

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Speaking Skill

Speaking Skill has several indicators to be assessed. Speaking Skill can be assessed through a rubric assessment called The Competent speaker. (Dunbar, brooks, and kubicka-miller). State that Speaking rubric assessment of The Competent speaker consist of 1) choosing and focusing the topics, 2) delivering the specific purpose, 3) providing suitable supporting materials, 4) utilizing appropriate drafting patterns, 5) using proper language, 6) using a various level tone and vocal intensity, 7) using suitable fluency, grammar, and pronunciation, 8) using physically attitude that supports verbal messages.

Speaking is an interactive meaning-making process that involves the production, reception and processing of information. In this case, the construction of forms and meanings that are built depend on the context in which the conversation takes place, the participants involved in the conversation, experience, the physical environment, and the purpose of the conversation. (S. H. Daulay & Daulay, n.d.)

It has been shown by Scott that speaking is a participatory activity that requires the capacity for cooperation in the organization of speaking turns. Speaking is a skill that has to be learned via interactive practice when it comes to language acquisition since it is such an integral component of our day-to-day lives. Speaking takes time in the actual world as well, in contrast to writing, which may

be rewritten several times. It is hardly surprising that speaking is such a difficult problem for most language students.

From these experts descriptions, people can master English speaking skills through active interaction with the respondents in delivering or expressing meaning in regarding speaking skill aspects. There are Pronunciation, grammar, vocabulary, fluency, and comprehension.

These assertions are in agreement with verse 164 of the section of the Quran titled An-Nisa:

وَرُسُلًا قَدْ فَوَضَّلْنَاهُمْ عَلَيْكَ مِنْ قَبْلُ وَرُسُلًا لَمْ نَفْضَلْهُمْ عَلَيْكَ ۚ وَكَلَّمَ اللَّهُ مُوسَى تَكْلِيمًا

There are messengers whose stories We have told you already and others We have not. And to Moses Allah spoke directly. (An-Nisa/4:164)

Many people who are learning English as a second language place a high importance on being fluent in the language's spoken form. As a consequence of this, students often judge the success of their language learning endeavors as well as the efficacy of their English instruction based on how much they believe they have grown in their ability to communicate effectively via spoken language. Learning how to speak English fluently has always been considered one of the most effective skills in English language acquisition. Stephen Krashen made this observation in the A.J. Hoge journal: "There is no need for purposeful memorizing since we absorb language when we grasp what others say us and what we read," Understanding the meaning of a spoken language is necessary for any kind of communication to take place. In spite of the fact that rote memorization has emerged as a popular technique for recalling previously acquired information, the

most effective method for acquiring a second language is to use that language in everyday conversation with a close friend. In Sebastian line's study on an Indonesian qualification framework, the topic of speaking was divided into three categories: casual speaking, formal speaking, and speaking for academic purposes. Short review before the main data on the chapter IV, the researcher finds a lot of informal conversation on the Hello English conversation practice dealing with the use of conversation in daily activity as dialogue, even though there is formal conversation appear on the exercise. This is despite the fact that formal conversation appears on the exercise. Speaking has risen to the top of the list of priorities for students of the English language. This is due to the fact that students want to learn English in order to be able to utilize English for the purpose of communication. According to the findings presented by Lestari and Sebastian in their research, there are six distinct sorts of language functions that promote learners' abilities to communicate,

- a. Permissive function (to soften utterance, to avoid repetition and to adjust intonation)
- b. Interactive function (to greet, to have small task, and farewell)
- c. Information function (to introduce, to show, to state, to explain, to ask, to agree, to reject and to confirm)
- d. Persuasive function (to offer, to promise, to suggest, and to persuade)
- e. Directive function (to tell, to order and to request)
- f. Indicative function (to praise, to complain, to thank and to apologize).

As compared to teaching other language skills, teaching speaking takes a far higher level of dedication and commitment from the instructor toward their pupils. By teaching speaking in the classroom, Daulay, Dalimunthe, and Ningrum (2021:341) pointed out that both the instructor and the students are able to converse with one another and create personal relationships with one another. In addition, Asher (2003) agreed with the notion that pupils seek to imitate what they hear as soon as their professors demonstrate how to speak a foreign language. In light of this, it is important for instructors of English to demonstrate the steps involved in speaking the language in order to encourage their pupils to adopt a similar approach. This is also mentioned in verse 16 of the section of the Quran titled "An-Naml.":

وَوَرَّثَ سُلَيْمَانَ دَاوُدَ وَقَالَ يَا أَيُّهَا النَّاسُ عَلَّمْنَا مَنْطِقَ الطَّيْرِ وَأَوْتَيْنَا مِنْ كُلِّ شَيْءٍ ۗ إِنَّ هَذَا لَهُوَ الْفَضْلُ الْمُبِينُ

