CHAPTER II

REVIEW OF RELATED LITERATUR

This chapter presents the review of related literature. It includes the speaking skill, teaching speaking in senior high school, the problems in teaching speaking, technology for speaking skill, Praktika.ai application, previous studies.

A. Speaking Skill

Speaking is a productive skill that enables individuals to convey meaning orally. According to Pratolo et al., (2019) speaking involves mastery of various language components such as vocabulary, grammar, and pronunciation, as well as the ability to adapt language use according to social context. Therefore, speaking is not only about constructing grammatically correct sentences, but also about using language strategically in everyday interaction. This skill helps individuals communicate ideas, exchange information, and actively participate in various communicative situations.

In addition, speaking is viewed as an interactive and dynamic process. Abrar et al. (2018) explain that speaking requires the speaker to respond to the communication context in real time while decoding and encoding information. This process demands high cognitive skills and situational awareness, making speaking one of the most complex aspects of language learning. Language learners often face challenges because they must process language spontaneously while considering meaning, context, and the interlocutor's responses.

Furthermore, in mastering speaking skills, balancing fluency and accuracy is crucial. Mulyanah, Ishak, and Dewi (2018) state that fluency refers to the ability to speak smoothly without unnecessary pauses, while accuracy involves the correct use of vocabulary, grammar, and pronunciation. To achieve effective communication, both aspects must be developed simultaneously. Therefore, language teaching strategies should emphasize the importance of building both fluency and accuracy to produce speakers who are confident and competent in various communicative contexts.

B. Teaching Speaking in Senior High School

Teaching speaking in senior high school goes beyond simply improving students' pronunciation. It also focuses on developing their ability to communicate effectively in various contexts and for different purposes. According to Pasaribu (2018), teaching speaking should aim to build students' confidence and comfort, particularly in spontaneous communication situations. Teachers are encouraged to use methods that engage students, keeping them motivated and interested in learning. This is particularly crucial for 11th-grade students, who often face challenges, particularly with speaking. One of the main obstacles is a lack of confidence, with many students feeling anxious or embarrassed when speaking English, especially in situations that require quick responses. This fear is often linked to the fear of making mistakes and not being able to speak fluently.

Additionally, speaking is seen as an interactive and dynamic process. Syafrizal and Rohmawati (2017) highlight that effective teaching strategies in speaking involve cooperative activities, role-playing, creative tasks, and

drilling. These strategies actively involve students in communication and significantly improve their oral production. Students typically respond positively to these strategies, feeling more confident and motivated to speak English.

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C. The Problems in Teaching Speaking

Teaching speaking skills is one of the most important yet also one of the most challenging components of English language education. Speaking, as a productive skill, requires more than just linguistic knowledge. It also demands skills, interaction, confidence, and extensive practice. However, due to various common issues in the classroom, many students still struggle to improve their speaking abilities. These challenges hinder students' ability to communicate and reduce their willingness to participate actively. Among the many problems encountered in teaching speaking, three major issues must be addressed.

The first problem in teaching speaking is the continued use of inadequate and outdated teaching techniques. Many teachers still rely on traditional activities such as memorizing dialogues, translating sentences, or simply

reading texts. These methods place greater emphasis on passive learning and fail to encourage students to actively use the language in meaningful contexts. As a result, students have limited opportunities to develop their speaking skills effectively. Rezeki and Dalimunte (2020) state that effective speaking instruction should adopt a communicative approach that promotes interaction and real-life communication among students.

The second problem is the lack of confidence among students when they are asked to speak in English. Many students feel anxious, especially when speaking in front of their peers, due to fear of making mistakes or being judged negatively. This fear often leads them to avoid speaking activities, which further limits their opportunities for improvement. Wisrance and Kristanti (2022) emphasize that excessive anxiety is one of the main psychological barriers that prevent students from participating and developing fluency in speaking.

