

Learners' Intrigue and Attitude Towards Presenting Self-Documentaries Technique in Speaking Skill

Nirwana AR^{1*}, Suraya Mukadar¹

¹Universitas Iqra Buru, Indonesia

*Correspondence: nirwana.arifin@gmail.com

ABSTRACT

This study aims to probe the students' intrigue towards presenting self-documentaries technique in learning speaking skills and to probe the students' attitudes towards presenting self-documentaries techniques in improving students' speaking skill. This research was a survey research design using observation and questionnaires to get data. To find out the students' responses regarding intrigues, researcher gave seven questionnaires; interesting technique, exciting topic, enthusiastic, relax, self-confidence, actively in the class, and students' impression to presenting self-documentaries technique, and to find out the students' attitudes responses, there were ten questionnaires given to the students. They were a trend technique that can improve students speaking skill, easy technique to improve students' spoken, improve students fluency, improve students accuracy, improve students vocabulary, feeling confidence, getting many ideas, easy to express ideas in speaking, improve students' curiosity about the topic of speaking, giving students ideas to increase their speaking through using social media. The data showed that 83.79 % agreed, and 16.20% disagreed. It mean that the positive response of intrigues percentage was higher. Students were immensely intrigued by the topic, and students was very interested in learning English in the class through Presenting Self-Documentaries Technique. Response to the students' attitudes was that 78.32 % agreed, and 21.68 disagreed. It means that students positively react to the Presenting Self-Documentaries Technique in increasing their speaking skills. Based on the data above, students have more significant positive responses. The Presenting Self-Documentaries Technique is interesting in learning the speaking skill, and it is an effective technique to increase students' speaking skills. Presenting self-documentaries designs can motivate students to learn English autonomously to improve students' speaking skills significantly.

ARTICLE HISTORY

Published September 14th 2021



KEYWORDS

Presenting Self-Documentaries, Speaking Skill, Intrigues, Attitudes

ARTICLE LICENCE

© 2021 Universitas Hasanuddin Under the license CC BY-SA 4.0



1. Introduction

These Speaking is the most critical competency in studying English. Mastering the skill of speaking is the most important aspect of learning in foreign language and success is measured based on the ability to perform a conversation in the language. Presenting self-documentaries is an interesting technique to develop speaking skills naturally. "Speaking is a skill used by someone in daily communication by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages" (Huebner, 2012, as cited in Madya at al, 2020, p. 88).

The lack of speaking ability for Indonesian students is one of the worried problem in developing Indonesian education. Students need to practice speaking more in order they can be able to improve their active confidence and vocabulary mastery. The ability to use a language is more important than just knowing the language. There is no point in students knowing much about language if they cannot use it. Speaking English is very easy if students have ideas to convey and enjoy the conversation. Thinking about the student's message is more important than how the student says the message. This will increase students' confidence to be able to speak in English. Confidence is an essential element in learning English so that students can speak fluently. Self-confidence can overcome student anxiety in making mistakes or student anxiety that listeners cannot understand what he is saying.

Posting photos, selfies, groupies, and personal short videos on social media such as Facebook, WhatsApp and Instagram has become a trend for many people. It has its own joy when all the photos, selfies, groupies, and personal short videos they post can be seen by many people and it encourages others to comment on what they post on social media. In addition, this habit can entertain themselves when they are alone and feel bored with their activities. Based on the community's habits, it is a very good idea to learn English as a fun technique to improve students' speaking skills fluently and accurately and increase student activity and curiosity about the subject during the learning process in the classroom. Interest in the subject and a feeling of freedom towards the subject can make students enjoy conversation so that they are more confident in making presentations using English in front of the class. Exciting subjects will also motivate students to be more active in asking questions so that the learning process can be more effective. In addition, this idea also educates students to use social media wisely and usefully. The technique is Presenting Self-Documentaries. Presenting Self-Documentaries is a technique where students present documentation of photos, selfies, groupies, and short videos that they post on social media or collections of photos, selfies, groupies, and short videos of important moments or travel activities that students have during a covid-19 situation.

This study aimed to find out how students' intrigues in the use of presenting self-documentaries technique in learning English speaking skills and how students' attitudes towards the presenting self-documentaries technique improved English speaking skills. This study used the survey research method. The Survey Research method collected data to answer questions about students' responses by presenting self-documentaries in teaching English speaking skills. This research was conducted at Iqra Buru University, Namlea-Maluku, Indonesia.

2. Review of Literature

Presenting self-documentaries

Presenting self-documentaries was an innovative technique of teaching English to keep up with technological and educational developments. In addition, presenting self-documentaries was a teaching technique to increase students' confidence and fluency in speaking English well in front of many people. Presenting self-documentaries were photos, self-portraits, group portraits, and short videos which were then documented in power point technology and presented in class.

