

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

English is an international language for all over the world. Therefore, English is very important for all countries. In Indonesia, English is a compulsory subject in schools. In order to achieve fluency in English, students must acquire proficiency in four fundamental language skills. The skills are speaking, writing, listening and reading. But, in Indonesia, students' English mastery is still low. According to EF EPI or English First English Proficiency Index (2022), Indonesia is in the 81<sup>st</sup> position out of 111 countries worldwide and the 15<sup>th</sup> out of 24 countries in Asia. Indonesia gets a low grade with an EF EPI score of 469 and a global average score of 506. Dzulkifli Isadaud et al., (2022) also stated The proficiency and command of the English language in Indonesia remains very limited. Several reasons contribute to this phenomenon, including a lack of motivation to study English, apprehension and challenges in comprehending and articulating terminology, as well as instructors who may be less proficient in teaching English curriculum at educational institutions. Furthermore, the evolving nature of society necessitates that students possess a proficient command of the English language in order to fully capitalise on the current technological advancements.

In the current global era, technology plays an important role in people's lives and to help students in various aspects of life. According to Dewi et al., (2021) technology has played as the key role in human life and education. Everything which is done by human is affected by technology. In Indonesia, the use of technology is still low. Mukhallafi (2020) stated teachers who use the technology facilities provided by schools

is still low. This is due to teachers' lack of readiness in using technology so teachers are already familiar used to traditional or conventional teaching methods.

One of technology for teaching, namely AI or Artificial Intelligence. Artificial intellect (AI) is the emulation of human intellect, where robots are designed and programmed to exhibit human-like thinking capabilities. With this AI, it must be utilized as best as possible in the world of education, of course in English. So, AI be used to teach English to students, especially in terms of English speaking skill. According to Underwood (2017), Artificial intelligence (AI) has the capacity to provide enhanced and stimulating chances for children to actively participate in verbal communication in the desired language inside the educational setting. Teachers also have to be more up to date in using learning media so that students are interested in participating in every lesson. One of the most used and very famous AI is Google Voice Assistant. This AI provides various kinds of information and is used as an assistant in terms of doing everything on the internet, one of which can be used to train students' speaking skills. This AI learning is an interesting and exciting design for students in English, especially when it comes to speaking English. Google Voice Assistant can be used as a friend for students wherever they are with the aim of finding fun, eliminating boredom, and of course improving speaking skills.

According to Utami and Santosa (2023) Teaching speaking poses challenges due to several issues encountered throughout the learning process, including student nervousness and limited engagement. Asyiani Hasyim (2017) also stated the problems that often occur when students speak are pauses, fillers (pauses with sounds like uhm), mental problems (nervousness or lack of confidence), lack of ideas (speaking short or

repetitively), mispronunciation (mispronounced vocabulary), grammatical errors (wrong sentence structure) and poor vocabulary. Due to these factors and problem, this skill must be taught to students carefully and with appropriate learning media. Therefore, teachers must also use learning media that are suitable for students. AI technology is developing rapidly, AI is the right choice to train students' speaking skills. Han (2020) also stated that the AI chatbot effectively contributed to an improvement in speaking ability among EFL students.

Therefore, researchers found that there were several studies conducted to determine the effect of using AI, especially Google Voice Assistant in learning activities. First, Hadi and Junor (2022) conducted research to find out whether the use of AI Google Assistant can build or improve the speaking skills of EFL students. Furthermore, Chen et al (2020) investigated Google Assistant to find out the use and motivation of learners and students' perceptions of using Google Assistant to improve students' speaking and listening skills. Tai and Chen (2020) also investigated that The use of Google Voice Assistant greatly improved the communicative confidence of English as a Foreign Language (EFL) learners and decreased their speaking anxiety. Terzopoulos and Satratzemi (2020) undertook a research to examine the use of voice assistants and smart speakers in daily life and explore their potential for educational purposes.

Based on the preliminary interview and observations that have been carried out at SMA N 1 Seririt, teachers use conventional learning methods and rarely utilize technology. The facilities provided by the school are qualified and the internet can be accessed by students easily. The researcher also observed that the teacher rarely use various media such as technology that could support learning. And students rarely speak

in class during English teaching and learning activities. Therefore, researchers want to conduct experiments using technology or AI, namely Google Voice Assistant with the aim of knowing the effect of Google Voice Assistant on students' speaking ability. Some tenth grade students at SMA N 1 Seririt already know this AI and have used it. AI will also create a fun class because it is innovative with the use of technology. Google Assistant will be a medium for student learning during class with direction from researchers to determine the effect of Google Assistant on student speaking skills.

According to the previous study, it can be inferred that incorporating Google Voice Assistant into educational practices can yield positive outcomes for students. Therefore, it can be said that some researchers provide Google Assistant as a learning medium in English as a foreign language field. Due to the preliminary study, this research needs doing to determine the effect of Google Assistant on student speaking skills at SMA N 1 Seririt with the same theory but with different settings and method.

## **1.2 Problems Identification**

The problems identified in the background and preliminary study at SMA N 1 Seririt revolved around the conventional teaching methods used by teachers, which resulted in limited utilization of technology, particularly in English language learning. Despite having access to quality facilities and internet connectivity, teachers rarely use various media or technological tools to support learning activities. In addition, student participation in English classes is very low, indicating potential challenges in engaging students effectively. Recognizing this problem, the researchers aimed to facilitate students in the classroom for students to be more engaged in English speaking and speaking proficiency by introducing Google Voice Assistant as an innovative solution.

GVA is the most popular AI in voice assistants, and it is easy to use. According to previous researchers, it has been explained that GVA is capable of being an EFL learning medium, of course in practicing students' speaking skills. Therefore, researcher decided to use GVA to determine the effect of its use on the speaking skills of tenth grade students at SMA Negeri 1 Seririt.

### **1.3 Research Limitation**

This study specifically examines the implementation of Google Voice Assistant in English as a Foreign Language to assess its impact on the speaking skills of tenth grade students at SMA N 1 Seririt.

### **1.4 Research Questions**

Based on the explanation above, the researcher states several research problems such as :

1. Is there any effect of using Google Voice Assistant on the tenth grade students' speaking skills at SMA N 1 Seririt ?
2. How does Google Voice Assistant in English as Foreign Language Learning activity affect the tenth grade student's speaking skills at SMA N 1 Seririt ?

### **1.5 Research Objectives**

As the research problems already stated, the purposes of the research are:

1. To investigate whether there is an effect of implementing Google Voice Assistant on tenth grade students' speaking skills at SMA N 1 Seririt
2. To describe students' response on the implementation of Google Voice Assistant during the speaking learning process.

## 1.6 Research Significances

### 1. Theoretically

The researcher believes that this study will enhance the comprehension of the impact of Artificial Intelligence, specifically Google Voice Assistant, on students' speaking skills.

### 2. Practically

#### a. For students

Through the application of the Google Assistant method, it is hoped that active learning activities and students' English learning outcomes will increase, especially in speaking skills.

#### b. For teachers

Broaden teachers' knowledge about the application of using AI in English. And can be used as an alternative to teaching by teachers so that they can improve the professional quality of teachers in carrying out learning in the classroom and increase a pleasant atmosphere for students.

#### c. For school

Contribute thoughts and ideas to schools in an effort to improve the quality of students and teachers in learning English.

#### d. For future Researchers

This can serve as a valuable point of reference for other researchers to apply in other subjects and settings