CHAPTER I
INTRODUCTION

A. Background of the Study

Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on is the Standard of Content in the English subject, particularly the English speaking lesson to the twelfth-grade of SMAN 6, Kota Serang. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life.

Speaking is an important skill for everyone because speaking is used in daily activities, Speeches or speaking are intended to express what someone is feeling, connect and have a good conversation. Speaking requires at least two people so an interaction emerges. Speaking skill occupy an important position in language learning because speaking skill symbolize students' communicative

skill. In other words, speaking skill does not only play a role in language learning but it plays an important role in the others.

Not all students have good speaking skill when facing some situation, it condition is available to students on language learning, every student has difference obstacles on speaking. The challenges encountered in students' speaking abilities can be discerned through various facets of verbal communication.

Before embarking on the research endeavor, spanning from July 25th to 27th, 2023, the researcher conducted an observation, which involved interviewing teachers and observing classroom teaching and learning activities. From this preliminary assessment, the researcher identified certain challenges that some students faced in learning English, particularly in speaking skills. These challenges encompassed issues such as a lack of confidence in speaking English, difficulty in effectively articulating ideas in English, and a sense of disengagement with conventional methods of learning speaking.

To address these challenges, educators require effective instructional tools, one of which is the ELSA Speaking application. This application serves as a valuable resource for teaching English, particularly speaking, and assists students in learning English, especially in speaking, owing to its features such as speech

recognition, a proven personalized curriculum, a free online dictionary, and free assessment. In the instructional process, teachers can utilize the ELSA application to evaluate students' English-speaking skills, while students can employ it to enhance their speaking proficiency.

From the statement prior researcher interest in exploring students' speaking skill through the ELSA Speak application, ELSA Speak application is a tool that teachers can use in the teaching and learning process, particularly for speaking skills. By using this application, the teachers can more easily assess students' speaking abilities. Additionally, this application can also assist students in practicing their speaking skills in English, as it has several features such as speech recognition and an online dictionary.

B. Identification of Problem

Based on the description of the background of the investigation, some issues can be identified:

1. Some students at twelfth grade of SMAN 6, Kota Serang lack of confidence in speaking English because they are not accustomed to speaking in English.

2. Some of the students at twelfth grade of SMAN 6, Kota Serang were not able to deliver their ideas in English well because they lack vocabulary.

3. Some students at twelfth grade of SMAN 6, Kota Serang were bored with the in the learning process because the teacher use conventional method in speaking learning.

C. Limitations of Problem

Based on the problem were related prior, the problem of this research was limited on using ELSA Speak application teaching speaking skill at twelfth grade of SMAN 6, Kota Serang.

D. Statements of Problem

Based on the background of the above research, the problem is formulated as follows:

1. Is there any significant difference of students' speaking skill between those taught by using ELSA Speak application and without using it at twelfth grade of SMAN 6, Kota Serang?

E. Objectives of Problem

Based on the problem prior, the aim of this research can be formulated as follows:

1. To investigate whether any significant difference of students' speaking skill between students taught by using ELSA Speak

application and without using ELSA Speak application at twelfth-grade students of SMAN 6 Kota Serang.

F. Significant of Research

The findings of this research will be applicable both theoretically and practically:

1. Theoretically

The outcomes of this research would bolster and augment the existing theories regarding the utilization of the ELSA Speak application for enhancing students' speaking proficiency in English teaching.

2. Practically

The research expects that its findings will be beneficial for students, educators, and future researchers alike. It is envisaged that the ELSA Speak application will serve as a valuable tool for enhancing speaking skills within the learning process. Furthermore, this study aims to utilize the ELSA Speak application as a pedagogical resource for teaching students' speaking proficiency. The outcomes of this research endeavor are expected to inspire and encourage further investigation, thereby contributing to the growing body of knowledge on integrating the

ELSA Speak application into language learning as a means of enhancing speaking skills.

