

## CHAPTER I

### INTRODUCTION

The researcher involves of the background of study, the formulation of research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and operational definition of key terms in this chapter.

#### **A. Background of The Study**

Speaking is one of the essential skills that students should mastering a language, along with listening, writing, and reading. According to Brown and Yule<sup>1</sup>, there are several reasons: (1) speaking helps students to communicate efficiently and appropriately, (2) speaking is the most effective way to communicate among the four languages skills, (3) speaking as one of the key variables use to assess each student's language knowledge in real-world situation.

Speaking skill play an important role in the success of English language learning. However, speaking skill often receives less attention in language learning so that it becomes one of the most difficult skills for students to master. According to Bueni, Madrid, and McLaren<sup>2</sup>, speaking is one of the most challenging skills that foreign language students have to face.

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<sup>1</sup> Greta L. Angelianawati Natasia, "Students' Perception of Using Storytelling Technique to Improve Speaking Performance at SMPN 143 Jakarta Utara," *Journal of English Teaching* 8 (2022): 282–92.

<sup>2</sup> Natasia.

At the junior high school level, a lot of students face obstacles in speaking English. Based on the percentage of the hardest, speaking ranks the highest in 14.27%, followed by writing 6.40%, reading 6.27%, and listening 4.80%<sup>3</sup>.

The students experience three common problems in speaking skills, (i) students lack proficiency in pronunciation, fluency, vocabulary, and grammar (ii) students have psychological problems such as, lack of self-confidence, being afraid to make mistakes, feeling shy and nervous to speak (iii) environmental problems, the students have a less supportive environment from their friends and teachers and the students fear getting negative responses from others when they speak English<sup>4</sup>.

This is in line with the issue of speaking when the researcher conducted observed during the first-internship at MTsN 4 Tulungagung from March 6 to April 26, 2024. The eighth-grade students at MTsN 4 Tulungagung had speaking skills that were still quite low. The English teachers stated that the students' speaking skills were still low and needed to be increased. In addition, the teachers saw the students struggle to answer using English directly. The teachers also experienced problems in the speaking class. Teachers lacked of knowledge in using various technologies as learning media. Therefore, teachers must be able to provide varied media for English language teaching to add students' new experience. One of the technologies that can support

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<sup>3</sup> Ct Buhendwa Rubango Jeff, "The Most Difficult Basic Skill Faced by Learners of English in First Year Classes at UEA/Bukavu, DR Congo," *Creative Education* 10, no. 2 (2019): 464–74.

<sup>4</sup> Titik Ismailia, "Performance Assessment Using Rubric to Improve Students' Speaking Skill," *JAAL (Journal of Applied Linguistics and Literacy)* 5, no. 2 (2021): 65–82.

language learning is Cici Artificial Intelligence (AI) application can be applied in teaching.

The industrial era 4.0 has undeniably influenced the development of Artificial Intelligence (AI) which is now the fastest growing technologies. AI helps humans work and more easily by offering creative innovations and intelligent tools. Artificial Intelligence (AI) refers to computer programmed machines that have function similarly to human cognition<sup>5</sup>. Artificial Intelligence (AI) technology has significantly impacted in language education sectors. It offers many benefits including accessibility, affordability, and effectiveness in the education system<sup>6</sup>.

Cici Artificial Intelligence (AI) application is one of the AI applications provided in Android and iOS, with a device capacity of 55 MB. The Cici AI application tool enables personalized learning that leads to language acquisition. This application has many features that can support language learning, especially practicing speak English with chatbots. According to Fyer and Carpenter<sup>7</sup> almost all students find it more enjoyable to use chatbots and feel more comfortable conversing with robot bots than with their friends, even teachers. The use of this application can overcome students' fears of speaking, and regular speaking practice can increase students speak English.

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<sup>5</sup> Suryakanth Halburagi and Prashant Mukarambi, "Use of Artificial Intelligence (AI) Technology Futures in Library," *International Journal of Research in Library Science (IJRLS)* 9, no. 2 (2023): 14–19.

<sup>6</sup> Tin Nghi Tran and Thang Tat Nguyen, "Transforming Language Acquisition: Advanced Artificial Intelligence Approaches for Second Language Education in Asia," 2024.

