

CHAPTER I

INTRODUCTION

This chapter includes information related to the study. This research started from background of the research, identification of the issues/phenomena, delimitations and focus of the study, research questions, aims of the research, significance and significance of the research.

1. Background of the research

Nowadays, even though students have studied English for many years, many of them have low speaking skills, and many still cannot speak English. A lot of students believe that speaking skills are difficult and don't even know how to start a conversation or what to talk about (Pulungan, 2020). Students are fearful about performing mistakes because they are afraid of being ridiculed by others. They are also bashful and lack confidence (Dalem, 2017). Apart from that, they struggle to discern between identical comparable spelling, and vocabulary which are not present in the Indonesian language (Subandowo, 2017). This is caused by a lack of interest and motivation, which is a factor causing difficulty in English language skills. Three major variables contribute to difficulty in English speaking skills: a lack of interest in studying, a lack of confidence, and students' views about how monotonous teaching English is (Swondo & Tristiana, 2020). Therefore, greater efforts are needed to correct this problem, by providing adequate support so that students can overcome their low speaking skills.

In general, teaching isn't easy for everyone. To be a professional teacher, you must have proper training and be able to understand and respond to any dynamic changes that may affect the learning and teaching process. Teaching speaking is a process where a teacher aids and enables students in obtaining their educational objective of improving their skills in their speaking skills. (Mualiyah, 2017). Speaking is taught and learned as an essential aspect of every language

training course; not just can speaking a language provide 'affordances' for learning as the principal interactive tool of the educational setting, but it is also an essential component of syllabus material and educational goals (Burns, 2019). However, teaching students to talk is not an easy undertaking. There are several difficulties to solve, hurdles to overcome, and time to manage. Furthermore, speech's sub-skills are the complexity that make speaking difficult (Tanjung & Fitri, 2020).

Speaking skills are a vital component in the world of school and society, so we must be proficient speakers. Speaking is the most significant language skill, specifically about instruments or gadgets in communications; speaking allows someone to express their opinions, ideas, or thoughts about their surroundings (Yanthi, 2020). Speaking in English is a critical ability that benefits the speaker in and outside the classroom because it is a lingua franca embraced in international affairs (Sailun & Idayani, 2018). Speaking is more than simply conveying ideas vocally; it is also vital to consider how the audience will understand the notion. Speaking talent also refers to an individual's capacity to articulate thoughts or deliver messages in a manner that is appropriate for his listeners. Students can share their thoughts and develop positive relationships with others (Nuryanto et al., 2018). Good speaking skills enable a person to establish good relationships with other people. Seeing the importance of speaking skills in life, developing speaking skills must be the main focus of students and there needs to be more effort in helping develop students' speaking skills, one of which is with technological media tools.

Based on current facts, technology has developed very rapidly. Various areas, including education, have made use of electronic media as tools. Technological advances have revolutionized practically every element of human existence, including education, bringing change and renewal to the process of instruction and learning itself (Chaniago, 2022). Currently, many educational and instructional practices at this time, quite a few are using technological media,

especially in digital form, in fact there are many learning platforms and various learning resources available on the internet. Both educators and pupils should be ready to adapt to changing situations learning and teaching trends by leveraging technology such as mobile applications, social media, and others. Media is a type of technology that is commonly employed in the education industry (Haidari & Katawazai, 2019). Technology also enables teachers to create more engaging learning experiences for pupils, making learning more enjoyable, particularly while learning English. Every year, the number of people studying English grows due to the impact of technology, particularly internet technology (Faridi et al., 2022). Therefore, educators should be ready to employ media in the classroom in order to make studying more interesting.

Based on the information presented above, educators must be prepared to devise novel solutions to overcome the obstacles students face in speaking. As an effort to improve speaking skills while making them more self-sufficient when studying in and out of the educational setting (Budi et al, 2019). One effective solution is utilizing English language study apps. The utilization of applications in the educational process allows professors present material and allow students to grasp more rapidly, without easily becoming bored due of tactics (Chotimah, 2022). One application that is very useful for practicing speaking skills is the Cake application. Cake is a mobile application that allows users to practice speaking through simulated conversations with native English speakers (Chaniago, 2022). So, teachers can take advantage of English learning applications, such as Cake, to help students overcome speaking barriers and improve their skills.

