

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, Identification of the problem, Limitations of the problem, Research questions, Research objective, Significance of research, and definition of key terms.

#### A. Background of the study

As printed language has evolved a lot in the last few decades, speaking has become increasingly important in modern life. Speaking stands as a pivotal skill that empowers individuals to generate language. According to Cahney in (1998), it encompasses the art of constructing and disseminating meaning by harnessing verbal and non-verbal symbols across a wide situation.

In education, public speaking is one of the most common and most requested activities by students and researchers around the world. They are asked to speak for various purposes related to their assignments and other academic requirements. In the words of Wrench, Goding, Johnson, & Attias (2012), public speaking is characterized as the act of crafting and presenting a message to an audience. Lucas (2012) expands upon this by defining public speaking as the formal delivery of oral communication or presentations before an audience, typically within a structured setting. Furthermore, he points out that being good at public speaking helps folks get their ideas across in a way everyone can understand.

Broadly speaking, one of the most frequent topics in the EFL speaking classroom today is the issue of speaking ability. According to Chastain (1998),

speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words, or getting the constructions grammatically correct. In this context, it's widely acknowledged that the skill to understand spoken English is likely one of the foremost requirements for students learning English as a foreign language. However, in reality, many EFL students are still struggling to overcome their speaking comprehension problems.

Despite its significant role in the development of learners, speaking English is a challenge for most EFL learners. In Ur's (1996) study, the common difficulties included barriers and having nothing to say. Zhang (2009) further points out challenges such as fear of making mistakes, fear of criticism, or embarrassment. In addition to investigating the common difficulties of EFL learners in speaking English, several studies have shown that spoken language development has been largely neglected in the classroom, and often, spoken language in class is used more by teachers than by students (Hosni, 2014). This phenomenon is in stark contrast to the notion that the main goal of all English teaching should be to improve the learner's ability to use English effectively and accurately in communicating (Davies & Pearse, 2000).

In 2005, Sawir interviewed twelve international students in Australia and found that all of them experienced difficulties in communicating in English even though they had studied in Australia for many years. In Asia, where English is not an official language, most EFL learners do not have the

opportunity to speak English, even though courses for English practice are laid out in the school curriculum. In general, most EFL learners are afraid of speaking English in public. This frustrating information requires rethinking what is causing these Asian learners' difficulties in speaking English and how we can help solve the problem.

In connection with this, the researcher wants to optimize self-directed learning which can improve students' speaking skills so that they can overcome the problems faced by students with the independent learning model.

Self-directed learning is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by efforts using any method in any circumstance on any occasion. Knowles (1975) defined independent learning as a process in which a person takes the initiative in diagnosing their learning needs, formulating learning goals, determining learning resources, selecting and implementing strategies for appropriate learning, and evaluating their learning outcomes.

From this condition, the learners must have self-directed learning in which they are responsible for their learning process. This is corroborated by Yasmin (2019), who pointed out that individuals engaged in self-directed learning have the autonomy to determine their approach to learning and take charge of their learning process. Self-directed learning can be described as a learner-focused educational approach in which students assume the responsibility for planning their learning, with the primary focus being on nurturing the specific

skills they require (Tekkol & Demirel, 2018). From this perspective, Sumuer (2018) defines self-directed learning as an educational process in which learners actively participate in the planning and execution of their learning endeavors, relying on attributes like self-motivation and self-management to attain their learning objectives. Additionally, the key attributes commonly associated with self-directed learning encompass self-management, self-motivation, and self-monitoring.

In formal education, listening and speaking as important language skills are getting less proportion in teaching and learning English. Thus, the teacher has the responsibility to prepare students as much as possible to be able to speak English by providing solutions to problems related to existing problems. Teachers usually use various learning media, one of which is video. Video is one of the media in teaching and learning. In formal education, listening and speaking as important language skills are getting less proportion in teaching and learning English. Thus, the teacher has the responsibility to prepare students as much as possible to be able to speak English by providing solutions to problems related to existing problems. Teachers usually use various learning media, one of which is video. Video serves as one of the educational tools in the realm of teaching and learning. As described by Sherman (2003), video stands out as a valuable tool for introducing learners to the English-language environment, offering an enjoyable and effortless way to do so. With video, we can delve into any subject matter that complements the

educational process, making it a versatile resource for both teachers and learners.

Furthermore, Sherman (2003) suggests that video can serve various purposes such as facilitating discussions, supporting writing assignments, serving as source material for projects, or aiding diverse exploration of subject areas. According to Samldino et al. (2012), "videos covering a wide range of topics cater to various types of learners across all instructional domains." Consequently, video proves to be a valuable tool in the educational process by offering captivating visual content that enhances the enjoyment of teaching and learning. Various types of videos exist, and among them, inspirational videos are commonly employed in the learning process.

TED Talks are examples of inspirational videos. TED (Technology, Entertainment, and Design) Talks is a form of public speaking since 1984 in the form of sharing experiences and motivating the audience. TED presentations are used to enhance students' English skills in public speaking. This is beneficial for students because it involves not only acquiring information about speaking but also gaining insights into the speaker's life, which can lead to finding inspiration and motivation from them.

