

CHAPTER I

INTRODUCTION

This chapter covers the background of problem, the limitation of problem, the formulation of problem, the objective of research, and the benefit of research.

1.1 The Background of Problem

The term of communication is defined as the exchange of messages between people or between groups of people via variety of channels (Daulay, 2009:9). By the time people communicate, language must have used as it plays an essential role in the process of communication. A popular Indonesia's linguist, Keraf (1994:1), defined language as a tool of communication between people in the form of a sound symbol which produced by verbal organs. Concisely, people can recognize each other and express about what they are feeling and thinking through the use of language, as explained in surah Al-Hujurat verse 13 of the holy Quran:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾ (الحجرت/49:13)

The meaning: *“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted”*. (Al-Hujurat/49:13)

According to the verse above, introduction with the use of language in the communication process is necessary in order to take lesson and experience from one another, which are necessary for increasing piety toward Allah SWT, and as a result, each human being can experience serenity and wealth. Also,

the purpose of this verse is for people to recognize each other so that they can benefit to one another.

In 2018, reporting from UNESCO (United Nations Educational, Scientific and Cultural Organization) as cited in Secretariat of the Cabinet of the Republic of Indonesia's website, the world's populations speak around 6,700 different languages. But in the last few decades, more than half of their existences have lost. Moreover, there are now 7,099 languages spoken on a daily basis (living languages) around the world based on the Ethnologue page (Hardyanto, 2018). This means that every country's citizen speaks different language. For example, the American and English people most commonly use English as their daily language as well as it is considered as a global language since it has been spoken as a foreign language across every country. Furthermore, Naved (2015, as cited in Riswandi, 2018:32) stated that English as a global language plays a significant role in a variety of aspects of our life presently. Even in Indonesia, English has become a required subject in schools to facilitate cross-cultural communication.

In subsequent, English has surpassed all other languages as the most frequently studied foreign language in Indonesia. Because of this, it is essential that we need to increase our ability to speak, write, read, and listen in order to be successful in our studies of the English language. To become fluent in English, Linse (2005, as cited in Riswandi, 2018:32) pointed that students need to be able to communicate effectively with people from all over the world, therefore they should focus on increasing their speaking ability.

Tarigan (1987, as cited in Fitria et al., 2021:118) determined the term of speaking as a way of conveying information that is organized and developed to meet the specific requirements of the person to whom it is being delivered. Doing dialogue, interview, and speech act are some kinds of speaking activities. However, it is crucial to know what additional aspects of speaking there are so that they might be inserted in teaching. For example, in TEFL activity, to determine whether or not students are capable of speaking, they

must be made to say something. For this reason, the students may be less aware of the distinction between being familiar with a language and being able to communicate in its use effectively. Therefore, teaching students to communicate effectively necessitates drawing a line between what they already know and what they must learn.

In Indonesia, Teaching English as a Foreign Language (TEFL) requires that English subject be included as a compulsory subject in the national curriculum as it has been taught from the lower to the higher stage of education. This statement is also clearly in line with the Indonesia's Ministry of Education and Culture's decision to make English subject as a compulsory foreign language in junior high school in 1967. Additionally, the Indonesia's government establishes the purpose of EFL education in Indonesia as equipping students with the ability to build oral and written communicative ability in four aspects of English language (Fithriani, 2020:6). As a result, the teachers who engage in English teaching activity should be equipped with a variety of strategies, approaches, and even media.

Furthermore, there are several language courses and teaching methods that emphasize the importance of teaching students in speaking ability. According to Nunan (1991, as cited in Fitria et al., 2021:118), for most people, acquiring a foreign or second language is all about mastering speaking ability, and success is evaluated in terms of being able to have conversation in the language. While teaching speaking, it is sadly to admit that most of junior and senior high school students are unable to speak English as well. For instance, the English teacher found that over 65% of their students were unable to speak English (Daulay et al., 2019:388). The primary reason impeding students from speaking was their low competence in English, their fear of making mistakes, the teacher's intolerance for silence, and an uneven distribution of turns. Secondly, there are number of difficulties faced by Indonesian students when learning English because they don't know a lot of words, don't know how to write, and don't have any interests in speaking English (Daulay et al., 2021:14).

