CHAPTER I

INTRODUCTION

A. The Background of Study

English is a means of communication worldwide. It has been a global language.[1] Because it is an international language, English is the most significant language in the world. English is a universal language that is used in many different contexts across the world, including information exchange, trade, education, and many more. As a result, learning English is now required of all students, especially those who study English as a Foreign Language (also known as EFL students). Because of the significance of studying English that was previously noted, several nations now require all students, even those who are EFL, to study the language from kindergarten through tertiary level. For EFL students, acquiring English, particularly speaking ability, presents a number of challenges. Several people speak it as a first or second language all around the world. Students are expected to improve their speaking, reading, writing, and listening abilities while learning the language. Speaking is a skill that has to be learned, but having clear, accurate pronunciation is necessary for others to understand what we are saying when we talk. One of the most important components of speaking talent is pronunciation. Nonetheless, many

---

[1] Sandra Lee McKay, 'English as a Global Language', *Handbook of Research in Second Language Teaching and Learning: Volume III*, 3 (2016), 29–41.

people still speak and practice reading without paying attention to pronunciation.

Speaking is one of the four language skills reading, writing, speaking, and listening that are most helpful in day to day tasks. According to Rao because of this, the majority of students set high standards for themselves when learning a language.[2] According to Pae speaking abilities involve the use of spoken words to analyze and generate concepts, information, intentions, sentiments, and emotions of others in a way that the listener can comprehend. This demonstrates that speaking falls within the productive category in the context of EFL.[3] By mastering English speaking skills, students indirectly have many opportunities to improve their quality. Both in terms of education, politics and work. Additionally, according to Rao that speaking plays a major part in learning a second or foreign language. Teachers typically concentrate on helping students become better public speakers since speaking helps shape a person's character, personality, and network.[4] If students can utilize the language orally, they will benefit socially and professionally from having strong and fluent speaking abilities. These benefits include student exchange chances, early graduation, scholarships, employment abroad, and possibilities

---

[2] Parupalli Srinivas, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal(ACIELJ)*, 2.2 (2019), 9.

[3] Tae-Il Pae, 'Effects of the Differences between Native and Non-Native English-Speaking Teachers on Students' Attitudes and Motivation toward Learning English', *Asia Pacific Journal of Education*, 37.2 (2017), 163–78.

[4] Parupalli Srinivas Rao, 'Developing Speaking Skills In ESL Or EFL Settings Parupalli', *International Journal Of English Language, Literature and Transalation Sudies (IJELR)*, 6.1 (2019), 113–16.

for additional study. Despite the fact that acquiring English speaking abilities is crucial, students frequently struggle while speaking the language.

According to Shen and Chiu it is not as simple as it looks to speak English. Despite its significant significance, speaking English presents several challenges for the majority of EFL learners.[5] When speaking to their classmates or the teacher, some students prefer to speak just in their home tongue or to keep mute. According to Afshar and Asakereh, emotional, social, and linguistic issues are the three primary categories into which students' difficulties speaking English may be classified.[6] According to Norjennah, there are a variety of factors that contribute to students' struggles with speaking English, including the students themselves, the curriculum, and the surrounding circumstances. According to Tuan, issues with speaking English include hesitation, ignorance of current events, limited involvement, and speaking in one's own tongue. Challenges are initially faced by students in the classroom. When they want to say something in class, they could become stuck. Many students worry about making errors and are afraid of being judged.[7] Some factors that affect pupils include their restricted vocabulary,

---

[5] Ming-yueh Shen and Tzu-yen Chiu, 'EFL Learners' English Speaking Difficulties and Strategy Use', *Education and Linguistics Research*, 5.2 (2019), 88.

[6] H S Afshar and A Asakereh, 'Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives', *Electronic Journal of Foreign Language Teaching*, 13.1 (2016), 112–30.

[7] N.H Tuan and T.N Mai, 'Factors Affecting Students' Speaking Performance at Le Thanh Hien High School', *Asian Journal of Educaitonal Research*, 3.2 (2015), 8–23.

their inability to comprehend word meanings, and their inability to pronounce words correctly, among other things.

The above phenomenon often occurs among EFL students in Indonesia. So media or strategies are needed to overcome difficulties or challenges in performance when speaking. At this time, for speaking practice in English, they require additional content, not simply dictionaries or books but also from other forms of media, such as a cell phone, a song, a movie, a television, or a laptop. Technology is currently the most successful and beneficial tool for assisting language teaching and learning both inside and outside of the classroom. A technological advance known as artificial intelligence (AI) enables children to learn anything rapidly and with pleasure. With the help of this software, students may practice and apply wherever they are, at any time. According to Bahera's journal, there are many reasons why mobile learning is useful in our daily lives, and learning is just one of them.[8] Furthermore, mobile learning may be viewed as a subset of a broader notion that encompasses 'the convergence of mobile computing and e-learning', search-powered learning, resources that are accessible from anywhere, and performance-based evaluation. In addition, pupils may choose how they want to study. Then, it may encourage all pupils to participate in the learning process. These AI traits may be present in one of the ELSA Speak Application and Hello English named devices.

---

[8] Santosh Kumar, 'M-Learning: A New Learning Paradigm', *International Journal on New Trends in Education and Their Implications*, 4.2 (2013), 24–34.

