

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the essential language skills that reflects learners' ability to use the target language effectively. Among the four English skills, speaking is often considered the most crucial indicator of language proficiency because it requires spontaneous thinking, appropriate word choice, and real-time communication. One of the key aspects of speaking is fluency, which refers to the ability to speak continuously with minimal pauses or hesitation. Ellis explains that speaking ability is influenced by factors such as language ability, motivation, and linguistic.¹ However, many students still struggle to speak English fluently due to limited practice and lack of interaction with proficient speakers.

A preliminary observation conducted at SMA Mathla'ul Anwar Sukadiri revealed that most Grade 10 students encountered difficulties in maintaining smooth and confident speech during English activities. When asked to introduce themselves or express simple opinions, they often paused frequently or repeated words. Interviews with English teachers also indicated that classroom activities tended to focus more on

¹ Ellis, R., *The Study of Second Language Acquisition*, Oxford University Press, (2008), 234-235.

grammar and reading rather than on speaking practice. As a result, students rarely experienced real communication using English and lacked confidence to speak in front of others. These findings highlight that one of the major barriers to students' speaking fluency is the lack of authentic oral practice beyond the classroom.

With the rapid development of information and communication technology, digital learning tools have become an integral part of language education. Kulkuska-Hulme states that the importance of mobile technology in language learning.² One of the mobile applications that supports real-time speaking interaction is Lingbe, a voice-based platform that connects users with speakers around the world for spontaneous English conversations. Through Lingbe, learners can experience authentic and interactive speaking practice, which potentially helps improve their fluency and confidence.

Previous studies such as Zahra (2024), Buriyani (2024), and Amelia (2023) have investigated students' perceptions of mobile language learning applications such as Tandem, Duolingo, and Busuu in enhancing English language skills. Their findings indicate that interactive mobile-based platforms provide flexible and engaging learning experiences for students. However, research that specifically examines students'

² Agnes Kulkuska-Hulme, "Mobile Language Learning Now and The Future ", ReCALL, Vol.17 No.1 (2005), 13-28.

perceptions of using the Lingbe application as a speaking practice tool at the senior high school level remains very limited. In fact, understanding students' perceptions is crucial, as their views strongly influence motivation, technology acceptance, and learning outcomes.

Based on these considerations, this research aims to explore Students' Perceptions On The Use of Lingbe Application To Enhance Their English Speaking Fluency, focusing on Grade 10 students at SMA Mathla'ul Anwar Sukadiri, Tangerang. The findings are expected to provide insights into how students perceive mobile-based speaking practice as a complementary tool to classroom learning and how it contributes to their speaking fluency and confidence.

B. Identification of the Problem

Based on the background of the study, several problems related to students' English speaking fluency and their language learning experience can be identified as follows:

1. Many students still face difficulties in speaking English fluently, such as frequent pauses, repetitions, and hesitations during conversations.
2. English classroom activities tend to focus more on grammar and reading comprehension, while opportunities for speaking practice are limited.

3. Students rarely engage in authentic and spontaneous English speaking activities outside the classroom, which affects their confidence and fluency.
4. Although mobile-assisted language learning applications such as Lingbe provide opportunities for real-time speaking practice with native or fluent speakers, their use in formal English learning at school is still limited.
5. There is a lack of understanding regarding students' perceptions of using the Lingbe application as a tool to enhance their English speaking fluency.

C. Limitation of the Problem

To ensure that this research remains focused and directed, the scope of the study is limited to exploring students' perceptions of the use of the Lingbe application in enhancing English speaking fluency. This study does not quantitatively measure students' speaking improvement or fluency level, but rather focuses on how students perceive, experience the benefits, and face challenges when using Lingbe as a speaking practice tool. This research does not aim to evaluate the level of effectiveness or measure speaking improvement statistically through the Lingbe application.

The subjects of this study are Grade 10 students at SMA Mathla'ul Anwar, Sukadiri, Tangerang, who have used the Lingbe application in their English learning activities.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the research problems are formulated as follows:

1. What are the students' perceptions of the use of the Lingbe application in enhancing their English speaking fluency?
2. What are the perceived advantages and disadvantages of using Lingbe application in improving students' English speaking fluency?

E. Objective of the Study

The objectives of this study are:

1. To describe the students' perceptions of the use of the Lingbe application in enhancing their English speaking fluency.
2. To identify the perceived advantages and disadvantages of using the Lingbe application in improving students' English speaking fluency.

F. Significance of the Study

This study is expected to provide several significant contributions, both theoretically and practically, as follows:

1. Theoretical Significance

This research contributes to the development of knowledge in language learning and speaking fluency, particularly regarding the use of mobile-assisted language learning applications. It provides insights into how students perceive the use of Lingbe in supporting and enhancing their English speaking fluency, which can enrich studies on CALL (Computer-Assisted Language Learning) and mobile-assisted language learning.

