

CHAPTER I

INTRODUCTION

A. Background

When I was learning English Speaking, I felt anxious and lack in repertoire because I was afraid that what I said was wrong so I was not confidence. It is in line with Ramdani and Rahmat (2018) that learners are generally facing problems such as anxiety, lack of self-confidence, and lack of repertoire or cannot find the suitable words and expressions to use the foreign language to express their thoughts effectively. Those problems become obstacles for me to speak English fluently so that English is considered as a skill that is not easily mastered. However, I experienced that speaking English was not a complex thing after I used Web 2.0 which is Facebook.

Facebook operates exclusively for those in the academic community and has become increasingly popular on college campuses. As the seventh most trafficked website in the United States, approximately 8 million students from over 2,000 colleges and 22,000 high schools use Facebook to post personal information such as pictures, hobbies, and messages to communicate with fellow students and instructors as well as friends and family (Lashinsky, 2005). This social network is unique compared to others such as Instagram and Twitter. It serves to connect students and faculty within and across an academic community also become a valuable resource to support students' educational communications and collaborations with faculty (Roblyer,

McDaniel, & Webb, 2010). Moreover, it can provide a different model of how online tools can be utilized in educational contexts (Downes, 2007). In my university, Facebook has been used as another class activity. Students posted their speaking performance in a video on a closed group. After that students should comment to each video performance at the comments column.

Voorn and Kommers (2013) found that introverted college students saw social networking as greater support for carrying on collaborative learning and self-confidence because introverted students feel that their true nature is hampered in face to face contact, and they prefer to communicate via social media. Tuñez and Sixto (2012) conducted a study to assess the relevance of using a Facebook page as an additional virtual-classroom scenario, and they found that Facebook as collaborative environment increase interaction within the classroom. They found that Facebook promotes a more participatory attitude of students, in general, in their classes, and in association with peers and teachers. The results obtained by Al- Rahmi and Othman (2013) show that the relationship between collaborative learning and interaction with teachers and peers contributes to improved academic performance. Therefore, Using Facebook as virtual classroom allows students to connect and interact in synchronous communication of the target language, possessed positive attitudes, and self-confidence.

My experience while taking Speaking 1 course involved me in Facebook as a virtual classroom. This activity made me, as the student, felt confident in speaking English after I read comments, got the thumb of likes,

and watched others videos. The issues related to the use of Facebook have been researched by Milosevic (2015), reporting that Facebook as virtual classroom useful to students on their path to personal development and engagement, however, the previous study does not examine students' experience in a virtual classroom. Therefore, my experience is important to share and investigate how Facebook promotes speaking confidence in line with Socio-cultural Theory (Vygotsky) and Self Efficacy Theory (Bandura).

B. Formulation of the Problem

A research question addressed in the present study is “How does Facebook as a virtual classroom promote students' speaking confident ?”

C. Operational Definitions

To avoid misunderstanding about the terms set out in this study, the investigator provides some definitions related to this study, as follows :

1. Virtual Classroom : It is an online classroom that allows participants to communicate with one another, view presentations or videos, interact with other participants, and engage with resources in work groups.
2. Socio-cultural Theory : Socio-cultural theory is mainly associated with Lev Semenovich Vygotsky (1896- 1934), the most influential socio-cultural theorist who 'systematically synthesized' the notions of culture, development, and learning. One of the main claims in socio-cultural

approach to learning as identified by is that human action, on both the social and individual planes, is mediated by tools and signs.

3. Self Efficacy : Individual's belief in his or her innate ability to achieve goals. Albert Bandura defines it as a personal judgment of "how well one can execute courses of action required to deal with prospective situations".

D. Aims of the Study

The present study aims to investigate how Facebook as a virtual classroom helps students' confidence in speaking English from Socio-cultural Theory (Vygotsky) and Self Efficacy (Bandura) .

E. Significances of the Study

1. Theoretical : This research will expand about the Socio-cultural theory in ELT context.
2. Empirical : This research will give empirical inside about how virtual classroom could promote student's confidence.
3. Practical : This research will serve the readers about one of virtual classroom activity that could be applied in teaching learning process especially in promoting student's confidence.