

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of research, formulation of a problem, objective of the study, significance, and limitation.

1.1 Background of the Research

One of the four crucial English skills is speaking. Juhana continues that this is significant since most students frequently assess their achievement in language acquisition and the quality of their English course based on how much they feel their speaking skill has improved [1]. Speaking appears intuitional, and the most critical, those who apprehend a language are known as "speakers" of that language as though speaking includes all types of knowledge. Numerous foreign language learners are generally excited about learning to speak. The conclusion is that of the four essential skills, one of them is the ability to speak. Richards & Renadya state that speaking is one of the main factors in communication [2]. Speaking well requires various skills, including pronunciation, vocabulary, grammar, and even accent. Therefore, speaking is a valuable ability that can be directly and experimentally witnessed when two people are conversing. Speaking is a voice-producing ability of individuals' languages to communicate verbally.

Chaney et al., cited by Nasri, said that speaking is a process of establishing and sharing meaning through communicative and physical responses in various situations [3]. Brown give his statement that speaking is a valuable ability that speaking can immediately and experimentally examine [4]. Speaking is a practical approach to communicating information, ideas, opinions, or thoughts to others. The researcher concludes that speaking is a skill to create language and share thoughts with the above statement.

Speaking is one of the most crucial skills to master in teaching and learning activities in senior high school or college. The 2013 curriculum lists speaking as one of the English language proficiency skills that must be taught and learned in schools to meet students' speaking needs. The tenth-grade

curriculum includes simple oral and written recount texts involving experiences, activities, and events. In the syllabus of class X, students, simple oral and written recount text about experiences activity events by way of assessment by conducting monologues in the form of recounts in groups/individuals/in front of the class from several criteria such as pronunciation vocabulary, grammar, fluency, comprehension.

Based on the experience of researchers who have practiced teaching at SMK PGRI, Sooko found problems speaking English. The problems consist of two factors, linguistic and non-linguistic. Linguistic factors include pronunciation, grammar, and vocabulary, and non-linguistic problems include student factors, teacher factors, and methodologies in teaching. Several of Penny Ur's statements support this case. Penny said that there are some difficulties in speaking English which include being shy about making mistakes. Students lack motivation, and vocabulary, prefer to use their mother tongue, and generally tend to have low-class participation [5]. Gebhard, cited by Januariza & Hendriani [6], states that shyness is a problem in speaking courses, so paying attention to this factor is also essential to help students speak. In SMK PGRI, Sooko uses conventional methods in classroom learning. Teaching uses chalk and a board for the teacher, pen and paper for students.

In the current era of globalization, all fields are acquired by technology. Including in education, where sophisticated technology can accelerate the learning process. Based on Huang statement, technology change what humans could do [7] . As new technology emerged, it became possible to represent facts and information in many paperwork, including images, graphics, animations, and movies. Zulfiqar stated in his book entitled "Teaching Speaking Through Yahoo Messenger" that in the current era of globalization, information and communication technology changes the learning process more effectively [8]. There are many educational tools produced from technology, and there has been a theory utilized of educational technology in language learning, especially speaking skills. According to Freeman & Anderson, technologies contribute to language mastering in

crucial approaches [9]. Furthermore, improving the learning enjoyable, increasing ingress to the target language and possibilities for beginners to work at their rate and pace, and selecting when and wherein to study.

One particular medium in teaching is to use an application centered on MALL (Mobile Assisted Language Learning. MALL is as using mobile phones in language learning activities. Several studies have shown how MALL mediated the teaching-learning process. McCarty investigated how LINE helped to teach and learn at the Tokyo University of Agriculture. They claim that LINE provides evidence that using mobile devices to interact changes students' attitudes toward being more active [10]. Liu states that ASR technology can assist Chinese English learners in improving their English pronunciation [11]. According to Rihani using a mobile device to aid with language learning will improve learner speaking through continuous learning [12]. By using their mobile devices and mobile applications created for language learning, students are guided and given permission to participate in activities, interact with others, speak, and communicate on a daily basis. She declares that the Cake application is helpful in English language learning in a fun way.

Based on the explanation of the background above, the researcher will conduct a study under the title *"The Effectiveness of Utilizing Cake Application in Speaking Ability of 10th Students at SMK PGRI Sooko."*

1.2 Formulation of the Problems

Is there any effect from the use of the cake application on the speaking ability of 10th students at SMK PGRI Sooko?

1.3 Objectives of the Research

To find out the effect of Cake application on the students' speaking ability of 10th students at SMK PGRI Sooko

1.4 Significances of the Research

Researchers hope that this research will contribute to learning English. This research has two significant, theoretical and practical.

1.4.1 Theoretical Significance

This research provides a solution to find media that can use in learning English, especially in students' speaking skills.

1.4.2 Practical Significance

a. For students

For students, this research is expected to provide mastering the English lesson by using cake application to make them feel excited and enjoy when they learn English in the classroom or at their home to improve their speaking skills.

b. For teacher

Based on this research, the researcher expected the Cake application to be the media that the teachers will to teach English speaking.

c. For the reader and another researcher

The results of this study are expected to provide current knowledge and useful note for another researcher who manage further research.

1.5 Limitation of the Research

The researcher limits the problem in this study that students have difficulties with speaking skills. Therefore, the researcher uses the Cake application to improve students' speaking ability at the 10th grade level at SMK PGRI Sooko.