In 2015, Vu Van developed the English Language Speech Assistant ELSA program, which has its main office in San Francisco, California, in the United States. Unlike other programs that just teach vocabulary and grammar, ELSA makes use of speech recognition technology to help users strengthen and improve their English speaking and pronunciation. Because the ELSA Speak Application has a pronunciation correction feature, it aims to increase students' interest in learning and improve speaking. Exercises that have been recorded so that students or ELSA Speak media users are able to find errors in speaking and pronunciation. Users of ELSA Speak have access to more than 1200 courses and more than 60 subjects to practice speaking and pronunciation on anything from the words and phrases they need to practice speaking and pronunciation.

One of the apps on Google Play is Hello English Application, which is a type of software that facilitates learning. With the help of interactive courses, users of this program may improve their English language skills. Culture Alley released Hello English in October 2014. The Hello English app is compatible with all devices, including laptops. While there are a lot of learning applications on the market for installable devices, this app offers a lot of engaging activities and programs to help learners develop their skills. Using this program, a learner may have a phone chat with a virtual person. Students can easily check for pronunciation faults during conversation practice by repeating the sentence. In order to better comprehend the subject matter,

students are no longer locked into a conversation and are free to select whatever theme they wish to discuss. The students can even repeat what they have already discussed. The creators of the Hello English program expect that it will assist students in problem-solving and enhance their accuracy and fluency when speaking. Numerous functions, including vocabulary, grammar, conversation, pronunciation, and more, are available with the Hello English app.[9]

Several studies have correlation to this present study that is describing the use of ELSA Speak Application, Hello English Application and Comparative Study in education field. The first study is that revealed by Khoirul Munawaroh in 2019 Entitled, *" A Comparative Study Between The Use Of Video And Song In Students Listening Comprehension At Mts Muhammadiyah Metro Academic Year 2019/2020 "*. In this research, the researcher focused to find differences in student learning outcomes between the use of video and songs to improve students' listening skills and compare the results of both to determine which is more effective in class VII students at MTS Muhammadiyah Metro in academic year of 2019/2020. This research use the quantitative research, this research is an experimental research in the form descriptive quantitative. Second study is that releaved by Anggraini, Unpris Yastanti, Faisal in 2023 Entitled, *"Improving Student Speaking Skills Using The Hello English Application"*. In this research, researchers only focused on

---

[9] Yunita .S, 'The Implementation of Hello English Application As', 4778 (2019), 415–23.

testing Hello English Application can or not improve students' speaking skills. The method used by the researchers was classroom action research to do this research. Third study is that revealed by Muamar in 2022. Entitled, "*Improving The Students' Pronunciation Using English Language Speech Assistant (Elsa) Application*". The researcher conducted preexperimental research by quantitative method. The study's results showed that using the English Language Speech Assistant (ELSA) program helped students' pronunciation.

The update that researchers want to convey through this research is a comparison of students achievement in speaking skills using the ELSA Speak application and the Hello English application. As stated in the previous study that researchers used, Comparison of the Use of Video and Song Media in Influencing Listening Skills, The second explanation is from a previous study that studied improving student speaking skills using the Hello English application. And the third previous study was Improving the Students' Pronunciation Using the English Language Speech Assistant (Elsa) Application. In this research, researchers want to know the comparison results of students achievement using two applications: the ELSA Speak application and the Hello English application. Therefore, the research combines into one topic and then becomes a comparison of the ELSA Speak application and the Hello English application in terms of speaking skills.

B. Statements of the Problem

Based on the description above about the background of it is establishment problem, problem identification and problem limitation, research problems that can be formulated as follows: "Is there any significant differences of students achievement in speaking skills using ELSA Speak application and Hello English Application?"

C. The Aims of the Study

The researcher determines the research objective based on the formulation of problem as follows: "To investigate differences students achievement of speaking skills using ELSA Speak Application media compared Hello English Application".

D. Significance of the Study

Researchers hope that this research can be useful for the wider community, especially for the teaching and learning needs of English language education. Researchers divide the meaning studied both theoretically and practically.

a. Theoretically

Theoretically, this research will be useful as a reference for developing knowledge of the use of the ELSA Speak Application and the Hello English

Application as media in investigating differences in student achievement in English speaking skills.

b. Practical

The findings of this study are expected to have practical implications for instructors, students, and researchers.

1. For students

    Researchers hope that students can improve their speaking skills through effective media, in this case the ELSA Speak application and the Hello English application.

2. For teachers

    After the teacher knows the effect of the ELSA Speak application and the Hello English application on student achievement in speaking skills, the teacher can carry out an evaluation. If this media is successful, teachers should maintain it to improve their teaching media to be better.

3. For researchers

    By using the ELSA Speak Application and the Hello English Application, researchers will get an evaluation of the media. If this media is effective then in the future it will be developed by researchers for their students. Apart from that, this research will also be a review for further research.

E.   Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Statements of the Problem, The Aims of the Study, Significance of the Study and Writing Organization.

Chapter II Theoretical Framework, it is including The Concept of Speaking, Teaching Speaking, The Nature of Suprasegmental Features, The Concept of ELSA Speak Application, and The Concept of Hello English Application.

Chapter III Research Methodology, it is including of Previous Study, Hypotesis, Research Design, Research Instrument, Place, Participant, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion, it is including of Result, and Discussion.

Chapter V Conclusion and Suggestion, it is including of Conclusion and Suggestion.