<sup>7</sup> Hea-Suk Kim, "Is It Beneficial to Use AI Chatbots to Improve Learners' Speaking Performance?," *Journal of Asia TEFL* 18, no. 1 (2021): 161–78.

The Cici AI application is similar to other AI applications such as ChatGPT by Open AI, Chat AI-Ask AI Anything, Sivi AI, Genesis AI, Replika AI, and among others. Like other AI applications, it can also provide a voice model of a native speaker. However, Cici AI application differs from other because it does not have usage limits. The students can ask questions anytime meanwhile another AI applications with a limited-use Q&A feature requires users to ask some questions during their trial. If they want to use it again or ask more questions, they must upgrade to a premium and pay for it.

The researcher uses chatbots to practice speaking in the form of speech to text between students and Cici AI about certain topic like interacting with human, if the students are able to use the target language in interaction it can provide a successful outcome. This research is different from previous studies. The researcher is wonder about the Eight Grade Students of MTsN 4 Tulungagung would find the “Cici Artificial Intelligence (AI) application useful to speaking skill. The objective of this research is to find out the effectiveness of using Cici Artificial Intelligence (AI) application on students’ speaking skill of the eight grade students of MTsN 4 Tulungagung. The researcher intends to conduct experimental research title “The Effectiveness of Using Cici Artificial Intelligence (AI) Application on Speaking Skill of The Eighth Grade Students at MTsN 4 Tulungagung”.

## **B. Formulating of Research Problem**

The researcher formulates the research question following the background:  
How is the effectiveness of using Cici Artificial Intelligence (AI) application on speaking skill of the eighth grade students at MTsN 4 Tulungagung?

## **C. Objective of The Study**

To find out the effectiveness of using Cici Artificial Intelligence (AI) application on students' speaking skill of the eighth grade students of MTsN 4 Tulungagung.

## **D. Research Hypothesis**

1. Null Hypothesis ( $H_0$ ) that using Cici Artificial Intelligence (AI) application is not effective on speaking skill of the eighth grade students at MTsN 4 Tulungagung.
2. Alternative Hypothesis ( $H_1$ ) that using Cici Artificial Intelligence (AI) is effective application on speaking skill of the eighth grade students at MTsN 4 Tulungagung.

## **E. The Significance of The Study**

1. Theoritically

Theoritically, the finding of this research will provide answer the questions of the problem in this study and will have a positively affect on students' speaking skill with using an Cici Artificial Intelligence (AI) application.

## 2. Practically

The result of the research conduct at MTsN 4 Tulungagung will benefits for students and teachers, including :

1. For the teachers of MTsN 4 Tulungagung, teachers can use this research as a guide or reference to get various media in helping their students on speaking better.
2. For the students of MTsN 4 Tulungagung, this research can help them to increase their speaking skill and have more confidence in speaking English in everywhere using this application and will also add knowledge using AI for language learning.
3. For the researcher, it will provide a clear description of the effectiveness of the Cici AI application on improving students' speaking skills, and the researcher hopes that future researchers can examine other features in this application for learn other English skills using this application.
4. For the reader, the researcher hopes this research will help them gain more knowledge and can be a reference for them to get solutions and motivation in improving speaking skills.

## **F. Scope of The Research**

The researcher conducted this study at MTsN 4 Tulungagung and the population is the eighth-grade students of MTsN 4 Tulungagung. The researcher wanted to emphasize on students' speaking skill by using Cici Artificial Intelligence (AI) application.

## **G. Operational Definition of Key Terms**

### **1. Speaking skill**

Speaking is an interactive oral process that involves produce, receive and process informations<sup>8</sup>. It involves the ability to produce the spoken language without undue pausing or hesitation, using mechanical skills such as pauses, speed, and rhythm; language use, such as being coherent and reasoned; and judgment skills, which is the ability to speak appropriately, depending on the contexts<sup>9</sup>.

### **2. Cici Artificial Intelligence (AI) Application**

Cici Artificial Intelligence (AI) Applications is the kind of the Artificial Intelligence software designed to enhance language learning. Leveraging advanced AI technologies, Cici application provides a personalized and interactive learning experience by using chatbot.

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<sup>8</sup> Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Edition). New York: Longman.

<sup>9</sup> Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.