The meaning: And Sulaiman inherited Dawud. He said, "O people, we have been taught the language of birds, and we have been given from all things. Indeed, this is evident bounty." (An-Naml /27:16)

According to the verse that was just read, Allah SWT has bestowed upon mankind the ability to communicate effectively in order to facilitate their labor (which, in this case, is teaching), and the whole of this is a true blessing. In addition, according to Hossain, speaking is a productive skill. According to Hossain, productive skills are important because they enable students to accomplish communication components such as oral presentations, written studies, and reports, amongst other things. 15 In-depth investigation combining the statements of Hossain and Jeremy Harmer's description of how speaking and productive skill are integrated in the Hello English program.

The first issue is one of pronunciation. According to Harmer, sounds are formed up of individual sounds or phenomena. For instance, the word "beat" is pronounced as "b + I + t" (where I is the sign for the sound "ee"), while the word "coffee" is pronounced as "kofi:." Phonetic symbols are used to represent sounds in this context. 16 A stressed syllable is a part of a word or phrase that has the greatest emphasis because the speaker raises the volume of their voice or changes the pitch of their voice when they say the syllable. The second area that is important is stress, which is another way of saying where emphasis is placed in words and sentences. The third component consists of the speaker's pitch and intonation, with pitch referring to the volume of the speaker's voice.

2.1.2 Hello English Application

a. Definition of Hello English application

Hello English is an English language-learning application, which allows users to learn the English language through interactive modules. It functions on a freemium pricing model. The app is available on Android, iOS, Windows and Web.

According to Joe Hindy (2020) asserts that "Hello English application is popular application for learning English and let us learn the language from 22 another languages". Moreover, it also uses several fun teaching methods, such as audio and video clips, daily news and even ebooks. "Hello English application is a great application to learn English that can improve our English in an interesting way" (Mohit Chaudhary, 2019). Furthermore, this global application an city ranking feature also.

It will rank us as per our performance. Besides, this application also provides many grammar lessons and questions, such as “countable and uncountable nouns”, “parts of speech” and “reflexive and reciprocal pronouns”. We can disclose course for free by using coins that are obtained when we are answering successfully exercises. In addition, there will be many exercises and when we are answering correctly then we will obtain the coin that can be utilized to disclose the course that we desire. Therefore, the researcher can conclude that Hello English application is an application that enable students to learn English and having interactive lessons with conversational English, vocabularies and grammar topics who developed by Culture Alley.

b. Features of Hello English application

- 1) Dictionary Hello English application has been equipped by a lot of words and it is proven that this application has approximately 10 thousand words. If we use this application, we aren't difficult in looking for other applications to search for vocabularies translation.
- 2) Many learning material Hello English application is also has a lot of materials in foreign languages and the materials are divided into 12 phases. Each phase has 50 topics of conversation. Each topic also has a stage of play and there are also where we have to say words and sentences correctly.
- 3) Premium feature Hello English application is having a premium feature where we can obtain access unlimited to learn English in this application. However, we have to know that this feature isn't free. We have to pay

before we relish.

c. Advantages and disadvantages of using Hello English application

1. Advantages

- a. Enhance very detailed vocabularies and pronunciation.
- b. This application is easy to use and perform well.
- c. This application is making easier for students to practice speaking English.
- d. Facilitate for looking vocabularies.

2. Disadvantage

- a. The limitedness connection when students is using this application because they should possess a strong connection and when they want to log out suddenly should to reiterate.
- b. When students are playing the game section, they have to stay. If they desire to leave when the game is not finished, they have to reiterate again.
- c. The voter from this application, sometimes possess too much pronunciation or are not clear.

2.2 MALL (Mobile Assisted Language Learning) in ELT Context

Mobile aided language learning, sometimes known as MALL, is a subfield within the rapidly expanding subject of mobile learning research, which is garnering the attention of academics in increasing numbers. This remark demonstrates that mobile learning has become an increasingly significant role in capturing people's attention across all aspects of their day-to-day lives. Even in the more traditional setting of a university, mobile learning has emerged as the most useful application for picking up a second language. Technology, particularly mobile devices, personal computers, and access to the internet, have evolved to become fundamental elements of contemporary human existence. These elements are put to use for a broad variety of purposes, including educational and instructional pursuits. According to Howlett and Waemusa (2019), it is possible for pupils to pursue their interests and progress through media at their own speed. Because of this, they may have a greater propensity to engage in chances for learning.

