



**THE EFFECT OF VIDEO CONFERENCE ON STUDENTS' SELF
CONFIDENCE IN SPEAKING AT EIGHT GRADE OF SMP
WIRASWASTA BATANG KUIS**

A THESIS

*Submitted to The Faculty of Tarbiyah and Teaching Training State Islamic
University of North Sumatera as a Partial Fulfillment of The Requirement for The
Degree of Sarjana Pendidikan*

By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
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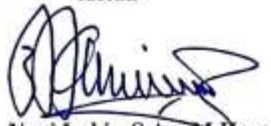
Skripsi ini yang berjudul "THE EFFECT OF VIDEO CONFERENCE ON STUDENTS' SELF- CONFIDENCE IN SPEAKING AT EIGHT GRADE OF SMP WIRASWASTA BATANG KUIS." yang disusun oleh **Dinda Afnelia** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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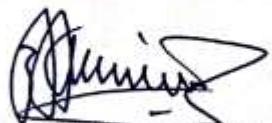
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Demikian surat ini kami sampaikan, atas perhatian Bapak kami ucapkan terimakasih.

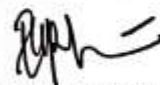
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KUIS

Menyatakan dengan sebenar- benarnya bahwa skripsi yang saya serahkan ini benar- benar merupakan hasil karya sendiri, kecuali kutipan- kutipan dari ringkasan- ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

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Thesis Tittle : **The Effect of Video Conference On Students' Self-Confidence in Speaking at Eight Grade of SMP Wiraswasta Batang Kuis**

The research was conducted to find out the effect of video conference on students' self- confidence in speaking which was analyzed from students of eight grade of SMP Wiraswasta Batang Kuis. The method was used pre- experiment where one group pre- test post- test design. The population of this research was eight grade students of SMP Wiraswasta Batang Kuis. In taking the sample, the researcher used cluster random sampling was used which took one class was selected as the sample. There were 24 students in class. The researcher used pre- experiment, treatment, and post- experiment in this research. The data was obtained by distributed questionnaire to the students. The result of the research of showed that there is significant differences between the students' self- confidence in speaking before and after learning by joining "Zoom" as one of types of video conference. It was provided by development of mean score (64,08) on pre- experiment to (75, 3) on post- experiment, while t- test value (13, 89). The last hyphotesis showed that H_a was accepted and H_o was rejected. It means that there was effect of video conference on students' self- confidence in speaking at eight grade of SMP Wiraswasta Batang Kuis.

(Keywords: Video Conference, Self- Confidence, Speaking)

ACKNOWLEDGEMENTS



Firstly, the researcher would like to thank Allah SWT the most almighty who had given her chances in finishing her study. Secondly, blessing and peace be upon Prophet Muhammad SAW, who had brought human beings from the darkness until the lightness. This thesis was prepared as one of the requirements to obtain a bachelor's degree in Education in the Strata-1 program in the English Language Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra. The author realizes that the writing of this thesis would not have been completed without the help of various parties. Therefore, with respect, the author would like to express his deepest gratitude and appreciation to:

1. **Prof. Dr. Syahrin Harahap, M.A** the Rector of the State Islamic University of North Sumatera.
2. **Dr. Mardianto, M.Pd** as the Dean of the Faculty of Tarbiyah and Teacher Training at the State Islamic University of North Sumatra.
3. **Yani Lubis, S.Ag, M.Hum** as the Head of the English Education Department.
4. **Ernita Daulay, S.Pd, M.Hum** as the Secretary of the English Education Department.
5. **Yani Lubis, S.Ag, M.Hum** and **Ernita Daulay, S.Pd, M. Hum** as my advisor who has guidance, dedication, and support during writing this thesis.

6. **Yani Lubis, S.Ag, M. Hum** as the Academic Advisor who has provided academic guidance, motivation, and constructive suggestions to the author so far.
7. All lecturers at English Education Department who have taught a lot of knowledge and knowledge, and given a wonderful study experience.
8. The Principal of SMP Wiraswasta Batang Kuis **Fadillah, S.Ag, M.Pd**, English teacher **Dini Kartika, S.Pd** and all students of class VIII-A who helped the researcher during the research.
9. My beloved parents **Musakim** and **Tri Astuti** who always provide moral, financial, and motivational support and always pin their prayers for their children so that they continue to rise in completing their education and achieving all their dreams. Thank you very much for the love and affection that has never diminished from the past until later.
10. Especially to my little sister **Diska Qolbu Mutia** who has given prayers, support, and enthusiasm in the completion of this thesis.
11. Friends in arms of the *Barbar Girls* (**Ika Suhaila, Nisa Anjani, Nira Ildani Siregar, Fadhillah Utami, Mukramah Rizki, Siti Kholifah, Rahyuni Sulza, Riski Puspa Utami, and Wahyu Widia Sari**) who have given support and encouragement so that the author can complete this thesis. Thank you for coming to bring happiness.
12. Especially for *Friendship Goals* (**Chiara Emi, Rizky Viola, and Sindy Puspita Sari**) who always give encouragement, support and motivation.

13. Friends in arms of TBI -1 stambuk 2017 that the author cannot mention one by one. Thank you so much for everything.

The author realizes that this thesis is not free from various shortcomings. The author expects suggestions and criticisms for the sake of perfection and improvement so that in the end this thesis can provide benefits for the field of Education.

Medan, 3rd of October 2021

The Researcher,

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CHAPTER I

INTRODUCTION

This chapter emphasizes on the explanation of why the researcher take this study. This chapter consists of the background of study, identification of problem, limitation of the problem, formulation of the problem, objectives of the research and significance of the study.

A. The Background of Study

In the era of globalization, technological developments are very rapid. With rapid of technology, there are many changes that are felt in various fields of life, one of which is the field of education. Technology can act as a medium that supports the process of learning. Technology allows convenience in learning that is supported with the interesting features. Technology also can act as medium in language learning. People may express their idea, opinion, and another expression by using language. Human cannot build an interaction without using language.¹

Language is act as a communication tool. Language is an important aspect in the development of education. English is a foreign language that is very important to learn, because English is an international language. Learning English can also be done by taking advantage of technological developments. In learning English, there are four skills that must be mastered in English, namely listening, speaking, reading, and writing. In this case the researcher focus on speaking skill.

Speaking is one of the important aspects of life, because speaking is the

¹ Olga Kozar, (2001), Language Education via Audio/Videoconferencing (LEVAC): A Discursive Investigation, *Linguistics and Education* 31: 86–100, <http://dx.doi.org/10.1016/j.linged.2015.05.007>. p.86

most widely used means of communication between humans. Speaking is one of important skill that need to be mastered.² One of the most challenging skills language learners have to face is speaking. Speaking is perceived to be the most critical of English's four language abilities. For so many years, even learners have studied the language, they felt difficulties to speak in real time situation.³

As one of the basic skills of English, speaking has an important role in language learning process. A person who has good speaking skills will have easy in socializing, whether at school, at home or in other places. Mastery of good speaking skills will also make it easier for someone to convey messages. The message conveys will be easily digested, understood so that communication can run smoothly.

For the delivery of simple things it may not really require special skills in speaking. But to convey an idea, opinion, or explain a problem, not everyone is able to do it well. It takes a skill or proficiency with a sufficient training process in order to perform well as a speaker. Students are required to master speaking skills so that students can easily express their ideas effectively.

There are many aspects of speaking skills, such as vocabulary, pronunciation, grammar, and fluency. The difficulties of speaking caused by self-confidence. Self-confidence is one of aspect to start conversation. Self-confidence is one of the factors that have an impact on the success of students in speaking.⁴

² Suadi Suadi Suadi, (2020), Improving Students' English Speaking Skill By Using Their Speaking Video Recording, *SALEE: Study of Applied Linguistics and English Education*. p.1

³ A. Bueno., Madrid. D and McLaren. N, (2006). *TEFL in Secondary Education*. Granda: Edisional Universadad de Granada. p.321

⁴ Markus Deli Girik Allo and Arnovan Priawan, (2019). Students' Self-Confidence in Speaking Skill, *Jurnal Studi Guru dan Pembelajaran*. p.11

Self-confidence is a major key to development. Even though we have a lot of knowledge and abilities, if we don't have self-confidence then we have obstacles. Conversely, if we only have limited knowledge, but have a high sense of self-confidence, it can be easy to get what we want to achieve. Through improving self-confidence, students are expected to have the courage to be skilled in English, especially speaking, it is also increasing.⁵

Based on the researcher's in the pre-observation, many students still lack of confidence in speaking English. First, the students' still felt afraid to making mistake when they want to produce English so that make them reluctant to speak English. In fact, it is not uncommon to see some students in a cold sweat, standing stiffly, forgetting what to say when they are faced with a number of other students or friends. Second, most of students shy to speak English, especially in front of class. In addition, some students still cannot practice speaking well.

To practice self-confidence when speaking cannot only be done in the classroom. But also can be done anywhere and anytime.⁶ Technology can act as a medium that supports the presentation of learning. With the development of technology, there are new innovations in language learning. In teaching and learning activities, teachers should provide more opportunities for students to be active, increase students' curiosity and raise students' confidence in learn. Video conferencing as a form of technology development to connect one another.⁷ Video

⁵ Maria Adelina, (2017). Pengaruh Kepercayaan Diri Dan Penguasaan Kosakata Terhadap Keterampilan Berbicara Bahasa Inggris Siswa, *SAP (Susunan Artikel Pendidikan)* 1, no. 3. p.346.

⁶ Aseptiana Parwati & Ratih Inayah, (2019). Improving Speaking Skill Through English Movie Scope of Speaking for General Communication, *ELTIN JOURNAL*. p.45

⁷ Robert A. Moody and Regi L. Wieland, (2010). Using Videoconferencing to Establish and Maintain a Social Presence in Online Learning Environments, *Educational Considerations*.

conferencing uses audio and video telecommunications to bring people to different places at the same time for meetings.⁸

According to Barbara, video conference is a medium that can be used to encourage students to speak.⁹ Furthermore, the implementation of video conference as a strategy helped students' self confidence in speaking.¹⁰

Students' self- confidence when speaking English doesn't just appear. For students who are not skilled and are not used to speaking, they feel more comfortable because they are not face to face. So, video conferencing is a place to practice speaking that makes students skilled, so students will feel confident when speaking English.

There are many types of video conferencing, such as Zoom, Jitsi Meet, Skype and etc. In this research, the researcher will used Zoom. Zoom is an innovative media or platform that is widely used as a media for video conferencing. Zoom is a platform for the ability to communicate in real time which can be accessed via computers, laptops, tablets, as well as mobile phones or smartphones.¹¹

Based on the background description above, the researcher feel be excited in conduction experiment research by Zoom as one of application of video

⁸ Herni Ari Subekti et al.,(2020). Pemanfaatan Video Conference Sebagai Media Pembelajaran Interaktif Pada Mata Pelajaran Produktif Di Sekolah Menengah Kejuruan," *Prosiding Seminar Nasional Program Pascasarjana Universitas PGRI Palembang*: p. 427–437, <https://jurnal.univpgri-palembang.ac.id/index.php/Prosidingpps/article/view/3855>.

⁹ Barbara Loranc-Paszyk, (2015). Videoconferencing as a Tool for Developing Speaking Skills," *Second Language Learning and Teaching* 14, no. December, p.189–203.

¹⁰ Jehan Mahmoud Anshour. (2014). The Effect of Using a Video Conferencing Based on Strategy on UNRWA 9th Graders' English Speaking Skill and Their Attitudes Towards Speaking. Thesis.

¹¹ Mandy M. Archibald et al., (2019). Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants, *International Journal of Qualitative Methods*. p.76

conference. Therefore, the research entitle: “The Effect of Video Conference On Students’ Self- Confidence in Speaking At Eight Grade of SMP Wiraswasta”.

B. The Identification of Problem

The identification of the problem were:

1. Most of students were lack of self-confidence in speaking English.
2. The students felt afraid to making mistake in speaking.
3. Most of students shy to speak English in front of class.
4. The students are bored in teaching learning process.

C. The Limitation of The Research

Based on the identification of problem above, in this research the researcher focus on the effect of video conference namely Zoom on students’ self confidence in speaking. The subject of this research were students eighth grade at SMP Wiraswasta, Batang Kuis.

D. The Formulation of The Problem

Based on the description that has been presented, the researcher formulate the problem, that is *“Is there any effect of video conference on students’ self-confidence in Speaking at Eight Grade of SMP Wiraswasta Batang Kuis?”*.

E. The Objective of The Research

Based on the formulation of the problem described above, the objective of the research is *“To find out the effect of video conference on students’ self-confidence in speaking at Eight Grade of SMP Wiraswasta Batang Kuis”*.

F. The Significance of The Research

This research consist of theoretical and practical benefits as follows:

1. Theoretical Benefit

This research will provide useful information and also as a reference for research related to the use video conference as learning media to on students' self confidence in speaking.

2. Practical Benefit

a. For English Teacher

The results of this study can be used as an alternative strategy learning English which is applied on students' self- confidence in speaking.

b. For Students

The results of this study are expected on students' confidence when speaking and the learning process becomes fun.

c. For The Researcher

Can improve the information and knowledge about video conference as learning media on students self confidence in speaking English.

d. For School

The results of this study can be used as input in learning methods in schools, so that it can add varied methods and can make schools productive and quality.