The third problem relates to the use of unengaging or irrelevant learning materials. When the materials presented in class do not match students' interests or daily lives, they tend to lose interest and motivation. This lack of relevance can reduce their willingness to engage in speaking activities. Wardasari, Tribuono, and Hadiwijaya (2024) highlight the importance of using materials that are relevant to students' real-life contexts, as such materials can make speaking activities more meaningful and enjoyable.

In conclusion, the challenges in teaching speaking ranging from outdated methods, students' lack of confidence, to irrelevant learning materials are interconnected problems that significantly hinder the development of students' speaking abilities. Therefore, teachers need to adopt more

communicative and student-centered approaches, create a supportive and low-anxiety classroom atmosphere, and select engaging materials that reflect students' real-world experiences. By addressing these key issues, speaking instruction can become more effective and impactful.

D. Technology for Speaking Skill

Technology today plays a crucial role in enhancing speaking skills, especially with the emergence of artificial intelligence (AI)-based applications and interactive multimedia tools. Applications like Duolingo allow students to practice pronunciation and improve their intonation while receiving instant feedback. As explained by Qiao and Zhao (2023), Duolingo uses natural language processing technology to offer real-time corrections on pronunciation, fluency, vocabulary, and grammar through machine learning algorithms. This kind of immediate, automated feedback helps students recognize and correct their mistakes independently, making the learning process more dynamic and effective.

Moreover, beyond mobile applications, technologies such as video conferencing platforms and voice recording tools provide students with valuable opportunities to actively engage in speaking practice. Platforms like Zoom and Google Meet enable learners to participate in virtual discussions, conduct simulated interviews, and communicate with peers and teachers in real-time. According to Zhang (2024), these interactions help students become more comfortable using English in authentic settings, while recording and reviewing their performances allows them to track progress and reflect on areas for

improvement. In this way, technology transforms the traditional speaking class into a more flexible and interactive learning environment.

In addition, one of the greatest strengths of technology in language learning lies in its ability to personalize the learning experience. Adaptive software enables students to study at their own pace and focus on their specific weaknesses. For instance, the use of intelligent personal assistants like Google Assistant has proven effective in boosting students' speaking skills and their ability to self-regulate during learning (Zhang, 2024). Through applications like Praktika.ai, learners can select conversation topics and difficulty levels suited to their needs, making the process more meaningful and motivating. As a result, technology not only supports students' linguistic development but also empowers them to become more autonomous and confident speakers.

E. Praktika.ai Application

Praktika.ai is an application founded by Adam Turaev on May 26, 2022, with the aim of helping students improve their speaking and listening skills in English. The application, as depicted in logo Figure 2.1, uses artificial intelligence (AI) technology to create an interactive and enjoyable learning experience. One of the main advantages of Praktika.ai is its ability to offer conversation simulations with avatars controlled by artificial intelligence. Users can select conversation topics based on their interests, making the learning process more relevant and engaging.

Figure 2.1 *logo Practika.ai Application*

Praktika.ai provides interactive conversation simulations with AI-controlled avatars. Users can select discussion topics that align with their interests, thereby making the learning process more engaging and relevant.
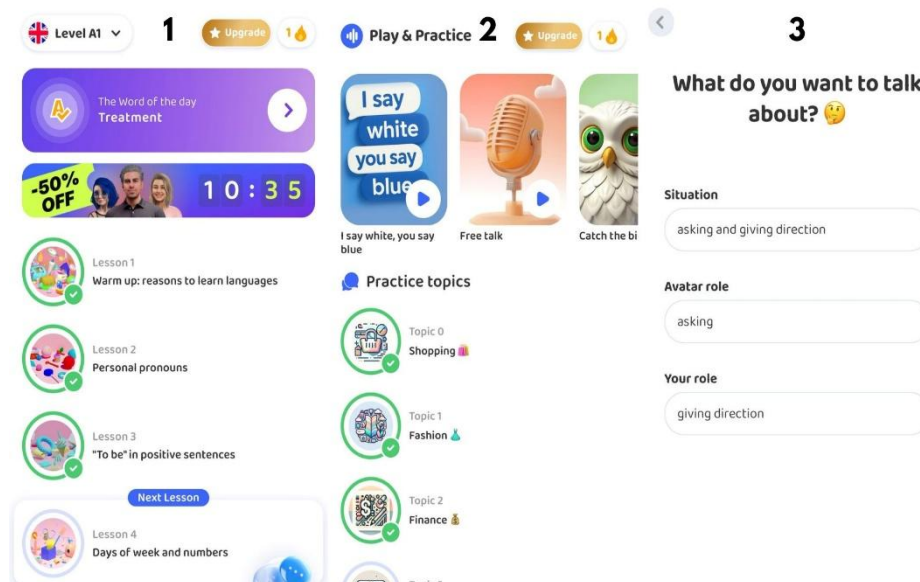
Figure 2.2 *Learning Features*

