CHAPTER I
INTRODUCTION

This chapter presents the background of the research along with key points about what, why and how this research should be conducted. This chapter also sets out the formulation of the problem, operational definitions, aim and significance of the study.

A. Background

English speaking practice in public in the form of a monologue is one of the habits applied by one of secondary schools in Tasikmalaya. In this school, there is a school regulation where the representative student should convey the monologue in the form of speech in front of the audiences after the midday prayer in congregation to make the student accustomed in English. This student delivered a public speech using English. Based on his experience, he delivered a speech about the effects of cheating. When he explained the content of his speech, he realized that he was not fluent in speaking English. As it turns out, there was a strange feeling that made him tremble, afraid of making mistakes in speaking, heart racing and sweating. These were a tastes that made it difficult for his mouth to transform words, but actually he thought about what he should deliver at that time. According to Ozturk & Gurbuz (2014) that unpleasant emotional condition which made the student tremble, afraid, and another strange behavior called anxiety. From that moment, the researcher was looking for what was really happening,

it turns out that he was experiencing what was called anxiety. On the other hand, he realized why the anxiety happened to him, based on the result of interview with him, there were several posibilities that caused anxiety arises in him: first because he was not confident, second because he was afraid of making mistakes in speaking, and third because he had to speak in front of the public.

To analyze the anxiety in speaking, the researcher asked him to speaking Englis orally in front of the camera about his activities at school, such as people telling stories in a diary. At the same time, the theory of speaking anxiety is getting renewed by K and Alamelu (2020) stated that using memory strategy by reading newspaper, books, and watching TV news has many internal and external factors that impact the level or intensity of speaking anxiety. When one was confused about how to express thoughts in proper English, they had problems with the language. Students sometimes are not able to frame sentences, which means they have problems with grammar. Whereas, when the students find it difficult to face others while speaking on a stage, means that they have a problem with stage fear. These various factors are usually felt when speaking in public. The development of mobile and tablet applications are offering numerous ways for students to explore their own ability by recording themselves using the camera. The teacher can then listen and provide feedback on their oral performance or get students to review or even self-review their work. Therefore, video recording used to get

the student's perception about its use to see kinds of anxiety that arises in speaking English.

This research describes the student's perception on the impact of utilizing video recording entitled "Student's Perceptions on Utilizing Video Recording towards the Student's Speaking Anxiety" is then a fruitful approach to be used as a tool to observe the student's perception.

B. Formulation of The Problem

In this study the researcher addressed the following question

1. "What kinds of anxiety appear in speaking English?"

2. "How does the student's perceptions on the use of video recording towards speaking anxiety?"

C. Operational Definitions

To avoid misunderstanding, the researcher defines some of the following terms:

1. Speaking Anxiety : The intense worry and fear experienced by a secondary school student in doing English speaking in the form of speech which happened because afraid of making mistakes.

2. Student's Perception : The student's ability to hear and see through the video recording about what anxiety happens to him in speaking

English. To explore the student's shortcomings that need to be addressed by giving the student's argument about the activity.

3. Video Recording   : A tool to record the anxiety movements and expressions of the student in speaking English to make student easier rewatch his activities by placing the video in front of the student.

D. Aim of the Study

The present study aims to describe what are anxieties appear in speaking English and the student's perception on the use of video recording towards speaking anxiety.

E.   Significances of the Study

1. Theoretical Use

The findings may contribute to the body knowledge of the use of video recording into language learning especially in the field of speaking anxiety.

2. Practical Use

The findings may be useful for both students and teachers who take speaking subjects on utilizing video recording as a media for analysing anxiety in speaking. For students, it can make them find out their

shortcomings independently. For teachers, it can practice students to learn independently. And for general public, it can train self confidence in speaking English.

3. **Empirical Use**

The study improve the researcher's insight about the benefits of video recording on the students' speaking anxiety in speaking practice. To complete the previous stydy by showing the students gestures in anxiety condition, and train the students to do self-reflections by giving perceptions.