

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Among the four language abilities, speaking is one of the most crucial since people who acquire a language are referred to as speakers of that language. The primary goal of teaching English is to enable students to communicate in English correctly and successfully (Davies, 2000). Every homeroom educational experience has a number of challenges or unsupportive situations, such as the instructional strategies that wear out the students (Anggraini, 2022).

Four concepts in 21st Century Learning (Critical thinking, Collaboration, Creativity, Communication) can be held. It is expected that learning is centered on students and teachers only become a facilitator and motivators in the learning process. Periodic curriculum changes have been made in Indonesia. The national education system's dynamics of curriculum changes are congruent with the development of science and sociocultural society. A new curriculum program known as the Merdeka Curriculum has been established by the government through the Ministry of Education and Culture. This curriculum was first introduced in 2022 and has now been formally adopted by the Indonesian Ministry of Education. Merdeka's curriculum incorporates a variety of extracurricular learning opportunities to help students acquire topics and develop their skills more effectively. With this curriculum, teachers are given the freedom to select their resources, and instruction that is acceptable and suited for pupils whose needs, interests, and learning styles are taken into account (Jannah et al., 2022).

The right learning approach or strategy was required to help pupils overcome the challenges they encounter when learning to speak. The teaching method is the process by which a teacher plans and carries out a variety of instructional strategies and exercises in order to accomplish specific objectives. Al-Rawi (2018) asserts that teaching methods are the ways in which the effectiveness of the learning process and the teacher's abilities are demonstrated.

Being a teacher, I always need to look for new ways to deliver knowledge to my learners, and on many occasions, I found that traditional teaching methods are not as effective as they used to be due to the current advancement in technology. Teaching becomes more effective when it is performed in a quicker response to the needs of the learner, so blending various techniques to deliver knowledge and ideas becomes necessary. Project-based learning is a teaching strategy and a problem-solving method and students are student-centered. They have been widely used in teaching and learning because of their educational advantages for students and teachers.

Talking is the initial step in interacting with one another. Additionally, communication was used to exchange ideas. This is one of the reasons that speaking, along with speaking English, is so important to us. Speaking is more significant than listening, reading, and writing, according to Ur (1996). Aye and Phyu (2015) contend that, given the prevalence of English in today's society, we must discover an efficient method of learning the language. Then, Sepahvand (2014) made the case that speaking is the primary learning objective for a number of reasons, including accomplishing career goals and personal fulfillment due to fluency in speech. Additionally, Tahir (2015) thinks that a person will succeed in learning English if they can communicate.

The demands of 21st-century skills can be satisfied by this project-based learning approach, which in turn can teach students how to be problem-sensitive or to think critically before coming up with solutions. Furthermore, the project-based learning approach can give students practical experience working together to finish tasks while still allowing for active participation from each individual student. According to the usage of a learning approach, studying English in the twenty-first century is inextricably linked to the use of digital technology. However, both teachers and students must be able to employ pertinent information technology as part of the learning process. During the learning process, both teachers and students need to be able to use relevant information technology. When there are numerous applications created to facilitate language learners' acquisition of a foreign language, it is a sign that technology is being

used in language learning. Hello Talk is one program that makes learning a foreign language easier (Rivera, 2017).

Hello Talk is a language-based smartphone chat software that enables users to connect and converse with native speakers worldwide, claiming to make cultural immersion, language acquisition, and language practice simple, entertaining, and intuitive. An international team with offices in Shenzhen, China, and Hong Kong collaborated to create the Hello, Talk app. With over seven million users, the Hello Talk app was launched with the goal of leveraging technology to bridge linguistic and cultural divides. The Hello Talk app has been used by millions of language learners and is thought to be useful for practicing over 100 languages. The innovative conversational app Hello Talk serves users who wish to have a conversational experience while learning a foreign language from natural speakers. Unlike other chat programs, Hello Talk has the exceptional ability to translate text to voice or the other way around and may be translated straight into the language of choice.

Hello English is a social media software that encourages creativity and interaction among users, particularly students. The Hello English app has a lot of features that may be added, including conversation, grammar, and vocabulary (Yunita, 2019; Kuning, 2020). The Hello Talk application can play a crucial role here by providing authentic learning materials, connecting learners to native speakers' communities, and providing language exchanges (LarsenFreeman's, 2000).

Identification of this research are the students do not have enough time to practice speaking because the teacher spends too much time teaching with written expression, students' lack of vocabulary is also a big factor affecting their failure to speak English. Some students are not interested in speaking because the teacher does not teach interestingly, teachers and students' experiences, feeling, and need and wants are crucial to know within the changes of the way of teaching and learning process. Delimitations of this research applies media or tools as weapons for students' speaking skills, especially in vocabulary skills for tenth grade at Vocational High School 2 Cirebon.

1.2 Identification of the Problems

The identification of the problem is required to clarify the research that is being investigated.

- a. The students do not have enough time to practice speaking
- b. The students' lack of vocabulary
- c. Some students are not interested in speaking
- d. The teachers have not taught interestingly

1.3 Limitation of the Problems

The limitation of this research is that this research applies media or tools as weapons for students' speaking skills, especially in vocabulary skills for tenth grade at Vocational High School 2 Cirebon. Therefore researchers want to explore the learning process taken through the Hello Talk Application as well as students' perceptions of using the project.

One of the most important skills that foreigners studying English must have a significant effect on students in vocabulary mastery after using the Hello Talk application vocabulary because it improves the fluency of speakers and having an English vocabulary will make learning English easier for English learners. When learning English, developing one's ability to read, write, speak, and listen requires learning a new vocabulary. We are unable to communicate without words (Afna, 2018).

1. Subject

The subject of this study is the students from the tenth grade of Vocational High School 2 Cirebon who use the Hello Talk application as an alternative media for their teaching-speaking learning process.

2. Object

The research limited the research in the object of this study:

- 1) The students' and teachers' perceptions towards the Hello Talk application as an alternative media for learning and teaching speaking at Vocational High School 2 Cirebon.
- 2) The way the teacher applies the Hello Talk application in teaching speaking

1.4 Research Questions

According to the research background, this study is designed to explore the following research question:

1. How is the implementation of The Hello Talk in teaching speaking at Vocational High School 2 Cirebon?
2. What are the students' and teachers' perceptions in the implementation of The Hello Talk in teaching speaking at Vocational High School 2 Cirebon?

1.5 Aims of the Research

Based on the research question above, the researcher formulated the problem as follows:

1. To analyze the implementation of The Hello Talk in teaching speaking at Vocational High School 2 Cirebon.
2. To examine the students' and teachers' perceptions in the implementation of The Hello Talk in teaching speaking at Vocational High School 2 Cirebon.

1.6 Significances of the Research

The result of this result gives some positive contributions to the English learning context and is beneficial for future researchers, teachers, and students.

1.6.1 Theoretical significant

- 1) Describing using the Hello Talk application as an alternative media for teaching speaking at Vocational High School 2 Cirebon.
- 2) Giving a useful description for any further researcher who wants to study the same case, hopefully, this study becomes a helpful source of information and reference.

1.6.2 For an English teacher

This research is expected to be valuable for English teachers to enrich their techniques in teaching English lessons, especially in speaking. moreover, the researcher hopes teachers can improve their teaching strategy to increase students' speaking achievement.

1.6.3 For students

Useful for those who are willing to use learning media in class and outside the same class as a reference, students, teachers, and schools, to adapt a fun way to teach speaking.



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