CHAPTER II

THEORITICAL REVIEW

This chapter emphasizes of some theories related to the speaking skill, Self-Confidence, and Video Conference. Then, this chapter also discussed of relevant study. Last, this chapter also discussed of actional hypothesis.

A. Theoretical Review

1. Speaking

a. The Definition of Speaking

According to Brown, speaking is the verbal use of the language communicate with other people. In addition, speaking is a productive skill that can be directly and empirically observed. To assign the speaking skill not one but several score for each response, each score representating one of several traits (pronunciation; fluency; vocabulary; grammar; comprehensibility).¹² Speaking is the ability to express thoughts as well as ideas clearly and fluently. To master speaking skills, speakers are required to master phrases, vocabulary and high self-confidence.¹³

Muhsin Ahmadi stated that speaking is a skill that produces sound to convey wants, feelings, needs that are shown to others. A person's natural requirements (tongue, lips, nose, and ears) which can produce articulating sounds, tone, pressure when speaking. Speaking skill is also based on self-

¹² H. Douglas, Brown. (2004). *Language Assessment Principles and Practices*. Longman. p. 140

¹³ Maria Adelia. (2017). Pengaruh Kepercayaan Diri dan Penguasaan Kosakata Terhadap Keterampilan Berbicara Bahasa Inggris Siswa. *Jurnal SAP*. Vol. 1 No. 3 April. p.345

confidence to speak, which aims to eliminate embarrassment and awkwardness when speaking. Speaking is an important skill to improve and develop as a means of effective communication.¹⁴

According to Thornbury, speaking is a skill that requires interactive collaboration with other aspects of language. Speaking skills can be developed from other aspects of language such as grammar. The learning process of speaking can be done through an interesting learning process so that students have a high sense of interest in learning to speak.¹⁵

Speaking is a language skill that focuses on verbal interactions that can produce and receive messages and information clearly and accurately. There are things that must be considered by the speaker, namely vocabulary, pronunciation, and grammar.¹⁶

The most useful oral/ aural skill is speaking. Speaking it consist of producing systematic verbal utterances to express the meaning. Speaking is often thought to be a straightforward method to teach. In addition speaking is totally natural, speaking in a language other than our own is anything but simple.¹⁷ Beside that speaking also explain in the Al-Qur'an in Q.S Ar-Rahman, verse 1-5:

¹⁴ Yulia Morozova, Method of Enhancing Skill of Elementary Level Students. *Translation Journal*, 17(1). p.1

¹⁵ Scott Thornbury. (2012). *How to Teach Speaking*. Longman. p. 27

¹⁶ A. Parmawati, & R. Inayah. (2019). Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication. *ELTIN Journal*. Vol 7(II). p.44

¹⁷ David Nunan, (2004). *Practical English Language Teaching*. New York: McGraw-Hill Companies, Inc. p. 48

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝
عَلَّمَهُ الْبَيَانَ ۝ الشَّمْسُ وَالْقَمَرُ بِحُسْبَانٍ ۝

The meaning: *“The Most Gracious; It is He Who taught the Quran; He has created man; He has taught him an intelligent speech; The sun and the moon follow courses (exactly) computed¹⁸.*

Based on the above verse, it explains that Allah SWT created humans and taught humans to speak fluently. This means that all of our abilities come from Allah SWT the Almighty creator, and we as humans can only explore the potential that Allah SWT has given.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ :
مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ، وَمَنْ كَانَ يُؤْمِنُ
بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ
ضَيْفَهُ . [رواه البخاري ومسلم]

Meaning: *From Abu Hurairah radiallahuanhu, Rasulullah (peace and blessings of Allah be upon him) said: Who believes in Allah and the Last Day should he say good or silent, whoever believes in Allah and the Last Day should honor his neighbour and anyone who believes in Allah and the Last Day so he should glorify his guest. (Bukhari No. 6018, Muslim No. 47).¹⁹*

¹⁸ Aljamil, (2012). *Al- Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris*. Bekasi: Cipta Bagus Segara, p. 531

¹⁹ Sahih Bukhari, (2018) juz 8, *Bab: barangsiapa beriman pada hari akhir. Bukhari No. 6018, Muslim No. 47*.¹⁹

Based on the hadis above, we can learn that we have to speak in a good way or if we can not so that, silent is the best way. So, as the muslim and Muslimah, we have to realize that the best speaking is speak full of meaning. Beside that the Prophet sallahu ‘alayhi wassalam said:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ
 الْعَبْدَ لَيْتَكُمْ بِأَلْكَلِمَةِ مَا يَتَيْنُ مَا فِيهَا يَهْوِي بِهَا فِي النَّارِ أَبْعَدَ إِنَّ
 مَا بَيْنَ الْمَشْرِقِ وَالْمَغْرِبِ

Meaning: *From Abu Hurairah RA, Rasulullah SAW said, “Person utters a word thoughtlessly (i.e., without thinking about its being good or not) and, as a result of this, he will fall down into the fire of Hell deeper than the distance between the east and the west.” (Sahih al Bukhari Sahih al Muslim).*²⁰

Based on the explanation of speaking above, the researcher can conclude that speaking is one of the important skills in learning English. Speaking is the delivery of an idea, a thought that is expressed in verbal form that speaks to other people. Make it easy to understand the meaning to be conveyed. A skill to watch for in either a first or second language is speaking. Success in learning speaking skills based on ability in conversation.

b. Problems Faced in Speaking

In speaking, the students mostly faced some problems in speaking English. There are some problems that faced in speaking:

²⁰ Sahih Bukhari, (2018) juz 8, *Bab: barangsiapa beriman pada hari akhir*. No hadith 6477

1) Linguistics Problems

Linguistics is the scientific study of natural language. Linguistics involve a number of subfields. The important topical division is the study of grammar (structure), meaning (semantics), words, and phonology. Linguistics problems are problems that affect students' speaking ability. There are several linguistic problems that affect students when speaking English such as grammar, lack of vocabulary and pronunciation. Richards stated that there are some linguistics problems that faced in speaking English: (a) Lack of vocabulary; (b) Poor in Grammar; (c) Poor in Pronunciation.²¹

a. Vocabulary

The vocabulary is an important component in mastering language and forms the basis for learners to speak, listen, read and write. All language skills require a vocabulary. Without vocabulary, students will be hampered in mastering language learning. Vocabulary can be enhanced by taking advantage of daily habits such as watching TV, listening to the radio, watching videos of native language speakers, etc.²²

The problem of lack of vocabulary is a problem that is often faced when speaking. Vocabulary is needed to combine several words into a meaningful sentence. Changing the source language to the target

²¹ Richards. (2008). *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press. p. 19

²² W.A. Renandya, & J.C. Richards. (2002). *Methodology in Language Teaching*. New York : Cambridge University Press. p.255

language makes students feel confused about using and combining the right vocabulary to use.

b. Grammar

Grammar is a rule or structured sentence structure when speaking. Grammar is an aspect so that English can be used effectively. Grammar is about form and one way to teach form is to give students rules; however, grammar is about much more than form, and its teaching is ill served if students are simply given rules.²³

c. Pronunciation

Pronunciation is one of aspect that important in speaking English. Pronunciation is the production of speech sound that have differences between symbols and sounds. When speaking, not only vocabulary is needed, but also pronunciation. Pronunciation is the process of pronouncing the sound of letters, accents, words correctly.²⁴

2) Psychological Factor

According to Juhana, there are some psychological factor that faced students in speaking English:

a. Fear of Mistake

It has been debated by many experts that the fear of making mistakes is one of the factors students are afraid to speak English in front

²³ Celce Murcia, (2001). *Teaching English as A Second or Foreign Language (Third Edition)*. United States of America, Heinle & Heinle. p. 251

²⁴ Devi Mulatsih, (2015). Pronunciation Ability By Using English Song in Indonesia Student of UNSWAGATI Cirebon. *Journal of English Language and Learning*, Vol. 2 No. 2, Mei. p.295

of the class. In line with Juhana, students' fear when speaking is that students are afraid to be laughed at by their classmates and afraid to be criticized by the teacher. This causes students to be reluctant to participate in speaking. However, this is an important concern of teachers, how teachers are able to convince students that making mistakes when speaking English is a bad thing or wrong.

b. Shyness

Shyness is something that often happens to students when it comes to speaking English in front of the class. Shyness is classified as the main source of problems when speaking English. Shame can cause the mind to go blank and forget what to say.²⁵

c. Lack of Confidence

Self- confidence is very needed in speaking. The students lack of confidence in speaking English usually occurs when the students realize that their partner of conversation haven't understood them or when they do not understand other speakers. Many students keep silent when speaking English because they haven't self- confidence.

d. Lack of Motivation

According to Juana, motivation can increase student interest in learning. Students who have high motivation to learn get better scores

²⁵ Juhana, (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*. Vol 3, No 12. p. 101-103

than students who have low motivation. So, it can be conclude that motivation is a key success to achieve learning process. One of the most important part in speaking English is motivation. To communicate, motivation is one of consideration to determining preparedness of the students.

e. Anxiety

Learning a foreign language usually causes anxiety in students. Anxiety is feeling worried, nervous, scared and tense. Juhana stated that anxiety in language learning affects the quality of language learning outcomes. This causes students to be passive than they really are.²⁶

2. Self Confidence

a. Definition of Self Confidence

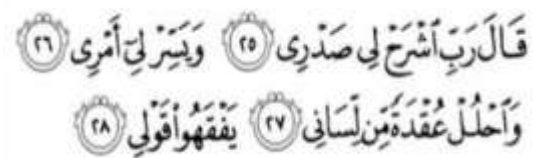
Self- confidence is a feeling of confidence in one's ability to do something successfully. According to Brown, self- confidence is the importance of the students' achievement and the students ability to complete the assignment.²⁷ In line with Adalikwu, self-confidence is the belief that someone has in completing a task, based on being able to do the task in the past or not. There are two aspects of self-confidence, namely competence and self- assurance. Competence is the ability required to complete a task.

²⁶ Juhana, Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia).....p. 101-103

²⁷ H. Douglas, Brown. (2001). Teaching by principle. *An Interactive Approach to Language Pedagogy*. Second Edition. New York: Pearson Education. p. 62

Meanwhile, self-assurance is the confidence you have to complete a task.²⁸ Self-confidence is an attitude that allows individuals to have a positive yet realistic view of themselves and in every situation. People who are confident, believe in their own abilities, can control their lives, and believe they can do what they want, plan and expect. Self- confidence is an important personality aspect in a person.

According to Cole at al self- confidence is important competence in speaking.²⁹ Self-confidence as one of supporter to speak fluently and accurately both in mother tongue and the target language that is gaining importance in communication, especially in speaking.³⁰ Beside that self-confidence also explain in the AL-Qur'an in Q.S Taha, verse 25-28:



The meaning: “(Musa) said: O my Lord! Expand me my breast; Ease my task for me; And remove the impediment from my speech”.³¹

Based on the above verse, Allah advises us not to feel weak and not to be sad even though shame, defeat and grief hit. And if these

²⁸ M.M Reddy. (2014). A Study of Self Confidence in Relation to Achievement Motivation of Ded Students. *Global Journal for Research Analysis*. Vol. 3 No. 8. p.56

²⁹ D. Cole., C. Ellis., B. Mason., J. Meed., D. Record., A. Rossetti., & G. Willcocks., (2007). *Teaching speaking and listening: a toolkit for practitioners*. Bristol: Portishead press. p.20

³⁰ İsmail Gürler, (2016). Correlation between Self-Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students, *Curr Res Soc Sci* (2016). p.12

³¹ Aljamil, (2012). *Al- Qur'an Tajwid Warna, Terjemah Per Kata, Terjemah Inggris*. Bekasi: Cipta Bagus Segara, p. 313.

recommendations are obeyed and implemented, then we will get a true degree with Allah and get the label "believers".

According to Kakepoto, self- confidence is acts as an essential aspect in presentation to give encouragement to the speakers to communicate ideas effectively.³²

According to Tuncel, one way to encourage students to act and speak correctly is by giving positive input directly and offering activities in class so that they will be happy and can increase their self-confidence.³³ In line with Gurler, confidence is a key characteristic in initiating an action, especially speaking. Among all other skills, speaking is an exclusive place to have effective communication, and confidence is one of the facilitators to start the conversation.³⁴

Based on the explanation above, it can be conclude that self-confidence is an aspect that is really needed for students, because self-confidence can help students speak to communicate and convey their ideas or thoughts. To become a successful student, self- confidence is needed.

b. Factors Affecting Self Confidence in Speaking English

Self- confidence doesn't just come out of the blue. It takes a long

³² Kakepoto, D. (2012). *Factors that influence oral presentations of engineering students of Pakistan for work place environment*. Retrieved 3rd March 2021 at 3 pm, from [http://WWW.Academia.edu/2908381/Factors that influence oral presentations of engineering students of Pakistan for work place environment](http://WWW.Academia.edu/2908381/Factors%20that%20influence%20oral%20presentations%20of%20engineering%20students%20of%20Pakistan%20for%20work%20place%20environment).

