

CHAPTER I

INTRODUCTION

This chapter presents: (1) Background, (2) Problems, (3) Objective, and (4) Benefits of research.

1.1 Background

Effective development of speaking skills is paramount in language education, as it directly impacts a student's skills to communicate fluently and confidently. Speaking proficiency is not only a core aspect of language acquisition but also a crucial skill in real-world language use. This background provides an overview of key factors influencing speaking skill acquisition in students. Because speaking is considered as having a significant role in communication, people make the effort to learn the skill with the aim to be able to communicate with the world society (Parupali, 2019). Bueno, Madrid, and McLaren (2006, p. 321) state that "speaking is one of the most difficult skills a language learner has to face." Speaking is regarded as the most crucial of the four English language abilities. Even students struggle to talk when prompted in real-time settings, even after years of language study. Speaking seems to be the hardest of the four fundamental English language abilities since it requires the speaker to construct phrases on the spot. Assuming that speaking English is challenging, students can improve their speaking abilities by using a variety of tactics, which will increase their proficiency and make English a necessary language for all students (Kasirin, Untung, 2011). Unemployment is mainly caused by failure to communicate in English, which requires a review of teaching methods and

strategies to improve the skills to speak English for students. Therefore, many countries have started introducing English even from the early education level (Theriana, 2019). Enhancing students' skills is an important effort in language education, which aims to equip students with effective communication skills, students often face challenges in speaking skills. Factors such as limited exposure to authentic English contexts, varying levels of language anxiety, and the need for practical communicative skills contribute to the intricacy of developing effective spoken English abilities (Brown, 2007; Jin & Zhang, 2018).

This globalized era's quick technological improvement has impacted education, with a plethora of tools being used to improve speaking skills English foreign language (EFL). Education in an era of globalization that is dynamic as it is now requires teachers and students to be rapidly adaptable and creative in organizing learning activities, technology as an effective learning tool. By integrating technology into the class lessons, teachers can create an interactive and engaging learning environment for students. In addition, technology enables access to vast and diverse educational resources, allowing students to learn independently and develop digital skills essential for future success. By utilizing technology wisely, teachers and students can bridge the gap in learning and improve the quality of education in this fast-paced era of globalization. One of which is the use of the areas that has significantly indicated positive outcomes is Mobile-assisted Language Learning (MALL). MALL broadly refers to learning language anytime, anywhere whereby language activities are conducted through mobile devices without being restricted by physical location or a determined time

(Traxler & Kukulska, 2016). Mobile devices have become an indispensable tool in the modern educational context. With their versatility, devices such as laptops, tablets and smartphones allow learners to access information and learning resources from anywhere at any time. In addition, available digital learning applications and platforms enable more dynamic interactions between teachers and students and provide a variety of more engaging and interactive learning methods. This not only facilitates easier and more flexible learning for learners, but also increases their engagement in the learning process (Hashim et al., 2017). There are also digital learning applications and platforms that facilitate more dynamic interactions between teachers and students, and present a variety of learning methods that are more interesting and interactive. Research suggests that MALL provides learners with opportunities for personalized, on-the-go language practice, contributing to increased engagement and motivation (Stockwell, 2010).

However, challenges such as the digital divide and potential distractions associated with mobile devices also warrant consideration (Crompton, 2013).

Based on the researchers' observations, there were students in SMP Negeri 45 have limitations in resources to learn, so that students are less interested in understanding foreign languages of English, especially in speaking skills. Researchers ensure fair access and overcome potential weaknesses is to maximize the benefits of MALL in language education. In short, studies and research on effectiveness of Mobile Assisted Language Learning in language learning are ongoing. That's why academics are finally motivated to do research on "EFFECTIVENESS OF MOBILE ASSISTED LANGUAGE LEARNING

(MALL) IN ENHANCING SPEAKING SKILL EFL STUDENTS' AT SMPN 45 PALEMBANG”

1.2 Research of Problem

1.2.1 Limitation of the Problem

The background and problem identification described above provide as the foundation for this study, which focuses on using the Mobile Assisted Language Learning (MALL) as a learning method in enhancing speaking about personal experiences in English as a Foreign Language at eight grade SMPN 45 Palembang in the 2023–2024 school year.

1.2.2 Formulation of the Problem

Based on the foregoing context, the researcher develops the following questions for the research problem:

Is it effective using Mobile Assisted Language Learning (MALL) in enhancing speaking skill EFL students at SMP Negeri 45 Palembang?

1.2.3 Objective of the Research

The purpose of the thesis research was to evaluate the effectiveness of using mobile assisted learning in enhancing the speaking skills of English as a foreign language for students' at SMPN 45 Palembang.

1.2.4 Benefits of Research

The researcher hopes that this research would be have the following benefits:

1. Theoretical

It is hoped that this research can help in developing more effective learning models by utilizing mobile technology. This supports the use of technology in the context of English foreign language.

2. Practically

a. For teacher

Researcher hope that learning using mobile assisted language learning can help teachers in an effective learning process, especially to enhancing EFL students' speaking skills

b. For students

Researcher hope that learning using Mobile-Assisted Language Learning had effective in enhancing EFL students' speaking skill in foreing language learning

c. For academics

With research examining mobile assisted language learning, it is hoped that learning can run more effective, especially in enhancing EFL student speaking skill.

d. For Researchers

When the researcher took the position as an educator for students, the results of this research showed that students' scores increased from before, so it was proven that mobile assisted language learning was effective in improving foreign language speaking skills for students at SMP 45 Palembang.