

CHAPTER I

INTRODUCTION

A. Background

English is one of language that used as a means of international communication; Therefore, English is very important to be learned by all people in the world to establish wider communication. Handayani stated that in learning English there are four basic competencies that students must master including speaking, reading, writing and listening skills. Of all that, speaking skills are the most important thing in learning English, because the main use of language is to communicate with other people (Handayani, 2016). In speaking skills, several aspects need to be considered including pronunciation, intonation, fluency, grammar and so on (Mulyani, 2016). This greatly affects the continuity of communication. Therefore, understanding of these aspects can create good communication and lead to understanding. In communicating using English of course

Due to differences in nations and countries who use English, each nation and country has L-1 characteristics that are different from one another, so that it may still affect their L-2 (Eka Oktarini, 2006). For this reason, someone who learns speaking skills must understand well all aspects of these speaking skills. Mastering English speaking skills is very important for foreign or second language learners (Richards, 2008; Khamkhien, 2010).

Harmer (2007) suggested some useful activities to encourage students to practice their English as follows. First, students can be encouraged to practice speaking outside the classroom through exercises. Second, lecturers can help students by providing feedback on the activities they are working on or helping when they have language problems. Finally, students must be involved in good speaking activities which can motivate them to play an active role in speaking class.

Someone can be said to master English when they can speak English in interaction. Therefore, Boonkit in Marzuki said that communicative ability is an important goal in the teaching and learning process (Marzuki, Prayogo, Johannes Ananto & Wahyudi, 2016). This will improve fluency as well as memory. Then, English speaking skills can develop motivation to discover new words and dialects. Furthermore, English language skills make a person learn from these mistakes. If you're talking to someone, and you get your pronunciation or grammar wrong, you can correct it through practice and practice. They need to focus on grammar, vocabulary, and pronunciation when speaking a new language (Mazouzi, 2013).

Finally, English skills provide more opportunities such as making new friends, new trips and new job prospects (Will, 2020). According to Öz (2017), people have the opportunity to express themselves, share ideas, and relate to other people in society through language. In

today's world, communication in the mother tongue is not enough, and a universal language like English must be known. Gürbüz (2018) stated that it is important to learn to speak English fluently because it is accepted as an intercultural and common language in the world. According to Leong & Hamadi (2017), speaking is an interactive process that includes receiving, producing, and processing information to build meaning. Students tend to hesitate to speak English because they are afraid to speak English (Nijat et al.,

Speaking is the main language because it shows the size of people's language (Shteivi & Hamuda, 2016). In addition, speaking is important for students to master because it allows students to communicate easily (Nazara, 2011). Speaking has an important role in communication (Agravat & Raval, 2015). Without speech, communication will only be written. While developing speaking skills, students must be able to communicate with their friends and participate in various activities

under the guidance of the teacher (Akdeniz, 2018). Teachers should use group work in speaking activities, ensure the language is easily understood and produced by students, choose topics to increase interest and help students speak the target language (Ur, 1996). Teachers can prepare materials for speaking skills according to the needs, interests, levels, and skills of students. Hui (2011) and Kayi (2006) state that teachers must pay attention to the use of authentic materials in class, support student participation in speaking activities, involve students in cooperative learning activities, increase the talk time given to students, and provide reinforcement. and feedback.

Of course, achieving fluency in oral communication is the desire and motivation of most students in learning a language (Ihsan, 2016). It's not easy Arnanda & Harpain (2017) state that many difficulties students face in learning English make it difficult for them to improve their English skills..The Office of Educational

Standards in a 2008 report highlighted that children learning foreign languages have poor speaking skills despite the improved quality of teaching and learning. Adding to the problem, some students do not use English at home to communicate with their family members and surprisingly, even if they are fluent in English, they use their mother tongue to express intimacy within the family (Singh, 2014).

According to Rani (2013) the factors that cause students to learn less English are as follows:

1. English is considered a difficult subject to learn.
2. Student learning depends on the English teacher as the authority.
3. Lack of support for the use of English in the home and community environment.
4. Learners are not sufficiently or under exposed to the language because there are limited opportunities to use English outside the classroom
5. Students have limited vocabulary skills

6. Students have reluctance and lack of motivation to learn English because they do not see an urgent need to use the language.

Shen and Chiu (2019) in their research reported that students' difficulties in speaking English were psychological problems (eg nervousness, fear of making mistakes, and lack of confidence), linguistic problems (eg vocabulary, grammar, insufficient expression, inadequate sentence organization., etc.), and environmental issues (eg lack of learning contexts for English conversations). Afshar & Asakereh (2016) explained that the main problems faced by students in speaking English can be divided into problems related to affective, problems related to social, and problems related to linguistics. Alyan (2013) found that communication problems occurred because students found words they did not understand,

Teaching can be defined as engaging with learners to enable their understanding and application of

knowledge, concepts, and processes. This includes design, content selection, delivery, assessment, and reflection. Tardif (in Adrian, 2004) states that teaching is any action taken by an individual (teacher) with the intention of facilitating learning in other individuals (students). Teaching and learning a language other than our mother tongue is a difficult job for both teachers and students, especially in English Foreign Language situations (Alharbi, 2015). In learning English, students must master 4 important skills namely speaking, listening, reading and writing (Wulandari & Fadhilawati, 2019).