³³ H. Tunçel. (2015). The Relationship between Self Confidence and Learning Turkish as A Foreign Language. *Academic Journals*, Vol. 10 No. 18. p. 2576

³⁴ I. Gurler. (2015). Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students. *Curr Res Soc Sci*, Vol. 1 No. 2. p.14

time and practice to have high self-confidence. Self-confidence is the most important thing in speaking English. Many factors that affect self-confidence in speaking English. First, Rediculed by Peers, is one of the factors causing discomfort or worry. They think that their friends will laugh at them when they make mistakes. According to Zhiping, the fear of being judged by professors and other fellow students is an important factor.³⁵ This is in line with Paakkanen and Pirinen who state that fear of making mistakes when speaking English and being laughed at by friends, are both correlated with general concerns about communicating.³⁶

Second, Lack of Preparation, is one of the factors that cause students' lack of self-confidence. According to Fatmawati; Haura; and Supiani, there is anxiety that is felt when the lack of practice when speaking. Besides that, the lack of preparation is also the cause of failure when speaking.³⁷

c. The Way to Enhance Self Confidence to Over Speaking English Problem

There are some ways to enhance self-confidence to overcome speaking English problem, namely:

³⁵ Diao Zhiping. (2013). Anxiety of Speaking English in Class among International Students in a Malaysian University. *International Journal of Education and Research*. Malaysia. p. 6

³⁶ A. Paakkanen, and O. Pirinen. (1990). *Oral Communication Apprehension in the English Class: A Study of Upper Secondary School Pupils*. Unpublished M.A Thesis. University of Jyväskylä, Department of Language. p. 17

³⁷ M. Fatmawati., R. Haura & Supiani. (2020). Factor Affecting EFL Learner's Confidence in Speaking English at The MEC English Course Banjarmasin. Islamic University OF Kalimantan. Proceeding of Shepo. *International Conference On Social Sciences & Humanity, Economics, And Politics*. p.107

a. Relax

Tension can be created by putting too much stress on yourself to speak perfect English. The tension that is felt to be too much can affect the quality of the speech. Calm is needed so that the words, ideas, or thoughts that are going to be poured out run more smoothly.

b. Preparation

Preparation can be done by allocating topics to be discussed. Besides that, preparation can also be done by preparing words and phrases that are suitable for use when speaking English, so that the speaking process can take place perfectly.

c. Practice

Practice is very necessary before speaking. This is because we can set the time when talking. With practice we can minimize the mistakes that will occur when we speak English.

d. Get English Speaking Conversation Partner and Regularly Meet

Self-confidence can be built with the same people so you can learn to relax when you talk. Through conversations with partners we can correct mistakes between one another, this is so that English speaking skills can be improved.

e. Get an English teacher or take a course to get expert help in training your English skills.

To hone English speaking skills can be with the help of a teacher or by taking courses. Through expert assistance in practicing English

skills, the teacher will be able to help us with the fields we are in, thereby building our self-confidence.³⁸

3. Video Conference

a. Definition of Video Conference

Video conferencing is a form of technological development. Video conferencing is a medium that uses audio and video to bring people to different places at the same time for meetings. Video Conference is communication both audio and video in real time based on IP or the Internet.³⁹

Video conferencing is included in synchronous learning, synchronous learning is an activity carried out jointly by educators and students. Synchronous learning is real time.⁴⁰ Synchronous learning using video conferencing and other multimedia techniques can allow educators and students to interact with each other at the same time even though they are in different places.

According to Hyder et al, video conferencing is a medium that has the potential for synchronous learning. Video conferencing is a combination of video and audio in full layer mode, and allows one another

³⁸ Nidya Andini Oktavia. Enhancing Students' Self-Confidence to Overcome. Retrieved https://www.academia.edu/8971464/ENHANCING_STUDENTS_SELF_CONFIDENCE_TO_OVERCOME_SPEAKING_PROBLEM, p. 7. On 25 March 2020, at 9 p.m.

³⁹ K. Herryawan, (2009). *Video Conference*, Jakarta: Pusat Teknologi Informasi dan Komunikasi Pendidikan Departemen Pendidikan Nasional. p. 6

⁴⁰ N. S. Chen., H.C. Ko. Kinshuk, & T. Lin. (2005). A model for synchronous learning using the Internet. *Innovations in Education and Teaching International*, 42(2). p.182

to share screens and document the camera source input (face-to-face).⁴¹

Video conferencing works most effective medium when classroom learning is controlled remotely, via a microphone that allows all participants to provide comments, split screen, and multistream video feeds.

Surrender stated that, video conferencing is video based on two directions, namely audio with data communication that can be connected remotely without distance and time obstacles⁴². In line with Diggs- Brown, that video conference is an innovative video and technology-based interactive tool that allows communicating with other people in different locations.⁴³

Video conference can act as media in improving speaking skill. Video conference enhances students' speaking skills, self-confidence, and improves their interaction. It also removes their shyness, hesitation, speaking anxiety. Hopper stated that video conference is a media that is not only used as a communication medium, but also as a medium to increase motivation and self-confidence.⁴⁴

Video conferencing can be conducted using a computer or mobile

⁴¹ K. Hyder., A.Kwinn., R. Miazga & M. Murray. (2007). *The E - Learning Guild's Handbook on Synchronous E-Learning*. Santa Rosa, California: The E-Learning Guild. p. 3

⁴² Sureandar Chandra, Lecture Video Capture for the Masses. *Lecture Video Capture for the Masses, Proceedings of The 12th Annual SIGCSE Conference on Innovation and Technology in Computer Science Education. ITiCSE.*, p.227.

⁴³ Diggs-Brown, B. (2012). *The PR Styleguide: Formats for Public Relations Practice* (3rd ed.) Boston: Cengage Learning. p. 214

⁴⁴ S. B. Hopper. (2014). *Bringing the world to the classroom through videoconferencing and project-based learning. Techrends: Linking Research And Practice To Improve Learning*, University of North Texas. 58(3), p.79

phone equipped with a front camera and internet network.⁴⁵ In line with video conferencing which is run using Internet technology, it allows learners to be anywhere as long as they are connected to a computer network.⁴⁶

b. Function of Video Conference

Herryawan stated that, there are some benefits of video conferencing among communication more effectively and quickly, efficiently in terms of time, distance, energy, and also cost. In detail, it can be described as follows:

1) Improve communication, collaboration and information flow, 1) Better and more effective communication where information can be shared more quickly 3) The communication process becomes efficient in terms of time, cost, and distance, 4) In relationships with video conferencing, other collaboration tools can be used simultaneously. Share presentations, documents and applications related to the meeting agenda.⁴⁷

c. Types Application of Video Conference

1) Zoom Cloud Meeting

Zoom Cloud Meeting is a video conference application media. Zoom was founded in 2011 by Eric Yuan. Zoom Cloud Meeting is an application that can be downloaded for free on Laptops, Computers and

⁴⁵ Kumar, G. (2005). *Career Excellence*. New Delhi: Atlantic Publishers and Dist. p.124

⁴⁶ K. Sabar., A. Rahman. (2011). Penggunaan Web (E-Learning) Dalam Proses Pembelajaran Bahasa Inggris di Briton International English School Makassar. *Jurnal Komunikasi KAREBA*. Vol. 1, No. 4 Oktober – Desember. p. 446

⁴⁷ K. Herryawan, (2009). *Video Conference*, Jakarta: Pusat Teknologi Informasi dan Komunikasi Pendidikan Departemen Pendidikan Nasional. p. 7

Smartphones via the Playstore or Appstore. Zoom Cloud Meeting is an application that provides face-to-face interaction facilities between educators and students which can be done with PCs, laptops, computers, and smartphones.

Zoom Cloud Meeting, this application is an application that is used as a medium for remote communication by combining video conferencing, chat, online meetings and mobile collaboration. The use of meetings in this application can accommodate 1000 participants together in one meeting virtually. This application is considered to have good quality, it can be proven by companies that have entered the Fortune 500 already using this service.⁴⁸

2) Jitsi Meet

Jitsi Meet is an application for video conferencing. Jitsi Meet has features that are almost the same as compared to other video conferencing applications such as chat features, share screens (share desktops), share video URLs from Youtube. Jitsi Meet has a few advantages compared to other video conferencing, when using Jitsi Meet you don't need to create an account to do a video conference. You only need to create a meeting room, then you can directly share the meeting room link with meeting participants. In addition, Jitsi Meet is also equipped with a blur feature for the

⁴⁸ Dwi Ismawati & Iis Prasetyo. (2021). Efektivitas Pembelajaran Menggunakan Video Zoom Cloud Meeting pada Anak Usia Dini Era Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*. Volume 5 Issue 1. p.668

background when starting a video conference.⁴⁹

3) Google Meet

Google Meet is a platform developed by Google. Google Meet is an application that allows users to send instant messages, video conversations, and also VOI features. The Google Meet application is an application that was first launched in 2017. Google Meet is an application that can do video conferencing with 100 members.

4) Skype

Skype is a video conferencing application. Skype is an application under the auspices of Microsoft. One of the advantages of the Skype application is that there is no restriction on the number of video conference participants, which allows users to make calls via a web browser, without requiring users to register for a new account.⁵⁰

d. The Advantages of Video Conference

According to Benny there are several specific advantages of video conferencing, which will be explained as follows:

- 1) Video conferencing can be used as a communication medium for the education system. Video conferencing can connect three or more sites with voice and video in realtime;
- 2) The material can be communicated simultaneously to its users;

⁴⁹ A.F Irfan Taufan Asfar & A.M.I. Akbar Afsar. *Video Conference Menggunakan Aplikasi Jitsi Meet*. Doi: 10.13140/RG.2.2.35701.52968

⁵⁰ T. M. Fuadi., R. Musriandi., & L. Suryani. (2020). Covid-19: Penerapan Pembelajaran Daring di Perguruan Tinggi. *Jurnal Dedikasi Pendidikan*. Vol 4, No. 2, Juli. p. 5

- 3) Overcoming distance constraints in communicating;
- 4) Involving a large number of participants in learning activities;
- 5) Video conferencing has an interesting feature, namely that it can connect students virtually remotely;
- 6) Video conferencing also features share screen (file sharing), record meeting, white board, message, and microphone; videoconferencing can also include data sharing such as being able to display an electronic whiteboard that can be drawn by all participants, or text-based in real-time (such as e-mail but appears directly on the recipient's screen), so that all participants can work on the same file.
- 7) Video conferencing can also provide advantages in terms of speed of delivery of lecture content or material that is presented from the presenter to students. The content or material of the lecture can also be conveyed simultaneously to a number of audiences.
- 8) Video conferencing allows for direct interaction between students and teachers, but not at the same place, and can overcome learning problems that are hindered by space and time.
- 9) Video conferencing is also a medium where teachers can also directly assess the development and activeness of students.
- 10) Learning media through video conferencing in addition to optimizing direct interaction between students and teachers, is also able to display learning material on display and can be seen by all participants, so that participants do not only hear explanations but

they can simultaneously examine the material provided.⁵¹

e. The Disadvantages of Video Conference

The practice of using video conferencing allows several problems such as internet connection problems. The use of video conferencing requires a smooth internet connection, because without an internet connection the video conference will not run smoothly or the video conference will intermittent.

Video conferencing also requires quite expensive internet quota fees to support video conferencing. In addition, there is also a limited time for using video conferencing.⁵²

B. Relevant Study

Previously, to support this research the researcher reviewed several studies that have correlated with this study. Several studies that have correlated will explain, as follow:

The first is a study by Jehan Mahmoud Anshour in Gaza on 2014, on this research explain how the effect of using video conference on speaking English and their attitudes towards speaking. This research answered seventh question. This research used experiment research. In this research the researcher chose representative purposeful participants from Biet Lahia Girls' school which is run by UNRWA in north Gaza area and consisted of 60 participants equally

⁵¹S. Sandiwarno. (2016). Perancangan Model E-Learning Berbasis Collaborative Video Conference Learning Guna Mendapatkan Hasil Pembelajaran Yang Efektif Dan Efisien', *Jurnal Ilmiah FIFO*, 8(2). p.191

⁵² B. A. Alhlak, et al. (2012). Video Conference: Integrated Tool for Identifying CSF in Education Development in UiTM', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 67. Thesis. p. 105

divided into two groups, 30 students were assigned as the control group and the other 30 students were assigned as the experimental group. The results of the study revealed that the video conferencing based strategy affected positively in the students' English language speaking skills. The researcher interviewed the participants who showed that they benefited from the British teachers in removing speaking English hesitation, shyness, and lack of trust. On the other hand, the implementation of the strategy helped in increasing the students' self-confidence, enhancing their searching skills and improving their self-learning strategies. It also changed positively the students' attitudes towards speaking English language skill.⁵³

The second is a study by Ruiling Lu, Timothy A. Goodale, Yanbing Guo in China on 2014. They analysed the impact of video conference on Chinese EFL Learners oral competence and self-confidence. Forty-five Chinese pre-service teachers and 5 American undergraduates participated in the project which involved a 10 week online synchronous videoconference between the participants. The project aimed at improving Chinese EFL learners' English oral skills as well as their confidence in teaching English language in future. Quasi-experiment design was employed to evaluate the effectiveness of the project. Results showed that online synchronous videoconference with native English speakers did have positive impacts on Chinese participants' English pronunciation and oral fluency & coherent. And little significant difference was

⁵³ Jehan Mahmoud Anshour. (2014). *The Effect of Using a Video Conferencing Based on Strategy on UNRWA 9th Graders' English Speaking Skill and Their Attitudes Towards Speaking*. Thesis.

found in confidence measures. The outcomes of the project contribute to the relevant literature with an applicable and low-cost English language training model for EFL learners.⁵⁴

C. Conceptual Framework

English is a foreign language which is a compulsory subject in junior high schools throughout Indonesia. One of the skills that must be possessed in English is speaking. Because by speaking we can express the ideas in our minds. There are many aspects that must be mastered in speaking English, namely grammar, vocabulary, pronunciation, fluency, and self- confidence.

