

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher offers this study's literature review. It consists of the nature of pronunciation skill, Lola Speak application, and related study.

A. Speaking skill

1. Definition of speaking

Speaking is one of the human's skills used to communicate, which allows humans to convey their thoughts, emotions and ideas effectively. Speaking is also a very dynamic means of interaction and also plays an important role in aspects of life. According to Rao (2019:6), the most crucial ability to learn a foreign or second language is speaking. Ur (1996) said that among the four language skills, speaking is the most important ability because people who acquire a language are called speakers of that language. So, speaking is considered as the most important language skill of the four important language skills for learning a foreign or second language which involves engaging in casual conversation between friends or conveying something in a professional setting. However, effective speaking does not only involve the words spoken but also the tone of voice, body language, and also the context in which communication occurs. Apart from that, speaking also has functions as a very powerful tool for expressing oneself. This really allows individual humans to connect with each other on a personal level. This form of communication is very important because it is more than just exchanging stories. This makes it possible to share stories, experiences and also build deeper relationships and understanding between people.

Bueno, Madrid, and McLaren (2006:321) state that speaking is one of the most challenging skills that language learners must master. Speaking is considered the most important of the four English language skills. According to Davies & Pearse (2000: 4) the main aim of teaching English is to give students the ability to use English effectively and correctly in communicating. Nevertheless, it seems that a lack of understanding in this area prevents language learners from speaking

clearly and effectively. Even students take years to master the language. When this is asked of them in real time, they find it difficult to communicate. There is a lot of motivation to get through this. First and foremost, students must realize the value of speaking skills and make efforts to develop them as these skills are necessary for success in this cutthroat environment.

According to Bygate (1987: 3), speaking is the act of producing auditory signals to obtain various verbal replies from the listener. So, speaking seems to be the most challenging skill of the four basic English skills because the speaker has to pronounce sentences directly. Speaking is also characterized by Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Torkey (2006) as a two-way process involving the sincere exchange of ideas, facts, and feelings. So based on several experts above, speaking is a type of communication in which the speaker produces vocal signals in the form of words or utterances in an effort to obtain a verbal response from the audience. The fact that this process is bidirectional—that is, speaker and listener engage in mutually influential interactions—is highlighted. Speaking in this sense requires more than just the transfer of information; it also requires a real exchange of thoughts, information, and emotions between two people. To create deeper and more meaningful communication, it highlights the importance of understanding and sharing between speaker and listener. This conclusion emphasizes the importance of speaking as a complex communication skill that requires good skills to master successfully.

2. The aspect of speaking

Speaking is important because it is a talent that allows people to absorb explanations of concepts easily. Since high school students have studied English for several years and will participate in various oral presentations at university, it is believed that they will have good speaking skills. However, middle school students still struggle to meet certain speaking requirements due to their poor speaking skills. According to Turk (2001:131) states that pitch, tone, timbre and stress

patterns are elements of speech. Understandably, when speaking, the speaker must pay attention to even the smallest details. They must also be able to maintain the pitch, timbre and pitch of their voice clearly, and be aware of the stress placed on words with low, medium and high intonation to ensure sentences and words match the correct intonation. In other words, there are aspects of speaking that speakers must pay attention to in order to have a positive speaking experience. Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They end up serving as the primary prerequisites that must be met in order for the instructor to create speaking exercises for the pupils.

Based on another expert by Syakur (1987:3), there are several aspects of speaking. The first is vocabulary, without proper vocabulary, a person cannot express themselves orally or in writing, and they also cannot communicate successfully. Very little can be communicated without grammar, and nothing can be said without vocabulary. The second is comprehension. Understanding spoken communication requires the subject to initiate and respond to speech. The third is grammar, where grammar in a language explains how words in that language can take various forms and be combined into sentences. Grammatical norms should not be violated too carelessly as this can hinder communication. Over the years, linguists studying the speech (and writing) of native speakers have developed a number of different models to explain how language functions. One important component in speaking is grammar because poor use of grammar by a speaker can change the meaning of his speech.

Next is pronunciation, this is how we produce the sounds of words. In a short definition, pronunciation is the way each word in a language is pronounced. Oxford Advanced Learner's Dictionary pronunciation as how to pronounce certain words (A.S. Hornby. 2015). Based on this definition, pronunciation focuses on the way people express phrases or words in spoken language. According to Yates (2002), pronunciation is

the production of sounds that we use to make sense, including general sounds from segmental and suprasegmental aspects of language. When someone conveys a message to another person through their voice, the other person will hear the message easily and can understand it. The last one is fluency. Fluency is the ability to speak a language fluently and confidently, without hesitation or mistakes. This involves the ability to convey meaning effectively and construct complete sentences without difficulty finding the right words or grammar. Achieving fluency in a language requires practice, exposure, and a good understanding of the language's vocabulary and grammatical rules. This is an important skill for effective communication and is often a goal of language learners. Language proficiency is not just about speaking a language well; it also includes the ability to think in spoken language. Thinking in the target language is a fundamental step to achieving better language proficiency, as it helps individuals acquire the language and communicate more naturally. The last, Venera Ulcer (2017: 138) state that there are 9 aspects of speaking, namely grammar, vocabulary, pronunciation, fluency, conversational skills, sociolinguistic skills, non-verbal, content and pragmatic competence.