The usage of mobile devices may also make the process of learning a language more interesting and entertaining. This is especially true for younger learners. This method is referred to as "Mobile-Assisted Language Learning (MALL)," which is an acronym. The "learn anytime, anyplace" motto of the MALL is one of the reasons why its supporters are so grateful to the organization. Even in the 21st century, it continues to serve as a source of motivation for many. Students are free to study English wherever and whenever they find convenient for them. Because of this, they are more inclined to participate in the ELT activities. Mobile-assisted language learning, often known as MALL, is a teaching

methodology that uses mobile devices to supplement traditional classroom instruction. Smartphones are by far the most common mobile device for Mobile-Assisted Language Learning, which is abbreviated as MALL (Ekinici & Ekinici, 2017). It is possible to utilize a smartphone as a learning aid by downloading appropriate software to use on the device. The study of the English language has entered a new phase because to the proliferation of mobile devices. Students may utilize a mobile application to study English more rapidly, which will help them learn English more swiftly. This may help to alleviate some of the monotony that is associated with more conventional methods of instruction, as well as time and geographical constraints. As they are studying English, it also makes it simpler for students to access additional resources that may assist them in comprehending what their English instructor is saying to them.

Students who are interested in acquiring English skills may increase their level of engagement with the topic by installing mobile applications on either their smartphones or personal computers. Students are able to devote more time to improving their speaking skills with the assistance of mobile applications since they may utilize these apps anywhere. Students get the opportunity to improve their English speaking skill by practicing both inside and outside of the classroom, where they may speak English to improve their ability.

Students who are interested in studying English and honing their speaking skills may make advantage of the plethora of learning speaking applications that are available on either the App Store or the Play Store. Students may improve their ability to speak English by using an app called studying English Conversation, which can be downloaded for free on students' cellphones. Using

the capabilities of its apps, one is able to practice their pronunciations, fluency, intonation and accent, as well as expressiveness in an appropriate setting. Apps for learning English speaking are equipped with a number of features that make it possible for users to communicate with other people who are also studying the English language and to trade practice materials with one another. Some applications, like Sara's Cooking Party Game, feature game and short video components that make learning to speak more entertaining and excite students. One example of this kind of application is Sara's Cooking Party Game (Daulay et al., 2020).

4.1 MALL in Learning Speaking

The majority of applications that provided assistance in language acquisition always included a standard set of lessons that served as a basis for mastering a second language. Many individuals attribute their level of success in learning a second language to their ability to speak the new language fluently. As a result, learning a second language requires a significant amount of practice, particularly in terms of oral communication. Of course, proper grammar and tenses are essential, but the most important thing is to practice talking to people and carrying on conversations. In addition, the learner needs to retrieve and practice the target language actively in order to ultimately understand and converse in the language accurately and fluently without depending on the visual stimuli (mouth, body language, written text, or images). In order to avoid the visual stimuli, the learner is required to encounter the experience of oral speak and the interface of process from automatically controlled in speaking skill. The middle of the 1990s saw the beginning of considerable experimentation with

mobile devices for the purpose of educational purposes. The first phase is distinguished by an emphasis on what kinds of electronic devices, in particular personal digital assistants (PDAs), laptops, tablets, and mobile/cell phones, may be used for the purposes of education and training. In this initial phase, we will make effective use of the affordances that mobile devices and technologies provide, such as e-books, classroom response systems, portable computers in the classroom, data recording devices, and reusable learning objects. The senior management teams and the ways in which the devices assist their work were the primary focus of the first phase of the project.

1. The second phase places an emphasis on education that takes place outside of the traditional classroom setting; an early project in this phase is titled "HandleR" (Handheld Learning Resources); the system was developed to have a number of different uses; there are four primary competencies; A collection of instruments for recording and commenting on occurrences
2. A web browser
3. A database manager who will arrange and link the events in the form of a knowledge structure and
4. A communications manager that can enable both synchronous speech and data communication as well as asynchronous knowledge sharing.

'HandLeR' was designed to serve as both a learning guide and an activity starter. The most important aspect of 'HandLeR' was the fact that technology in those years (2000-2001) had several limitations, making it nearly impossible to

use. The main success of this system is that it can be used outside of the classroom. Learners are able to produce information and upload it to a location where it can be accessed by others by utilizing mobile devices, which is the emphasis of the third phase, which is devoted to learner mobility.

4.2 Hypothesis

There are two hypothesis in this study, H₀ (The Null Hypothesis) and H₁ (Alternative Hypothesis). Based on the review of related literature, the researcher formulated hypothesis as follows:

H₀ : There was not significant distinction between pre-test and post-test on students' score and impact on students' speaking skills after conducting the treatment by using Hello English application.

H₁ : There was significant distinction between pre-test and post-test on students' score and and impact on students' speaking skills after conducting the treatment by using Hello English application.