Of the four speaking skills, it is considered the most important skill to learn. Teaching speaking according to Kyl in Activities to Promote Speaking in a First Language (<http://iteslj.org>) is teaching English learners to produce sounds and sound patterns of English speech, using word and sentence stress, intonation patterns and rhythms from the first language. , choosing the right words and sentences according to the right social

setting, audience, situation and subject matter, organizing their thoughts in a meaningful and logical order, using language as a means of expressing values and judgments and using language quickly and confidently with some unnatural pauses, which is referred to as fluency.

Apart from that, speaking itself is the most popular way for people to communicate with others to share thoughts, questions, and maybe information (Kristiani & Pradnyadewi, 2021). Nunan (2019, quoted in Kayi, 2019) states that what is meant by "teaching to speak" is teaching ESL learners to:

1. Produce sounds and sound patterns of English speech
2. Use stressed words and sentences, intonation patterns and second language rhythms
3. Choosing the right words and sentences according to the social background, audience, situation, and subject matter
4. arranging their thoughts in a meaningful and logical order

5. using language as a means to express values and judgments
6. use language quickly and confidently with few unnatural pauses,

According to MCMumbu, TKLonda, NVFLiando (2018) the learning process that occurs in schools aims to bring changes to students that occur in a systematic and planned manner to develop cognitive, affective and psychomotor aspects. This is done to improve the quality of education and to educate the nation's life (Jimian P, 2018). According to Maru, MG (2014) "The educational process is not only aimed at forming academic abilities, but also forming spiritual abilities. According to Harmer (2007), there are three main incentives for students to speak up in class. First of all, speaking activities provide a safe environment for students to practice speaking in real life. Second, speaking activities in which students try to use any or all of the languages they know provide feedback from teachers and students. Everyone can see

how well they are doing in terms of language successes and challenges. Finally, the more opportunities students have to use the many linguistic elements stored in their brains, the more automatically they will use these elements.

According to Brown (2000), there are several activities that students are expected to do in speaking activities:

1. Imitative, this is a style of speech in which the speaker can easily repeat or copy words, phrases or even sentences. Various prosodic criteria, such as intonation, rhythm, etc., as well as lexical and grammatical criteria, can be used. This is traditionally referred to as "pronunciation."
2. Intensive creation of short lengths of spoken language intended to demonstrate proficiency in a limited band of grammatical, phrasal, lexical, or phonological connections is context evaluation.

3. Responsive, this involves engagement and understanding, but only at a very basic level, such as a greeting, small talk, or a quick request or comment.
4. Interactive, there are two types of interactions that may occur. They are transactional languages, which are used to trade certain information, and interpersonal languages, which are used to keep social relationships going.
5. Extensive speeches (monologues), oral presentations, and narrative telling are all part of it. It is possible that nonverbal reactions will be highlighted in this situation.

Irwan, Asrida and Fadli (2017) argued that in order to get students to speak, teachers need to understand the factors that affect their speaking ability. From the several studies they reviewed, they summarized three influencing factors, namely:

Conditions of performance this includes aspects such as time pressure, planning, performance standards

and amount of support. Affective factors. Some examples included in this point are motivation, self-confidence, and anxiety. The ability to listen to good speaking skills is driven from good listening skills. Students will be able to speak if they understand what the other person is talking about. Feedback during Tuan & Mai's activities (2015) suggests teachers to make corrections to students' mistakes in a supportive and courageous way so they will not lose motivation. Teacher Strategy.

Regarding the problems faced by students in the ability to speak English. Researchers see based on the results of observations. Students are very worried about their ability to speak English. In this case the researcher made observations on April 13, 2023 at State Senior High School 06 Bengkulu Utara. Based on initial observations, in January 2023 at SMAN 06 Bengkulu Utara the researchers obtained some information from the English teacher. Mass interview, that there are some problems faced by students at SMAN 06 Bengkulu Utara. These

problems are teaching and learning processes tend to be teacher-centered Unable to express thoughts more effectively. lack of mastery of student vocabulary, pronunciation, grammar. Students experience difficulties in choosing the main ideas to be developed in a speaking ability, both in vocabulary, pronunciation and grammar. And students have anxiety speaking in class.

Based on the observations of researchers at public senior high school 06 Bengkulu Utara, class X students at the school the researcher found that the students' ability to speak English was indeed very low, this is as stated by one of the teachers who taught at the school who said the following :

“in my experience teaching class X at this school, indeed I found that students experienced limitations in speaking English. This is a challenge for teachers in this school to familiarize students with speaking English” (Leni Juniangsih)

Based on the results of the interviews above, it was found that class X students at State Senior High School 06 Bengkulu Utara experienced limitations in speaking English. This can be seen in the recap results of the English subject scores with the following average scores :

Table 1.1

Average Scores

No	Class	Average Score
1	Class XA	70
2	Class XB	70

(Source: Research Observation Results)

So, from that the researcher wants to apply the Chaturletka Application in the process of learning English, Chaturletka itself is almost the same as the Ome TV Application, but in this case the researcher chooses to use Chaturletka because it contains a filter that is useful in choosing chat topics and with whom we can talk, this is because in order not to become a conversation that is

deviant in nature. Chaturletka is a new breakthrough in the world of education.

