

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Hinkel (2005) stated that “Speaking is the most complex and difficult skill to master”. When I was in the English for survival class, I experienced obstacles in speaking English. According to Richards (2008), while practicing a speaking skill, the students often meet some problems. Lack of confidence, motivation, pronunciation, and fluency in speaking were factors of difficulty that prevented me from developing my English-speaking skills as a foreign language. Besides that, Nation and Newton (2009) some EFL students are hesitant to speak due to many influencing factors such as vocabulary, insufficient grammatical control, lack of fluency, encouragement, and shyness in students. These problems become obstacles for me to speak English fluently, so it is not easy to master. Tanveer (2007) states, "English students often express feelings of stress, nervousness or anxiety when learning to speak English". Furthermore, my lack of confidence in speaking English affects my fluency and pronunciation, so it becomes an obstacle for me in speaking.

However, within the English for survival class, the video was used as a recording medium to support speaking skills to do my assignment. I performed and recorded a video into a project with a duration of two to ten minutes. In one project, namely in the first project, there were several mistakes I made, such as thinking too much before speaking, which led to the emergence of a lot of use of fillers when speaking and sorting out which words were suitable to be

expressed so that the interlocutors had difficulty understanding the meaning of what was said. Limited vocabulary is also a problem that I face. I am confused about what words to use and what to say and the many repetitions of the same words I used, also being too nervous to work on the project to be my weakness and weakness when speaking. In the first project, I also did not understand how the flow would be carried out so that my appearance was less than optimal and irregular (improvised). This allows me to speak without fear of being seen by people directly; therefore, my confidence in speaking English has risen and I have become more motivated. I became brave in speaking, which at first, I always felt nervous and confused when talking and fear of making mistakes, from there I learned, and I was motivated to continue to learn to improve my speaking.

Video projects were carried out in the first semester, which consisted of 14 meetings and 6 projects contained in the syllabus. Every week, there was a different theme. The teacher first gave direction in the project work to fit the syllabus and he gave the deadline for the work. The deadline for the project work was done for a week. Every video was uploaded to the "English for survival 2016" Facebook group. Each performance was given feedback, both from the teacher and other students in the comment column provided. As a result, students were required to write a written reflection as an evaluation of the activity.

Dali (2012) argues that, by perceiving the recorded video well as a medium, especially in providing feedback. The feedback is the advice given to

improve the performance of both students and lecturers, videos not only produce sound but also can display visuals so they are easy to observe. Lonergan (1984) conducted previous studies on video; Tomalin and Stempleski (1990), which supports my research, argue that there are several advantages of using video. The use of video recordings in speaking language learning has several advantages for students: First, students can watch and see the appearance of themselves and their friends in the sense of being able to learn from each other. Second, teachers can use video as a medium to help students become better English speakers (Lonergan, 1984; Tomalin & Stempleski, 1990). In addition, students have the opportunity to view the recording on video more than once.

This issue is related to the use of videos that have been researched by Dini Irawati (2016), entitled “Supporting student’s English-speaking achievement using video”. The results show that the use of video is an alternative way of overcoming students' problems when speaking English, then it also improves students' speaking skills indirectly can practice their speaking skills.

However, from my experience, I felt the benefits of using video and this is the basis of doing this research to explore my experience in one semester when I am using video as a medium to support speaking skills in speaking English as EFL in English for survival class.

## **B. Formulation of the Problems**

Based on the background, the formulation of the problem of this research is “What are an EFL student’s experiences in speaking skills by using video?”

## **C. Operational Definitions**

To avoid misinterpretation of this research, here are operational definitions of each keyword:

1. Student’s Experience : It is events of student experience or memory in using video as media to support my speaking which has obstacles in mastery such as confidence, motivation, pronunciation, and fluency while taking an English for survival class in the first semester.
2. Speaking Skills : One of the skills in using the English language as EFL (English as Foreign Language) by oral or saying words to produce sounds to express an opinion to a person or group.
3. Video : One of the electronic visual media that displays images and sounds. Students used video as one of the media to help in supporting speaking skills, within the used video the student’s recorded performance through the video.

#### **D. Aim of the Research**

The purpose of this study is to investigate my experience when using video to support speaking skills in English for survival class in the first semester for one semester.

#### **E. Significances of the Research**

This research is made to get benefits. Therefore, the uses of this justify could give:

##### 1) Theoretical

This research hopefully can give empirical evidence about the experience of EFL students in the use of video as a supporting media in supporting speaking skills.

##### 2) Practical

This research hopefully can be used as a reference for students and English teachers in choosing media that can support their language teaching process. It is intended to motivate other students who struggle in speaking, and through the video, students can reduce nervousness and be more confident in speaking English.

##### 3) Empirical

To provide experience for the writer in scientific writing and to enrich knowledge about how to use video as a medium in language learning by EFL students in the teaching-learning process.