

THE CONTRIBUTION OF VIDEO MAKING PRESENTATION ON SPEAKING ABILITY AND SELF-CONFIDENCE OF THE STUDENTS OF SENIOR HIGH SCHOOL 6 BATANG HARI

Khalisa Salsya Kirana¹ Mauly Halwat Hikmat²

Study Program Master of English Education, Graduate School,
Universitas Muhammadiyah Surakarta

Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) kontribusi pembuatan video presentasi terhadap kemampuan berbicara siswa. (2) kontribusi video sharing terhadap kepercayaan diri siswa. (3) apakah ada hubungan antara kemampuan berbicara dengan kepercayaan diri siswa? Jenis penelitian ini adalah penelitian asosiatif kuantitatif. Populasi penelitian ini adalah 40 siswa program IPA kelas XI SMA N 6 Batang Hari. Peneliti menggunakan random sampling dalam pengambilan sampel. Instrumen yang digunakan adalah angket dan tes. Ada dua variabel bebas yaitu, kemampuan berbicara, kepercayaan diri dan satu variabel terikat adalah presentasi pembuatan video siswa. Peneliti menggunakan analisis data (statistik deskriptif, uji asumsi klasik (normalitas, linearitas, multikolinearitas, heteroskedastisitas)) dan pengujian hipotesis. Hasil penelitian menunjukkan bahwa: 1) ada pengaruh signifikan positif pembuatan video presentasi terhadap kemampuan berbicara siswa dengan signifikansi 0,000 yang lebih kecil dari 0,05., 2). Terdapat pengaruh positif signifikan kontribusi video terhadap kepercayaan diri siswa dengan signifikansi 0,000 yang lebih kecil dari 0,05., 3) Terdapat hubungan antara kemampuan berbicara dengan kepercayaan diri siswa. Hasil ini menunjukkan bahwa ada pengaruh signifikan positif dari kontribusi variabel independen secara individual maupun simultan. Menurut kelompok pengolahan statistik memberikan kontribusi terbesar dalam kemampuan berbicara, preferensi pribadi memberikan kontribusi terbesar dalam pembuatan video presentasi dan percaya diri memberikan kontribusi terbesar pada siswa untuk keterampilan berbicara bahasa Inggris siswa.

Kata Kunci : kemampuan berbicara, presentasi pembuatan video, percaya diri, bahasa inggris

Abstract

This research is aimed knowing: (1) the contribution of video making presentation toward students speaking ability. (2) the contribution of video making contribution toward students self-confidence. (3) is the any correlation speaking ability and students self confidence? The type of this research is quantitative associative research. The population of this research were 40 students in science program at eleventh grade of SMA N 6 Batang Hari. The researcher used random sampling in getting the samples. The instrument is questionnaire and test. There are two independent variables namely, speaking ability, self confidence and one dependent variable is student's video making presentation. The researcher used data analysis (descriptive statistic, classic assumption test (normality, linearity, multicollinearity, heteroscedasticity)) and hypothesis testing. The result of this research shows that : 1) there are positive significant effect in video making presentation toward students speaking ability the significance is 0,000 which is less than 0,05., 2). There are positive significant effect video making contribution toward students self-confidence the significance is 0,000 which is less than 0,05., 3) There are correlation between speaking ability and students self confidence. This result showed that there are positives significant effect of the independent variable contribution individual or simultaneous. Accordance to statistics group processing give biggest contribution in

speaking ability, personal preference give biggest contribution in video making presentation and self confidence biggest contribution in stude to the students English speaking skill.

Keywords : speaking ability, video making presentation, self confidence, English

1. INTRODUCTUION

Language instruction with technology is not a new concept. Although it has existed for decades, it is becoming increasingly significant in both our personal and professional lives. According to Dudeney and Hockly (2001), technology provides new opportunities for language practice and assessment. Furthermore, Tomlinson (20) points out that most people associate the word language-learning material (audio-visual aids) with the usage of course books, and Crystal (2002) states that "a new technology always has a huge impact on language." However, the phrase is used to refer to anything that is used in the language classroom by teachers and students. Those aids can take the form of cassettes, films, CD-ROMs, and readers, for example. They could also be live speeches by invited native speakers, instructor education, and so on. In other words, they might be anything that is utilized to improve a learner's language understanding and/or experience.

The Indonesian curriculum specifies four primary abilities that must be taught during the English teaching and learning process. Listening, speaking, reading, and writing are the four skills. Speaking ability is a cognitive function that is linked to other abilities such as listening, reading, and writing. In today's global world, speaking has become increasingly important in second language contexts, as every career requires communicative skills. Furthermore, this skill can be demonstrated in a variety of ways, including discussion, presentation, and negotiation.