4.3 Previous Study

According to the findings of the research, there have been many studies done in the past that discuss mobile learning using many different terminology, such as the impac, the process, the benefit, comparison, and other studies. In this section, the researchers will look at three earlier studies that are relevant to the primary subject. The first investigation was carried out by Rita Seroja and given the title The influence of Hello English application on the Pupils' Vocabulary Mastery at the Ninth Grade of Junior High School. It was proven from the student score of experimental class which has better performance than the students score

in controlled class in doing the post-test. This research indicates that the introduction of Hello English has a significant effect on the students' ability to master vocabulary by the time they are in the ninth grade. In contrast, the students in both the experimental and the controlled classes had a vocabulary knowledge level that was almost identical before the therapy was administered, as measured by their scores on the pre-test. On this research the application became a tools for English learning and show the significant improvement that could be seen on the score. Hello English in this study has proven that using a mobile phone is truly effective to use on learning vocabulary. In this research, the application was called "Hello English." Abdellah Ibrahim and Thouqan Saleem are the ones that carried out the study that was given the title *The Impact of Mobile Learning on Students' Achievement and Conversational Skill*. The purpose of this research was to investigate the impact that mobile learning, which refers to a specific kind of mobile learning that makes use of mobile devices, has on the growth of academic success as well as the development of English language conversational skills.

The findings of an analysis of the data collected revealed that mobile learning was more effective than the use of traditional teaching methods in assisting students enrolled in a course entitled "Strategies of Teaching and Learning" to improve their academic performance and develop their ability to have conversations in English. The students' level of understanding and comprehension of the learning material of the course that was offered through Mobile Learning was much higher than that of their peers' level of understanding and comprehension of the identical topic that was provided via conventional methods of instruction. On the other hand, the mobility that Mobile Learning is

dependent upon might make it possible for students to easily interact and discuss the learning and teaching environment, which would make the student role more effective through the active interaction with the teaching and learning material via mobile sets. The fact that student success and conversational skills improved as a result of the increased privacy given by mobile learning might also be seen to be somewhat disappointing. Mobile learning's capacity for spontaneity and contextualization has the potential to make the instructional process more student-centered, which is consistent with the constructivist approach's philosophical underpinnings. As a consequence, students will be more willing to access the instructional material and engage with it. Learners were provided with a variety of opportunities and occasions, through which they were able to access and make use of the vast amount of information that is available on the internet for the sake of educational aims and assignments, which was another significant factor that contributed to the success of mobile learning as a method of instruction for students. Use of mobile devices and mobile learning as the primary focus of research is the common denominator between the previous study and the studies conducted by the researcher. The value of mobile learning in terms of its ability to support language acquisition by students of second languages This research talks about measurement in usage of mobile learning application, the effect on student achievement, and to reveal that mobile learning application is more capable in student learning devices than the use of traditional learning method. The difference between this research and the research that came before it is that this research talks about measurement in usage of mobile learning application.

The second piece of research is a joint effort by Ramya Gangaimaran and

Madhumathi Pasupathi. The title of their study is. This study explains about the categorization of applications in order to assist users browse the applications and decide which one to use. The review focuses on the usage of mobile apps for language learning. The objective of this study is to assist students in overcoming challenges associated with selecting an appropriate English learning application and to categorize the apps according to the proficiency level of the students using them. When it comes to learning a language, mobile learning refers to the use of personal, portable, and wireless devices such smartphones, personal digital assistants (PDAs), iPads, palmtop computers, and laptops. Children in the age range of three to ten years old are considered primary learners. Children in this age range learn the English language starting with the alphabets, and then move on to recognition of the letters, sounds of the alphabets, and tracing the letters to write them. Ramya's research reveals that there are different levels of learners for English. For example, primary learners are children in the age range of three to ten years old. There are three categories of people learning English: primary learners, secondary learners (those aged 12 to 17), and postsecondary learners. The primary learners make up the first category (include college student and adult group). This study also explains each level of English learners by providing an appropriate application, regardless of whether the application is free or requires payment. Learners are broken up into three sections: elementary, secondary, and tertiary levels. The purpose of this article is to investigate which applications are the most effective at guiding learners at each of these levels.

The purpose of this review paper was to categorize the applications in order to provide guidance to learners of various categories about the selection of the

right mobile app. According to the study described in the section above on categorizing apps for each learner level, researcher mine is an application that is appropriate for all three levels of learning, beginning with the primary level and progressing through the secondary and tertiary levels. The equation that comes from the study done by Ramya and Madhumati, as well as the researcher, is a review of a suitable mobile learning application that is appropriate on the learner requirement, and distinct classifications in each guiding portion of applications. The difference between this study and the researcher's research is that this research evaluates the apps that are the most compatible and suited for use in the process of learning a second language. If the researcher is concentrating on a single application that could be of use in English language instruction for those studying English as a second language.