The technique of presenting self-documentaries was adapted from community activities that were extremely popular in the online world, such as sharing and watching personal photos, selfies, groupies, and short videos on social media, and then combined with presentation techniques in class, in which students present and describe photo documentation, selfies, groupies, and personal short videos shown via power point media. Presenting and viewing personal photos, selfies, groupies, and short videos can increase life satisfaction for both performers and viewers. Creative ideas emerged based on observations during two years of teaching at Iqra Buru University and adapted to technological developments and student needs, especially in Maluku and the KKN curriculum which emphasize innovative English learning methods where students were required to be able to use English fluently and well, and also had confident, ideas for speaking, and able to use power point technology for presentations.

PowerPoint presentation was a type of presentation software that allows to display color text and images with simple animations and sounds that help to create audio, visual, and audio-visual effects in the classroom while teaching and is very effective in attracting and retaining students' attention. PowerPoint is a technology which had powerful mechanism and it can transform education. The use of technology has a number advantages to build substantial interest by adding variety and bringing new experiences to the classroom (Deville, 2001 in Kheire & Zamzam, 2013). PowerPoint is an effective and powerful tool to use in making presentations that are more organized and flexible, so that the material presented is easy to understand. PowerPoint presentations can attract and retain the attention of students in class, so that the learning process can be dynamic, interactive, easy, motivating and fun. Thus the learning outcomes can be successful (Kheire & Zamzam, 2013).

Presenting self-documentaries is a new technique and effectiveness to be tested in learning English, especially in English speaking skills. This technique is an innovation from the presentation technique with the subject of photos, selfies, groupies, and personal short videos that are very trending around the world using PowerPoint media. Presentation techniques and techniques using pictures, videos to improve students' speaking skills in English have been widely used in schools around the world and it is proven that presentation techniques and techniques using pictures and videos are effective in improving students' ability to speak English fluently.

Relevant research supporting the technique of presenting self-documentaries as an effective technique to improve students' speaking skills was carried out by (Ita, 2010) in a study entitled "the effectiveness of using describing pictures to

improve students' speaking skills in descriptive text" found that the technique of using pictures is effective in improving students' speaking ability.

Aleksandra, Lutz, Michele, Boris, & Sarah (2018) have investigated that selfies reflect actual personality – Just like photos or short videos in standardized lab conditions. This study aims to determine the interpersonal perception of self-expression through selfies on social media. This study indicates that selfies have a high level of narcissism or self-expression in social media. Selfies with a high level of self-expression or self-expression will be a fun teaching technique in the process of teaching English, and have a high level of self-confidence. This will encourage students to focus on paying attention and have a high desire to ask questions.

Rosevinda & Bitu (2019) has investigated students' perceptions of using video recordings to improve speech accuracy and fluency. The results showed a significant increase that video recording is interesting to practice students' speaking skills, especially in the accuracy and fluency of speaking English.

Gloria, Xin, & Tom (2019) has explored reading behavior and the effect of embedded selfies in role-playing picture e-book: An eye-tracking investigation. The results indicated a better integration of the written and pictorial information. The selfie design led to distinct scanpaths, and this was particularly true when emotive selfies were embedded which responded to the context. Self-report questionnaires of reading motivation and engagement demonstrated that this condition was also the most engaging design for readers. It was potential for improved educational outcomes. This emotive selfie role-playing design could be applied in ebook user interfaces to create more interaction and personal meaning for the readers.

Selfie is a technological trend that can be used as an effective pedagogic tool. Selfies facilitate classroom interaction, enable class bonding and encourage interactivity between students both within and outside the classroom boundaries (Stacey et al., 2014).

Selfies, groupie pictures, video recorders, short videos are self-documentaries and are technological trends that are effective and fun to use as English learning techniques, especially in improving students' English speaking skills.

Speaking Skill

Speaking skill is an important part of the curriculum in teaching a language, and this is made it an important object of assessment as well. Assessing speaking test is challenging, because there are so many factors that must be considering which influence our impression of how well somebody can produce speaking in a language. Speaking is one of the language skills that has important contribution to human work as in daily activities and business activities. Having a good speaking skill is very important considering the English language is an internationally recognized language.

Speaking is an interacting activity to deliver messages from one person to another, and share ideas or information orally. Speaking requires mastery of vocabulary, grammar and language and cultural understanding to produce the language, (Lewis 2016; Nuna, 2017).

Providing a variety of situations and frequent speaking task for learners play a significant role in the improvement of learners' fluency and accuracy in speaking, (Tam, 1997; Mahdie & Shila, 2015; Junaidi, et. al., 2020).

MCKay (1979) in Youssouf (2016) imply that know language and can speak the language is different because we have to deal with the use of contextual language as well.

Anggia (2018) studied the use of describing picture strategy to improve students' speaking skill. Describing picture strategy is interesting strategy and effective to improve students speaking skill.

Language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu, 2003; Samira, 2014, p.24). It is worthy to mention that researchers recognise that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners(Nakatani,2010; Samira, 2014, p.24).

