

CHAPTER 1

INTRODUCTION

A. Background of The Study

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”.

B. Limitation of The Problem

This study focuses on making video presentations of students in speaking English as factors that contribute to students' self-confidence.

1. Video presentation strategy is carried out to achieve student speaking achievement
2. Students' self-confidence refers to students' attitudes in speaking achievement.

C. Problem Statement

Based on the research background above, the problems of the research are as follow:

1. Is there any contribution of video making presentation toward students speaking ability of the 11 grade students of SMA 6 Batang Hari in the academic years 2022/2023?
2. Is there any contribution of video making contribution toward students self-confidence of 11 grade students of SMA 6 Batang Hari in the academic years 2022/2023?
3. Is there any correlation between speaking ability and students' self-confidence?

D. Objectives of the Study

In line with the problem statements above, the objectives of the research are as follows:

1. The contribution in using video making presentation toward students speaking ability of 11 science grade students in Senior High School 6 Batang Hari in the academic years 2021/2022.
2. The contribution of video making presentation toward students self-confidence of 11 science grade students in Senior High School 6 Batang Hari in the academic years 2021/2022.
3. The correlation between students speaking ability and students self-confidence of 11 science grade students in Senior High School 6 Batang Hari in the academic years 2021/2022.

E. Benefits of The Study

Based on the formulation above, this research is designed to provide some benefits to the education sector. (1) Theoretical benefit (2) practical benefit. The benefits such as follow:

1. Theoretical Benefit

This research can hopefully give the contribution as the reference of research on speaking.

2. Practical Benefit

a. For the English Teacher

This study provides the concept of learning styles and learning strategies as a method to facilitate the process of learning English, especially in the speaking process which can develop students' self-confidence.

b. For the principal

The results of this study can be useful for knowledge about the use of video presentations to improve students' speaking English and make students more confident.

c. For the future researcher

This research is useful for references for other researchers who analyze topics related to high school students' speaking skills, especially students' confidence in speaking in English.