Speaking entails using common voice to say things, offering words, knowing and being able to utilize a language, expressing oneself in words, and giving speech. It is critical to have a good command of the English language. Students must be taught how to communicate in English orally. The success of speaking ability is determined by the frequency with which the language is used. Without putting the language learning experience into practice in actual life. Speaking ability is tough for kids to master. As a result, orally exercising speaking skills can be achieved.

Because English is widely spoken around the world, learners in particular must develop communication skills in order to succeed in their chosen industries. The ability to speak English is one of the communication abilities that is widely regarded as having the most deep language performance. "Communication skills play a critical role in this modern world," Rao (2019) remarked, "and one needs to develop these skills to excel in their respective areas." This ability is necessary because it accounts for an international language and increases the employability of persons or pupils who can communicate in it. Furthermore, this communication may cause people to compete in a

variety of areas, such as obtaining work and completing their education abroad, among others. As a result, speaking skills should be taught for a longer period of time than other language skills.

Many students struggle to master speaking skills owing to a variety of problems such as ineffective strategies, unsupportive surroundings, or the English teachers' own lack of proficiency (Rahman, 2018). The emphasis of the 2006 English Curriculum is on pupils being able to communicate in English by acquiring all abilities. It is, nevertheless, difficult to master all skills. As English teachers, they must devise an effective teaching technique that allows pupils to feel at ease while learning English. Not to add that pupils must work hard to grasp it.

Teachers of English should consider how to more effectively teach the skills. Learners would become bored if teachers properly teach English. Many examples have arisen in which students have completed an English course but still lack the confidence to speak since their speaking ability has not improved. As a result, English teachers must consider how to discover a suitable technique that will considerably improve students' speaking skills while also making them feel more at ease with the strategy. Cooperative learning is thought to be a highly suggested approach for improving speaking abilities (Junaidi, et al., 2020).

Teaching speaking entails instructing English language learners on how to develop English speech sounds and patterns. At the same time, use the second language's word and sentence stress, intonation patterns, and rhythm. Also, according to the suitable social setting, audience, occasion, and topic matter, choose appropriate words and sentences. Teaching students to talk also entails teaching them how to organize their thoughts in a meaningful and logical manner. Teaching speaking include using language to express values and judgments, as well as using the language swiftly and confidently with minimal unnecessary pauses, a skill known as fluency, Nunan (2003).

Self-confidence is defined as an individual's or someone's perception of themselves, which leads to motivation and resources to be used in the form of action in accordance with the task at hand. Self-confidence is an attitude or feeling confident in one's own abilities, such that the person concerned is not overly anxious in his actions, feels free to do things as he wishes and is responsible for his actions, is warm and polite in interacting with others, has encouragement achievers, and can recognize their strengths and weaknesses (Lauster, 2002: 4).

People who have self-confidence, according to Waterman, are able to work effectively, carry out their obligations and responsibilities well, and have future ambitions. This is sometimes referred to as the emergence of personality (Martini and Adiyati, 1991).

Based on the explanation above, the researcher conducted the research which entitled "The contribution of Video Presentation On Students Speaking Ability and Students Self-Confidence at SMA Negeri 6 Batang Hari".

2. METHOD

The purpose of data analysis is to determine the contribution between video presentation, students' speaking ability and students' confidence in English. In analyzing the data, there are three steps used by the researcher. According to Creswell (2014: 4), the study used a quantitative technique, which is "an approach for testing objective ideas by examining the relationship among the variables." This indicates that a quantitative approach is used to test a theory in a real-world setting. Measurement is a discrete phase in the research process that occurs before data collecting in quantitative investigations. Because the purpose of quantitative measurement is to precisely capture elements of the empirical social environment and express what we find in numbers, it has its own terminology and set of tools (Neuman, 2014: 203). This means that data from quantitative research is more likely to appear in numbers that represent the investigation's outcome. This study is a correlational study. The relationship between two or more variables is measured in correlational research. Many distinct variables are commonly measured in correlational study (Lodico et al, 2010).

3. HASIL DAN PEMBAHASAN

3.1 Research of The Result

3.1.1 Video Making Presentation (X) toward Speaking Ability (Y1) at twelve grade of SMA N 6 Batang Hari in academic years 2022/2023

From the descriptive statistic result above, we know that the students can speaking English well. Statistically, the maximum score of student's speaking ability is 16 and for video making is 16 too. It means that students in the twelve grade SMA N 6 Batang Hari good to speak English in school. The significance is 0,000 which is less than 0,05. The calculation result shows that there is contribution of video making presentation toward speaking ability of twelve grade of SMA N 6 Batang Hari.