Based on the aforementioned explanations, it is clear that speaking components like pitch, tone, timbre, accent, grammar, vocabulary, fluency, pronunciation, comprehension, range, accuracy, interaction, coherence, rehearsal, feedback, engagement, content manner, purpose, and outcomes of speech must be learned and mastered by the learners. It is helpful to make the conversation easy for the others to understand when teaching speaking components to the class. The instructor should also use these elements when instructing speaking. The researcher in this study only considers four factors; pronunciation, grammar, vocabulary, fluency to evaluate students' speaking abilities.

B. Teaching Speaking

Teaching speaking is a complex process that involves more than just spoken language. This is because it requires creating an atmosphere where students are invited to speak freely and effectively. Teaching speaking also involves several teaching approaches, as quoted from (Richard 1990), that current approaches are broadly categorized as 'direct' or 'indirect'. The direct approach is a learning approach that is more teacher-centered. The direct approach, as explained by Richard (1990), places the main role on the teacher in the learning process. The teacher acts as a facilitator who provides explanations, answers questions, demonstrates, and asks questions to students. This approach provides direct direction to students on how to use language effectively in everyday conversational contexts. Although this approach has the advantage of providing clear guidance to students, the direct approach also emphasizes the importance of practical exercises and direct application in real communicative situations. As teaching approaches have developed, indirect approaches have also become popular, emphasizing the student's role in building understanding and speaking skills through active interaction and direct experience.

On the other hand, the indirect approach is a learning method or a process that helps students learn well without direction from the teacher and is completely student-centered. In this approach, the teacher only facilitates the thinking process for students which will influence the emergence of ideas in students. The main focus is on tasks mediated through language, negotiation, and information sharing. In the indirect approach, the teacher acts as a facilitator who provides support and guidance to students without giving direct direction. Students are encouraged to take an active role in their own learning process, building understanding through exploration, discussion, and collaboration with peers. The main focus of this approach is on tasks that facilitate language interaction, negotiation of meaning, and exchange of information between students. By giving students the freedom to explore their own ideas, the

indirect approach allows for the development of creativity, independence, and ownership of the learning process. Although this approach places more responsibility on the student, it can provide a more meaningful and holistic learning experience in developing authentic and sustainable speaking skills.

C. Media for Teaching Speaking

Speaking skills can now be improved in a dynamic and efficient manner in today's language education landscape by incorporating media into learning techniques. Bahadorfar and Omidvar (2014) indicated that the use of technological resources such as podcasts, internet, video, audio recognition software, and video conferencing have been considered as means to help students improve their language proficiency. A wide variety of audiovisual materials, including films, podcasts, news reports, and social media posts, offer language learners a rich and authentic environment for honing their oral communication skills. Teachers can create dynamic and immersive learning environments that simulate real-life communication environments by integrating media into speaking-focused classes.

According to Nah, White, & Sussex (2008) and Osifo (2009), technology helps and increases students' attention and engages them in various learning modes. Utilizing internet accessible programs has proven to be very successful in facilitating collaborative learning in learning class. One of the benefits of learning technology today is that it allows students to practice speaking anytime and anywhere. In this case, educators provide students with access to resources to improve technology-based teaching so that they can improve their speaking skills. The Internet has significantly changed the way English is taught and improved English mastery. Outside the classroom, students can participate in speaking activities thanks to communication tools and collaborative web platforms. Virtual group conversations, debates, and presentations are possible through video conferencing, discussion forums, and collaborative document editing platforms. These group activities help language learners build a sense of community and improve cross-cultural communication in addition to improving speaking skills.

The internet is one of the contemporary resources available to educators for teaching English. Technology also allows the learning

experience to be customized and flexible. Language learning media using technology has the ability to customize exercises and content based on individual skill levels and learning styles. According to DS Kuning (2020), learning media facilitates teacher-led teaching and learning activities in the classroom. So, media is very useful as a learning aid nowadays. According to Howe, N. and Strauss, W. (2000), English teachers can use the following contemporary technologies in today's millennial era: blogging, Quicktionary, voice recognition software, video conferencing, video libraries, Quick Link Pen, CALL (Computer Assisted Language Learning), Communication Lab, Internet, Pod casting, Programs via Educational Satellites. Other experts. from Ahmadi, Reza (2018), Charol, A. Chapelle (2003) and Navare (2019: 1) said The current state of modern educational technology is as follows. Communication lab, Video library, video conferencing, Quicktionary, Quick Link Pen, CALL (Computer Assisted Language Learning), TELL (Technology Enhanced Language Learning), Pod casting, educational satellite programs, Software for voice recognition, Internet, Blogging and Vlogging. These are all contemporary tools that educators use to educate their students, especially the younger generation who are learning now.

