

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Online learning is one aspect of distance learning that is carried out during this pandemic, distance education was a solitary pursuit defined by sporadic postal interaction between educators. There are many technologies at this time that facilitate the online learning process. The use of technology can support online learning processes, productivity tools supporting their own work, teacher-assignment of technology-based learning activities for students during the same period (Resta & Laferrière, 2007).

The researcher discovers various issues that students frequently face when speaking English in online learning. The problems are Students become less able to develop their speaking skills, when there is no direct interaction during online study. Although courses are taught in English, their lack of speaking practice will have an impact on their academic success (Rodrigues & Vethamani, 2015). They lack a strong motivation to practice their speaking abilities, as a result of which they are unable to communicate the language properly.

Teachers use a variety of media to improve students' abilities during this Pandemic, which is the use of video recording performance. Pratiwi & Triprihatmini (2018) stated that video is a technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. A digital video project transforms students from consumers to creators of their own content. The only barrier of a student-created video is the student's idea, creativity, and technical competence.

One of techniques to improve students' speaking ability is by video recording. Sherman (2003) stated the use of video in the teaching-learning process brings motivation for students to understand and enjoy the real things. Therefore, the use of technology such as video could be done as an alternative solution for teaching speaking in any learning circumstance. Increasingly, the

benefits of video recording performance is the potential of students to watch and see their weaknesses and strengths. In this regard, Kirkgöz (2011) defines a task as “recording allows the students to replay the video as many times as they need; so, they can self-evaluation of themselves as well as their fellow friends" (p. 2).

Students were encouraged to study the language as a result of the linguistic improvement. Similarly, they have improved cognitively as a result of the need that participants be more engaged in their learning process. In addition, using videos to explain content has a positive impact on language development in a variety of ways, making it an effective tool for EFL/ESP classrooms. It promotes learners to take responsibility for their learning process and to become personalities (Encalada & Sarmiento, 2019).

This study attempts to recognize the use of video recording as a tool of students' assignment aid related to improving students' speaking skills, it is about the students' response. According to Encalada & Sarmiento (2019), there are three categories to analyze students' response about the use of video recording assignment to improve speaking skills: academic aspect, technical aspect, psychological aspect.

There are several studies that discuss video recording assignments. For example: Pratiwi & Triprihatmini (2018) investigated The impact of using video as a teaching and learning aid on students' response, they found that the students have a positive or good opinion of the video recording assignment and Encalada & Sarmiento (2019) investigated Perceptions about self-recording videos to develop EFL speaking skills in two Ecuadorian Universities, the findings of the study reveal that students have a positive aspects of using video recording assignment, according to the participants' responses, is the feeling they have about improving pronunciation and how it has helped them to become less fearful when speaking in English. This study is different from previous study because of different learning situations, namely online learning during the pandemic. However, only a few investigations have been performed to investigate students' response toward

them. For that reason, the researcher is interested in investigating students' perceptions toward video recording assignment on this pandemic situation. It will be the teacher's information for the task's continuation and evaluation, whether it will be continued or not. It is for the purpose of ensuring that the assignment is not rendered ineffective.

1.2 Formulation of Study

This study was conducted to investigate “What are students’ response based on the affect of video recording performance as a tool to improve speaking skills in online learning?”

1.3 Operational Definitions

To avoid misinterpretation of this research, several terminologies are meant as follows:

1) Video Recording Performance:

Video recording Performance is activities and tasks which can be given by teachers/lecturers to improve students’ speaking skill, it is a kind of project based learning to develop and support learning language. From the video recording, they will know the quality of their speaking and also they will know the weaknesses and strengths for evaluation.

2) English speaking assignment

These assignments serve as a means for teachers to assess students' abilities and knowledge levels. Every student is expected to complete their English assignment by the date specified in their academic session.

3) EFL Students

An EFL student is far more likely to be studying the language for educational purposes, therefore the emphasis of education will change. Unless they practice in a profession where they will connect with other English speakers, students are normally more interested in studying reading and writing and less concerned with speaking and listening.

1.4 Aim of the Research

This study attempts to recognize the use of video recording as a tool of improving students' speaking skills and related to students' perception. It focuses on finding the students' responses on three aspects: academic aspect, technical aspect, and psychological aspect.

1.5 Significances of the Study

1.5.1 Theoretical Uses

The research investigated the use of video recording assignment as a tool of improving students' speaking skills and related to students' affect.

1.5.2 Empirical Uses

This study provides empirical insights into teacher/lecturer about students' affect when applied to video recording assignments in the online learning process.

1.5.3 Practical Uses

This research can be used as a general description for teachers to apply video recording assignments in the online learning process.