CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical basis and previous research using mobile application to learn speaking skill. The foundations described include: the definition of mobile application, the advantage and disadvantage of mobile application, types of mobile application, the definition of speaking skill, the importance of speaking skill, the aspect of speaking skill, the nature of learning speaking, the principle of learning speaking, and difficulties in learning speaking.

A. Mobile Learning Application

1. The definition of mobile learning application

According to Quinn (2018), mobile learning is the process of using mobile devices for learning purposes. With the mobile device being taken anywhere, mobile learning can be accessed anytime and helps learners to enrich their knowledge, satisfy their curiosity, and easily collaborate with other learners (McQuiggan et al., 2015). Mobile learning refers to various mobile applications that are necessary for mobile learning. The mobile learning platform is accessible on smartphones, laptops, and other portable devices. Its usage is contingent upon the specific requirements of both the students and subjects.

In the context of language learning, some apps are used by students to assist them in the learning process. Kukulska-Hulme (2015) states that MALLs are highly recommended in educational contexts and have been shown to increase student success rates in language learning. Many related apps have been developed to meet all learning objectives for English. Klopfer et al. (2002) lists several unique characteristics of

MALLs, such as mobility, social interaction, context sensitivity, individuality, and effectiveness.

In conclusion, mobile learning applications are a type of app used by students on mobile devices, such as smartphones, iPads, and laptops, to improve their English language skills, specifically speaking. These applications can be used both online and offline, making them accessible even without an internet connection. This mobile learning app may be employed both collaboratively and individually, both inside and outside the classroom setting.

2. Advantage of mobile learning application

The advantages of e-learning systems can be enhanced through mobile devices (Motiwalla, 2007). These tools give students access to course materials, enable collaborative learning (Nassuora, 2012), and enable effective evaluation and feedback from teachers (Crawford et al., 2017). Therefore mobile learning as a tool can provide direct feedback.

By making learning accessible across time zones, mobile learning promotes equity for all students and gives them the flexibility to learn without being constrained by geography or distance (Ally & Prieto-Blzquez, 2014). One of the newest technologies in the world today, mobile devices give users more time and space, which is very beneficial (Oran & Karadeniz, 2007). Because mobile learning is accessible from anywhere at any time, students have a lot of opportunities to use the application. Thus, mobile learning encourages students to engage and gain feedbacks about the material learned.

3. **Disadvantage of mobile learning application**

Besides the advantages of mobile learning applications, there are also disadvantages of mobile learning applications that should concern the students. One critical disadvantage of these applications is the possibility of distractions. Islam et al. (2010) reported that the use of smartphones and the internet may lead to time wastage, especially among teenage learners who access social media platforms such as Instagram, Skype, YouTube, and other applications.

4. **Types of mobile learning applications**

There are numerous mobile learning applications available online, some of which can be downloaded and others that cannot. A variety of applications can be utilized for improving speaking skill. For the purposes of this research, the mobile learning application is focused on English language learning, especially in speaking skills. Several applications that can be used to learn speaking are:

1. Duolingo

Duolingo is a free language education platform that is science-based and described by Luis Von Ahn and Saverin Hacker in 2011 (Robertson, 2011). The platform also has an application called Duo Lingo app that can be downloaded and installed on mobile phones. To develop listening and speaking skills, Duolingo offers many opportunities for learners to practice listening and speaking in their target language. All course content in the Duolingo language courses features accompanying audio, allowing learners to adjust the playback speed and repeat as many times as needed. Furthermore, speech recognition technology is utilized for all speaking exercises to provide learners with feedback.

2. Cake Application

The Cake app is a tool for learning English. This app can help improve English skills. Students can speak English fluently and confidently in public. Students learn English using the Cake program by watching YouTube videos and subscribing to the channels they like and you can practice speaking with the available chat AI. So, students can express the sentences that have been provided. Another advantage of using this app to learn English is that it contains many useful English phrases, words and idioms that English learners should learn in the form of short video or audio scripts. This program is useful and simple to learn to speak English.