Students' Intrigue toward presenting self-documentaries technique

Students often avoid and choose to be silent and do not want to participate and speak when learning English in class. This is caused by anxiety, (Prins, 1986 & Bailey et al., 1999; Dio & Shamal, 2013, p.6).

Student activity and success have a strong relationship to the success of students learning to speak English, (Christenson, Wylie, & Reschly, 2012; Doğan, 2014; Mameli & Passini, 2017).

Students' Attitude toward presenting self-documentaries technique

Among the four language skills, speaking is a skill that has a high level of anxiety. Anxiety is usually caused by a lack of confidence when speaking in front of a crowd or during a presentation in front of the class, (Marsh, 2017; Ashraf, 2019, p.150).

Learners often choose to remain silent and are unwilling to participate in speech communication in class caused by anxiety (Prins, 1986 & Bailey et al., 1999; Dio & Shamal, 2013, p.6).

Both active and success has a strong relationship to be success in speaking English (Christenson, Wylie, & Reschly, 2012; Doğan, 2014; Mameli & Passini, 2017).

3. Method

3.1 Types of research

This research was a quantitative research that used survey research design. Survey research involved collecting data by answering questions about people's opinions on some topics or problems. A survey was an instrument to collect data that describes one or more characteristics of a particular population. The survey used was a cross-sectional survey. Cross-sectional survey was a technique of collecting data at one point in time or data collection was carried out once. The research was held at Iqra Buru University, Namlea, Maluku. The qualitative data was transcribed and categorized based on the students' intrigues and attitudes towards presenting self-documentaries technique in speaking skill.

3.2 Research subject

The research subjects were the third semester students where the students had been taught the technique of presenting self-documentaries in the second semester, so that the survey results would be maximized.

3.3 Data Collection Methods and Techniques

The instrument used in this survey research method was observation and questionnaire using Linkert Scale. Observation was conducted to obtain students' demographic information about students' speaking skill. Questionnaire was conducted to obtain information about students' intrigues towards the presenting-self documentaries technique in learning speaking skill, and to obtain information about students' attitudes toward presenting-self documentaries technique in improving students' speaking skills.

Techniques of collecting the data was state the problems, construct the questionnaires, pilot tes the questionnaires, and prepare the cover letter. Researcher selected the participants before distributed the questionnaires. The questionnaires responses was tabulated and analyzed the result to report the writer. Students' response rate of 50% or more than 50% was greater, and students' response less than 50% was not effective, (Gay, Geoffrey, & Peter 2012, p.183).

3.4 Data analysis technique

This study used a survey research design. The questionnaire that used was a Linkert Scale consisting of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree, Unknow (U). The data collection was analyzed through the following techniques: 1) Observation was done to get students' demographic information. The data of observation was obtained through observation cheklist. 2) Questionnaire, the data was obtained through questionnaires which consisted of two problem statements: 1) Responses to the students' intrigues, and responses to the students' attitudes. 2) Percentage students' responses were made by percentage using symbol as follows: Total Response (TR) X 100, and Total Students (TS). Total Response (TR) X 100 was divided to Total Students (TS) to get percentage of the students responses towards intrigues and attitudes. 3) Analytic percentage: The researcher used analytic percentage to analyze the percentages of students' responses to all items of questionnaires both responses to the students' intrigues and responses to the students' attitudes (please see figure 1 & 2). 4) Composite percentage, researcher used composite percentage to analyze composite students' responses regarding intrigues and students' attitudes (please see Figure 3.), (Gay, Geoffrey, & Peter 2012).

Symbols: $\frac{TR}{TS} \times 100$

TS

Survey method design is to determine the percentage of students' responses using manual. The questionnaires distributed offline in the third semester class consisting of 30 students. The questionnaires that were distributed consisted of seven questionnaires items to identify the students' intrigues and ten questionnaires items were used to identify students' attitudes towards presenting Self-Documentaries Technique in speaking skill. The questionnaire was adapted and modified based on expert advice and opinions regarding students' intrigues and attitudes. Each item of the questionnaires were declared valid and reliable as the instrument used to collect quantitative data.

4. Results

4.1 Demographic

As is evidenced in Table 1, the majority of the students were female, and the respondents' learning experience were 1 to 2 years. Students with very low or low speaking skill were 56.66 % and students with medium or high skill were 43.33 %. The average of students' speaking skill were low skill. There were no one students that had very high speaking skill.

Table 1 Demographic Information of Students' Speaking Skill

No	Gender	Year/ Learning	Students	Students Speaking Skill					
				Very High	High	Medium	Low	Very Low	
1.	Female	1 – 2	23	TR	0	3	7	10	3
				%	0	10	26.66	30	10
2.	Male	1 - 2	7	TR	0	1	2	3	1
				%	0	3.33	6.66	10	3.33
Total Students (TS)			30	TR	0	4	9	13	4
				%	0	13.33	30	43.33	13.33

4.2. Students Intrigues

Seven items in the following questionnaires were utilized to identify students' intrigues towards presenting self-documentaries technique in speaking skill.