In speaking, self-confidence is needed. Because without self-confidence, speaking English will not run smoothly. However, many students still lack confidence in speaking English. Many students are still stiff, sweat cold when speaking English in front of their classmates. Self-confidence can not only be trained in the classroom, but can also be done anywhere and anytime. Especially with technological developments in this modern era, technology has played a role in the development of the learning process, especially speaking. One form of technological development is video conferencing applications.

Video conferencing is a familiar application in today's modern era. Video conferencing is an application that can be used anytime and anywhere without being limited by time and space. Students' self-confidence when speaking

⁵⁴ Ruiling Lu, Timothy A. Goodale, Yanbing Guo. (2014). Impact of Videoconference with Native English Speakers on Chinese EFL Learners' Oral Competence and Self-Confidence. *Open Journal of Social Sciences*, 2. p.54-60. Published Online February (2014) in <http://dx.doi.org/10.4236/jss.2014.22008>

English does not just arise. For students who are not skilled and are not used to speaking, they feel more comfortable because they are not face to face. So, video conferencing is a place to practice speaking that makes students skilled, so students will feel confident when speaking English.

D. Hypothesis

Ha : There is significance effect of video conference on students self confidence in speaking At Eight Grade Of SMP Wiraswasta, Batang Kuis.

Ho : There is significance no effect of video conference on students self confidence in speaking At Eight Grade Of SMP Wiraswasta, Batang Kuis.

CHAPTER III

RESEARCH METHODOLOGY

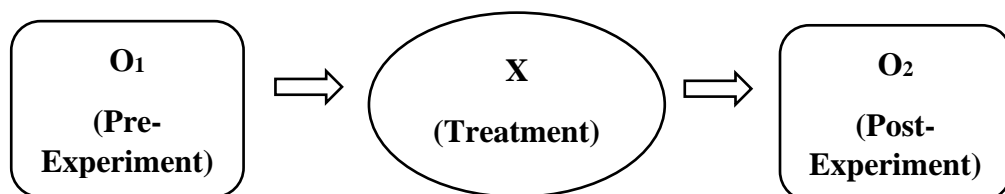
This chapter emphasize location and time, type of research. Population and sample, technique of collecting data, instrument of collecting data, and technique of collecting data.

A. Location and Time

This research has been conducted at SMP Wiraswasta Batang Kuis which was located in Jl. Ampera No. 1, Gg. Tabah, Desa Bintang Meriah. This research was conducted on July – August 2021.

B. Types of Research

This research used experimental research. There is one group of students in this study. Namely pre-experimental method with one group pre-test post-test design. Gurning dan Arnita stated that experiment research is an experimental design in such a way that information related to or needed for the problem being researched can be collected. The aim of this research was to know the effect of video conference on students' self confidence in speaking English. The effect was found after giving a treatment to students who were taught before and after using video conference.



Note :

O₁ : Pre- Experiment (before giving the treatment; questioner 1)

X : Treatment (Learning process using video conference)

O₂ : Post- Experiment (after giving the treatment; questioner 2).⁵⁵

C. Population and Sample

1. Population

The population of this research was taken from VIII Grade students of SMP Wiraswasta Batang Kuis, which consists of three classes. There were VIII-A consists of 24 students, VIII-B consists of 25 students, and VIII-C consist of 24 students.

Class	Population
VIII-A	24
VIII-B	25
VIII-C	24
Total	73

Table 3.1 The Population of Research

2. Sample

Cluster random sampling was used in this research. One class was selected as the sample. As the result, VIII-A consists of 24 students was taken as the sample of this research, and its function as experimental

⁵⁵ Busmin Gurning & E. Aswita Lubis. (2018). *Metodologi Penelitian Pendidikan*. Medan: K -Media. p.152.

group. The experimental group was taught by using video conference “Zoom”.

Class	Population
VIII-A	24
Total	24

Table 3.2 The Sample of Research

D. Technique of Collecting Data

In this research, the researcher used the following method to collect the data, will explain as follow:

1. Questionnaire

In this research, the questionnaire as post- experiment to determine the effect of using video conference on students' self-confidence in speaking. The questionnaire in this study uses a Likert scale. This questionnaire used a closed questionnaire, where respondents only choose the answer to each statements given. There are consists of 20 statement to cover whether or nor the students are interested in learning speaking. In this statement is divided into two kinds of statement, namely positive statement and negative statement. The questionnaire can be seen on appendix.

E. Calibration of Instrument

The instrument used in collecting data in this study was a questionnaire. This is because the aim of the researcher is to find out the effect of video conferencing on students' self-confidence in speaking. In compiling a

questionnaire, it must be able to describe the purpose of the research (valid) and also be consistent if the statement is answered at different times.

The validity test used in this study is construct validity. Construct validity is a test of validity by asking the opinion of experts about the instrument that has been compiled, maybe the experts will give a decision: the instrument can be used without repair, and may be changed completely.⁵⁶ Construct validation is done by consulting with experts called validators. In this study, the questionnaire was validated by English teachers at the school where the researcher conducted the research, namely SMP Wiraswasta Batang Kuis.

F. Instrument of Collecting Data

In collecting the data, pre-test, treatment, and post-test was used. The description of explanations on bellow:

1. Pre- Experiment

Pre- experiment gave toward the students before they got a treatment. The pre-test given to get data and information about students' confidence when speaking English. In this section, the researcher gave the questionnaire to the students to know the students' self confidence in speaking. The procedure of pre- experiment will explain on bellow:

- a. The researcher came to the class and gave greeting to the students.
- b. The researcher explained the purpose of the research.

⁵⁶ Busmin Gurning & E. Aswita Lubis. (2018). *Metodologi Penelitian Pendidikan*....p. 67

- c. The researcher distributed the sheet of pre-experiment.
- d. The researcher explained the procedure of the test that has given to the students.
- e. The researcher gave 25 minutes to answer.
- f. The students do the test and controlled by the researcher.
- g. The researcher collected the students' answer.

2. Treatment

After gave the pre- experiment, the researcher then gave treatment to the students. At this stage the researcher uses "Zoom" as one of the video conferencing applications.

- a. Researchers explain about the Zoom application.
- b. Researchers asked students to download the Zoom application via their smartphones or laptops.
- c. Researchers guide students to create their Zoom accounts.
- d. Researchers explain to students how to use the Zoom application.
- e. After all students understand how to use Zoom, the researcher starts the treatment.

The treatment was carried out in three meetings.

First meeting:

- a) Researchers send material to students in the form of power point text.

Materials on Asking and Giving Opinions.

- b) Explaining the material to students.

c) The researcher asked the students to read the dialogue about Asking and Giving opinion.

Second Meeting:

a) Researchers send material to students in the form of power point text. Material about recount text (expressing students experience).

b) Explaining the material to students.

c) Researchers ask students to tell their experiences related to the material being studied.

Third Meeting:

a) Researchers send materials to students. Material about describing places.

b) Researchers explain the material to students.

c) The researcher asked students to describe a place orally.

3. Post- Experiment

After treatment, it was given post- experiment to the experimental group. The post- experiment has given toward the students after they taught by using video conference. The purpose of giving post-test is that researcher to find out students self confidence in speaking by using video conference. The procedure of post-test were similar with the procedure in the pre-test.

G. Technique of Analysis Data

The data was collected from the oral test were analysed quantitively. The following procedure were implemented to analyse the data, as follow:

Classifying the students' self- confidence score from view point of the component as follow:

No	Aspect	Indicator
1	Confidence in self-ability	a. Confidence in self- ability b. Has the ability to build social relationships
2	Optimistic	a. Not desprete when faced with the problems. b. Don't hesitate to try something new.
3	Objective	a. Look at the problem according to the facts b. Consider the impact of the decision taken
4	To Be Responsible	a. Able to carry out obligation properly b. Have a good commitment
5	Rational and Realistic	a. Accept the reality b. Having attitudes and thoughts that can be accepted by common sense.

Table 3.3 Scale Confidence⁵⁷

Positive Statements		Negative Statements	
Score	Category	Score	Category
5	Strongly Agree	1	Strongly Agree
4	Agree	2	Agree
3	Undecided	3	Undecided

⁵⁷ Natalia Wulandari, (2013), *Meningkatkan Percaya Diri Siswa Melalui Penggunaan Strategi Inkuiri Terbimbing Dalam Pembelajaran IPA Kelas V SDN Gupakan II Gunung Kidul*, Universitas Negeri Yogyakarta, p. 50

2	Disagree	4	Disagree
1	Strongly Disagree	5	Strongly Disagree

Table 3.4. The classification of students' self confidence in speaking English (Likert Scale).⁵⁸

No	Category of Self-Confidence	Score
1	Excellent	84-100
2	Very Good	68-83
3	Good	52-67
4	Poor	35-51
5	Very Poor	20-35

Table 3.5. The range categories.⁵⁹

The Researcher analyzed the data obtained from the pre- experiment and post- experiment scores. To analyzed the data, the researcher used several formulas, namely as follows:

1. Calculating the students' frequency and percentage of students interest in video conference.

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : Percentage

F : Frequency

⁵⁸ Sugiyono, (2009). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. p. 136

⁵⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.....p. 136

N : Total number of sample. ⁶⁰

2. Calculating mean score of the students' by using the formula.

$$x = \frac{\sum x}{N}$$

Where:

x : Mean score

$\sum x$: Total row score

N : Total Number of students. ⁶¹

3. Calculation Standard Deviation of Pre- Experiment and Post-Experiment.

$$SD = \sqrt{\frac{X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:

SD : Standard Deviasi

X^2 : Total score

$\sum x^2$: Sum of squared scores

N : Number of students

1 : A consonant number

4. Finding the significance difference between the score of pre-test and post-test by using formula:

⁶⁰ Anas Sudijon, (2006). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada. p. 43

⁶¹ Gay L.R. (1981). *Educational Research Competencies For Analysis And Application*. London: Bell and Howell Company. p. 29

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : The test of significant differences

D : The mean of the different score ($X_1 - X_2$)

$\sum D$: The sum of total different score

$\sum D^2$: The square of some score of different

N : The total number of the sample

1 : A consonant number.⁶²

⁶² Gay L.R. *Educational Research Competencies For Analysis And Application*,.....p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the result of this research. This chapter is divided into two part of presentations. The first part is findings, and the second part is discussion.

A. Findings

The findings of this research indicate students' self-confidence in speaking using video conferencing as the main medium in this research. The findings of the data were analyzed using several formulas, and the results of the research were classified from very poor to excellent. Data collection was obtained from a questionnaire.

Before doing the treatment, the researcher gave a pre- experiment which aims to determine the level of students' self-confidence when speaking. After doing the treatment, the researcher gave a questionnaire as a post- experiment. The analysis data will be explained below.

1. The Result of Pre- Experiment

The result of the pre- experiment at eight grade of SMP Wiraswasta Batang Kuis will be explained in the table below:

No.	Category	Score	Fq	%
1	Excellent	84-100	-	-
2	Very Good	68-83	10	41,7

3	Good	52-67	12	50
4	Poor	36-51	2	8,3
5	Very Poor	20- 35	-	-
Total			24	100

Table 4.1 The Frequency and Percentage Score of Pre-Experiment

Table 4.1 above shows that in the pre- experiment score there are no students belonging to the excellent category. There are 10 students (41,7%) who belong to the very good category. There are 12 students (50%) who belong to the good category. There are 2 students (8,3%) belonging to the poor category. And from the table above, there are no students who belong to the very poor category. So based on the table above, it can be seen that the students' self-confidence in speaking is still low.

2. The students' Mean Score and Standard Deviation of Pre-Experiment

The result of the questionnaire from the mean score and standard deviation of students will be explained in the following table:

Test	Mean Score	Standard Deviation
Pre- Experiment	64, 08	10, 19

Table 4.2 The Mean Score and Standard Deviation of Pre-Experiment

The table above shows that the mean pre- experiment score of students is 64,08 and the standard deviation is 10,19. Based on the table

above, it is low. The point is, some of the students have low self-confidence when speaking before treatment.

