

CHAPTER I

INTRODUCTION

A. Background of The Study

In the era of globalization, English has become an important communication skill acquired extensively as a Foreign Language (EFL) in many countries. The increasing requirement for global contact promotes a greater focus on EFL instruction and learning. As a result, the teaching and learning of English, in addition to the mother tongue, has become very important for communication purposes to meet the demands of the global economy, as well as to meet the increasing local, national, and international demands.¹ Teaching English in senior high school is crucial not only because it prepares students for the globalization process but also because it is a prerequisite for senior high school students to continue their further education. Therefore, Students must thus become proficient in the subject of English.²

Speaking is one of the most important foreign language skills students need to learn, along with reading, writing, and listening. The purpose of speaking is to communicate thoughts, feelings, and ideas through words impulsively. Oral communication requires interaction with others and is, therefore, one of the most challenging aspects of language use.

¹ Attapol Khamkhien, "Teaching Speaking and English Speaking Test," *English Language Teaching*, Vol. 3, No. 1, 2010, p. 184.

² Armasita, *Improving Students' Speaking Skill in English Lesson with Action Learning Strategy at Eight Grade of MTs PAB 1 Helvetia, Thesis* (Medan: The State Islamic University of North Sumatera, 2017), p. 1.

Speaking is not just about learning and memorizing written expressions; it is also a way for students to spontaneously communicate their ideas orally. Therefore, speaking and listening skills are closely related. In speaking training, students must listen before they speak.³

Although many students claim that "English is difficult," it is one of the crucial courses that students must learn. This is a frequent occurrence that leads to many students not being interested in studying and not taking their classwork seriously. Affective aspects are the main cause of the issue; students frequently experience shyness when speaking, a lack of vocabulary, or a fear of employing tenses, which finally results in a dread of making mistakes. According to Brown, this lack of confidence stems from severe inhibitions, where students' frail egos make them very sensitive to peer criticism, leading to the anxiety-inducing inquiry, "What do others think of me?".⁴ As a result, they are clearly unwilling to express or voice their sentiments in the language since they are embarrassed after speaking and fear drawing attention.

In addition, initial observations in XI-6 grade students at SMA Negeri 1 Ciomas on July 21, 2025, showed that students were less interested in language lessons and less active in class. Second, students were less enthusiastic during the learning process and found the lessons unpleasant. Under these conditions,

³ Andi Rizki Rahmadani et al., *The Effectiveness of Cake Application on Students' Speaking Skill in English Classroom* (Makassar: Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah, 2024), p. 132.

⁴ Brown H. Douglas, *Language Assessment: Principles and Classroom Practices*, (United States of America: Pearson, 2004), p.90.

learning in the classroom became unpleasant, and students were not interested in studying.

As a result of preliminary interviews conducted by the researcher with XI-6 grade students at SMA Negeri 1 Ciomas on July 21, 2025, it was revealed that students find English difficult. The students' comments indicate that they face many challenges in speaking, such as not having the ability to master the material, a lack of motivation, limited vocabulary, and an unsupportive environment.

The statement of Mr. Riza Nizamudin, S.Pd., Gr., the XI grade English teacher of SMAN 1 Ciomas, when interviewed, also supports this. He said that students cannot master the speaking skill due to a lack of vocabulary and inadequate understanding of sentence structure, so students think that speaking English is difficult and, therefore, prefer to remain silent or passive during English learning activities. According to him, students have a strong desire to speak in class, but they are not confident, and they find it difficult to speak in English. Therefore, for several reasons, appropriate learning media should be included. Teacher have used various strategies to teach English, including role-playing and discussion strategies. The teacher also often uses short conversation activities, in which students are asked to discuss topics in the English textbook. After the conversation ends, students are asked to present their work in front of the class.