Thus, to improve students' speaking skills by using video TED Talks. TED Talks are instructional tools that students can access via laptops or cell phones and watch via offline or online modes that cover a wide variety of topics spoken by native speakers. Students can develop their listening by applying TED Talks as it is an effective medium suitable for topics, and students can

choose what they want to watch such as weather, sports, politics, etc. According to Bradbury (2016), TED Talks are talks where a speaker conveys his opinion on several topics such as technology, culture, cinema, and so on.

One of the benefits of using TED Talks is that they are completely authentic as the speakers share their experiences, opinions, and personal stories with the recipients. TED Talks are suitable media to be applied in speaking classes (Vasilievich, 2016). Regarding the effectiveness of TED Talks, the topic of this investigation is the effectiveness of using TED Talks videos in improving the speaking skills of EFL learners. According to Kranthi (2017), TED Talks videos help improve public speaking skills, including movement and gestures, eye contact, pronunciation, etc.

The researcher applies Self-directed learning. Self-directed learning is an effective method and can train students' learning to improve their speaking skills. As Knowles (1975) stated, "The ability to learn independently is a basic ability that exists in all humans". Guglielmino (2008) believes that there are two reasons to promote, support, and encourage independent learning. The first basic reason is that self-study is our most natural way to learn. The second reason lies in the fact that "complexity and rapidly changing society affect all aspects of our lives, hence self-learning is our most basic natural response to novelty, problems, or challenges in our environment" (p.2).

A related study to this research was conducted by Hadi et al. (2021). This study aims to analyze the improvement of Speaking Skills by using the TED

Talks Application. The researcher carried out in class 12 OTKP of the SMK Muhammadiyah Parung.

As observed by the researcher at SMKN 06 Seluma in December 2022, it was found that most of the 10th-grade students had problems speaking English, such as: (1) most of the 10th graders still had difficulty in speaking English. 2) Students are too lazy to speak English. (3) Students do not have other media to improve their speaking skills (4) Sometimes they also do not focus on the lesson because they lose motivation to learn and find it difficult to learn.

In this study, the researcher raised the issue of the effect of self-directed learning. So this research is entitled "The Effect of Self-Directed Learning to Improve Students' Speaking Skill Through Ted Talks on Youtube". Based on the background of the problem, the formulation of the problem that will be studied in this research is: To find out the effect of self-directed learning on improving students' speaking skills through TED talks on Youtube in class X students of SMKN 06 Seluma.

## **B. Identification of The Problem**

Based on the above background, the researcher feels the need to test the influence of self-directed learning through TED Talks in improving students' speaking skills. The researcher felt that further research was needed to address this topic, and for this reason decided to analyze the usefulness of self-directed learning through TED Talks in improving speaking language Skills. The researcher also believes that this research helps students interact and view

social media as a good space to achieve these goals. Self-directed learning is the condition when the student's the initiative to learn by someone with or without instruction from the teacher. Then, it is important to assess the usefulness of the YouTube channel in terms of students' English-speaking levels and patterns, so that the study's results can demonstrate improvements in students' speaking abilities. Self-directed learning is one of the actions that students should apply to achieve better results in the learning process.

### **C. Limitation of The Problem**

This problem of this study limited on learning Self-Directed Learning through TED Talks Youtube Channel in grade X of SMKN 6 Seluma.

### **D. Research Questions**

Based on the research background above, the research problem is: Is there a significant effect of Self-directed learning through Ted Talks students' speaking skills?

### **E. Research Objective**

The study attempts to improve Self-Directed Learning as a tool to improving grade X students' of SMKN 06 Seluma in english speaking skills.

### **F. Significance Research**

#### **1. Theoretical benefits**

The results of the research on the effect of self-directed learning on speaking skills at SMKN 06 Seluma. This is one of the actions that must be applied to improve students' speaking skills.



## 2. Practical use

This research process is expected to provide benefits for all parties, such as teachers, educational institutions, parents, and for further researchers. To be more specific, this research has the following benefits:

### a. For teachers

This research can add to the teacher's insight to find creative and innovative strategies and learning models to improve speaking skills

### b. For educational institutions

The results of the research are expected to be a reference for all educational institutions in general, and especially SMKN 06 Seluma in improving students' speaking skills

### c. Future Research

can be used as motivation for further research studies and be an inspiration for development progress in improving student speaking skills

## **G. Definition of Key Terms**

An operational definition is the specification. There were terms that need to be explained in this study in order to avoid misinterpretation they were as follow:

1. Self-directed learning encompasses any form of knowledge enhancement, skill development, achievement, or personal growth that an individual chooses and achieves through their initiatives, employing various methods and in any given circumstances, at any given time.

2. Speaking comprehension is the ability to speak a language in term of sharing and get some information.
3. TED Talks is a Channel in the form of posts in the form of speech video which are talk about various topic around the world and show by one or more authors with a specific purpose.

