

CHAPTER I

INTRODUCTION

The first chapter discusses the introduction of the research. Which consists of some parts, namely background of the study, problem of the study, research objective, significant of the study, scope and limitation of the study, definition of key terms, and hypothesis.

A. Background of The Study

Speaking is one of the central elements of oral communication. Speaking is one of language skills used in communication (Richard & Renandya, 2002). Speaking a foreign language is an important skill for learners of all ages. Understanding other people who speak different languages by choosing the best words and grammar to convey meaning effectively and precisely are expected. Additionally, it is critical to structure the conversation such that the listener can grasp what is being said (Cameron, 2001: 41).

Speaking is a crucial component of a student's language development. It implies that the pupils should be fluent in their use of grammar, vocabulary, pronunciation, intonation, and other speaking-related skills (Linse & Nunan, 2005: 47). Speaking is a collaborative process that involves creating orderly verbal utterances to express ideas. The single most crucial element of learning a second language is mastering the art of speaking, and success is determined by one's capacity to have a conversation in that language. If the speaker lacked speaking abilities, the interaction in communication would not go well.

Speaking ability is defined as the capacity to articulate one's thoughts and feelings in a variety of situations, such as in conversation or while reporting events or circumstances in detail. We need to pay attention to how we pronounce words when we speak. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language (Burns & Joyce, 1997). Mastery of speaking skills can not be separated from other skills such as listening, therefore integrating skills are needed. Listening to the language being studied makes students more familiar with the sound of pronunciation of a word, while to master more words in speaking, students need to read a lot.

In teaching speaking, the teacher will plan activities so that students can develop speaking skills. This is in line with the opinion of Harmer (2007), speaking can be developed, learning activities can be planned, and competency indicators can be used for evaluation. It means if teachers are able to organize learning activities based on basic competencies.

According to Brown (2001) extensive speaking task includes speeches, oral presentations, and storytelling are examples of extended speaking production tasks in which the potential for conversational engagement with the audience is either severely limited or completely eliminated. Meanwhile, in the intensive oral language production involves producing brief stretches of language in order to demonstrate expertise in a certain grammatical, phrasal, lexical, or phonological relationship. As extensive speaking is a type of speaking which focuses more on clear and concise information, it allows

messages to be conveyed effectively without drawn-out conversations or too much irrelevant information.

In teaching speaking requires the use of media that is considered appropriate for the teaching and learning process. Media is divided into two, namely traditional media and digital media. what is called traditional media is that when teaching teachers still use paper, newspapers and books as media for teaching. Slaviloka (2014) defined traditional media as historical forms of media, including radio, television, film, and tapes and records, as well as written media like books, newspapers, and magazines. Additionally, according to Bajracharya (2016), traditional media can be used for the teaching-learning process in the form of newsletters, bulletin boards, radios, and televisions.

Meanwhile, digital media is in the form of video, power point, applications, the web, or other technological findings that can make it easier for teachers to carry out the teaching and learning process. Moreover, digital media is more often chosen because it is more effective in using it and also more interesting. It is in line with Abraham (2020) who argues who said that digital media is digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video, and graphics. This means that news from a TV network, newspaper, magazine, etc. that is presented on a Web site or blog can fall into this category.

One form of digital media that can be used to help teaching speaking is mobile applications. One example of an application that can be used to help teachers teach speaking is *Let's Read* application. This *Let's Read* application is a reading application that is equipped with audio features and displays

interesting images. In the midst of this developing technological era, there are many innovations to make work or activities easier. With the advent of technology, digital media has emerged as a place for learning in all circles. With digital media, everyone can access it and it is also more efficient. digital media give benefits to facilitated them speaking english. The emergence of digital media facilitate the students to learn speaking more easily.

Several previous studies on *Let's Read* application conducted by Ermerawati (2019) who revealed that the application of *Let's Read* application in the learning process in extensive reading classes produced positive results for students who were assessed as building reading habits, improving reading skills, and also using technology more to support the learning process. Students can do assignments with the help of technology in accordance with the Mobile Assisted Language Learning (MALL). Another studies conducted by Mardiah (2022), who used *Let's Read* application to teach vocabulary to second grade junior high school students. Meanwhile, Fitriah (2023) focuses more on the implementation of *Let's Read* and teaching strategies using short story e-books to enrich vocabulary. Several previous studies only examined the use of *Let's Read* application to teach vocabulary and reading but there is no one who focuses on improving speaking. Therefore, this study aims to know the effectiveness of *Let's Read* application by the tittle **“The effectiveness of *Let's Read* application to improve speaking ability”**.

B. Problem of The Study

Based on the background of study above, the research question of this research can be formulated as follows “Is there any significant effect of using *Let's Read* application media in speaking ability?”

C. Research Objective

Based on the formulation of the problem above, the purpose of this study is “to determine the effectiveness of using *Let's Read* application in speaking ability”.

D. Significant of The Study

This research is significant to give benefit for student, teacher, researcher and the next researchers: for students can learn to speak easily with the help of technology for it is very easy to use the application in everyday life. For teachers can use various teaching media, such as digital media in the form of *Let's Read* application to teach speaking. And for further research purposes as a reference for other researchers who will conduct the same or more research on media, especially digital media which is increasingly developing and will provide a new color in the world of English language learning. Besides, further research can also test different skills related to *Let's Read* application used in this study.

E. The Scope and Limitation of The Study

The researcher realize that it is impossible to investigate all identified problem above. The scope of this study is to find of the effectiveness of media to improve speaking ability and this study limit on the use of *Let's Read* application and extensive speaking.

F. Hypothesis

1. Null Hypothesis (H_0) : if the Significance (Sig.) > 0.05 , *Let's Read* application is not effective to improve speaking ability.
2. Alternative Hypothesis (H_a) : if the Significance (Sig.) < 0.05 , *Let's Read* application is effective to improve speaking ability.

G. Definition of Key Terms

To support reader's comprehension, the researcher includes more explanations for the terms used below:

1. Teaching Media

Teaching media is something that is used to help the teaching and learning process. The media used can be an object or the latest innovation to become a forum for the teaching and learning process.

2. *Let's Read* Application

Let's Read application is an application that has the feature of displaying images accompanied by text and an audio player. In this application, there are hundreds of stories that have five levels, and the stories are illustrated. So this application can be used as a media in teaching English. The strategy for teaching using this application media is to introduce students to the vocabulary in the story so that students feel familiar, then to display the story that has been selected and to listen to the audio of the story. After that, students will be asked to read along based on the sounds they heard so that students can imitate the intonation and pronunciation when they retell the story.

3. Teaching Speaking

Teaching speaking is an activity where the teaching and learning process focuses more on one of the skills in learning English, namely speaking skills, which aims to ensure that students can communicate fluently.

4. Extensive Speaking

Extensive speaking refers to extended monologues such as oral reports, summaries, narrative, and short speeches.

5. Speaking Ability

Speaking ability is defined as the ability to articulate one's thoughts and feelings in various situations, such as in reporting events, storytelling, or retell the story. Speaking skills are used when learning the basics to be able to speak more fluently. Meanwhile, speaking ability is one type of competency that a person has after mastering speaking skills.