3. Hello English

An app called Hello English helps people who learn English language. Ten million people have downloaded this app globally, which was developed by Culture Alley (Liana et al., 2018). This app is designed to help learners improve their English skills especially in speaking and being able to look up vocabulary through the dictionary in the app. Learning speaking skills can be very fun with conversation games and interesting scenes with virtual people. The app also scores each sentence spoken by the learner, and gives the option of either repeating the sentence or moving on to the next sentence. By repeating the wrong sentence into the correct sentence, the learner can get a better score and collect coins up to 100 coins as a perfect score. According to Liana et al. (2018) the Hello English app helps learners in improving their speaking skills.

4. ELSA Speak

ELSA (English Language Speech Assistant) is an English pronunciation app that helps you speak English confidently and clearly (Aswaty & Indari, 2022). Over 10 million people have used ELSA's intelligent and award-winning speech recognition

technology to learn English pronunciation. The app can be downloaded on smart phones via the play/app store. The app is designed to help students speak English in a simple, fluent and confident way. The features given in this app are meant for students to pronounce words correctly such as vowels, consonants, and word stress.

5. Busuu Application

Busuu is the world's largest social network for language learning, providing 12 language courses on the web and mobile devices for over 100 million students worldwide, participants can register for free or sign up for Premium to unlock more features such as four language learning skills, grammar, and vocabulary. The learning levels used in this application already use international standards, ranging from beginner level (A1), basic level (A2), intermediate level (B1), and upper intermediate level (B2) and can choose according to the ability of the learner. there is a community feature in which there are features to describe images, speak aloud, and answer questions that train speaking skills.

B. Speaking skills

1. Definition of speaking skill

Speaking is related to communicative competence. Many researchers have their own definition of speaking in language learning. Nunan (1995) stated that speaking is the ability to say words orally, to discuss by speaking, to ask something, or to introduce a discourse. In another words, speaking is a verbal activity that uses the mouth to speak and creates words while speaking. According to Le (2019), speaking is an intuitive system that creates meaning by producing, tolerating, and dealing with knowledge. This study shows that speaking is used to communicate needs, share perspectives and

feelings, as well as to understand and ask questions. Therefore, speaking facilitates conversations for the exchange of information between individuals.

2. The importance of speaking skill

Speaking ability is very important in today's society. In the era of globalization, relationships between people are becoming increasingly inevitable and are not limited to regions, countries, races, identities, religions, and economic well-being. Everyone is required to have the capacity and ability in English, especially speaking. As social creatures, humans consistently need to interact with others. This condition makes humans need to communicate. The skill of speaking in English is a difficult target because the speaker has to practice various parts of the language such as explanation, sentence structure, language, commonality, and comprehension (Lai-Mei, et al., 2017). However, many people think that they should have extensive knowledge of what they are saying and be expert in English.

In the education world, speaking skills are needed by students. Research by Rivers (1981) indicates that speaking is used twice as much as reading and writing. It means that students need to have sufficient English speaking skills to communicate effectively and appropriately with others. Prabawa (2016) states that speaking occurs everywhere and is used to share thoughts, feelings, and knowledge through communication. In other words, developing this speaking skill will prepare students for the future. It will allow them to expand their knowledge by connecting with a variety of people.