3. The Result of Post- Experiment

The result of the post- experiment at eight grade of SMP Wiraswasta Batang Kuis will be explained in the table below:

No.	Category	Score	Fq	%
1	Excellent	84-100	6	25
2	Very Good	68-83	14	58,3
3	Good	52-67	4	16,4
4	Poor	36-51	-	-
5	Very Poor	20-35	-	-
Total			24	100

Table 4.3 The Frequency and Percentage Score of Post- Experiment

Based on table 4.3 above, it shows that in the post- experiment score there are 6 students (25%) belonging to the excellent category. There are 14 students (58,3%) who belong to the very good category. There are 4 students (16,4%) who belong to the good category. And from the table above, there are no students who belong to the poor and very poor categories. So based on the table above, it can be seen that students' self-confidence in speaking is high.

4. The Students' Mean Score and Standard Deviation of Post-Experiment

The result of the questionnaire from the mean score and standard deviation of students will be explained in the following table:

Test	Mean Score	Standard Deviation
Pre- Experiment	75,3	8,08

Table 4.4 The Mean Score and Standard Deviation of Post- Experiment

Based on the table above, it shows that the mean post-experiment score is 75,3 and the standard deviation is 8,08, this means that the students' scores on the post- experiment are high and have developed.

5. The T-test Value of Students

To find out the significant difference between the results of the students' pre- experiment and post- experiment scores, the researcher used the t-test (test of significant). The results of the t-test will be explained in the table below:

Level of Significance	T-test Value	T-table values
0.05	13,89	2,069

Table 4.5 The T- Test value of students

After calculating the score from the students, the researcher calculated that the t-test was bigger, namely 13,89 compared to the t-value of 2,069 for 0.05 level of significance. Degree of freedom (df) = 23, so (13.89 > 2,069). This means that there is a significant difference on students'

self-confidence before and after learning to use English. "Zoom" as one of types video conferencing. So, in other words the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

B. Discussions

The purpose of this study was to determine whether the use of "Zoom" as a video conference media on students' self- confidence in speaking. The researchers used data collection procedures by giving Pre-Experiment, Treatment, and Post-Experiment to determine students' self-confidence in speaking English by using "Zoom" as a video conference media.

Based on the description of the data that has been written above, it is known that there are the effect of video conference on students' self-confidence in speaking, this is based on the classification of students' scores on the pre-experiment and post- experiment. Based on the classification of student scores in the pre- experiment before the students were given treatment, there were no students classified in the excellent category, 10 students belonging to the very good category, 12 students belonging to the good category, and 2 students belonging to the poor category. The low pre- experiment score of students is because the researcher has not given treatment to students that will increase students' scores in the pre- experiment.

While the classification of students' scores in the post- experiment is after treatment, which is using "Zoom" as one of the video conferencing media which is the main media in this study. There are 6 students belonging to the excellent category, 14 students belonging to the very good category, there are 4 students

belonging to the good category. The increase in the post- experiment score was due to the researcher having carried out treatment, so that the students' scores in the post- experiment increase.

Self- Confidence in speaking is important to students' achievement and the students ability to complete the task. Self- confidence is an aspect that is really needed for students, because self-confidence can help students speak to communicate and convey their ideas or thoughts. To become a successful student, self-confidence is needed.

The preface study that the researcher did in eight grade of SMP Wiraswasta Batang Kuis, at the time of pre-observation it was found that English teachers in teaching speaking use conventional methods in general, such as the discussion method. Some students think the method is a bit boring. Based on this, the researcher concluded that one of the factors that caused the low self-confidence of students when speaking English was the strategy or media used in monotonous classes. Students who have low self-confidence in speaking English rarely express opinions or just stay silent when the teaching and learning process takes place or when the teacher asks to express opinions. Given the importance of self-confidence in speaking.

Through "Zoom" as a video conference media used in this study, there are the effect on students' self-confidence in speaking. Through "Zoom" video conference as a medium, students are more active during the learning process, besides that students' feel more comfortable to express ideas and opinions in front of classmates.

The first meeting, a pre- experiment was carried out. This meeting is conducted offline. Then, students were introduced and explained what "Zoom" is which is one type of video conferencing and also the main media used in this study. The students seemed interested and enthusiastic to listen to the explanation about "Zoom", such as what "Zoom" is, and how to use "Zoom".

After that, the researchers formed a *What Apps* group class which was used to distribute materials to students before learning English began, this aimed to save time, because the time per subject was only 30 minutes. Due to the covid-19 pandemic, learning is not done at school, but is done from home, students only come to school to collect assignments, or do class picket activities. So, giving a pre- experiment when students come to school.

The second meeting, treatment began, namely the teaching and learning process through the "Zoom" application as a type of video conferencing. The first material on Asking and Giving Opinion. When the researcher did the first treatment, the students were still passive and shy during the learning process. Some students didn't seem enthusiastic to practice. When the researcher asked students to read the dialogue about Asking and Giving Opinion in front of their classmates, only a few students were willing to practice the conversations they had made. In the end, the researcher called them randomly to practice the dialogue they had made in front of their classmates. However, even though they practice dialogue.

At the third meeting, the subject matter was about Recount Text which material about expressing students experience. Some students have high

attention and enthusiasm to practice speaking English in front of their classmates. They were asked to tell their experiences. They look more relaxed and less tense and shy when speaking English in front of their classmates.

At the fourth meeting, the subject matter was about Describing Place. At this meeting, the students' self-confidence increased when they were asked to express their opinion, some students volunteered to speak English without being asked by the researcher. They feel enjoy and enjoy the learning process using "Zoom" as a video conferencing media.

As long as the researcher gives treatment, the researcher always gives direction to students that English is important in life, and "Zoom" is a medium that can be used to train their confidence in speaking English in front of many people.

The last meeting was conducted offline, where the researcher gave a questionnaire as a post- experiment. The questionnaire contains some information about opinions while learning English through "Zoom" on students' self- confidence in speaking. The researcher gave them 20 statements which were rated on a Likert scale, which contained positive and negative statements. The questionnaire can be seen in the appendix.

The purpose of doing "Zoom" as a type of video conference media is to provide opportunities for students on students' self- confidence in speaking with a sense of comfort and not be shy which aims to prepare students to be able to compete when speaking in front of the class with confidence.

While, the mean score of post- experiment (75,3) is greater than the mean score of pre- experiment (64,08), with a significant level of 0.05 % and $df= 23$, and the table value is 2,069 while the t-test is 13,89. This means that the value of t-test is greater than the t-table ($13,89 > 2, 069$). This means that there is a significantly better after students receive treatment. So, in other words the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The last activities in conducting a research was stating the conclusions and suggestions. Conclusions means the point of view or whatever was found in a research after the research had been conducted. Based on the data, obtained after carrying out the analysis, it was concluded as the following:

Based on the results and previous discussions, the researchers concluded that, there are the effect of video conference on students' self-confidence in speaking. This can be seen from the achievement on the post- experiment which is higher than the pre- experiment (75, 3 > 64, 08).

Data analysis in this study showed that there was a significant difference between students' self-confidence before and after learning English through "Zoom" as types of video conference. The results showed that the t-test value was greater, namely 13,89 compared to the t-value, which was 2,069 for 0.05 level of significance. Degree of freedom (df) = 23, so (13, 89 > 2, 069). This means that there is a significant difference on students' self-confidence before and after learning to use English. "Zoom" as one of types video conferencing. So, in other words the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

B. Suggestions

In order to reduce the problems arising in learning English, especially in students' self confidence in speaking, some suggestions would be recommended to follow, they are as the following:

1. Teachers should be more creative in using teaching media. Teaching English through "Zoom" video conference gave the effect to make students enjoyable and relaxed to speak English. That's why the researcher suggested for the teacher to use video conference in teaching English on students self confidence in speaking.
2. Students are expected to be more active, practice often and be confident in speaking in front of classmate or people.
3. For the next researcher, the result of this research it is suggested who are interested in doing the same research to use these findings as the source of information for further related studies.

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APPENDIX I**LIST OF STUDENTS NAME**

No	Students Name	Gender
1	Amelda	Female
2	Apriyana Putri Nasution	Female
3	Asheri Fansyah Muda	Male
4	Bulan Rahmadani	Female
5	Dirta	Male
6	Gadis Suryani Zahra	Female
7	Genta Permana	Male
8	Intan Nuraini	Female
9	Ira Arifinadya	Female
10	Juwita Anggraini	Female
11	Lia Ramadhani	Female
12	Meri Amanda	Female
13	Mhd. Irfandi	Male
14	Mita Gabriel Sihombing	Female
15	Naufal Arif Fuadi	Male
16	Nayara Khalifah Adhisty	Female
17	Novia Liza	Female
18	Piki Aldiansyah	Female
19	Putri Cahaya	Female
20	Raihan Alfarizi	Male
21	Ruth Cahayana Gultom	Female
22	Tara Mariyanti Siregar	Female
23	Ummu Khairiyah	Female
24	Windy	Female

Total : 24 Students

Male : 6 Students

Female : 18 Students

APPENDIX II

Pre- Experiment

ANGKET KEPERCAYAAN DIRI

Petunjuk umum:

1. Bacalah terlebih dahulu pernyataan dibawah ini sebelum anda memberi jawaban.
2. Anda diminta menjawab pertanyaan berikut sesuai pendapat dan kepribadian anada, tanpa pengaruh dari teman atau pihak luar.
3. Anda diberikan waktu 25 menit untuk menjawab pertanyaan berikut.
4. Isilah terlebih dahulu data pribadi anda pada lembar jawaban yang telah disediakan.
5. Berilah tanda (√) pada salah satu jawaban yang anda anggap paling sesuai pada lembar jawaban.
6. Tulislah identitas anda

Nama :

Kelas :

Keterangan :

SS : Sangat Setuju

S : Setuju

RR : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Atas perhatian yang anda berikan, saya ucapkan terima kasih. Selamat mengerjakan!

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1	Saya merasa percaya diri berbicara Bahasa Inggris didalam kelas.					
2	Saya merasa rileks dan tidak tegang ketika berbahasa Inggris.					
3	Saya merasa malu berdialog menggunakan bahasa Inggris didalam kelas.					
4	Saya merasa iri dengan kelebihan-kelebihan yang dimiliki oleh teman-teman saya.					
5	Saya merasa percaya diri dapat mengatasi kesulitan dalam berbahasa Inggris.					
6	Saya merasa yakin mengungkapkan pendapat saya menggunakan bahasa Inggris.					
7	Saya merasa putus asa dan takut ketika tidak mampu mengungkapkan gagasan saya dalam berbahasa Inggris.					
8	Saya merasa ragu dan takut salah ketika menemukan kalimat bahasa Inggris yang sulit saya pahami.					
9	Saya berani berbicara sesuai apa yang saya ketahui.					
10	Saya merasa percaya diri dan berbicara sesuai topik.					
11	Saya terkadang tidak berani mengungkapkan apa yang saya ketahui.					
12	Terkadang saya berbicara diluar topik pembicaraan.					
13	Saya mudah memahami bahasa Inggris sehingga saya dapat berbicara dengan baik.					
14	Saya berani mempertanggung jawabkan apa yang saya katakan.					

15	Saya kesulitan memahami bahasa Inggris sehingga saya tidak bisa berbicara dengan baik.					
16	Saya ragu-ragu ketika saya ditunjuk untuk menjawab pertanyaan.					
17	Saya yakin mampu menghadapi masalah dengan kemampuan bahasa Inggris yang saya miliki.					
18	Saya merasa tenang didepan teman-teman untuk berpendapat dalam situasi apapun.					
19	Saya merasa gelisah ketika diminta mengeluarkan pendapat dalam bahasa Inggris.					
20	Saya merasa bahwa teman-teman selalu mencibir saya ketika mengeluarkan pendapat.					

Source: Tri Wulandari, (2020). *Improving Students' Self Confidence in Speaking Class Through English Meeting Club at The Third Semester (IAIN) Parepare*. State Institute Islamic (IAIN) Parepare. Skripsi.

APPENDIX III

Post- Experiment

ANGKET KEPERCAYAAN DIRI

Petunjuk umum:

1. Bacalah terlebih dahulu pernyataan dibawah ini sebelum anda memberi jawaban.
2. Anda diminta menjawab pertanyaan berikut sesuai pendapat dan kepribadian anda, tanpa pengaruh dari teman atau pihak luar.
3. Anda diberikan waktu 25 menit untuk menjawab pertanyaan berikut.
4. Isilah terlebih dahulu data pribadi anda pada lembar jawaban yang telah disediakan.
5. Berilah tanda (√) pada salah satu jawaban yang anda anggap paling sesuai pada lembar jawaban.
6. Tulislah identitas anda

Nama :

Kelas :

Keterangan :

SS : Sangat Setuju

S : Setuju

RR : Ragu-Ragu

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Atas perhatian yang anda berikan, saya ucapkan terima kasih. Selamat mengerjakan!