Figure 2.2 displays the interface of the Praktika.ai application, showcasing its structured and interactive learning features. In this section, users have access to a personal plan specifically designed to meet their learning needs. This feature illustrates how Praktika.ai integrates technology to provide an interactive and adaptive learning experience, allowing users to develop their English-speaking skills in a more enjoyable and effective manner. By presenting

a variety of topics and situations to choose from, this application encourages users to actively practice and enhance their confidence in speaking English.

One intriguing aspect of Praktika.ai is the independence it offers in the learning process. Users have the freedom to learn at their own pace and according to their preferences, which can enhance their autonomy and motivation in learning the language. With its high accessibility, as this application can be used on mobile devices connected to the internet, Praktika.ai becomes a highly valuable tool for English language learners from diverse backgrounds.

Figure 2.3 *Give Feedback*
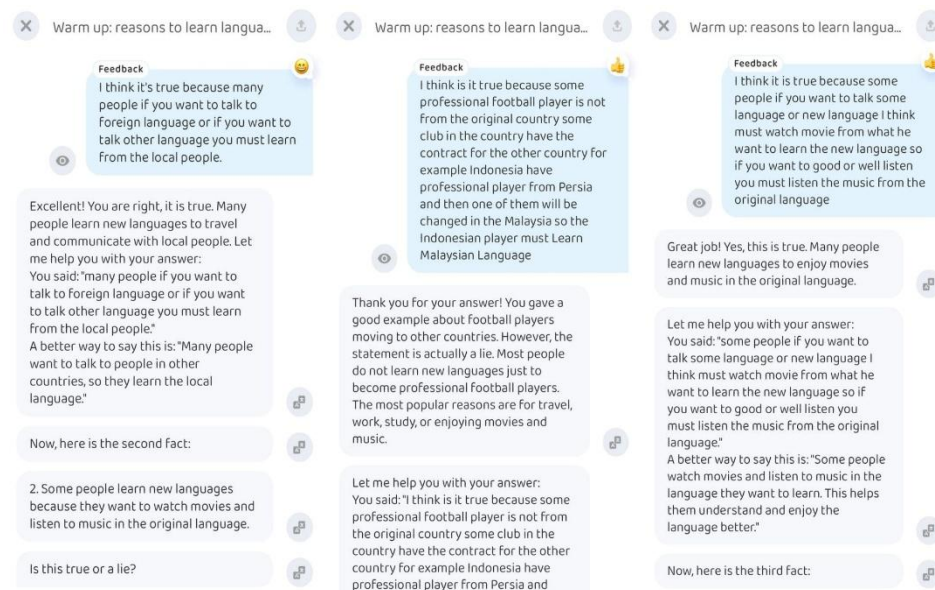
Furthermore, Praktika.ai also provides instant feedback on users' pronunciation and grammar. This immediate feedback is highly beneficial for users to identify their mistakes and make real-time corrections, which in turn can enhance their communication skills. Figure 2.3 shows a screenshot of the Praktika.ai application interface, illustrating the interaction between the user

and the AI-based learning system. In the image, the user introduces themselves and expresses their desire to receive feedback on their English pronunciation. The AI system then provides clear instructions, asking the user to record an audio clip as part of the speaking exercise.