Various approaches have previously been used to improve students' English speaking skills, such as research that has been conducted by previous researchers who are used in previous studies in this study. The first is conducted by Armasita with the title *Improving Students' Speaking Skill In English Lesson With Action Learning Strategy At Eighth Grade Of MTs Pab 1 Helvetia*". The second research was carried out by Novia Sulawestari Tag'an with the title *Improving Speaking Skill Through Bottled Application For The Second Grade Students Of SMAN 4 Palopo*. The last research was carried out by Muharral with the title *The Use of Duolingo Application to Improve Students' Speaking Skill*. Existing approaches, such as Bottled application, Duolingo, and Action Learning strategies, show that they have not used AI technology effectively. In contrast, the use of artificial intelligence(AI)-based technologies in language learning is becoming more popular. However, there are still a few applications that use AI effectively to monitor student progress, provide immediate feedback, and provide personalized speaking practice. This problem suggests that a new AI-based approach is needed that can specifically improve English speaking skills in a sustainable way. This gap indicates that a new AI-based approach that can continuously improve students' speaking skills is urgently needed.

For this reason, the researcher introduced an application to help students solve their problems, namely the Stimuler application. The Stimuler application is a conversation application with artificial intelligence capabilities that

facilitates users' conversations. Stimuler application is an AI-powered communication application designed to help individuals improve their English skills by providing real-time feedback on pronunciation, grammar, and vocabulary.

The researcher is interested in carrying out a study titled "Improving Students' English Speaking Skill Through Stimuler Application (A Classroom Action Research at XI-6 Grade of SMA Negeri 1 Ciomas Kabupaten Serang)" based on the following description. The researcher aims to determine whether students' speaking abilities may be enhanced by using the Stimuler Application.

B. Identification of Problem

Based on the background study, the identifications of the problem are:

1. Student have limited vocabulary and frequently hesitate to engage in English conversation.
2. Student lack confidence and apprehensive about making errors while speaking
3. Teacher rarely use authentic audiovisual media to stimulate oral communication.
4. Students need the right strategy for learning to speak.

C. Scope and Limitation of Problem

Researcher need to limit the scope of their research. This is intended to avoid broad topics and help researcher concentrate on their research. This research will focus on improving the speaking skills of students in class XI-6 SMAN 1 Ciomas by using the Stimuler application to improve their speaking skills in English lessons. The researcher believes that this will give students more opportunities to practice speaking in class. Therefore, this research is focused on improving students' speaking ability with the Stimuler application.

D. Formulation of Problem

From the background above, the researcher formulated the formulation of problem of this research as follows:

1. How are the students' speaking skills at SMAN 1 Ciomas?
2. How is the implementation of teaching speaking by using the Stimuler Application at XI-6 grade of SMAN 1 Ciomas?
3. How is the students' improvement in speaking skills by using the Stimuler Application?

E. The Objective of Research

From the formulation of the problem above, the researcher has the objective of the research as follows:

1. To investigate the students' speaking skills at SMAN 1 Ciomas

2. To observe the implementation of teaching speaking by using the Stimuler Application at XI-6 grade of SMAN 1 Ciomas
3. To assess the use of the Stimuler Application to improve the speaking skills at XI-6 grade students of SMAN 1 Ciomas

F. Significance of Research

This research has several research significances, including:

1. Theoretically, the aim is to increase English teachers' information about teaching English using the Stimuler application, find out the impact on students' speaking skills, and motivate students to learn English.
2. Practically
 - a. The teacher can take this study result as inspiration for their teaching. The use of the Stimuler application as a medium for teaching speaking gives teachers a variety of options in teaching speaking with the aim of improving students' speaking skills.
 - b. For students, this study is expected to increase their interest and motivation during the learning process.
 - c. This study is expected to be used by other researchers as a reference for further research on similar topics.

G. Writing Organization

This paper consists of five chapters, and each chapter has several topics to explain.

Chapter I: Introduction, contains the background of the research, formulation of the problem, objectives, and significance of the research. It also includes the systematics of writing and previous research.

Chapter II: Theoretical Framework discusses theories from experts involved in this research.

Chapter III: Research Methodology discusses research methods, research location and time, procedures, data collection and analysis techniques, and achievement indicators.

Chapter IV: Research Findings and Discussion.

Chapter V: Conclusion and Suggestion.