3. The aspects of speaking skill

In speaking, there are some aspects that must be fulfilled as a measure of whether the speaking is good or not. Pronunciation, grammar, vocabulary, fluency and comprehension are the aspects of speaking.

a. Pronunciation

Pronunciation is the technique by which students produce the sound of words clearly when they speak (Kline, 2001). Effective communication is achievable even with limited vocabulary and grammar when possessing good pronunciation and intonation. Pronunciation includes many elements of speech, such as segmental articulation, rhythm, intonation and phrasing, peripheral gestures, body language, and eye contact, which contribute to the comprehensible flow of speech (Fraser, 2001). Therefore, it follows that in order to pronounce words correctly, students must become proficient in some linguistic areas. If they can pronounce words correctly, they will do better in public speaking.

b. Grammar

A language's grammar is what allows words to take on different forms and combine to form structural sentences (Harmer, 2001). So, it follows that the purpose of grammar is to arrange words in a way that prevents misunderstandings about their meaning. Students utilize grammar to organize words in both written and spoken forms (speaking).

c. Vocabulary

According to Turk (2003), spoken vocabulary is usually familiar and every day. This defines that in order to understand the meaning spoken, the vocabulary must consist of simple words commonly used in everyday conversation.

d. Fluently

People need to speak fluently to convey the message you want to convey. Harris (1974) states that fluency refers to the ease and speed of conversational flow. Fluency refers to the smooth flow in which sounds, syllables, words, and phrases are assembled

when speaking. Moreover, it means a person who can express the language quickly, easily and without difficulty.

e. Comprehension

Comprehension is the means to understand something, comprehension is also an important component in speaking because in conversations with others we must make them understand in the assignment, even when the process is complicated and involves risk (Cohen, 2005:51). In essence, by understanding an information, it is intended that the listener can easily receive information from the speaker.

C. Learning speaking

1. The nature of learning speaking

The nature of learning speaking is an interaction to get information about something or skill by learning, encountering and being guided. Brown (2014) defines learning as the act of gaining knowledge or skill by means of instruction, study or experience, informing us that learning to speak encompasses all exercises intended to improve a student's proficiency in speaking. Learning to speak has many benefits that can be realized if students enjoy the process and the outcomes. This skill can improve their achievement and confidence levels. Furthermore, there are many options for learning speaking, not only in class, but also outside the classroom, because speaking needs more practice than classroom theory.

2. Principles of learning speaking

In learning, in order for students to succeed in learning, they must know the principles of learning itself. There are several principles of learning. According to Suprijono (2009: 4-5), the principles of learning come from 3 things. First, the principle

of learning is a change in behavior as a result of learning which has the following characteristics: 1) As a result of rational instrumental action, which is a conscious change 2) As a result of rational instrumental action, which is a conscious change. rational, that is, changes that are realized 2) Continuous with other behavior 3) Functional or useful as a provision for life 4) Positive or accumulating 5) Permanent 6) Purposeful 7) Includes all human potential 8) Active as a planned effort and carried out in a planned and directed manner. Second, learning is a process. Learning occurs because of the encouragement needs and goals to be achieved. Learning is a functional unity of various learning components. Third, learning is a form of experience. Experience is basically the result of interaction between learners and their environment.

3. **Difficulties in learning speaking**

According to Maji et al. (2022) there are some difficulties in learning speaking that become the problems to students' learning process.

a. Difficulties in pronouncing English words

Pronouncing words is one of the difficulties in learning to speak. According to Hetracul (1995), the problem often faced by students in speaking is about pronunciation.

b. Lack of mastering vocabulary

According to Shadzadi, et al. (2014), students also cannot express themselves well or adequately because they do not have sufficient and appropriate vocabulary. In learning to speak, students must practice speaking many times. However, if students' vocabulary mastery is lacking, then students cannot practice speaking well because only a few words can be used in their explanations.

c. Low self-confidence

d. According to Shahzadi, et al. (2014), student confidence is lost when fear surrounds students in speaking English with others. Despite having adequate knowledge and speaking ability, students lack confidence due to various reasons, including fear of speaking in front of others and believe that their speaking ability is still low, and so on. This shows that low self-confidence is one of the difficulties in learning to speak.

e. Difficult in grammar use

English grammar can be challenging for many students due to its complexity and many forms including tenses, phrases, and conjunctions. Shatz and Wilkison (2010) also addressed the difficulties that English students have with grammar, particularly errors in the use of prepositions, articles, past tense, and third person singular.