D. The Benefits of Using Media for teaching speaking

Based by Waloyo and Fatehkha (2022) the benefits of using media is students become active in the learning process, students can understand the material easily, Students interest to practice their speaking skill and Students active to comment, answer, and make a question by using English language in the learning process. Another expert from Br Sinaga (2021) said that the benefit of using media for teaching is making the concept of the abstract concept clear to the students. Instructional media can be used to simplify or rent out abstract concepts that are hard to explain to the students directly. And then can presenting objects that are too risky or challenging to enter the classroom.

The next expert from Purwanto et al. (2023: 3) said that there are several benefits of using social media for teaching, the first is that

teachers and students use social media as a communication channel. A teacher has a better chance of helping students learn quickly and at a high level if he or she has a close relationship with them. Social media as the second of Student Engagement Tool. If a social media resource feature has attracted millions of users worldwide, then students' attention may be drawn to the educational opportunities offered by the school through the same feature. Social media as a Collaborative Platform is the latter. The fact that social media encourages teamwork is another significant advantage. Collaboration is the process of bringing together intellectual and social resources to achieve a common goal. In online learning communities, collaboration refers to any teaching method in which students work together in groups to achieve a common goal.

According to the analysis offered by specialists Waloyo and Fatehkha (2022), there are a number of significant advantages to using media in the classroom. It encourages students to actively participate in the learning process, to start with. Media helps make instructional materials more comprehensible, which improves understanding. Furthermore, it fosters language development by motivating kids to actively practice speaking. Additionally, the use of media encourages students to actively participate by posting questions, comments, and answers—especially when speaking in English. Then, Br Sinaga (2021) advances this understanding by highlighting the ability of media to make abstract ideas more understandable. Educational videos are a useful tool for breaking down and clarifying complicated concepts that could be difficult to explain face-to-face in a classroom. Additionally, it makes it possible to exhibit items that would be dangerous or impractical to bring into the classroom, which enhances the educational process. And the last from Agus Purwanto et al. expand on the topic by addressing social media and stressing its many benefits for educators. First and foremost, social media facilitates communication between educators and learners, building a stronger bond that can improve academic results. Second, it makes use of the widespread appeal and attention-grabbing characteristics of social media platforms to function as a potent instrument for student involvement. Finally, social media encourages student engagement, teamwork, and the collective accomplishment of learning objectives within virtual learning communities.

To sum up, the collective perspectives of these specialists highlight the diverse advantages of integrating media and social media

into the process of teaching and learning. A dynamic, engaging, and effective learning environment is fostered by the integration of diverse media forms, which enrich the educational experience and improve comprehension and language skills in addition to offering a platform for collaborative learning.

E. Lola Speak Application

Lola Speak was founded by Wiseport Ltd, a veteran in speech recognition and AI (Artificial Intelligence). The Platform design along with the generated text, templates, scripts, graphics, interactive features and the trademarks, service marks and logos contained therein are owned by or licensed to Wiseport Ltd, subject to copyright and other intellectual property rights under US and foreign laws and international conventions. Wiseport Ltd reserves all rights not expressly granted in and to the Platform. This app leverages Artificial Intelligence (AI) and voice recognition to help improve and perfect the way you speak English. The Lola Speak application provides more lessons and more topics for users to practice their speaking, starting from practicing English words, phrases and sentences. Another feature offered by the Lola Speak application is an interactive video that will help users how to pronounce the word or phrase they are looking for.

Fitri et al. (2022:36) said that using teaching media in a learning process might spark students' curiosity and inspire them to learn. Lola Speak is one of the world's AI-powered apps for learning and speaking English more fluently, changing careers and lives. Lola uses AI technology that can interact with the user. Lola Speak pronounces and listens to learners to be able to pronounce words, sentences, or conversations to pinpoint actual errors and provide real-time feedback on pronunciation errors with specific suggestions on how to correct them. The advantages in the Lola speak application can improve the clarity of pronunciation and correct intonation which involves fluency and clarity of speaking.