Students are frequently confused of how best to sharpen their English communication ability, particularly in speaking. Students are reluctant to initiate conversation or express their thoughts in English. They aren't enthused by their English teachers' efforts to help them to learn. They are also lack-self to speak in front of a group of their classmates. Even though they have a good grasp of the English language, yet they are unable to communicate effectively in its use. These finding difficulties were also emphasized by previous researchers that stated Students fail to differentiate similar sounds, pronunciations, and vocabulary not found in the Indonesian language (Subandowo, 2017:204), also students were unable to speak eloquently and accurately due to a lack of information about the subject being discussed (Leong & Ahmadi, 2017:32). However, the key to mastering one's speaking ability is to practice as much as possible every day.

Nevertheless, in doing so, the English teachers may be the source of the problem to their students. One of the common problems is that English teachers still continue to use old or monotonous strategies while teaching English particularly in speaking and cause the expected learning outcomes are not resulted optimal. To obtain success learning outcomes in EFL classroom, the English teachers can create a variety of classroom activities in a fun and fascinating ways that can encourage and motivate the students to actively and productively utilize the language. Besides emphasizing the lesson planning, delivering feedback, and preparing an assessment, the English teachers most importantly can benefit mobile application-based learning media as a form of innovation to the Industry 4.0 era in teaching and learning English activities.

Moreover, it is also possible for English teachers in EFL classroom to address those stated issues by utilizing Mobile-Assisted Language Learning (MALL). MALL can be described as a method of learning a second language using a mobile device. Before the name MALL has been established, technology was already being used in language learning and teaching activity by the name "Computer Assisted Language Learning (CALL)". MALL has the

potential to be an excellent resource, providing benefits that its predecessor (CALL) did not, such as the possibility for learning to be individualized, spontaneous, informal, and omnipresent (Nezarat & Mosavi Miangah, 2012, as cited in Fithriani et al., 2019:635). The MALL's concept can be defined as an approach to language learning and teaching that makes use of mobile devices as an aid for both students and teachers. Moreover, mobile devices are indispensable tools for people to support them in their daily duties.

The use of several online or offline learning-based platforms such as E-Learning, YouTube, Facebook, WhatsApp, Duolingo, hello English, and so on, have been implemented by several researchers previously to improve the aspect of the English language in the EFL classroom. Other than that, Cake is one of the useful applications for students who are trying to improve their speaking ability in the English language. Cake application is also friendly to use. Another reason to use this app to learn speaking English is that there are a lot of useful English expressions, terms, and idioms. In addition, this app had been reviewed by some YouTube content makers. For the most part, they indicated that they would be open to learning English via this app.

Taking those into considerations, the researcher is interested in implementing this particular application in EFL classroom with the intention to give significant effect on students' English language skill, particularly in their speaking ability through the research title: **“The Effect of Cake Application on Students' Speaking Ability”**.

1.2 The Limitation of Problem

As a researcher of this study, I set a limit on the effect of Cake application on students' speaking ability.

1.3 The Formulation of Problem

The researcher comes up with the following research question: “Does using Cake application give significant effect on students' speaking ability?”

1.4 The Objective of Research

In alignment with the research question above, this study's objective is to determine whether or not the Cake application give significant effect on students' speaking ability.

1.5 The Benefit of Research

The outcome of this research is projected to affect several groups:

a. In Theory

In theory, the researcher hopes this study would be useful and provide a lot of information for the people who read this study in its entirety. In particular, the effect of Cake application on students' speaking ability.

b. In Practice

1. For the Students

As a mobile learning application, the Cake can help students better understand the material. Students can have fun while learning and practicing their ability in speaking by using this application.

2. For the English Teachers

This research provides English teachers with an application that they may use to improve the quality of their teaching. English teachers can use this application to give their students innovative ways to study and to assist them handle the difficulties of enhancing their students' motivation and their ability to speak precisely.

3. For the Researcher

As a researcher in this study, I hope to have a good effect on students' speaking ability through the implementation of Cake application. In addition, in learning to work on research, hopefully this can be a stepping stone for me to do further English education field research in the future.

4. For UINSU Students

This research is expected to be a source of reference for UINSU Students who are interested in research implementing media in teaching and improving students' speaking ability of English.



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