ENHANCING STUDENTS’ SELF-CONFIDENCE IN ORAL PRESENTATION THROUGH UTILIZING VIDEO PRESENTATION  
(A Classroom Action Research in Eleventh Grade Accounting 1 SMK Batik 1 Kebumen in Academic Year 2016/2017)

A THESIS

ZEN RAKHMAN  
K2212081

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Achieving Undergraduate Degree of Education in English Education Department

ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY SEBELAS MARET UNIVERSITY  
2017
PRONOUNCEMENT

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I would like to certify that the thesis entitled “ENHANCING STUDENTS’ SELF-CONFIDENCE IN ORAL PRESENTATION THROUGH UTILIZING VIDEO PRESENTATION (A Classroom Action Research in Eleventh Grade Accounting 1 SMK Batik 1 Kebumen in Academic Year 2016/2017)” is really my own work. It is neither plagiarism product nor is made by others. Anything related to other’s work is written in quotation, the sources of which are listed on the bibliography. If then this pronouncement proves incorrect, the research is ready to receive any academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 19 April 2017
The researcher

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ABSTRACT


The aims of this study are to (1) to describe whether the implementation of utilizing videos presentation can improve self confidence in presentation, and to find out how far the improvement can be achieved, and (2) to identify the difficulties encountered in implementing utilizing videos presentation in the speaking class during this research.

This action research study is conducted to improve students’ self-confidence in oral presentation through utilizing video presentation. This research was carried on SMK Batik 1 Kebumen; the subjects of the research were eleventh grade students of Accounting 1 in the academic year 2016 – 2017. Data collecting used observation notes, diaries, interview, questionnaire, and test. Analyzing quantitative data, applied descriptive statistics. While to analyze qualitative data, applied constant comparative method. The research consisted of two cycles, with four meetings in each cycle. Each cycle consisting of planning, action, observation, and reflection.

The research finding showed that utilizing video presentation could improve students’ self-confidence in delivering oral presentation in terms of: (a) ability to make eye contact, (b) ability to speak English clearly, (c) ability to deliver presentation fluently, (d) ability to make appropriate gestures and movements, (e) ability to make interaction with the audience. Along with the improvement of students’ self-confidence, there were also improvement of students speaking ability in aspects of pronunciation, fluency, grammar, and vocabulary. However some problems also encountered in the implementation of this technique as following: (a) un-subtitle video presentation; (b) distraction from outside classroom; and (c) time consuming in video playing.

This research shows that this technique is very essential in improving students’ self-confidence in oral presentation. It can be seen from the improvement of students’ self-confidence along with the improvement of students’ speaking skill. However there were also found some problems encountered in the implementation of utilizing video presentation. This technique can be applied alternatively to improve students’ self-confidence and speaking ability in speaking class.

Keywords: self-confidence, speaking, oral presentation, video presentation
Zen Rakhman. MENINGKATKAN KEPERCAYAAN DIRI SISWA DALAM PRESENTASI LISAN MELALUI PENGUNGAAN VIDEO PRESENTASI

Penelitian ini bertujuan untuk (1) menjelaskan apakah penggunaan video presentasi mampu meningkatkan kepercayaan diri siswa dalam menyampaikan presentasi lisan dan mengetahui sejauh mana peningkatan yang dapat dicapai, (2) menggambarkan kesulitan-kesulitan yang dialami dalam pengimplementasian penggunaan video presentasi di kelas speaking.


Hasil penelitian menunjukan bahwa penggunaan video presentasi mampu meningkatkan kepercayaan diri siswa menyampaikan presentasi dalam kemampuan: (a) melakukan kontak mata, (b) berbicara dalam bahasa Inggris dengan jelas, (c) menyampaikan materi dengan lancar, (d) melakukan gesture dan bahasa tubuh yang sesuai, (e) melakukan interaksi dengan audien. Selain peningkatan kepercayaan diri siswa juga ada peningkatan pada kemampuan berbicara siswa pada aspek, pengucapan, kelancaran, tata bahasa, dan kosa kata. Tetapi dalam implementasi teknik ini juga ditemukan beberapa masalah diantaranya: (a) tidak terdapat subtitle pada video; (b) gangguan dari luar kelas; dan (c) pemutaran video memakan waktu.


Kata kunci: kepercayaan diri, presentasi oral, video presentasi
MOTTO

“Don’t quit. You’re already in pain, you’re already hurt. Get reward from it” (Eric Thomas)
DEDICATION

This thesis is wholeheartedly dedicated to:

*Mamah, Bapak and Ardian*
For their support and power of prays in all of its majesty

*All friends in my life*
For their companionship throughout my 23 years

*Myself*
“Well done, mate”

*My Alma Mater, Sebelas Maret University*
For have shared a lot of memories and experiences
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I hope this research can be beneficial for all readers and further can give the contribution to the English learning. Comments, criticisms, suggestions and feedbacks are gratefully welcomed for the betterment of this thesis.

Surakarta, January 2017

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