Table 2 Responses to Linkert Items Regarding Students' Intrigues Towards Presenting Self-Documentaries Technique in Learning Speaking Skill

No	Items		SA	A	D	SD	U
1.	Applying presenting self-documentaries is interesting technique in learning speaking English in the class.	TR	8	17	3	-	2
		%	26.66	56.66	10	-	6.66
2.	I am very happy with the speaking subject through presenting self-documentaries technique using power point presentation in the class.	TR	19	7	-	-	4
		%	63.33	23.33	-	-	13.33
3.	I feel enthusiastic about learning English speaking skills through the presenting self-documentaries technique.	TR	16	9	3	-	2
		%	53.33	30	10	-	6.66
4.	Presenting self-documentaries technique made me relax in speaking English in the class.	TR	11	16	-	-	3
		%	36.66	53.33	-	-	10
5.	Learning English speaking skills through the presenting self-documentaries increases my self-confidence.	TR	9	15	2	-	4
		%	30	50	6.66	-	13.33

6.	With the presenting self-documentaries, I am actively involved in speaking English in the class.	TR	18	6	2	-	4
		%	60	20	6.66	-	13.33
7.	I have a good impression of the use of the presenting self-documentaries technique to improve my English speaking ability in the class.	TR	8	17	2	-	3
		%	26.66	56.66	6.66	-	10
Composite Percentage		%	42.37	41.42	5.71		10.47

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree,

U: Uncertain, TR: Total Response, TS: Total Students, % : Percent

The percentage of students' attitudes towards Presenting Self-Documentaries Technique in speaking skill were analysed by analytic. Responses of the students' attitudes towards presenting self-documentaries technique in speaking skill dealing with seven items of questionnaires showed as follows:

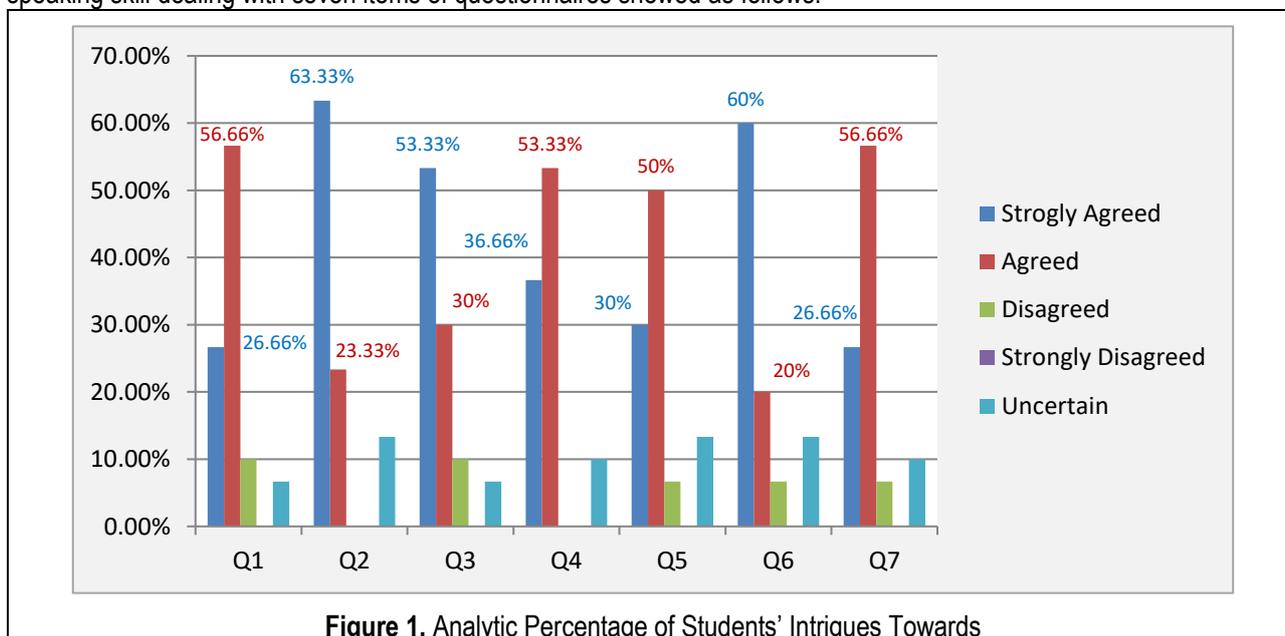


Figure 1. Analytic Percentage of Students' Attitudes Towards

Students' responses indicated that 83.32% either agreed or strongly agreed that presenting self-documentaries was interesting technique in learning speaking English in the class. Ten percent of the respondents either disagreed or strongly disagreed and 6.66% respondents were uncertain that presenting self-documentaries is interesting technique in learning speaking English in the class. Students' perception of the provision for very happy with the speaking subject through presenting self-documentaries technique indicated that 86.66% of the respondents either agreed or strongly agreed and 13.33 students' perception were uncertain. Eighty three point thirty three percent either agreed or strongly agreed that students were enthusiastic about learning English speaking skills through the presenting self-documentaries technique, and 10.66% disagreed. Six point sixty six percent expressed that they were uncertain. Presenting self-documentaries technique made the students to be relax in speaking English in the class were 90% either agreed or strongly agreed, and 10% expressed that they were uncertain. Eighty percent either agreed or strongly agreed that the presenting self-documentaries technique increased students' self-confidence, and six point sixty six percent were disagreed. Thirteen point thirty three percent expressed that they were uncertain.