G. Hypothesis

The researcher formulates the null hypothesis (H_o) and alternative hypothesis (H_a) which:

H_o: There was no significant effect of teaching speaking by using ELSA Speak application at twelfth grade of SMAN 6 Kota Serang.

H_a: There was significant effect of teaching speaking by using ELSA Speak application at twelfth grade of SMAN 6 Kota Serang.

H. Previous Study

There is some previous research that I have found using ELSA Speak application in teaching speaking to improve students' speaking skill. The first research was done by Ita Sarmita and Ismail at a journal, Muhammadiyah University, Indonesia. The title is "ELSA Speak application Application as a Supporting Media in Enhancing Students' Pronunciation Skills." The result shows that the pre-test means the score is 1.96 while the post-test mean score is 5.79 by applying 0.05 level of significance with 29 degrees of freedom (29), the t-test 6.28 was higher than the t-table 1.699. It indicated that the use of ELSA Speak application is effective in enhancing the pronunciation skill of the first

semester students of STKIP Muhammadiyah Enrekang.[1] The research was done by Endang Darsih and Nida Amalia in the journal, English Education Departement of Kuningan University, Kuningan, Indonesia. The title is "Mobile Assisted Language Learning: EFL Learners' Perceptions Towards The Use of Mobile Applications in Learning English," the result shows that, ELSA Speak application, which is one of six Mobile Assisted Language Learning (MALL), is considered to be helpful and helped their learning based on the results of the questionnaires.[2] The last research was done by Dinda Pangastuti at a journal of Sheikh Yusuf Islamic University, Tangerang, Indonesia. The title is "The Effect of the 'ELSA Speak application' Application on Students' Pronunciation in English." The results of this research indicate that the post-test results have a higher score than the pre-test results. It shows that using the ELSA Speak application improves students' English pronunciation skills.[3]

There are the similarity and differences between the previous study and this study. The first previous study raised same topic and

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[1] Ita Sarmita Samad and Ismail Ismail, "ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill," *Majesty Journal* 2, no. 2 (2020): 1–7.

[2] Endang Darsih and Nida Amalia Asikin, "Mobile Assisted Language Learning: Efl Learners' Perceptions Toward the Use of Mobile Applications in Learning English," *English Review: Journal of English Education* 8, no. 2 (2020): 19.

[3] Dinda Pangastuti, "*The Effect of 'ELSA Speak' Application On Students' Pronunciation In English*" (Universitas Islam Syekh Yusuf, 2021).

research method, it discusses about ELSA application and using an experimental research design. The differences between the previous research and this research are the previous research discuss about the effectiveness of ELSA application in teaching pronunciation and this research discuss about the effectiveness of ELSA application in teaching speaking skill.

The second previous research previous study raised same topic, it discusses about ELSA application and the differences between the previous research and this research is the research method, previous research employed a combination of qualitative and quantitative research and this research employed quantitative research with a quasi-experimental method.

The third previous study addressed a similar topic and research methodology, focusing on the ELSA application and employing quantitative research with a quasi-experimental approach. However, the disparity between the previous research and the current study lies in their research objectives. While the former aimed to assess the effectiveness of the ELSA application in teaching pronunciation, the latter seeks to evaluate its effectiveness in enhancing speaking skills.

Due to all previous research focusing on the influence of the Elsa application on student pronunciation, the researcher is interested in conducting a new study on the influence of the Elsa application on student speaking skills.

I. Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

a. Chapter I – Introduction

This chapter covers the background of the study, problem definition, significance of the study, object of the problem, research question, research objective, organization of the paper and previous research.

b. Chapter II – Theoretical Framework

This chapter includes the theories of some of the experts who have done research related to this research.

c. Chapter III – Methodology

This chapter covers place and time studies, populations and samples, aid search, data collection techniques, and data analysis techniques.

d. **Chapter IV – Result and Discussion**

This chapter includes the result of the research and the discussion based on what the writer found during the research.

e. **Chapter V – Conclusion and Suggestion**

To end this paper, the writer answers the research question in conclusion part. In addition, the writer also suggests for the teachers, students, and further researchers.