Some clusters of research exist in the field of learning media for learning English. There are use Flashcard as learning media (Hamer & Rohimajaya, 2018; Chotimah, 2021; Aba, 2019) Gamification as learning media (Salimei, 2022; Redjeki & Muhajir, 2021; Jannah et al, 2020) Mobile application as learning media (Lestari, 2023; Aziz & Dewi, 2020; Guci & Siahaan, 2021) comic as

learning media (Tallasa & Muhsin, 2021; Kamil, 2017; Rokhayani et al, 2014) learning media in vocabulary (Wulandari & Handayani, 2019; Alharthi & Bown, 2020; Ismiati, 2019) learning media in speaking (Harahap et al., 2023; Risa, 2023; Qomaria & Zaim, 2021) learning media in pronunciation (Rachmawati & Cahyani, 2020; Agustiana et al, 2021; Samad & Ismail, 2020) learning media in writing (Linuwih & Winardi, 2020; Ruhama & Purwaningsih, 2019; Fatma, 2020) learning media in reading (Sofiana & Mubarak, 2020; Napratilora et al, 2020; Pahamzah et al, 2020) learning media in listening (Sukmawati & Eka, 2018; Pangaribuan et al, 2017; Rahmawati & Sianturi, 2021).

Based on the cluster above, these articles only discuss the use of applications in the context of formal learning at school. However, the use of English learning applications can also be used in informal contexts, such as independent study or learning outside the classroom. Independent learning is one of the talents that students must have, because it allows students to design the learning process and carry out activities to attain learning goals based on their capacities (Tampubolon, 2020). Therefore, these articles can be criticized for not discussing the use of English learning applications in informal contexts.

Then, one of the limitations of some of the research above is that these studies do not include the type of material used in ongoing research activities. By including the type of material in the research, it can be able to find out whether the learning objectives are achieved or not. Material is largely the content in the topic of content taught to pupils according with the curriculum employed (Haris, 2019). These limitations may impact a deeper understanding of the research process and methods used. Therefore, it is important to include more detailed information regarding the type of material used in the research so that this research can become a more complete reference.

Apart from that, some of the research above has not discussed the challenges or limitations of using media as a teaching tool. The article does not mention whether there are technical obstacles, limited access, or other problems that may arise when using learning media. Meanwhile Teachers need to know the correct media that is relevant to what their students are learning (Faujiah et al., 2022). Therefore, prospective teachers or teachers must know the advantages and disadvantages of each media used by educators. This can help them make the right decisions in selecting and integrating effective and efficient learning media in their teaching process.

Based on the problems and clusters above, researchers want to help junior high school students by introducing the Cake application as a means for acquiring speech skills. This study's main objective is to ascertain how well the Cake Application enhances the skills of junior high school students in 9th grade, especially in Agree and Disagree material. This technique is intended to allow learners to strengthen their ability to speak English while at school while also applying them confidently beyond the educational environment.

2. Identification of the issues/phenomena

Considering the backdrop of the research, as explained above, the researcher identified several issues that came from students. The issues can be list as follow:

1. Many students have low speaking skills and don't even speak English (Pulungan, 2020).
2. From pre-observation, the researcher found many students think that speaking skills are difficult.
3. Many students lack of interest and think about how boring in learning English speaking skills (Swondo & Tristiana, 2020).
4. Students are not often confident when speaking English (Dalem, 2017).
5. Currently, there are many media technology for learning speaking skills that can be used as learning aids (Haidari & Katawazai, 2019).

6. Technology allows teachers to create more interesting learning experiences (Faridi et al., 2022).

From the issues above, the issue that researchers discuss is the low level of students' English speaking skills. Many students have low English speaking skills, and many of them cannot even speak English. This condition is a serious concern because speaking skills are one of the most vital aspects in mastering English. Therefore, understanding and improving students' speaking skills needs to be the main focus, considering the importance of this skill in facilitating cross-cultural communication and preparing students to face the demands of an increasingly global world.

3. Delimitations and focus of the study

This study looks into how useful the Cake app is for improving English speaking skills. However, this research has delimitations to limit that restrict its breadth and focus. The delimitation of this research lies in five main aspects. First, the current research is about the utilization of the Cake Application learning media as a tool for developing students' speaking skills in 9th grade level at Junior High School. This limitation ensures that the research only considers the impact of cake-based instructional strategies on how well pupils speak in in 9th grade level, without expanding its scope to other educational levels. The choice of education level is aimed at providing an in-depth understanding of the extent to which the media can be applied and useful at the level concerned.