In addressing how thoroughly the presenting self-documentaries technique could improve students' speaking ability was 83.32% either agreed or strongly agreed and 6.66 disagree. Ten percent was uncertain. The average students expressed their belief that the presenting self-documentaries technique were very intrigue technique in speaking English, with 83.79 % either agreed or strongly agreed, and 5.71 % disagreed. Ten point forty seven percent expressed that they were uncertain. Based on the data above it can be conclude that the presenting self-documentaries technique is interesting technique that can improve students' enthusiasm and students' self-confidence, so they can be more active in learning

speaking English in the class. As a result, students' speaking fluency and accuracy can improve. Table 2 provides further description of the data.

3.4 Students Attitudes

Ten items in the following questionnaires were utilized to identify students' attitudes towards presenting self-documentaries technique in speaking Skill.

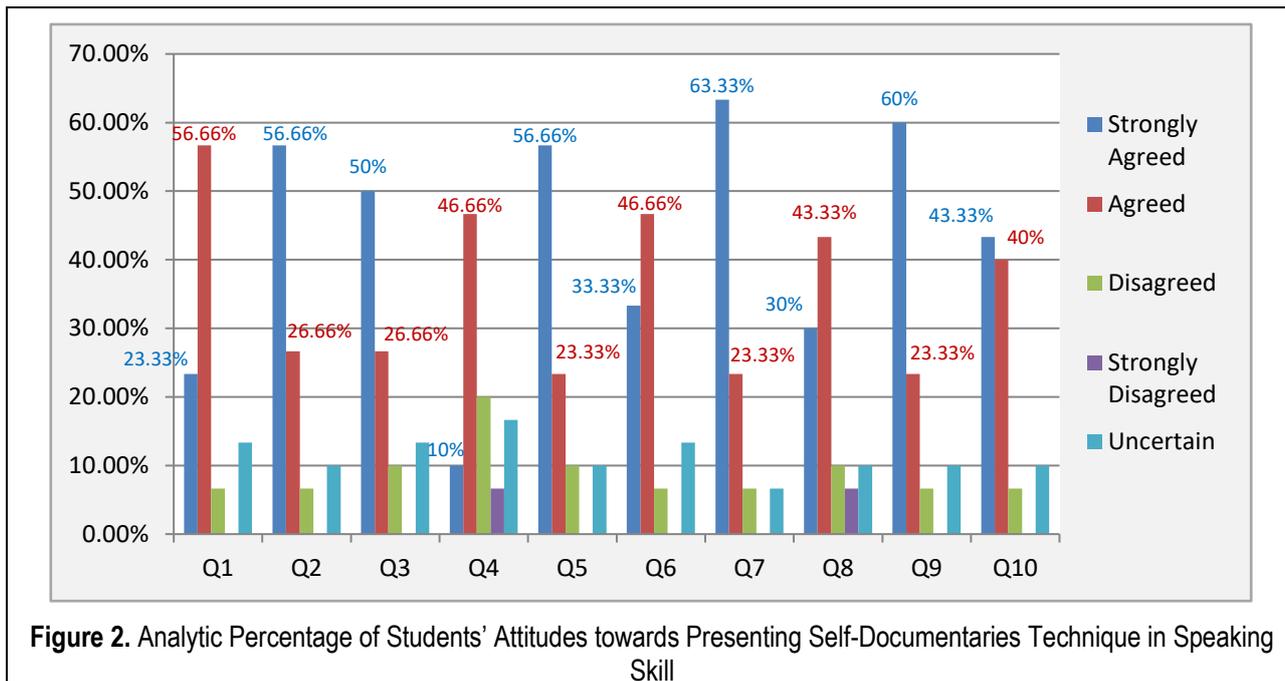
Table. 3 Responses to Linkert Items Regarding students' attitudes Towards Presenting Self-Documentaries Technique in Improve Students' Speaking Skill

