

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, research scope, the statement of the problems, the purpose as well as the research significance.

1.1 Research Background

English has been globally used across the world, both in the real world and digital world, even in non-native countries, as a main means of communication on any international purposes, in which requires a well developed language skills; listening, speaking, reading, and writing. In line with the statement above, in the case of teaching and learning a foreign language, especially English as a Foreign Language, both teachers, and students are required to have an adequate level of those four skills mastery in order to be able to possess the target language both fluent in spoken and written.

Among those skills in mastering either mother tongue or foreign language, speaking ability is one of the four macro skills which necessary for effective communication in any language (Boonkit, 2010). It is because the information is easier to be understood if it is transmitted through spoken language rather than written. Speaking and writing are the two productive skills that are necessary to be integrated into the development of effective communication. Meanwhile, reading and listening are considered to be the two receptive skills in language learning and use (Boonkit, 2010). Boonkit then further elaborates that effective communication through speaking

usually creates a number of benefits for both speakers and business organizations in an instance rather than written.

But, even though speaking skill takes an important role in foreign language proficiency, there still some problems arise from many factors related to the students' speaking skills. One of the common examples given is when students want to say something in the classroom, they are sometimes unnatural, it is because students are worried about making mistakes and fearful of criticism, and they are ashamed of the other students' attention towards themselves (Leong & Ahmadi, 2017).

In addition, EFL instructions in Indonesian schools, especially in teaching speaking skills, the common problem is the limited time allocation for English subjects, which is only 80 minutes per meeting. In only 80 minutes, teachers must be able to use it to teach 4 language skills at once. This is not enough time if it should include the practice, because the class size is large, which usually consist of 30 to 40 students in one class. With the limited time provided for each meeting makes it almost impossible to cover all students to do the practice. In such a short length of time students are pushed to practice speaking in front of the class with a very limited time to prepare. This results in the difficulties to control their anxiety (Machmud & Abdulah, 2017).

Leong & Ahmadi (2017) also elaborate that in a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, traditionally, only some learners dominate the whole class while others talk very little

or never speak. It can affect other students' confidence in the classroom and would only worsen their shyness in the classroom which also concerns as their anxiety.

Hence, this current research takes into account the importance of controlling or even reducing students' anxiety to help students enhance their English speaking proficiency. In line with this statement, the feeling of anxiety is commonly expressed by foreign language learners in learning to speak a foreign language. This feeling is considered to have a negative impact on communication in the target language (Rafieyan, 2016). Further elaborated by Rafieyan that this foreign language anxiety has been considered as a phenomenon which has the impacts of anxiety on speaking, some researchers (Han & Keskin (2016); Machmud & Abdulah (2017); Rachman & Sunarti (2019)) also have investigated the influence of anxiety on other language skills including listening, reading, and writing as well. As this study is focusing on the students' speaking ability, thus, the related impacts of FL anxiety will only focus on speaking.

As mentioned previously, relying only on conventional teaching with limited time provided and the demand to cover all students to do speaking practice in large classes could lead into stressful learning environment. In such a short length of time students commonly are pushed to practice speaking in front of the class with a very limited time to prepare. Conventional teaching is known as a traditional teaching method where teachers acts as the main actors in the teaching and learning process, wherein they are the only source of information and the students is the receiver of information (Machmud & Abdulah, 2017). As an era changes, English learning is not

only happened with a teacher's assistant, media, or teaching/learning strategies, but it rapidly involves technology as students' learning assistant to adapt with the current era of teaching.

Teacher should consider the usage of mobile phones in improving their teaching as the conventional method is no longer effective for younger generation whom being exposed with gadget since they were small. The mobile phone is an appropriate tool that allows communication and interaction between teachers and students happens outside of the classroom. It enables teachers and students to discuss about lesson without face to face learning process Surina & Kamaruzaman (2009) as cited in Wan Azli, Shah, & Mohamad (2018).

There are various of mobile applications which are easily installed on the smartphones or PC tablets with all its high technological features to help people resolve their problems in foreign language mastery anytime and anywhere (Chinnery, 2006). One of the applications proposed is Orai as a mobile application, a designed smartphone application which is easy to use, for instance to help people train their English speaking everywhere and anytime. It has an accurate result analysis powered by highly artificial intelligence, which gives immediate, personalized feedback on users' practiced speaking.

Orai application as a mobile application that functions as an Artificial Intelligence (AI) speech coach which enables to give instant feedback on users' fluency of English speaking (Bodana, 2017) in (Halimah, Lustyantie, & Ibrahim, 2018). Therefore, the researcher is interested to see the effect of how Orai can draw a clear

line of solving students' anxiousness in English speaking as its tagline is "*communicative effectively and confidently*" which gradually help them to master a better English speaking skills.