Second, this study looks at how beneficial cake applications are for improving learners' speaking abilities. This means that this research focus more attention on the positive impact that may occur on the development of students' speaking skills after implementing the Cake Application to access educational media. The limitation of the present investigation is using educational media, namely the Cake App, for developing the speaking abilities of students in junior high schools. The main goal of this research is to investigate how students can

improve their speaking skills by using Cake Application media, rather than other learning media. In this research, I chose the Cake application to be researched as a platform to develop how to speak since the Cake application has tools for learning various speaking skills such as spelling, sentence structure, imitative, and a variety of extra exercises that are useful in the pre-speaking, during-speaking, and post-speaking stages of a lesson in primary English. Cake application is perfect for enhancing ability to speak since the major element of this software is speaking course (Hermawati, 2022). The Cake application has a variety of content that can be tailored to individual interests and needs and is easy to understand for beginners, so that learning can be more interesting and easy for students to understand.

Third, the delimitation of this study focuses on the usage of learning media, specifically the Cake Application, to improve the speaking abilities of pupils. Thus, this research not included a comprehensive evaluation of all language skills, but focus on specific aspects of speaking ability. The capacity to speak is one of the most important skills when learning English, which needs to be mastered by today's increasingly modern learners. However, currently, many students still face obstacles in mastering English speaking skills. In fact most of them have a very low level of speaking skills. Indonesian students find it challenging to speak English because it is not their mother tongue (Tika & Abadi, 2021). Therefore, researchers want to improve students' speaking skills in a different way, namely with the Cake application media.

Fourth, the delimitation of this research is focused on "Agree and Disagreement" material in English language learning. This research does not use all material in English language lessons, but the main focus of the research is analyzing how students express agree and disagree in the context of English discourse. The study's focus is on helping students become more adept at communicating their opinions on concepts or assertions. According to Fransiska

(2018) expressing opinions is a concrete manifestation of students' ability to communicate effectively. So It is critical to strengthen pupils' speaking abilities, particularly in the agree and disagree material.

Fifth, this research has clear limitations by focusing on imitative type speaking skills. The capacity to train intonation and heighten attention to the peculiarities of particular language forms is the main focus of this study. Therefore, this study not included the analysis of other types of speaking that may involve different communication strategies.

Therefore, this research investigate the extent to which the application of Cake Application media can improve students' speaking skills on 9th grade at the junior high school with Agree and Disagreement material so that students can understand the use of the expressions agree and disagreement and respond to statements that contain expressions in this material correctly. Thus, the delimitation and focus of this research provide a clear view of the relevance and Cake Application media has the ability to help pupils improve their speaking abilities at this level of study.

4. Research questions

The research issues were formulated as the following questions:

1. How is students' speaking skill before and after using Cake Application?
2. Is there any significant effect to improve students' speaking skill after being taught by using Cake Application?

5. Aims of the research

The following are the study's objectives, which are based on the research question above:

1. To know students' speaking skill before and after using Cake Application.
2. To know whether there is any significant effect to improve students' speaking skill after being taught by using Cake Application.

6. Significances of the research

The anticipated study outcome has theoretical and practical implications. The significances of the research are:

a. Theoretically

Researchers hope that this study will contribute significantly to learning theories by evaluating the efficiency of the CAKE application in boosting students' speaking abilities in junior high schools. This will allow us to better understand how the utilization of modern technology during the study of languages influences the development of students' speaking skills.

b. Practically

This research has the potential to provide significant practical benefits for students, teachers and researchers, here is the explanation:

1. To the students

Researchers hope that employing the Cake application learning media can provide benefits to pupils' English language skills, particularly speaking skills, such as improving students' English speaking skills, providing new experiences in the process of learning English to make it more interesting, and broadening students' insight regarding media for learning in the shape of electronic devices.

2. To teacher

The researcher hopes that when teachers use technology as a medium for teaching English in the classroom, they can refer to this research, as well as provide new knowledge about digital media, specifically the Cake application for learning English, so that teachers can use the findings to enhance the level of education in their classrooms.

3. To researcher

The researcher will obtain intriguing knowledge and experience in utilizing the Cake application to study English, as well as understand how to teach English lessons in class using innovative learning media.