No	Items		SA	A	D	SD	U
1.	I feel that presenting self-documentaries is a trend technique that helping me to improve my speaking skill.	TR	8	18	2	-	4
		%	23.33	56.66	6.66	-	13.33
2.	The presenting self-documentaries make me easy to improve my spoken English.	TR	17	8	2	-	3
		%	56.66	26.66	6.66	-	10
3.	The Presenting Self-Documentaries technique improves my speaking fluency.	TR	15	8	3	-	4
		%	50	26.66	10	-	13.33
4.	The Presenting Self-Documentaries technique improves my speaking accuracy.	TR	3	14	6	2	5
		%	10	46.66	20	6.66	16.66
5.	The Presenting Self-Documentaries technique improves my vocabulary.	TR	17	7	3	-	3
		%	56.66	23.33	10	-	10
6.	I feel more confident about my spoken English due to the presenting self-documentaries technique.	TR	10	14	2	-	4
		%	33.33	46.66	6.66	-	13.33
7.	I get many ideas to speak English through presenting self-documentaries technique in the class.	TR	19	7	2	-	2
		%	63.33	23.33	6.66	-	6.66
8.	I am easy to express my ideas in speaking English through presenting self-documentaries technique in the class.	TR	9	13	3	2	3
		%	30	43.33	10	6.66	10
9.	Presenting self-documentaries has increased my curiosity about the topic of speaking.	TR	18	7	2	-	3
		%	60	23.33	6.66	-	10
10.	The presenting self-documentaries technique gives me ideas to be smart in using social media to increase my speaking skill.	TR	13	12	2	-	3
		%	43.33	40	6.66	-	3
Composite Percentage		%	42.66	35.66	9	1.33	11.33

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree, U: Uncertain

TR: Total Response, % : Percent, TS: Total Student

The percentage of students' students' attitudes towards Presenting Self-Documentaries Technique in speaking skill were analysed by analytic. Responses of the students' attitudes towards presenting self-documentaries technique in speaking skill dealing with seven items of questionnaires showed as follows:



Eighty percent was agreed or strongly agreed that presenting self-documentaries technique was a trend technique that could help students to improve their speaking skill. Six point sixty six percent that they were disagreed, and 13.33% expressed that they were uncertain. Students' responses that the presenting self-documentaries technique make them easy to improve their spoken English were 83.32% either agreed or strongly agreed, 6.66% was disagreed, and 10% was uncertain. Students' responses were 76.66% agreed or strongly agreed that the presenting self-documentaries technique improved students speaking fluency, and 6.66% were disagreed. Ten percent expressed that they were uncertain. Fifty six point sixty six percent of students' responses were agreed or strongly agreed that presenting self-documentaries technique could increase their speaking accuracy, and 26.66% of students' responses were disagreed or strongly disagreed. Sixteen point sixty six of students' responses were uncertain. Students' belief were 80% agreed or strongly agreed that the presenting self-documentaries technique could improve their vocabulary. Otherwise, ten percent of their belief were disagreed, and 10% of their belief were uncertain. The data show that eighty percent was agreed or strongly agreed that the presenting self-documentaries technique can improve students' self-confident in spoken English. There were 6.66 % disagreed, and 13.33% was uncertain. Eighty six point sixty six percent of students said that presenting self-documentaries technique gave them many ideas to speak English. Six point sixty six of students' responses were disagreed, and 6.66% of students' responses were uncertain. Seventy three point thirty three percent of students' responses that Students were easy to express their ideas in speaking English through presenting self-documentaries technique in the class, while 16.66% were disagreed or strongly disagreed, and 10% were uncertain. Students' curiosity about the topic of speaking through presenting self-documentaries technique were 83.33% agreed or strongly agreed. Six point sixty six percent was disagreed, and 10% was uncertain. Of those responding to the item addressing whether they perceived that the presenting self-documentaries technique increased their ideas to be smart social media. The data show that 83.33% agreed or strongly agreed while 6.66% was disagreed, and 10% was uncertain. This technique can increase students' speaking ability. The average students expressed their belief that 78.32% either agreed or strongly agreed, and 10.33 % disagreed or strongly disagree. Eleven point thirty three percent expressed that they were uncertain. The data show that the presenting self-documentaries technique increased students' ideas and students' curiosity about the topic speaking, so students can be more active in speaking English in the class. This technique is effective technique to improve students' spoken English and students' speaking skill. Presenting self-documentaries technique could increase students' spoken English and students' speaking English skill (fluency and accuracy). The presenting self-documentaries technique Table 3 provides students' attitude description of the data.

Composite percentage of Students' intrigues and students' attitudes towards Presenting Self-Documentaries Technique in speaking skill showed as follows:

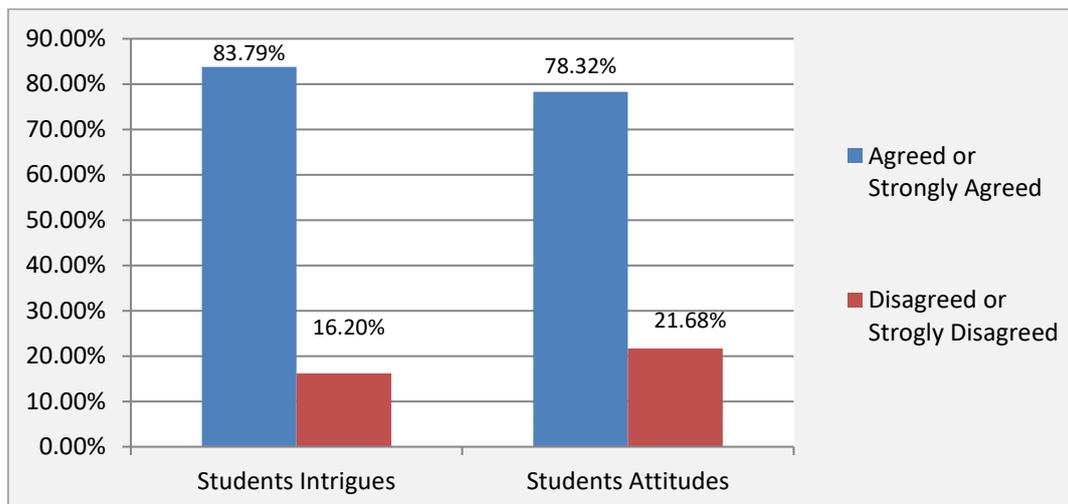


Figure 3. Composite percentage of students' intrigues and students' attitudes

The average students expressed their belief that the presenting self-documentaries technique were very intrigue technique in speaking English, with 83.79 % either agreed or strongly agreed, and 16.20 % disagreed. Based on the data above it can be conclude that the presenting self-documentaries technique was interesting technique that can improve students' enthusiasm and students' self-confidence, so they can be more active in learning speaking English in the class. As a result, students' speaking fluency and accuracy can improve. Table 2 provides further description of the data.

The average students expressed their belief that 78.32% either agreed or strongly agreed, and 21.68 % disagreed or strongly disagree. The data show that the presenting self-documentaries technique increased students' ideas and students' curiosity about the topic speaking, so students can be more active in speaking English in the class. This technique is effective technique to improve students' spoken English and students' speaking skill. Presenting self-documentaries technique could increase students' spoken English and students' speaking English skill (fluency and accuracy). The presenting self-documentaries technique Table 3 provides students' attitude description of the data.

4. Discussion

According to the data, students' responses to intrigues are more positive, indicating that presenting self-documentaries technique in learning speaking skill is an interesting technique, that students are very happy with the speaking subject, that the technique increases students' enthusiasm for learning speaking skill, that it creates a relaxed environment for learning speaking in class, that it increases students' self-confidence, that it increases students' active participation in class, and that students have a favorable impression of the use. This is demonstrated by the fact that more than half of respondents to questionnaires agree or strongly agree on average.

Based on the data showed that students' responses regarding to attitudes have greater positive greater responses that presenting self-documentaries technique are effective techniques in improving students' English speaking skills. It can be proved by students' responses to the students' attitudes that 78.32 % agreed, and 21.68 disagree. There were ten questionnaires given on attitudes; presenting self-documentaries is a trend technique that can improve students speaking skill, easy technique to improve students' spoken, improve students fluency, improve students accuracy, improve students vocabulary, feeling confidence, getting many ideas, easy to express ideas in speaking, improve students' curiosity about the topic of speaking, giving students ideas to increase their speaking through using social media. Percentage of students' responses for all Items questionnaires are more than 50%. It mean that Students have greater positif believe that presenting self-documentaries technique effective technique to increase students' speaking skill, (pl see, Table 3, page 10-11).

Students' response rate of 50% or more than 50% was effective, and students' response less than 50% was not effective, (Gay, Geoffrey, & Peter 2012, p.183). Students' interest with the subject and active in the class has a strong relationship to be success in speaking skill (Christenson, Wylie, & Reschly, 2012; Doğan, 2014; Mameli & Passini, 2017). Presenting self-documentaries is an effective pedagogic tool that can facilitate students to active in the classroom and encourage students' interactivity (Stacey et al., 2014). Self-confidence are very important to improve speaking skill, (Marsh, 2017; Ashraf, 2019, p.150). Describing picture strategy is interesting strategy and effective to improve students speaking

skill, (Anggia, 2018). Presenting self-documentaries are interesting, fun, affective technique that can improve students self-confidence, being more active in the class, and effective technique to improving students' English speaking skills.

5. Conclusion

There are two problem statements in collecting data. The data collects to know students' responses dealing with students' intrigues and students' attitudes. To find out the students' responses regarding intrigues, researcher gave seven questionnaires. They were related to interesting technique, interesting topic, enthusiastic, relax, self-confidence, actively in the class, and students' impression to presenting self-documentaries technique (please see table 1). To find out the second problem statements, students attitudes, there were ten questionnaires. They were a trend technique that can improve students speaking skill, easy technique to improve students' spoken, improve students fluency, improve students accuracy, improve students vocabulary, feeling confidence, getting many ideas, easy to express ideas in speaking, improve students' curiosity about the topic of speaking, giving students ideas to increase their speaking through using social media.