3.1.2 Video Making Presentation (X) toward Self Confidence (Y2) at twelve grade of SMA N 6 Batang Hari in academic years 2022/2023

From the descriptive statistic result above, we know that the students' have more confidence to speaking English. . Statistically, the maximum score of student's self-confidence is 150 and the maximum score of video making presentation is 16. It means that students in the twelve grade SMA N 6 Batang Hari good to speak English in school. The significance is 0,000 which is less than 0,05. The calculation result shows that there is contribution of video making presentation toward self-confidence of twelve grade of SMA N 6 Batang Hari.

3.1.1 Speaking Ability (Y1) between Self Confidence (Y2) at twelve grade of SMA N 6 Batang Hari in academic years 2022/2023

Theoretically, all independent and dependent variables contribute. Meanwhile, the results of the calculations show that there is a contribution between speaking ability and self-confidence of class XII SMA N 6 Batang Hari Jambi in the 2022/2023 academic year.

Tabel 1. There is a contribution if the value of sig. (2-tailed) is less than 0.05.

X against Y ₁	0.000 < 0.05	There is a contribution
X against Y ₂	0.000 < 0.05	There is a contribution
Y ₁ to Y ₂	0.000 < 0.05	There is a contribution

3.2 Discussion

3.2.1 From the result above, we know that the independent variables are simultaneously contributed to dependent variable. The result of this research is consistent with the research conducted by Ildi Kurniawan (2019), students can freely express themselves on the videos. It can be caused by the absence of audience in front of the extrovert students, so they do not feel distracted at all or ashamed when they speak. The activity enable students to upload their video with or without any audience. This conditions give a space for introvert students to be brave to speak eventhough it is just in front of camera. Students are much more creative in choosing topics for their own videos. It is clearly seen from the topics that they presented on their videos. It covers a wide range of topics starting from simple topics (such as personal details) to complex topics like giving opinion on something. In a summary, the side effects of this activity have contributed to new skills for students.

3.2.2 The result of this research is consistent with the research conducted by Agung Wicaksono (2019), which concluded that with video recording they can practice and use English as many as they can, the students can repeat on the pronunciation which is difficult for them. They can make mistakes without having embarrassment means the students can make mistakes and nobody laugh at them so the students feel comfortable at practice their speaking. They can correct their own mistake at any time because they bring home the recording. We can conclude the use of video recording in improving speaking is very effective and useful especially toward students' attitude toward speaking. This result also consistent to Koeseomah (2018), which stated that self learning, which one of them is through self recorded videos, can improve students' speaking skills. By recording what they speak in English, the students actively used English. From the sampel (the videos of the three students), there is improvement of the student's ability to speak English but the category of the language skills improved varied. One students improved more in his/her pronunciation, while others in other skills (either vocabulary, grammar, or fluency). No matter what category they improved, all support them to speak English.

3.2.3 The result of this research is consistent with the research conducted by Sudirman, Junaidi, Tamallo (2020) which conclude that most of students got high confidence. It was proven by students' answer toward the questionnaire. Meanwhile from the result of speaking test, students got various score from very poor to good. There is no student in the level of very good. In this research the researcher used speaking performance scoring system by Heaton. The component of speaking scoring consists of fluency and accuracy. This result also consistent to Gaya Tridinanti (2018), which stated that EFL instructors need to encourage students to contribute better to speaking achievement. EFL instructors also need to help students cultivate their confidence, to help them handle demanding speaking tasks in the context of real life and class. In addition, these findings can also increase the awareness of EFL language learners about the importance of self-confidence and encourage them to seek opportunities to improve their speaking achievement.

4. CONCLUSION

In this points, the resecher concludes the research, this conclusion is dealing with the answer of the research question, There is contribution and significance of video making presentation toward student's speaking skill in SMA N 6 Batang Hari Jambi. It means that using video making presentation increase their speaking ability. So, if the students can't do video recording speaking English they achievement in speaking is not higher. There is contribution and significance of video making presentation toward students self-confidence in SMA N 6 Batang Hari Jambi. It means that video recording speaking English also gives the higher contribution in learning English especially to increase their self-confidence. There is a contribution and significance between speaking ability and self-confidence by using video-making presentations in SMA N 6 Batang Hari. This means that the three variables above can increase confidence in speaking English.

Based on the result and discussion in the previous chapter, the research would like to present some suggestion as follows To the English Teacher, The teacher must provide a pleasant teaching and learning atmosphere in the classroom to achieve a level of confidence to speak English at school and outside of school. Maybe by using other media that makes the students active in class. However, the teacher's role greatly influences the learning process in the classroom and learning outcomes. For this reason, variations in teaching are also needed to increase the confidence of students at school. To the Future Researcher, For further information, it can expand the research sample population on making videos in increasing students' confidence in speaking English. In addition, future research can also use new media that can further improve student learning outcomes in English, using observation, interviews and questionnaires to obtain more detailed and clear data.

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