

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Proficiency in speaking was one of the most important language skills in the language learning process. In the context of teaching foreign languages, such as English, the ability to communicate effectively took precedence because it was a means of direct communication between teachers and students. The ability to communicate effectively became increasingly important in the face of globalization and the rapid advancement of technology, wherein daily communication became increasingly crucial. Speaking English became essential and was no longer merely a choice. Being able to communicate in English was essential in that day and age, and learning the language was highly crucial.

Speaking was one of the most crucial EFL abilities that students should have mastered. For a variety of reasons, students struggled to grasp this skill (Bozatli, 2003; Feng, 2007). It started with a challenging cognitive processing challenge that was tough for EFL students to complete. Students were required to use linguistic, non-linguistic, and contextual factors in this situation, including body language, mimicry, gestures, and subtleties of spoken English (Seidhofer & Knapp; Saint-Leger, 2009).

The effectiveness of EFL learners' oral communication could also have been influenced by psychological factors like anxiety and confidence. Such kids frequently experienced these effects when learning speaking skills (Woodrow, 2007). Teachers had used a variety of strategies to raise their students' proficiency in speaking, including the

Communicative Approach, Communicative Language Teaching, cooperative learning, Task-based Teaching, and others. However, according to Lie (2007) and Muslem & Abbas (2017), pupils still lacked the language proficiency needed to communicate with others and with foreigners.

It was challenging to increase their speaking performance, and they needed to be motivated. Because they were not given the most resources and media to help them learn to talk, they required learning materials that were very engaging. According to Christianson, Hoskins, & Watanabe (2009), students' oral language abilities could be improved with the aid of multimedia technology.

Given the aforementioned issues, developing an effective strategy for teaching and learning speaking had to be taken into account. The immersive strategy had been suggested by Alberta Education (2010) as a potential strategy that could be used in the teaching process to enhance EFL speaking abilities. In Montreal, Canada, native speakers of the target language taught in immersion programs. Living abroad in an English-speaking nation and learning EFL using an immersive multimedia technique were two efficient ways to enhance EFL students' speaking performances (Muslem & Abbas, 2017).

Immersion languages were among the best ways to help students become more fluent in English. Through immersion, English language learners were involved in many facets of daily life. This included watching movies or TV shows in English, reading books or newspapers in English, and listening to music in English. This involved reading English-language books or newspapers, viewing English-language films or TV

series, and listening to English-language music. Students grew more accustomed to the language's sounds, rhythms, and intonations the more they interacted with it.

When the researcher doing PLP and observation, the researcher found some problem in learning activities. First, students have difficulty in understanding and applying correct grammar and sentence structure. Second, students have limited vocabulary so it is difficult to express ideas or opinions appropriately. Third, students have difficulty in pronouncing words fluently without too long pauses. And the last, students often make mistakes in the pronunciation of English words, especially those they rarely hear. Therefore, the researcher intended to explore one of the learning techniques to improve students' speaking performance. In the context of language teaching, this technique was known as the "immersive language learning technique". This technique aimed to create an immersive and intensive learning experience, where learners were fully engaged in the natural use of the target language.

## **1.2 Identification of The Problem**

1. Students have difficulty in understanding and applying correct grammar
2. Students have limited vocabulary so it is difficult to express ideas or opinions appropriately.
3. Students have difficulty in pronouncing words fluently.
4. Students often make mistakes in the pronunciation of English words.

### **1.3 Limitation of The Research**

This research focused on "The effect of using immersive technique with videos could improve speaking performance" on students in grade 10 at SMA Negeri 4 Tanjungpinang, enabling them to pronounce or speak in English correctly.

### **1.4 Research Question**

Based on the research background, the researcher formulated the research questions as follow: "Does immersive technique with English video clips have a significant effect on improving students' speaking performance at SMA Negeri 4 Tanjungpinang?"

### **1.5 Research Objective**

Based on the research questions above, the purpose of this study was to determine the effect of the immersive learning technique with video clips on the speaking performance of students in grade 10 at SMAN 4 Tanjung Pinang.

### **1.6 Significance of the study**

#### **1. Student**

Could improve EFL skills, increase self-confidence, and enhance their proficiency in mastering grammar, vocabulary, and pronunciation in English.

#### **2. Teachers**

Could use this research to develop more effective teaching methods to improve their students' speaking ability. By understanding the factors that influenced speaking ability as well as effective strategies to improve it, teachers were able to design more varied and interesting learning activities.

### 3. Other researchers

Could use the results of this study as a reference for conducting further research in the same or related topics. They could extend or confirm the findings of this study through their own research.

## 1.7 Definition of Key Terms

### 1. Immersive Technique

Immersive techniques are strategies or methods used to deeply engage students in the learning process by creating rich, multisensory experiences.

### 2. Video clips

Refer to short segments of video footage. They can vary in length, from just a few seconds to several minutes, and they're often used in various contexts such as entertainment, education, marketing, and social media.

### 3. Speaking performances

Speaking performance typically refers to the act of delivering a speech, presentation, or any form of verbal communication in front of an audience.