F. Previous Studies

Several previous studies have examined the use of technology to enhance speaking skills. first study by Wang and Vasquez (2012) investigated the use of technology based mobile applications for foreign language learning. This study showed that using technology, including applications like Duolingo and Babbel, can help students improve their speaking skills by providing repeated pronunciation practice and immediate feedback. Despite some technical challenges, such as internet connectivity issues, the use of these applications proved effective in boosting students' confidence and fluency in speaking.

Second study by Sun (2012) highlighted the importance of Skype for teaching English. Sun employed qualitative research methods and a case study approach in this research. Fifteen students enrolled in English as a Foreign Language course at a university participated in this study. Over 12 weeks, students engaged in weekly conversation sessions conducted via Skype. Each session focused on everyday conversations on various topics, and students were paired with native speakers or learners from other countries. The results indicated that interaction with technology-based platforms like Skype helped students enhance their speaking skills by communicating directly with native speakers or peers from different nations. This interaction made students more

spontaneous and natural in their speaking and increased their desire to learn foreign languages.

Third to Xiaoyu He (2018) the Cake app allows students to take control of their learning, addressing speaking issues and motivating students to speak in English. The application also features engaging tools specifically designed to help students tackle speaking challenges. Moreover, it offers a customizable learning pace to assist students in dealing with various speaking issues in English. Therefore, this app is highly recommended for students aiming to improve their English-speaking skills.

The last study by Hwang et al. (2016) examined teachers' perceptions and real practices in using smartphone applications to teach English speaking skills. Utilizing two data collection instruments, this study found that teachers were highly motivated to use the applications, as they were proven effective in helping students become more fluent in speaking. Additionally, the research indicated that smartphone applications provided flexibility for speaking activities in the classroom and supported more interactive learning. The results suggested that smartphone applications should be considered in designing speaking syllabi to allow for greater creativity and adaptation to students' needs. Most respondents held a positive view of using this technology in the teaching and learning process.

Subsequent study by Kim and Kwon (2018) explored how mobile applications affect the speaking abilities of EFL (English as a Foreign Language) students. The objective of this research was to evaluate the effectiveness of smartphone applications in enhancing EFL students' speaking

skills, identify factors contributing to such improvements, with a specific focus on the role of self-motivation, and provide insights that could aid in developing more effective English language learning strategies using mobile technology. The findings indicated that consistent use of smartphone applications significantly improved students' English-speaking skills, albeit with a moderate level of enhancement. Self-motivation was identified as a crucial factor in this relationship, emphasizing the importance of motivation in language learning through technology.

The study conducted by Wang and Smith (2020) evaluated the effectiveness of mobile applications in enhancing students' English-speaking abilities. The aim was to assess the extent to which mobile applications could assist students in improving their speaking skills and to identify components such as interactive features, real-time feedback, and relevant contextual practice that contribute to speaking skill enhancement. Furthermore, this research provided empirical evidence of the positive effects of mobile technology on students' communication skills in English. The results indicated that mobile applications could assist students in improving their speaking skills through interactive features, real-time feedback, and relevant contextual practice. This finding suggests that mobile technology can effectively facilitate students' English language learning.

Additionally, research by Pérez et al. (2021) evaluated the effectiveness of mobile applications in enhancing students' speaking skills. This study aimed to understand how the use of mobile applications with peer feedback could help improve the speaking performance of students learning English as a second

language, as well as to investigate the impact of hybrid learning methodologies that integrate mobile applications on students' motivation and communication skills. The results showed that using mobile applications with peer feedback effectively improved students' speaking performance, and hybrid learning methodologies could motivate students and enhance their communication skills in English