D. Previous Studies

According to Fitria et al. (2023) This research aims to find out students' perception of using Duolingo in improving English speaking skills and to explore which aspects can be enhanced by students in learning using the Duolingo application. The study utilized a descriptive qualitative design, with a sample size consisting of 20 senior high school students in Banda Aceh. Data was collected via questionnaires and interviews, and analyzed using percentage analysis. The findings revealed that 90% of students reported that their English speaking skills improved through the use of the Duolingo application. The enhanced aspect of speaking skills that yields the most improvement is vocabulary. Pronunciation, grammar, and fluency are among the other aspects that also significantly boost proficiency. In this study, students expressed a positive response to the effectiveness of the Duolingo application in improving their speaking skills.

18

The second previous study was conducted by Wulandari et al. (2022) This study aims to find out whether the use of cake application media can improve the English-speaking skill of students of Shalahuddin Malang Junior High School. This research conducted two cycles of Class Action Research utilizing tests and observations as data collection instruments. The study focused on seventh-grade students from SMP Shalahuddin Malang. Results demonstrated the effectiveness of the Cake application in enhancing students' speech performance, which is evidenced by an increase in student learning outcomes from 58.8 in cycle 1 to 77 in cycle 2. These data suggest successful implementation of the Cake app in the classroom.

The third previous study was conducted by Anggraini et al. (2023) The researcher used classroom action research to do this research, which aims to improve students' speaking skills using the Hello English application. This study was conducted in two phases, with a research procedure consisting of four distinct steps: planning, implementation, observation, and reflection. Research instruments utilized included observation sheets, questionnaires, tests, and documentation. After analyzing the data and discussing the results, it was determined that the Hello English application can effectively enhance students' speaking skills, as evidenced in test cycle 2. In cycle 2, the results of the students' speaking assessment revealed that 20 students earned passing grades, while 2 students did not meet the success criteria. The average score obtained by the students in cycle 2 was 8.05, marking an 85.25% increase from their previous performance. These findings demonstrate that the student's speaking abilities in cycle 2 met the success criteria of 75%. Based on these results, the Hello English application can enhance the student's speaking skills.

The four previous studies were conducted by Hanna et al. (2022) The research was carried out to investigate the effect of the Elsa Speak app on students' speaking skills. The study was conducted during the second semester of the academic year 2021/2022, from August 4th to September 25th, 2021, using a quasi-experimental design. Thirty participants were selected via cluster sampling, with 15 students from X Perhotelan receiving treatment through Elsa Speak and 15 students from X Usaha Perjalanan Wisata (UPW) using Duolingo. Interactive speaking was employed to collect data through oral interviews. The test was administered twice, in both the Pretest and Posttest classes. The calculation yielded a significance level of $\alpha=0.05$, with df=15+15-2=28 and t=2.34, which surpassed the critical value of 1.75. This result indicates that Elsa Speak has a significant impact on students' speaking skills.

The last previous study was conducted by Citrayasa, (2019) This research aims to describe and interpret the students' experience using the Busuu mobile application for English language learning. The study utilizes hermeneutic phenomenology and focuses on analyzing the participants' experiences with Busuu. The research includes two participants who underwent in-depth interviews, providing textual data for analysis. The results indicate that the participants' lived experiences had some empirical implications, including ubiquitous learning, enjoyable learning, and a helpful English learning tool. Additionally, this study demonstrates that Busuu fosters transcendent meaning by encouraging students to become more autonomous learners.

In terms of research objectives, there are similarities between previous research and this research. Both of them discussed mobile applications for learning speaking. Meanwhile, the differences between the previous studies and this study are the methodology and the participants have been researched. The previous studies mostly

used qualitative method while this study conducts quantitative method. Moreover, the previous studies used high school students for the participants while in this research will use university students instead.