No	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1	Saya merasa percaya diri berbicara Bahasa Inggris melalui “Zoom” sebagai salah satu media video conference.					
2	Saya merasa rileks dan tidak tegang ketika berbahasa Inggris.					
3	Saya merasa malu berdialog menggunakan bahasa Inggris melalui “Zoom” sebagai salah satu media video conference.					
4	Saya merasa iri dengan kelebihan-kelebihan yang dimiliki oleh teman-teman saya.					
5	Saya merasa percaya diri dapat mengatasi kesulitan dalam berbahasa Inggris.					
6	Saya merasa yakin mengungkapkan pendapat saya menggunakan bahasa Inggris.					
7	Saya merasa putus asa dan takut ketika tidak mampu mengungkapkan gagasan saya dalam berbahasa Inggris melalui “Zoom” sebagai salah satu media video conference.					
8	Saya merasa ragu dan takut salah ketika menemukan kalimat bahasa Inggris yang sulit saya pahami.					
9	Saya berani berbicara sesuai apa yang saya ketahui.					
10	Saya merasa percaya diri dan berbicara sesuai topik ketika belajar bahasa Inggris melalui “Zoom” sebagai salah satu media video conference.					
11	Saya terkadang tidak berani mengungkapkan apa yang saya ketahui.					

12	Terkadang saya berbicara diluar topik pembicaraan ketika belajar bahasa Inggris melalui “Zoom” sebagai salah satu media video conference.					
13	Saya mudah memahami bahasa Inggris sehingga saya dapat berbicara dengan baik.					
14	Saya berani mempertanggung jawabkan apa yang saya katakan.					
15	Saya kesulitan memahami bahasa Inggris sehingga saya tidak bisa berbicara dengan baik.					
16	Saya ragu-ragu ketika saya ditunjuk untuk menjawab pertanyaan.					
17	Saya yakin mampu menghadapi masalah dengan kemampuan bahasa Inggris yang saya miliki.					
18	Saya merasa tenang didepan teman-teman untuk berpendapat dalam situasi apapun saat menggunakan video conference.					
19	Saya merasa gelisah ketika diminta mengeluarkan pendapat dalam bahasa Inggris.					
20	Saya merasa bahwa teman-teman selalu mencibir saya ketika mengeluarkan pendapat ketika belajar bahasa Inggris melalui “Zoom” sebagai salah satu media video conference.					

Source: Tri Wulandari, (2020). *Improving Students' Self Confidence in Speaking Class Through English Meeting Club at The Third Semester (IAIN) Parepare*. State Institute Islamic (IAIN) Parepare. Skripsi.

APPENDIX IV

LESSON PLANNING

Level	: SMP/MTs
Subject	: English
Class/Semester	: VIII/Ganjil
Main Topic	: Asking and Giving Opinion
Time Allocation	: 1 meeting 2 @ 30 minutes

A. Main Competencies

- KI-1 and KI-2: Live and practice the teachings of the religion they hold. Live and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nations, countries, regional regions and international regions.
- KI3 : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- KI4 : Cultivate, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competency and Competency Achievement Indicators

Basic Competence	Indicator
<p>3.1 Identifies social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the name of the day, month, time name in days, time in the form of numbers, dates, and years, according to the context of its use. (Note vocabulary related to cardinal and ordinal numbers).</p>	<ul style="list-style-type: none"> • Identifying the structure of the text and linguistic elements in the explanatory text asking and giving opinion and responding according to the context of its use. • State the social function of expressions to describe asking and giving opinion. • Differentiate the expressions used in the presentation asking and giving opinion responses according to the context of their use.
<p>4.1 Compile transactional oral and written text interaction is very short and simple which involves the act of giving and requesting information related to the name of the day, month, time name in days, time in the form of numbers, dates, and years, with social functions, text structure, and linguistic elements true and appropriate context</p>	<ul style="list-style-type: none"> • Responds to spoken texts regarding expressions asking and giving opinion. • Create written conversations to explain, ask, and respond to asking and giving opinion. • Demonstrating a conversation about asking and giving opinion.

C. Learning Objectives

After following the learning process, students are expected to be able to:

- Student can identify what is asking and giving opinion.
- Student can identify the expression of asking opinion.
- Student can identify the expression of giving opinion .
- Student can understand of asking and giving opinion.
- Student can practice this topic in daily life.

D. Learning Material

Asking and Giving Opinion

Asking and giving opinion is an expression in English which is used to ask and give opinion about something.

Expression of Asking Opinion	Expression of Giving Opinion
✓ What do you think of ? (<i>Bagaimana Pendapatmu?</i>)	✓ In my opinion (<i>Pendapatku</i>)
✓ What is your opinion? (<i>Apa pendapatmu?</i>)	✓ I think.... (<i>Menurut saya...</i>)
✓ What do you think about? (<i>Bagaimana pendapatmu?</i>)	✓ I personally consider... (<i>Saya beranggap...</i>)
✓ What is your comment? (<i>Apa komentarmu?</i>)	✓ My comment is... (<i>Komentarku adalah</i>)
✓ How about this ? (<i>Bagaimana dengan ini?</i>)	✓ I think I like it (<i>Saya piker saya menyukainya</i>)
✓ Do you have any idea? (<i>Apakah kamu punya ide?</i>)	✓ In my view (<i>Menurutku</i>)
✓ Do you think is it good? (<i>Apakah kamu berfikir ini bagus?</i>)	

<p>✓ Do you like that? (<i>Apakah kamu menyukainya?</i>)</p> <p>Please give me your opinion? (<i>Tolong berikan aku pendapatmu</i>)</p>	
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Example of Dialogue of Asking and Giving Opinion:

Vic: Hi Kev, have you heard about the new bakery store? (*Halo Kev, apakah kamu sudah mendengar tentang toko roti yang baru?*)

Kev: Yes, I have (*Ya, sudah*)

Vic: What do you think about it? (*Bagaimana menurutmu mengenai hal itu?*)

Kev: Personally, I think the flavor is little bit too *sweet* (*Secara pribadi, menurutku rasanya agak terlalu manis*)

Vic: Hmm, I disagree with you. (*Hmm, aku tidak setuju denganmu.*)

Kev: Then, what is your point of view? (*Lalu, bagaimana menurut pandangmu?*)

Vic: In my opinion the cake and bread is delicious. (*Dari sudut pandangku, kue dan rotinya enak*)

Kev: Fair enough, As far as I am concerned they're still new so they can still develop. (*Cukup adil, Setahu saya mereka masih baru jadi masih bisa berkembang.*)

Vic: Yes, I totally agree with you. (*Ya, aku sangat setuju denganmu*)

E. Learning Methods

Lecture, Discussion, Zoom Meeting

F. Learning Media

1. Media

- Worksheets (students)
- The assessment sheet
- Zoom Meeting Application

- WhatsApp Group

2. Tools / Materials

- LKS
- English dictionary
- Laptop/ HP
- Internet

G. Steps of Learning

1 st Meeting		
No.	Steps	Description
1.	Introduction Activity	<ul style="list-style-type: none"> • Performing in opening with greeting and praying to start learning activity. • Checking attendance list of students as disciplinary attitudes. • Informing the subject matter which is learned in that time. • Explaining the topic that will be discussed with basic competencies to be achieved.
2.	Main Activity	<p>a.Elaboration</p> <p>To know how far the student's knowledge about asking and giving opinion:</p> <ul style="list-style-type: none"> • The teacher explain the topic with give the example of the topic discussion. • Asking questions that related to the topic discussion. • Asking the students to participate in learning-teaching activities. <p>b.Exploration</p> <ul style="list-style-type: none"> • Students say or practice expressions of asking and giving opinion.

		<ul style="list-style-type: none"> • The teacher asks students to write a short dialogue of asking and giving opinion according to what has been learned. • The teacher asks students to read a short dialogue of asking and giving opinion according to what has been wrote.
3.	Closing Activity	<ul style="list-style-type: none"> • Teacher give feedback of student's example. • Techer give a homework for students • Teacher give the conclusion of the topic discussed. • Teacher closes the leson by saying hamdallah/ du'a. • Teacher say greeting or salam to the students before out of the class and the students answer the salam.

H. Assessment

1. Knowledge Assessment

- **Oral Test / Observation of Discussion, Questions and Answers and Conversations**

Practice Monologue or Dialogue

Aspect Assessment of the Conversation

No.	Rated aspect	Scale				Total score	Attitu de Score	Value Code
		25	50	75	100			
1	Intonation							
2	Pronunciation							
3	Smoothness							
4	Expression							
5	Appearance							
6	Gestures							

1. Assessment

- **Performance Assessment**

Examples of performance assessment instruments can be seen in the speaking skills examination assessment instruments as follows:

Assessment Instruments

No.	Rated aspect	Very Good (100)	Good (75)	Less Good (50)	Not Good (25)
1	The suitability of the response to the question				
2	Harmony of word selection				
3	Appropriate use of grammar				
4	Pronunciation				

Assessment criteria (score)

100 = Very good

75 = Good

50 = Not good

25 = Not good

How to find the value (N) = Number of scores obtained by students divided by the maximum score multiplied by the ideal score (100)

Discussion Assessment Instruments

No.	Rated aspect	100	75	50	25
1	Mastery of discussion material				
2	Ability to answer questions				
3	Ability to process words				
4	Problem solving skills				

Information :

100 = Very good

75 = Good

50 = Not good

25 = Not good

3. Enrichment

For students who have reached the learning target before the allotted time is over, enrichment activities need to be given.

4. Remedial

For students who have not reached the learning target in the allotted time, remedial activities need to be given.

Medan, July 2021

English Teacher



Dini Kartika, S.Pd

Researcher



Dinda Afnelia

Principle of SMP Wiraswasta Batang Kuis



LESSON PLANNING

Level	: SMP/MTs
Subject	: English
Class/Semester	: VIII/Ganjil
Main Topic	: Asking and Giving Opinion
Time Allocation	: 1 meeting 2 @ 30 minutes

A. Main Competencies

- KI-1 and KI-2: Live and practice the teachings of the religion they hold. Live and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nations, countries, regional regions and international regions.
- KI3 : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- KI4 : Cultivate, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competency and Competency Achievement Indicators

Basic Competence	Indicator
3.1 Identifies social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the name of the day, month, time name in days, time in the form of numbers, dates, and years, according to the context of its use. (Note vocabulary related to cardinal and ordinal numbers).	<ul style="list-style-type: none"> • Determine the social function of simple spoken and written recount texts related to personal experiences in the past. • Identifying the text structure of simple oral and written recount texts related to personal experiences in the past. • Identifying the linguistic elements of simple oral and written recount texts related to personal experiences in the past.
4.1 Compose oral and written recount texts, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context	<ul style="list-style-type: none"> • Make simple text in writing about experiences or activities that have been experienced in the past. • Orally presenting the results of simple text and retelling about activities or experiences that occurred in the past.

C. Learning Objectives

After following the learning process, students are expected to be able to:

- Student can identify what is recount text.

- Student can identify language feature of recount text.
- Student can identify the purpose of recount text.
- Student can understand of recount text.
- Student can practice this topic.

D. Learning Material

Recount Text

Recount text is a text which tells about something happened in the past wheher it's pleasant or unpleasant.

Holiday in Parangtritis Beach

Orientation:

It was Sunday in the last December 2016. We all had finished our project and that was the time to celebrate. We went to Parangtritis beach. We were 6 and we got there driving a car. We rent a car for a day.

Event:

Actually there was nothing special from Parangtritis beach because we had already there for many times. But the beach was the reminder that we had a hard memory. Yes, our friend had gone and never would back. The purpose of our day off in Parangtritis beach was to pray for our missing friend.

Reorientation:

It was a celebration for our successful project and also the celebration for the loss of our friend who was the leader of our team for that project.

E. Learning Methods

Lecture, Discussion, Zoom Meeting.

F. Learning Media

1. Media

- Worksheets (students)
- The assessment sheet
- Zoom Application
- WhatsApp Group

2. Tools / Materials

- LKS
- English dictionary
- Laptop/ HP
- Internet

G. Steps of Learning

1 st Meeting		
No.	Steps	Description
1.	Introduction Activity	<ul style="list-style-type: none"> • Performing in opening with greeting and praying to start learning activity. • Checking attendance list of students as disciplinary attitudes. • Informing the subject matter which is learned in that time. • Explaining the topic that will be discussed with basic competencies to be achieved.
2.	Main Activity	<p>a.Elaboration</p> <p>To know how far the student's knowledge about recount text:</p> <ul style="list-style-type: none"> • The teacher explain the topic with give the example of the topic discussion. • Asking questions that related to the topic discussion.

		<ul style="list-style-type: none"> Asking the students to participate in learning-teaching activities. <p>b.Exploration</p> <ul style="list-style-type: none"> The teacher asks students to write a short text of recount text according to what has been learned. The teacher ask students to practice orally the text that has been write.
3.	Closing Activity	<ul style="list-style-type: none"> Teacher give feedback of student's example. Techer give a homework for students Teacher give the conclusion of the topic discussed. Teacher closes the leson by saying hamdallah/ du'a. Teacher say greeting or salam to the students before out of the class and the students answer the salam.