Lola Speak records every aspect of your English word pronunciation, including stress and intonation. This can help you sound more natural when speaking with time and consistent practice. Lola talking can also practice conversation skills on various topics. You can answer the questions Lola's software asks as part of your regular routine; it's like having an online chat. This is a great opportunity to practice conversation skills, something you don't always get to use when learning English pronunciation. The topics discussed in the chat are relevant and may also be useful in your daily life. Lola says she also has AI intelligence (Artificial Intelligence) where you simply use the built-in microphone on your smartphone or headphones, and the AI listens and assesses pronunciation instantly, with no downtime. In fact, the user don't necessarily get that when studying with an instructor. Lola's last remark also improve user's hearing and make a better listener. The user also hear the AI repeat words and sentences before you saying them, but that's not all. she can also watch a collection of real-world original videos with all kinds of English speakers saying the same sentence.

F. Relevant Studies

There have been a number of relevant studies conducted in the past on how well technology-based media can help speaking skills. The first research discusses how technology-based media, such as cell phones, are used to teach speaking in class and was conducted by Rohayati & Widiyanti (2022). The analysis findings indicate that to facilitate the delivery of information by teachers and assist students in understanding it, technology-based media, including mobile phones, should be used to teach speaking in intercultural education. The use of innovative learning technology in speaking in the classroom has received many positive responses, according to research findings. In addition, using cell phones to teach intercultural educational speaking is a good and effective thing because it can motivate students to learn. Putra and Wahanningsih (2020) carried out the second research. The aim of this research is to evaluate how well technology-based teaching materials work in improving students'

speaking abilities. The use of YouTube and Duolingo applications is the main topic of this research. This research shows how well students' speaking skills can be improved by using technology-based teaching materials. Although observation and interview findings reveal that there are a number of obstacles to the use of technology-based teaching materials, such as smartphone and computer problems, these obstacles can still be overcome effectively.

The usefulness of using cake app to help students learn to speak English in the classroom was also investigated in the following study by Octavianita et al. (2020). According to research, students are attracted to the Cake app because of its user-friendly interface and many features that improve speaking ability. The application for learning English is called Cake. Students who participate in this program learn how to communicate more effectively. Everyone can see from this that they have the confidence and ability to speak in public and under any circumstances. With the Cake app, they can focus more on honing their speaking skills and not have to worry about making mistakes because the app offers instant feedback in every scenario. This makes it possible to adapt teaching to each student's needs and maximize learning effectiveness. Apart from being able to present educational content interactively and captivatingly, this sophisticated application can increase the level of student engagement. Additionally, features such as games, trials, and language simulations can increase the effectiveness and enjoyment of learning. They found that because digital applications proved to be highly inventive and successful in increasing overall productivity, digital applications were predicted to improve teaching and assessment.

Another study from Abugohar et al. (2020) investigated teachers' perceptions and current actual practices in utilizing three categories of smartphone applications as techniques for teaching speaking to students. Two data collection instruments were used to analyze these findings, and produced satisfactory results. The purpose of this research is to find out how instructors use smartphone applications to teach students how to

speak in public. It was found that teachers were highly motivated when using smartphone applications to help students become more fluent speakers. As a result, this research suggests that stakeholders use smartphone applications to help design speaking lessons, provide flexibility for speaking activities in the syllabus, and support teachers in using these applications successfully. The results of this study showed that most participants had a favorable opinion about using smartphone applications to teach speaking.

Next, another study from Raj and Baisel (2023) examined how mobile apps affect EFL (English as a Foreign Language) students' English speaking ability. The purpose of this study was to assess the effectiveness of smartphone-based apps in improving EFL students' English speaking ability, identify the factors that contribute to such improvement, with a particular focus on the role of self-motivation, as well as provide insights that can aid the development of more effective English learning strategies using mobile technology. The results of their study show that the use of smartphone-based applications can moderately but consistently improve English speaking ability, with the factor of self-motivation playing an important role in this relationship. This finding underscores the importance of self-motivation in the language learning process through technology.

Meanwhile, Kacelt and Klimova (2019) examined the effectiveness of mobile apps in improving students' English speaking skills with the aim of assessing the extent to which the apps can help students, identifying elements such as interactive features, real-time feedback, and contextualized exercises that contribute to the improvement of speaking skills, as well as providing empirical evidence on the positive impact of mobile technology on students' communication skills in English. The results showed that mobile-based applications can help students improve their speaking skills through interactive features, real-time feedback, and contextualized exercises, suggesting that the use of mobile technology in English language learning provides positive results in students' communication skills. In addition, Criollo et al. (2022) also

conducted a study on mobile apps with the aim to evaluate their effectiveness in improving students' English speaking skills. This study aimed to understand how the use of mobile apps with peer feedback can help improve the speaking performance of students learning English as a second language (L2), as well as to investigate the impact of a hybrid learning methodology incorporating mobile apps on students' motivation and communication skills. The results show that the use of mobile apps with peer feedback is effective in improving students' speaking performance, and the hybrid learning methodology can motivate students and improve their communication skills in English.