

CHAPTER I

INTRODUCTION

A. Background of the Study

In today's era, good communication skills are needed in this 21st century so that everyone can compete internationally. As according to Bernie, skills that exist and at least must be mastered in this 21st century include skills in critical thinking and problem solving, communication skills, skills to collaborate, creativity and being able to create the latest innovations.¹

Communication is a process carried out by two or more people in order to exchange thoughts, ideas, feelings or information.² Based on this statement, it can be said that with communication, everyone can interact, convey their ideas, opinions, information, intentions, as well as influence others. Therefore, the ability to communicate is needed by everyone, especially by students who are often required to communicate or speak formally, such as making a presentation in the classroom, giving a short speech, etc. From those statements, the ability to communicate is very important to master in the learning process, because by being able to communicate, students can express their ideas, opinions, or even provide information to their peers.

However, in today's era, having communication skills is not enough; students are also required to be able to speak English in order to communicate and compete internationally. Therefore, English is

¹ Bernie Trilling and Charles Fadel, *21st Century Skill: Learning for Life in Our Times*, (San Fransisco: John Wiley and Son, 2009), 243.

² "Basics of Communication," 2020, 1–121.

one of the subjects that should be taught from elementary school to high school. Because it cannot be denied that in all areas of life, English has become a language that is commonly used to communicate. And to communicate effectively with the international community, the ability to speak English as a global language is essential. As cited in Mangunsong, mastering speaking skills is very important so that the students can convey information, express their ideas, and opinions in the learning process.³ Additionally, to effectively deliver information, ideas, and opinions, self-confidence is needed.

Self-confidence is a feeling of confidence or belief that exist in students about their ability to complete the tasks given.⁴ Self-confidence is essential in speaking. When the students have self-confidence, they are more likely to be able to overcome the fear of speaking, articulate their thoughts clearly, and deliver their message effectively. Self-confidence also makes the students more responsive to the audience, allowing for better communication, thus maximizing the goal of speaking. Based on this explanation, it can be concluded that self-confidence does play an important role in speaking activities.

Ideally, students should already have confidence when speaking in English in front of an audience or the class since they have been learning English speaking skills from elementary school to high school. They should dare to express their opinions and participate in class discussions without fear of being wrong. However,

³ Agung Putra Mangunsong, Ari Nurweni, and Mahpul, "Building Students' Self Confidence in Speaking through Group Discussion", *Doctoral dissertation, Lampung University*. (2017), 1–12.

⁴ H D Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001), 62.

the facts there are still many students who do not have self-confidence in speaking. As observed by the researcher in the English learning process at MAN 4 Tangerang, some students have been quite confident in speaking, but some others still show that they are not confident enough to speak using English. This is reinforced by the results of interviews conducted by the researcher with an English teacher of MAN 4 Tangerang that there are still many students of MAN 4 Tangerang who are not confident when speaking. They also prefer to remain silent when they asked to speak, or refuse when they asked to speak in front of the class. Only a few of them are confident enough when asked to speak in front of the class or to engage in a conversation. Therefore, teachers must be able to find effective ways, strategies or methods to enhance students' confidence in speaking, by paying attention to the conditions and characteristics of students in this era.

It is widely recognized that today's students are children born in the era of rapid development of digital technology. They are digital natives. Digital native is a reference term used to refer to children or people who were born and raised in the digital world.⁵ The way digital natives learn is very different. For example, digital natives search for words they do not understand; instead of using a dictionary, they prefer to use Google, which can be accessed anytime and anywhere.⁶ Almost all activities carried out in life are already influenced by technology. Therefore, utilizing digital technology to increase students' confidence in speaking is possible. In this case, the

⁵ M Prensky, *Teaching Digital Natives: Partnering for Real Learning* (California: Corwin Press, 2010), 1-5.

⁶ Dan Lewis, "Digital Native", *International Journal of Advanced Research in Science and Engineering*. Vol. 7, no. 7 (July, 2017): 120–126.

researcher assumes that the use of technology that can influence or enhance students' self-confidence in speaking is through the assignment of making mini-vlogs.

A vlog is content created by someone called a vlogger for a specific purpose. Vlogs can contain daily activities, things that are intended to entertain, educate, and even be used as a place or means for students to reflect on themselves.⁷ In a vlog, students record themselves speaking, expressing an opinion, or explaining a particular topic. Through making a vlog, students have the opportunity to see, evaluate, and reflect on their own performance. They can pay attention to body language, intonation, delivery, facial expressions, and so on. Vlogs also allow them to practice speaking in a more comfortable and controlled setting before speaking directly to an audience.

Based on the explanation above, the researcher concluded that there are still many students who lack confidence in speaking. Therefore, the researcher tried to conduct research about “**The Influence of Mini-Vlog Assignments Towards Students' Self-Confidence in Speaking**”. Hopefully, through this research, teachers can find media, strategies, or ways that can be used to enhance students' self-confidence in speaking, and students can know the impact of mini-vlog assignments on their confidence when speaking.

⁷ Ainun Rizkiyah and Moh. Nur Arifin, “The Use of Mini Vlog on Tiktok To Enhance Students' Speaking Skill”, *Loquen: English Studies Journal*, (2021), 1–5.

B. Identification of Problem

Based on the background, it can be seen that there are several problems, namely:

1. Students' lack of confidence in speaking English
2. The teacher has not yet implemented strategies or methods that can enhance students' confidence by paying attention to the characteristics of the students in this era

C. Limitation of Problem

Limitations are very important in a study to clarify the things that are focused on in the study. And due to limited time and so on, in this study, the researcher focuses on examining the influence of mini-vlog assignments on students' confidence in speaking.

D. Formulation of Problem

Based on the background that was previously described, the problem formulation in this research is: "Is there a significant difference in students' self-confidence in speaking between students who were given mini-vlog assignments and those who were not?"

E. Objective of the Study

Based on the formulation of the problems that have been stated, the objective of this study is to determine whether there is a significant difference in students' self-confidence in speaking between those who were given mini-vlog assignments and those who were not.

F. Significances of the Study

Hopefully, the results of this research will be useful in the world of education. The benefits that might be found are theoretical benefits and practical benefits.

1. Theoretical

Theoretically, the results of this study are expected to increase knowledge about strategies for enhancing students' self-confidence in speaking, which in this case is through mini-vlog assignments.

2. Practical

a. Teacher

This research is expected to provide solutions to the teachers who are trying to enhance students' self-confidence in speaking

b. Students

With this research, it is hoped that students can have high self-confidence in speaking.

G. Writing Organization

Chapter I: contains the background of the research, problem identification, problem limitation, problem formulation, research objectives, and writing organization.

Chapter II: Discussing the theoretical of ICT, vlog, self-confidence, and speaking

Chapter III: Describes the research methods used in writing this thesis.

Chapter IV: Contains the research findings and discussion of the research findings

Chapter V: Include conclusions and suggestions