2. Practical Significance

For students: The findings can help students understand how using applications like Lingbe may support their speaking practice, improve fluency, expand vocabulary, and boost confidence in speaking English.

For teachers: The study can serve as a reference for English teachers to integrate mobile applications, such as Lingbe, into their speaking activities, offering more authentic speaking opportunities outside the classroom.

For future researchers: The results can provide a foundation for further studies on mobile-assisted language learning, student perceptions, and strategies to enhance English speaking fluency in secondary education.

G. Previous Study

There are several previous studies that researchers found and related to the use of Lingbe applications and English speaking fluency as follows:

First study, entitled “Students’ Perceptions On Tandem App In Enhancing Students Writing Skill” by Annisa Auliaa Zahra. This research aimed to find out students’ perceptions of using Tandem app language learning app for increasing students writing skills. The descriptive qualitative method was used with questionnaire and interview as instruments. This research involved 10 undergraduate students from different university in Indonesia with categories is an active student and has been actively using Tandem for at least 5 months. The obtained data about students’ perception were analyzed using thematic analysis. The findings reported that undergraduate students in Indonesia responded positively to Tandem app. This could be seen in the questionnaire and student’s interview data, where they using and got good experiences in using Tandem app. Furthermore, the students agreed that they had

improved writing skill with increased vocabulary. However, students said there are limitations to learning writing on Tandem app. Yet, by learning to writing in English by using Tandem app, they felt motivated and more confident in writing.³

The second study, entitled “Students’ Perception Using The Duolingo Application In Speaking Activities In State Junior High School 4 Langgam” by Elgi Buriyanti. The purpose of this study is to know how is students' perceptions about using the duolingo application in speaking activities in state junior high school 4 Langgam. This research used quantitative research. Descriptive Quantitative method used in this research. This research was held on December 09, 2023 at State Junior High School 4 Langgam. The population in this research were eight grade students of State Junior High School 4 Langgam that consisted of 2 (two) classes with total 37 students and he sampling technique used in this study is Total sampling. In the collecting the data the researcher used questionnaire as the instrument. The research results showed that the total of students score is 2.714, the mean score of students score is 73.35 and score percentage is 67.5%. The researcher concluded that the results of students’ perceptions on using the duolingo

³ Annisa Auliaa Zahra, “*Students’ Perceptions On Tandem App In Enhancing Students Writing Skill*” English Study Program Tarbiyah And Teacher Training Faculty State Islamic University Of Jakarta, (2024) 4-5.

application in speaking activities in state junior high school 4 Langgam is categorized into positive category.⁴

The third study, entitled “Efl Learners’ Perceptions Of Busuu Application In Language Learning By Evaluating The Technology Acceptance Model (Tam) At Sman 9 Wajo” by Jamila Amelia. The aim of this research is to determine students' perceptions regarding the use of the Busuu application in learning English for class XI students at SMAN 9 Wajo. Researcher used quantitative descriptive research. The sample for this research was class XI students at SMAN 9 Wajo, totaling 20 students. Samples were taken using a questionnaire. Based on the findings, it was found that students gave positive perceptions about the use of Busuu in learning English, positive responses came from their experiences in the learning process. The research results showed that based on Likerts score analysis there were 19 (100%) students in the positive perception category with a score classification of 60-100, and no students had a negative perception. It is categorized that Busuu used in English language learning is effective to apply, helps the learning process in the classroom. Recommendations for further research are to conduct research related to the use of Busuu in teaching and learning processes

⁴ Elgi Buriyanti, “*Students’ Perception Using The Duolingo Application In Speaking Activities In State Junior High School 4 Langgam*” English Study Program Tarbiyah And Teacher Training Faculty State Islamic University Of Riau, (2024) 7-8.

such as Cake, Duolingo, along with technological advances that continue to increase from time to time.⁵

H. The Organization of Writing

Chapter I is Introduction. In this chapter, the researcher put some points including Background of study, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem, Significance of the Research, Previous Study and The Organization of Writing.

Chapter II is Theoretical Framework. This part consists of some theories from some experts who have conducted the research related to this research.

Chapter III is Research Methodology. This chapter consists of Research Method, Research place, Participants, Techniques of Data Collection and Data Analysis.

⁵ Jamila Amelia, "*Efl Learners' Perceptions Of Busuu Application In Language Learning By Evaluating The Technology Acceptance Model (Tam) At Sman 9 Wajo*" English Study Program Tarbiyah And Teacher Training Faculty University Muhammadiyah Makasar, (2023) 3-4.