Based on analyzing students' responses regarding the students' intrigues and attitudes towards the effectiveness of Presenting Self-Documentaries Technique to increase students' speaking skill, the data showed that 83.79 % agreed, and 16.20% disagreed. It means that students were very intrigued about the topic, and students was very interested in learning to speak English in the class through Presenting Self-Documentaries Technique. Responding to the students' attitudes was that 78.32 % agreed, and 21.68 disagreed. It means that students have a very good response to the Presenting Self-Documentaries Technique in increasing students' speaking skills. Based the data above it can be concluded that students have greater positive responses that Presenting Self-Documentaries Technique is effective and interesting technique to increase students' speaking skill.

Students need practice more and feedback to get significant improvement in speaking skill. This technique increase students' ideas to quite the trend of technology, and it can improve students' spirit to improve their speaking English by learning autonomous as benefit of trend technology. This research can be continued to know the effectiveness of Presenting Self-Documentaries Technique in teaching English.

References

- Aleksandra, K., Lutz, H., Michele, W., Boris, E., & Sarah, H. (2018). Selfies Reflect Actual Personality – Just Like Photos or Short Videos in Standardized Lab Condition. *Elsevier Journal: Research of Personality*, 76(2018), 154-164, doi:10.1016/j.jrp.2018.08.007
- Anggia, M. (2018). *The Use of Describing Picture Strategy to Improve Students' English Speaking Skill*. Banda Aceh: Universitas of Darussalam.
- Ashraf, A. M. S. S (2019). A Sage on a Stage , to Express and Impress: TED Talk for Improving Oral Presentation Skill, Vocabulary Retent and Its Impact on Reduction Speaking Anxiety in ESP Setting. *Journal of English Language Teaching: Science and Education*, 12(8), 146-160. doi:10.5539/elt.v12n6p146
- Dio, Z., & Shamala, P. (2013) Anxiety of Speaking English in Class Among International Students in Malaysian University. *Journal of Education and Research*, 1(11), 1-16. ISSN:2201-6333
- Gay, L. R., Geoffrey E. Mills, & Peter Airasian (2012). *Educational research: competencies for analysis* (10th ed.). USA.
- Gloria, Y. K. Xin-Zhi, C., & Tom, F. (2019). Reading Behavior and the Effect of embedded Selfies in Role-Playing Picture e-book: An Eye-Tracking Investigation. *Journal of Elsevier: Computers and Education*, 136(2019), 99-112. doi:10.1016/j.compedu.2019.03.010
- Ita A. A. (2010). *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive text*. Walisongo Semarang, Indonesia: Institute for Islamic Studies of Walisongo Semarang.
- Junaidi, J., Hamuddin, B., Julita, K., Rahman, F., Rianita, D., & Derin, T. (2020). Artificial Intelligence in EFL Context: Rising Students' Speaking Performance with Lyra Virtual Assistance. *International Journal of Advanced Science and Technology*, 29(5), 6735 –6741.
- Keira, A. M. A., & Zamzan, E. M. A. (2013). Advantages of Using PowerPoint Presentation in EFL Classroom & the Status of Its Use in Sebha University. *International Journal of English Language & Translation Studies: English Language & Translation Studies*, 1(1), 1-99, ISSN:2308-5460

- Madiya, G. A., Dwi, H. M., Fitri, W. S. (2020). The advantages of personal documentation video in improving students' speaking skill for presentation. *Journal of Atlantis Press in Social Science, Education and Humanities Research*, (479), 88-94.
- Mahdie, Y. & Shila, K. (2015). The Impact of Oral Presentation on Fluency and Accuracy of Iranian EFL Learners' Speaking. *Journal of Applied Linguistics and Language Research*, 2(5), 114-123. ISSN:2376-760X
- Mameli, C., & Passini, S. (2017). Measuring four-dimensional engagement in school: A validation of the student engagement scale and of the agentic engagement scale. *TPM -Testing, Psychometrics, Methodology in Applied Psychology*, 24(4), 527–541. doi:10.4473/TPM24.4.4.
- Nunan, A. (2017). Giving Learners a Multicultural Voice: An English Speaking University Context. *Language Learning in Higher Education*, doi:10.1515/cercles-2017-0018
- Rosevinda, N. P., & Bitu, D., R (2019). Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency. *Journal of Uhamka International Conference on ELT and CALL (UICELL)*.
- Samira, A. (2014). Speaking Difficulties Encountered by Young EFL Learners. *Journal of Studies in English Language and Literature*, 2(6), 22-30. ISSN:2347-3126
- Stace, M., J., Stephen, M., Elizabeth, T., Courtney, L., Werner, & Daniel, W. (2014). The selfie as a pedagogical tool in a college classroom. *Journal of College Teaching: Routledge Taylor & Francis Group*, 62(4), 119-120.
- Youssouf, K. (2016). Psycholocal Factor Affecting English Speaking Performance for the English Learners in Indonesia. *Journal of Educational research*, 4(7), 1501-1505. doi:10.13189/ujer.2016.040701