Chapter 1. Introduction

In this chapter, the researcher presents the research background that will discuss the research question, research objective, scope and delimitation, limitation of study and the significance of the study.

Background of Study.

Nowadays, the impact of technology can feel in every possible field, one of which is Education. With the current technology, lecturers can provide services without having to deal directly with students. Likewise, students can obtain information in a broad scope from various sources through cyberspace using computers or the internet. According to Halimah, Lustyantie, & Ibrahim. (2018, p. 50), technology can cultivate interest in learning. These phenomena can be seen from how technology creates featuring audiovisual animation effects naturally make us more easily access the information.

Technology is also effective to improve teaching and learning. As Halimah, Lustyantie, & Ibrahim. (2018, p. 50) states, multimedia enrich teaching content and make the best of class time. Breaking the pattern of teacher teaching and fundamentally increasing the efficiency of student-centred learning classes is expected to help students become networked learning. Where learners can easily get knowledge from anyone and anywhere, that can be obtained by the internet as well as building students' critical thinking. Especially in speaking, technologies allow students to become more independent in the classroom. It also has the power to transform teaching by ushering in a new model in the learning process (Kuning, S, D: 2019)

However, to be fluent in speaking there are many aspects that learners should take attention such as pronunciation, structure, vocabulary, text structure, content, and fluency. Hence, mastering English is not an easy task even for either English students or learners. It needs an effort from both students and also the teacher of English. There are four main problems for speaking skills that teachers can come across in helping students to speak in the classroom, consist of inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai: 2015). Inhibition is the first problem that students encounter in class. When they want to say something, they are worried about making mistakes and fearful of criticism. They are ashamed of the other student's attention towards themselves. Such as feeling bad if they get a judgment from their friends when they do something mistake in conversation. Next problem, learners complain that they cannot remember anything to say. I have nothing to talk about, I do not know, no comment or I have no idea. Those statements are the most conventional expression which every EFL teacher always hears in his English classes from time to time. That is due to the lack of motivation in expressing themselves. The third problem in the speaking class is that participation is lowly. Leong, Mei, & Ahmadi. (2017) states, some learners want to speak all the time while others prefer to speak up if they ensure that what they say is correct, and even the rest choose to be silent all the time without any practice.

The last problem related to speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan, & Mai, 2015). Also, some of the problems described

above about student problems that influence students tend to keep silent and passive speaking. Researchers also linked it to a phenomenon that occurs now, which teaching and learning activities converted into E-learning to prevent the spread of the Coronavirus even more widely.

For that reason, the teacher should be able to find a better solution that can eliminate students' obstacles. As Halimah, Lustyantie, & Ibrahim. (2018) states, lecturer plays a substantial role in the success of teaching and learning activities. They have to be able to trigger their students to speak up often during the class. Applying an appropriate method, technique and media in their teaching practices is extremely needed to make the learning process enjoyable and easy for learners to get materials. One of the innovative media that is able to apply in speaking class during the teaching and learning process is Voice Recording.

According to Pop, Tomuletiu, & David (2011) "voice recording provides learners with opportunities to produce oral output it allows language students to practice and exchange their speaking skills outside the classroom while receiving feedback on their performance" (p.199). It is hoped that the students can be motivated to enjoy learning English, to be able to practice English and to develop their creativity and ability to use English correctly in communication.

By using voice recording activities, students practise their speaking all the time. They are able to correct their own mistakes such as intonation, pronunciation, and fluency until the task is perfect before they finally sent it. Furthermore, this media can be used by students not only in the classroom but

also at home (Halimah, Lustyantie, & Ibrahim. (2018). Therefore, voice recording can be applied in any situation of classes.

Numerous researchers conducted the issues about voice recording in speaking, such as Yanju, Mohamed, & Mei. (2017) who proposed feature audio recording in a smartphone is a beneficial application in EFL learning. Where the main goal is to support students for practice speaking by repeating the sound and indirectly increase their speaking proficiency. Pop, Tomuletiu, & David. (2011) showed that students speaking skills can improve and develop student motivation in speaking ability when uses voice tools. Wilches, A. (2014) also found that the voice recording students are able to work on their self-awareness and self-correction of language features such as pronunciation or fluency since the task design chose motivated them to pay attention to their speech patterns. Another study by Le Van, T. (2018) showed voice blogging can be a good channel for students to have extensive speaking practice outside the classroom as well as interacting with other people in a virtual environment, especially in the context where students do not have many chances to practise their English-speaking skills.

Those researchers used voice recording applications as a media in speaking skills. Yet, over those researches, the participant of studies above are very diverse and also no one has taken participants from students in the language department. Therefore, the researcher wants to investigate that media by looking at student perception towards the use of voice recording applications in the three-semester students of the English department.

Research Question

This study focuses on Student of English Department at Semester three 2018/2019. Based on that problem, the researcher aims to investigate students 'perceptions toward the using of voice recording in speaking by following this question :

What are the students' perception toward the using of voice recording application in learning speaking?

Research Objective

The research aims to investigate students' perceptions toward the use of voice recording application in speaking skills.

Scope and Delimitation of The Study

In this study, the researcher delimitation the problem only to the student perception of using voice recording application in learning speaking in the third semester of English Department students at Gorontalo State University for the 2018/2019 academic year. Regardless of voice recording can improve student ability in speaking or not. The focus of this research is student perception only. Also, the researchers only focus on the application of voice recording because there are many types of voice recordings. In this research, the voice recording discussed is digital voice recording on a smartphone.

Limitation of The Study

During data collection, the researcher prepared to conduct the interview section in the classroom to make it easier for researchers to got-depth information about student perception of using voice recording. Unfortunately,

this plan changed due to the spread of covid-19. The researcher had to change the technique of data collecting into online interview forms such as video calls. The researcher had to adjust the schedule of the participants. Sometimes, participants cancelled the interview appointments because of network problems or were completing assignments from one of the courses. A limited time when conducting online interviews was quite difficult for the researcher.

Significance of the Study

– There is some significance of the study for students of the English Department in semester three 2018/2019, the first the researcher expected that the result of the research can expand the using Video recording to improve students' speaking. This research may provide information about theories related to media in teaching speaking skill. And the last, the students can use this media to follow the field experience program (ppl) when they become a teacher of English.

– For the English lecturers, the researcher expected that the result of the research can give a contribution to the English lecturer as a alternative media in teaching speaking by implementing voice recording. The last, by looking at the student's perception, lectures can consider the appropriate media in teaching speaking that enables improve student abilities in speaking.

– To the other researcher it can lead to future researchers because it will be a good basis to know the students perception using voice recording in

speaking skill. The result of the research can be used as a reference a input in

English teaching and learning process.