H. Assessment

1. Knowledge Assessment

- Oral Test / Observation of Discussion, Questions and Answers and Conversations**

Practice Monologue or Dialogue

Aspect Assessment of the Conversation

No.	Rated aspect	Scale				Total score	Attitu de Score	Value Code
		25	50	75	100			
1	Intonation							
2	Pronunciation							
3	Smoothness							
4	Expression							

5	Appearance							
6	Gestures							

2. Skills Assessment

- **Performance Assessment**

Examples of performance assessment instruments can be seen in the speaking skills examination assessment instruments as follows:

Assessment Instruments

No.	Rated aspect	Very Good (100)	Good (75)	Less Good (50)	Not Good (25)
1	The suitability of the response to the question				
2	Harmony of word selection				
3	Appropriate use of grammar				
4	Pronunciation				

Assessment criteria (score)

100 = Very good

75 = Good

50 = Not good

25 = Not good

How to find the value (N) = Number of scores obtained by students divided by the maximum score multiplied by the ideal score (100)

Discussion Assessment Instruments

No.	Rated aspect	100	75	50	25
1	Mastery of discussion material				
2	Ability to answer questions				
3	Ability to process words				
4	Problem solving skills				

Information :

100 = Very good

75 = Good

50 = Not good

25 = Not good

3. Enrichment

For students who have reached the learning target before the allotted time is over, enrichment activities need to be given.

4. Remedial

For students who have not reached the learning target in the allotted time, remedial activities need to be given.

Medan, July 2021

English Teacher


Dini Kartika, S.Pd

Researcher


Dinda Afnelia

Principle of SMP Wiraswasta Batang Kuis



LESSON PLANNING

Level	: SMP/MTs
Subject	: English
Class/Semester	: VIII/Ganjil
Main Topic	: Describing Place
Time Allocation	: 1 meeting 2 @ 30 minutes

A. Main Competencies

- KI-1 and KI-2: Live and practice the teachings of the religion they hold. Live and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nations, countries, regional regions and international regions.
- KI3 : Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- KI4 : Cultivate, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competency and Competency Achievement Indicators

Basic Competence	Indicator
<p>3.1 Identifies social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the name of the day, month, time name in days, time in the form of numbers, dates, and years, according to the context of its use. (Note vocabulary related to cardinal and ordinal numbers).</p>	<ul style="list-style-type: none"> • Determine the social function of simple spoken and written describing place • Identifying the text structure of simple oral and written describing place. • Identifying the linguistic elements of simple oral and written describing place.
<p>4.1 Compose oral and written describing place, very short and simple, related to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context</p>	<ul style="list-style-type: none"> • Make simple text in writing about experiences or activities that have been experienced in the past. • Orally presenting the results of simple text and retelling about activities or experiences that occurred in the past.

C. Learning Objectives


After following the learning process, students are expected to be able to:

- Student can identify what is describing place.
- Student can identify language feature of describing place.
- Student can identify the purpose of describing place.
- Student can understand of describing place.
- Student can practice this topic.

D. Learning Material

Describing Place

Describing place is description about place based on the existing reality.



1. Paragraf identification:
 > Taj Mahal is one of the eight wonders of the world.

2. Paragraf descriptions:
 > Taj Mahal is a Mausoleum
 > The Taj stands on a raised, square platform
 > Its central dome is fifty-eight feet in diameter.
 > Taj Mahal is built entirely of white marble.

E. Learning Methods

Lecture, Discussion, Zoom Meeting

F. Learning Media

1. Media

- Worksheets (students)
- The assessment sheet
- WhatsApp Group

2. Tools / Materials

- LKS
- English dictionary
- Laptop
- Internet

G. Steps of Learning

1 st Meeting		
No.	Steps	Description
1.	Introduction Activity	<ul style="list-style-type: none"> • Performing in opening with greeting and praying to start learning activity. • Checking attendance list of students as disciplinary attitudes. • Informing the subject matter which is learned in that time. • Explaining the topic that will be discussed with basic competencies to be achieved.
2.	Main Activity	<p>a.Elaboration</p> <p>To know how far the student's knowledge about describing place:</p> <ul style="list-style-type: none"> • The teacher explain the topic with give the example of the topic discussion. • Asking questions that related to the topic discussion. • Asking the students to participate in learning-teaching activities. <p>b.Exploration</p> <ul style="list-style-type: none"> • The teacher asks students to write a short text of describing place according to what has been learned. • The teacher ask the students to read orally the text that has been wrote.

3.	Closing Activity	<ul style="list-style-type: none"> • Teacher give feedback of student's example. • Techer give a homework for students • Teacher give the conclusion of the topic discussed. • Teacher closes the leson by saying hamdallah/ du'a. • Teacher say greeting or salam to the students before out of the class and the students answer the salam.
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H. Assessment

1. Knowledge Assessment

- **Oral Test / Observation of Discussion, Questions and Answers and Conversations**

Practice Monologue or Dialogue

Aspect Assessment of the Conversation

No.	Rated aspect	Scale				Total score	Attitude Score	Value Code
		25	50	75	100			
1	Intonation							
2	Pronunciation							
3	Smoothness							
4	Expression							
5	Appearance							
6	Gestures							

3. Skills Assessment

- **Performance Assessment**

Examples of performance assessment instruments can be seen in the speaking skills examination assessment instruments as follows:

Assessment Instruments

No.	Rated aspect	Very Good (100)	Good (75)	Less Good (50)	Not Good (25)
1	The suitability of the response to the question				
2	Harmony of word selection				
3	Appropriate use of grammar				
4	Pronunciation				

Assessment criteria (score)

100 = Very good

75 = Good

50 = Not good

25 = Not good

How to find the value (N) = Number of scores obtained by students divided by the maximum score multiplied by the ideal score (100)

Discussion Assessment Instruments

No.	Rated aspect	100	75	50	25
1	Mastery of discussion material				
2	Ability to answer questions				
3	Ability to process words				
4	Problem solving skills				

Information :

100 = Very good

75 = Good

50 = Not good

25 = Not good

3. Enrichment

For students who have reached the learning target before the allotted time is over, enrichment activities need to be given.

4. Remedial

For students who have not reached the learning target in the allotted time, remedial activities need to be given.

Medan, July 2021

English Teacher



Dini Kartika, S.Pd

Researcher



Dinda Afnelia

Principle of SMP Wiraswasta Batang Kuis



Fadillah, S.Ag, M.Pd

APPENDIX V

Table of the result of students' pre- experiment was tabulated as follows:

No.	Name	Questionnaire Items																				Total	Category
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Amelda	2	2	4	3	3	3	3	2	3	3	4	3	3	5	2	3	3	2	2	2	57	Good
2	Apriyana Putri Nst	4	4	3	3	3	4	3	4	4	4	4	2	4	3	4	3	4	4	3	4	71	Very Good
3	Asheri Fansya Muda	3	3	3	3	3	3	3	2	3	3	3	2	3	3	2	4	2	2	3	4	57	Good
4	Bulan Rahmadani	3	4	4	4	3	3	3	3	5	4	3	4	3	4	3	3	4	4	3	4	71	Very Good
5	Dirta	3	3	3	4	3	2	2	3	3	2	1	5	3	4	2	3	1	2	3	3	55	Good
6	Gadis Suryani Zahra	4	4	4	5	4	4	3	3	5	4	4	4	4	4	4	4	4	3	3	5	79	Very Good
7	Genta Permana	3	3	3	4	4	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	65	Good
8	Intan Nuraini	3	3	3	4	4	4	3	3	4	4	3	2	3	3	2	2	3	4	3	5	65	Good
9	Ira Arifinadya	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	78	Very Good
10	Juwita Anggraini	3	3	2	5	3	3	4	3	4	3	4	4	3	5	3	4	3	3	4	5	71	Very Good
11	Lia Ramadhani	4	3	4	5	5	4	4	2	5	4	3	4	4	4	4	2	5	4	3	4	77	Very Good
12	Meri Amanda	4	4	3	1	5	4	4	3	5	4	4	3	4	5	4	3	3	4	4	3	74	Very Good
13	Mhd Irfandi	2	2	2	4	3	2	3	2	3	3	2	4	2	2	1	3	2	2	1	3	48	Poor
14	Mita Gabriel Sihombing	3	3	3	5	5	4	5	3	5	4	2	2	4	5	3	3	4	4	2	5	74	Very Good
15	Naufal Arif Fuadi	3	3	3	2	4	3	2	3	4	3	3	3	3	4	3	3	4	3	3	5	64	Good
16	Nayara Khalifah Adhistry	4	3	4	4	3	4	4	5	5	4	3	3	4	3	3	4	3	4	3	3	73	Very Good
17	Novia Liza	2	1	2	4	4	3	2	1	4	3	3	1	2	3	1	3	3	3	2	5	52	Good
18	Piki Aldiansyah	2	1	2	1	3	4	2	2	2	3	2	2	2	4	3	2	2	2	2	3	46	Poor
19	Putri Cahaya	4	3	3	2	3	3	2	3	4	4	2	3	3	4	2	2	4	4	1	4	60	Good
20	Raihan Alfarizi	2	3	2	3	3	2	4	2	4	3	2	2	2	4	2	2	3	4	2	4	55	Good
21	Ruth Cahayana Gultom	4	4	2	4	4	3	4	1	4	3	1	4	2	2	2	2	2	2	2	4	56	Good
22	Tara Mariyanti Siregar	5	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	2	4	77	Very Good
23	Ummu Khairiah	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	1	3	3	2	2	53	Good
24	Windy	4	3	3	2	3	4	2	1	4	4	4	4	3	4	3	2	3	3	2	2	60	Good
		Total																				1538	

1. Calculation Mean Score of the Pre- Experiment

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1538}{24}$$

$$\bar{X} = 64,08$$

2. Standard Deviation of the Pre- Experiment

$$D = \sqrt{\frac{X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{100.950 - \frac{(1538)^2}{24}}{24-1}}$$

$$SD = \sqrt{\frac{2389,83}{23}}$$

$$SD = 10,19$$

So, the result of standard deviation of the students score pre- experiment was 10,19.

APPENDIX VI

Table the result of students' post- experiment was tabulated as follows:

No.	Name	Questionnaire Items																				Total	Category
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Amelda	4	5	4	3	4	4	4	3	4	4	3	4	3	4	3	3	4	4	3	74	Very Good	
2	Apriyana Putri Nst	5	4	4	3	4	5	4	4	5	5	4	3	5	4	4	4	4	5	4	4	84	Excellent
3	Asheri Fansya Muda	4	4	4	3	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	68	Very Good	
4	Bulan Rahmadani	4	4	4	4	3	4	4	3	5	4	4	5	3	4	3	3	4	4	4	4	77	Very Good
5	Dirta	3	4	4	4	4	3	4	4	3	3	3	5	4	4	3	3	3	3	3	70	Very Good	
6	Gadis Suryani Zahra	5	5	5	5	5	4	5	4	4	5	4	4	4	4	4	4	4	4	4	87	Excellent	
7	Genta Permana	4	4	3	4	4	4	3	4	4	3	3	3	4	3	3	3	4	3	3	69	Very Good	
8	Intan Nuraini	3	4	4	5	5	4	4	4	5	4	4	3	4	5	3	3	5	4	3	5	81	Excellent
9	Ira Arifinadya	4	3	5	5	4	4	4	5	4	4	4	4	5	5	4	4	4	5	4	5	86	Excellent
10	Juwita Anggraini	4	5	5	3	5	4	4	3	3	3	3	4	4	4	4	4	4	4	5	79	Very Good	
11	Lia Ramadhani	5	4	5	5	5	4	3	3	5	4	4	4	5	5	4	3	5	5	4	4	86	Excellent
12	Meri Amanda	5	5	4	4	5	5	4	4	5	5	3	4	4	5	4	3	5	4	3	5	86	Excellent
13	Mhd Irfandi	3	4	3	4	4	3	4	3	4	3	3	4	3	3	3	4	3	3	3	4	68	Very Good
14	Mita Gabriel Sihombing	4	4	4	3	5	4	5	3	5	4	4	3	5	4	3	3	5	4	4	5	81	Very Good
15	Naufal Arif Fuadi	4	3	3	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	76	Very Good
16	Nayara Khalifah Adhisty	4	4	4	4	3	4	4	5	5	5	4	4	4	3	4	4	4	4	4	4	81	Very Good
17	Novia Liza	3	3	3	4	4	4	3	2	4	3	3	3	3	3	3	3	5	5	3	5	69	Very Good
18	Piki Aldiansyah	3	2	3	4	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	62	Good
19	Putri Cahaya	4	3	3	3	4	3	3	3	4	4	3	4	3	4	3	3	4	4	3	4	69	Very Good
20	Raihan Alfarizi	3	3	3	4	4	3	4	3	4	3	3	3	3	4	3	3	3	4	3	4	67	Good
21	Ruth Cahayana Gultom	4	3	3	4	4	3	4	2	5	3	3	4	3	3	3	3	3	4	3	3	67	Good
22	Tara Mariyanti Siregar	5	4	3	4	5	5	5	4	4	5	4	5	4	4	5	4	4	5	3	4	86	Excellent
23	Ummu Khairiah	3	3	3	5	3	3	3	3	4	3	3	3	3	3	4	3	3	3	3	64	Very Good	
24	Windy	4	4	4	3	4	3	3	3	5	5	3	4	4	4	3	3	3	3	3	3	71	Good
Total																					1808		

1. Calculation Mean Score of The Post- Experiment

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1808}{24}$$

$$\bar{X} = 75,3$$

2. Standard Deviation of the Post- Experiment

$$SD = \sqrt{\frac{X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{137.704 - \frac{(1.808)^2}{24}}{24-1}}$$

$$SD = \sqrt{\frac{1.501,33}{23}}$$

$$SD = 8,08$$

So, the result of standard deviation of the students score of post-experiment was 8,08.