1.2 Problem Identification

The urgency of the study is taken from the phenomenon that foreign language learners' obstacles in having advanced English speaking skills. And the fact that even the highest level of education, university students also having their struggle in fighting this. Before the treatment begun, the researcher has done a pre-observation by having casual interview with the 7th semester students of English Language Education department of Ganesha University of Education. And mostly, the students point out that the cause of being anxious during the speaking class were they still feel shy of their speaking skills and worsen whenever they were asked to perform speech, presentation of another academic speaking.

There has been a lot of research that had been conducted to figure out how foreign-language anxiety became students' block in acquiring foreign learning whole competencies. It was mentioned that students may struggle from anxiety due to varying of aspects in the teaching-learning process, including the complexity of the target language, about speaking in front of the teacher or other students, about the environment of the language class, about the behaviour of their classmates, about taking tests, etc. (Male, 2018).

The setting of this study was in the ELE Department, Ganesha University of Education. Based on the result of preliminary observation, combined with an interview

with the students it is assumed that students still struggle with the fear of speaking in front of the class individually, being corrected or interrupted by their lecturer or asked to do a speech without sufficient time to prepare their talk. As a result, the students' are getting even anxious whenever the lecturer prepares the whole class to speak during the class. And also, having limited space to do practice and getting direct feedback became the cause of students' anxiety. To solve this issue, then the use of Orai Mobile Application as one of the Mobile-assisted Language Learning utilizations could be a solution to counter the problem.

The utilization of Orai Mobile Application into English learning is one example of how technology blends and helps the teaching and learning process of a foreign language. Orai application is a designed mobile application which is easily used, for instance, it has an accurate result analysis. There are three critical factors for analyses users' speech. First, it looks for the overuse of filler words; second, there is pacing – how fast you're talking; third, there is energy which has to do with vocal variation, also the changes in pitch or volume that make speeches sound interesting (Nisa & Fauziah, 2019). These enhancements of Orai are expected to help students in channelling their fears during English speaking class.

Therefore, this study is proposed to give implications in solving those obstacles above. And, Orai Mobile Application has not been implemented in the adult level of language learners to overcome their foreign language anxiety.

1.3 Research Scope

The scope of this study is limited to the investigation of the significant effect of using Orai Application as a media in practicing students' speaking skills and speaking anxiety at the university level. In this study, the setting used is Ganesha University of Education, specifically the English Language Department. The sample of the study involves students of the seventh semester which then divided into the experimental group who is taught by using Orai Application, while on the contrary, the control group is taught using conventional teaching. Furthermore, the main variable, Orai Mobile Application as the treatment variable where its effectiveness is being investigated towards students' speaking skills and students' speaking anxiety as the response variables.

1.4 Statements of the Problem

Regarding the issue, the study was designed to address the following questions:

1. Is there any significant effect of Using Orai Mobile Application towards students' speaking skill?
2. Is there any significant effect of using Orai Mobile Application towards students' speaking anxiety?
3. Is there any significant simultaneous effect of using Orai Mobile Application towards students' speaking skill and students' speaking anxiety?

1.5 Research Objectives

1.5.1 General Objectives

In respect to the identification of the problems listed above, then the general objective of this study is determined in testing the effect of using Orai Mobile Application as a media in EFL learning context, especially towards students' speaking skill and their speaking anxiety, as well as to see the simultaneous effect of Orai Mobile Application towards students' speaking skill and speaking anxiety.

1.5.2 Specific Objectives

Further elaborated, the specific objectives of this present study are stated as follows:

1. To investigate if there is any significant effect of utilizing Orai Mobile Application towards students' speaking skill.
2. To investigate if there is any significant effect of utilizing Orai Mobile Application on students' foreign language speaking anxiety.
3. To investigate if there is any simultaneous effect of utilizing Orai Mobile Application towards students' speaking skill and speaking anxiety.

1.6 Research Significances

In the end, the findings of this study are expected to be significant theoretically and practically.

1.6.1 Theoretical Significances

The result of this study is expected to improve the development of educational knowledge about effective, interesting and, innovative learning media in teaching English, particularly which is related to the use of Mobile Learning Apps, specifically Orai App as a media to students speaking skill and its effect in reducing their speaking anxiety in Speaking English.

1.6.2 Practical Significances

Further, the significance and the novelty of this research are expected to help students in improving their English speaking skills and at the same time reducing their anxiety level of speaking English both prepared and spontaneous during the speaking class. The findings of this research is expected to give lecturers a new paradigm in teaching or enhancing students' English speaking skills. At last, it is expected that the result of this study can be used as an informative and useful reference by other researchers to carry out a study about the use of MALL especially the Orai App as a medium for teaching English.