Chatruletka is a popular service that allows you to video chat with people around the world for free. Our video chat is the largest in Runet, it is visited daily by more than 200 thousand users. Using chatroulette you can chat with girls and boys from Russia, Ukraine, Belarus and other CIS countries. This service is convenient and absolutely free.

Chatruletka is a video chat based application that connects various outside parties to get to know each other and maybe have a follow-up meeting. Chatruletka is slowly starting to have a lot of fans who want to try something new in the application. This Video Chat application was made in Russia, if you want to log in or register as a new user there will only be two registration systems, namely using Facebook and Vkonte accounts. (<https://www.apkonline.net>)

Meanwhile, the teaching and learning process tends to be teacher-centered: Unable to express thoughts more effectively, so that students in learning tend to be rigid and unable to elaborate and practice English skills spontaneously and optimally. Besides that, there is also a lack of mastery of students' vocabulary, pronunciation, grammar and students experience difficulties in choosing the main ideas to be developed in a speaking skill, both in vocabulary, pronunciation and grammar. And students have anxiety speaking in class.

So, in this case the researcher wants to try to conduct an experiment using the Chaturletka Application in developing students' speaking skills in English at State Senior High School (SMAN) 06 Bengkulu Utara for students.

B. Identification of Problem

Based on initial observations, in January 2023 at SMAN 06 Bengkulu Utara the researchers obtained some information from the English teacher. Mass interview, that

there are some problems faced by students at SMAN 06 Bengkulu Utara. These problems are:

1. Teaching and learning processes tend to be teacher-centered: Unable to express thoughts more effectively.
2. Lack of mastery of student vocabulary, pronunciation, grammar.
3. Students experience difficulties in choosing the main ideas to be developed in a speaking ability, both in vocabulary, pronunciation and grammar.
4. Students have anxiety speaking in class.

C. Limitation of the Research

This research is limited at grade 10 of SMAN 06 Bengkulu Utara academic year 2022-2023 the Chaturlетка Application

D. Research Question

Is there any significant differences between the students who are taught using Caturletca application than those who are not taught using Chaturlетка Application

toward their speaking ability at 10 grade students of SMA Negeri 06 Bengkulu Utara on academic year 2022-2023 ?

E. Research Objective

The objective of this research is to investigate the effectiveness of Caturletca application toward students' speaking ability at 10 grade students of SMAN 06 Bengkulu Utara on academic year 2022-2023.

F. Significance of the Research

The results of this study are expected to provide important information for some of these elements and elements for SMAN 06 Bengkulu Utara students, and for future researchers who will take the same type.

1. For Students of SMAN 06 Bengkulu Utara. This research has several impacts for students, including:
 - a. This study can make senior high school students aware that they can use Chaturletka Application to Improve Students' Speaking Ability.

- b. This research can understand the effect of Chaturletka Application to improve students' speaking skills.
- c. This study aims to inform students that the effect of Chaturletka Application is to improve students' speaking skills.

2. For Further Researchers

This research is expected to provide a lot of information and contribute to research so that there are many choices for future researchers.

G. Definition of Key Terms

The definition of key terms is to avoid misunderstanding for the reader. To clarify, there are several key terms such as the effectiveness of Thought Stopping technique therapy to improve students' speaking skills.

1. Speaking Skill

According to William, speaking skill is the ability of students to express their ideas verbally

which is represented by speaking scores. This theory explains that speaking ability is the ability of students to create value in speaking by making presentations, where students will make good presentations with good speeches. According to Chastain (1976:334).

Speaking is a productive skill. Thus, its development follows the receptive powers of listening comprehension, and perhaps reading and is always behind those receptive skills. How far the productive skills of a language lag depends on the learner and progress in his language learning and the complexity of the linguistic material. Richards (2008: 19) states, that mastery of speaking skills in English is a priority for many second or foreign language learners. That is, teachers and students must manage students' ability to speak so that it is easier to communicate with each other. In the competency standards of Permendiknas graduates number 23 (2006: 366) it is stated that "junior high school students must be able to express

the meaning of interpersonal and transactional discourse orally, formally or informally, in the form of retelling, narrative, procedure, descriptive, and report.

2. Chaturletka

Chatruletka is a popular service that allows you to video chat with people around the world for free. Our videochat is the largest in Runet, it is visited daily by more than 200 thousand users. Using chatroulette you can chat with girls and boys from Russia, Ukraine, Belarus and other CIS countries. This service is convenient and absolutely free. Chatruletka is a video chat-based application that connects various outsiders to get to know each other and maybe have follow-up meetings.

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