were improvement of students' speaking ability from cycle to cycle and the implementation of Orai as a product of technology in CLL method was success.

5. Conclusions

This study showed that orchestrating technology in the CLL method as a means of organizing learning activities for speaking resulted in improving the EFL speaking ability of the students. The devices available in Orai help the students to study individually and in group. They can learn within in the classroom or out the class room. By the assistance of media the students enjoyed their lessons more and were more motivated, interested and confident during the teaching-learning sessions. Therefore, the CLL method should be applied in activities designed for teaching-learning EFL speaking. It is recommended that the CLL method should be extended for teaching-learning other language skills, such as reading, phonology, conversation skills, interpreting, and drama. Yet, Orai has some weaknesses. It relays much on the availability of internet connection and costly. It also not able to give any suggestion related on the grammatical error. For these weaknesses it is suggested that the institution should provode the sufficient facilities for the successful of teaching and learning. And for the founder of this application should think the solution of the weakness of the application by making some improvement on the device.

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Biographies

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