APPENDIX VII

The T- Test Value of Students

To know the significant difference between the result of students' score pre- experiment and the students' score post- experiment, the researcher on this research used T- Test (test of significant). The result will showed on the table below:

No	X1	X2	X1 ²	X2 ²	D(X2-X1)	D(X2-X1) ²
1	57	74	3249	5476	17	289
2	71	84	5041	7056	13	169
3	57	68	3249	4624	11	121
4	71	77	5041	5929	6	36
5	55	70	3025	4900	15	225
6	79	87	6241	7569	8	64
7	65	69	4225	4761	4	16
8	65	81	4225	6561	16	256
9	78	86	6084	7396	8	64
10	71	79	5041	6241	8	64
11	77	86	5929	7396	9	81
12	74	86	5476	7396	12	144
13	48	68	2304	4624	20	400
14	74	81	5476	6561	7	49
15	64	76	4096	5776	12	144
16	73	81	5329	6561	8	64
17	52	69	2704	4761	17	289

18	46	62	2116	3844	16	256
19	60	69	3600	4761	9	81
20	55	67	3025	4489	12	144
21	56	67	3136	4489	11	121
22	77	86	5929	7396	9	81
23	60	71	3600	5041	11	121
24	53	64	2809	4096	11	121
Σ	1538	1808	100950	137704	270	3400

1. The Calculation of the T-test Value

$$T - \text{test} = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Clearly : T = Test of significance

D = The total score different (pre-test and post test)

$\sum D^2$ = The sum of deviation quadrate

$\sum D$ = The sum of deviation score

N = The total number of students

$$T - \text{test} = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T - \text{test} = \frac{11,25}{\sqrt{\frac{3400 - \left(\frac{270}{24}\right)^2}{24(24-1)}}$$

$$T - \text{test} = \frac{11,25}{\sqrt{\frac{3400 - 3037,5}{24(23)}}}$$

$$T - \text{test} = \frac{11,25}{\sqrt{\frac{362,5}{552}}}$$

$$T - \text{test} = \frac{11,25}{\sqrt{0,66}}$$

$$T - \text{test} = 13,89$$

To find out degree of freedom (df) dependent sample:

$$\text{Df} = N - 1$$

$$= 24 - 1$$

$$\text{Df} = 23, \alpha = 0.05 = 2,069 (t - \text{table})$$

APPENDIX IX**VALIDATION SHEET OF QUESTIONNAIRE**

LEMBAR VALIDASI
ANGKET PRE- TEST: Self-Confidence

Petunjuk:

- a. Untuk memberikan penilaian terhadap format angket tentang Self-Confidence Bapak/ Ibu cukup memberikan tanda (√) pada kolom yang disediakan
- b. Aspek-aspek yang dinilai sebagai berikut:
 1. Keterkaitan indikator dengan tujuan
 2. Kesesuaian pernyataan/ pertanyaan dengan indikator yang diukur
 3. Kesesuaian antara pernyataan/ pertanyaan dengan tujuan
 4. Bahasa yang digunakan baik dan benar.
- c. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - 0 = Tidak Valid
 - 1 = Kurang Valid
 - 2 = Cukup Valid
 - 3 = Valid
 - 4 = Sangat Valid
- d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = Dapat digunakan tanpa revisi
 - B = Dapat digunakan dengan revisi sedikit
 - C = Dapat digunakan dengan revisi sedang
 - D = Dapat digunakan dengan revisi banyak sekali
 - E = Tidak dapat digunakan

No. Item	Aspek Yang Dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1				✓					✓					✓						✓
2			✓						✓					✓						✓
3			✓					✓					✓							✓
4		✓						✓					✓							✓
5				✓					✓				✓							✓
6			✓						✓				✓							✓
7	✓								✓				✓							✓
8	✓								✓				✓							✓
9			✓						✓				✓							✓
10			✓						✓				✓							✓
11			✓						✓				✓							✓
12			✓					✓					✓							✓
13				✓					✓				✓							✓
14			✓						✓				✓							✓
15			✓						✓				✓							✓
16		✓							✓				✓							✓
17				✓					✓				✓							✓
18			✓						✓				✓							✓
19			✓						✓				✓							✓
20			✓						✓				✓							✓

Penilaian Angket Secara Umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format angket/ kuesioner tentang Self-Confidence		✓			

Saran- Saran:

Perbaiki angket agar dapat dipahami subjele dengan baik.

Kesimpulan:

Berdasarkan penilaiandiatas, maka angket ini dinyatakan:

A	Layak diujicobakan tanpa revisi
<input checked="" type="radio"/> B	Layak diujicobakan dengan revisi
C	Tidak layak diujicobakan

Medan, Juli 2021



LEMBAR VALIDASI
ANGKET PRE- TEST: Self-Confidence

Petunjuk:

- a. Untuk memberikan penilaian terhadap format angket tentang Self-Confidence Bapak/ Ibu cukup memberikan tanda (√) pada kolom yang disediakan.
- b. Aspek-aspek yang dinilai sebagai berikut:
 1. Keterkaitan indicator dengan tujuan
 2. Kesesuaian pernyataan/ pertanyaan dengan indicator yang diukur
 3. Kesesuaian antara pernyataan/ pertanyaan dengan tujuan
 4. Bahasa yang digunakan baik dan benar.
- c. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - 0 = Tidak Valid
 - 1 = Kurang Valid
 - 2 = Cukup Valid
 - 3 = Valid
 - 4 = Sangat Valid
- d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = Dapat digunakan tanpa revisi
 - B = Dapat digunakan dengan revisi sedikit
 - C = Dapat digunakan dengan revisi sedang
 - D = Dapat digunakan dengan revisi banyak sekali
 - E = Tidak dapat digunakan

No. Item	Aspek Yang Dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1				✓					✓					✓				✓		
2				✓					✓					✓				✓		
3				✓					✓					✓				✓		
4					✓				✓					✓				✓		
5				✓					✓					✓				✓		
6				✓					✓					✓				✓		
7				✓					✓					✓				✓		
8				✓					✓					✓				✓		
9					✓				✓					✓				✓		
10				✓					✓					✓				✓		
11					✓				✓					✓				✓		
12					✓				✓					✓				✓		
13				✓					✓					✓				✓		
14				✓					✓					✓				✓		
15				✓					✓					✓				✓		
16				✓					✓					✓				✓		
17					✓				✓					✓				✓		
18					✓				✓					✓				✓		
19				✓					✓					✓				✓		✓
20				✓					✓					✓				✓		✓

Penilaian Angket Secara Umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format angket/ kuesioner tentang Self-Confidence		✓			

Saran- Saran:

perbaiki penggunaan bahasanya lagi

Kesimpulan:

Berdasarkan penilaian diatas, maka angket ini dinyatakan:

A	Layak diujicobakan tanpa revisi
<input checked="" type="checkbox"/> B	Layak diujicobakan dengan revisi
C	Tidak layak diujicobakan



LEMBAR VALIDASI
ANGKET POST- TEST: Self-Confidence

Petunjuk:

- a. Untuk memberikan penilaian terhadap format angket tentang Self-Confidence Bapak/ Ibu cukup memberikan tanda (✓) pada kolom yang disediakan.
- b. Aspek-aspek yang dinilai sebagai berikut:
 1. Keterkaitan indicator dengan tujuan
 2. Kesesuaian pernyataan/ pertanyaan dengan indicator yang diukur
 3. Kesesuaian antara pernyataan/ pertanyaan dengan tujuan
 4. Bahasa yang digunakan baik dan benar.
- c. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - 0 = Tidak Valid
 - 1 = Kurang Valid
 - 2 = Cukup Valid
 - 3 = Valid
 - 4 = Sangat Valid
- d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = Dapat digunakan tanpa revisi
 - B = Dapat digunakan dengan revisi sedikit
 - C = Dapat digunakan dengan revisi sedang
 - D = Dapat digunakan dengan revisi banyak sekali
 - E = Tidak dapat digunakan

No. Item	Aspek Yang Dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1			✓						✓				✓							
2			✓						✓				✓							✓
3			✓						✓				✓							✓
4			✓						✓				✓							✓
5				✓					✓				✓							✓
6				✓					✓				✓							✓
7				✓					✓				✓							✓
8				✓					✓				✓							✓
9				✓					✓				✓							✓
10				✓				✓					✓						✓	
11				✓					✓				✓							✓
12				✓					✓				✓							✓
13				✓				✓					✓							✓
14		✓						✓					✓							✓
15				✓					✓				✓							✓
16				✓					✓				✓							✓
17				✓					✓				✓							✓
18				✓					✓				✓							✓
19				✓					✓				✓							✓
20				✓					✓				✓							✓

Penilaian Angket Secara Umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format angket/ kuesioner tentang Self-Confidence		✓			

Saran- Saran:

Perbaiki lagi sesuai saran.

Kesimpulan:

Berdasarkan penilaian diatas, maka angket ini dinyatakan

A	Layak diujicobakan tanpa revisi
<input checked="" type="radio"/> B	Layak diujicobakan dengan revisi
C	Tidak layak diujicobakan



LEMBAR VALIDASI
ANGKET POST- TEST: Self-Confidence

Petunjuk:

- a. Untuk memberikan penilaian terhadap format angket tentang Self-Confidence Bapak/ Ibu cukup memberikan tanda (√) pada kolom yang disediakan.
- b. Aspek-aspek yang dinilai sebagai berikut:
 1. Keterkaitan indicator dengan tujuan
 2. Kesesuaian pernyataan/ pertanyaan dengan indicator yang diukur
 3. Kesesuaian antara pernyataan/ pertanyaan dengan tujuan
 4. Bahasa yang digunakan baik dan benar.
- c. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - 0 = Tidak Valid
 - 1 = Kurang Valid
 - 2 = Cukup Valid
 - 3 = Valid
 - 4 = Sangat Valid
- d. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = Dapat digunakan tanpa revisi
 - B = Dapat digunakan dengan revisi sedikit
 - C = Dapat digunakan dengan revisi sedang
 - D = Dapat digunakan dengan revisi banyak sekali
 - E = Tidak dapat digunakan

No. Item	Aspek Yang Dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1				✓					✓											
2				✓					✓					✓						✓
3			✓						✓					✓						✓
4			✓						✓				✓							✓
5			✓						✓				✓							✓
6			✓						✓				✓							✓
7				✓					✓				✓							✓
8				✓					✓				✓							✓
9		✓						✓					✓							✓
10			✓					✓					✓							✓
11				✓					✓				✓							✓
12			✓						✓				✓							✓
13			✓						✓				✓							✓
14			✓						✓				✓							✓
15				✓					✓				✓							✓
16				✓					✓				✓			✓				
17			✓						✓				✓							✓
18			✓						✓				✓							✓
19			✓						✓				✓							✓
20			✓						✓				✓							✓

Penilaian Angket Secara Umum

Uraian	A	B	C	D	E
Penilaian secara umum terhadap format angket/ kuesioner tentang Self-Confidence		✓			

Saran-Saran:

Perbaiki lagi sesuai untuk kisi-kisi.

Kesimpulan:

Berdasarkan penilaian di atas, maka angket ini dinyatakan:

A	Layak diujicobakan tanpa revisi
<input checked="" type="checkbox"/> B	Layak diujicobakan dengan revisi
C	Tidak layak diujicobakan





YAYASAN PERGURUAN WIRASWASTA
SMP SWASTA WIRASWASTA
 BATANG KUIS
 NDS: 2007010095 – NSS: 204070113140
AKREDITASI B

Alamat : Jl. Ampera No. 1 Batang Kuis Kode Pos 20372 Telp. (061) 7388354

Nomor : 406/SMP-WS/BK/S.6/ VIII/ 2021

Batang Kuis, 14 Agustus 2021

Lamp : -

Hal : Pemberitahuan Telah Melaksanakan
 Riset

Kepada Yth.
 Bapak/Ibu Dekan Fakultas Ilmu Tarbiyah dan Keguruan
 Universitas Islam Negeri Sumatera Utara
 Di

Medan

Dengan hormat,

Bersama ini surat kami sampaikan bahwa:

Nama : Dinda Afnelia
 NIM : 0304172114
 Tempat, Tanggal Lahir: Sampali, 25 Januari 2000
 Fakultas : Ilmu Tarbiyah dan Keguruan
 Judul Skripsi : "The Effectiveness Of Video Conference To Improve Students
 Self Confidence In Speaking English At Eight Grade Of SMP
 Wiraswasta Batang Kuis"

Telah melaksanakan Tugas Riset Judul Skripsi "The Effectiveness Of Video Conference To Improve Students Self Confidence In Speaking English At Eight Grade Of SMP Wiraswasta Batang Kuis" di SMP Swasta Wiraswasta kecamatan Batang Kuis Kabupaten Deli Serdang mulai sejak bulan Juli sampai dengan Agustus.

Demikian surat ini diperbuat agar dapat digunakan sebagaimana mestinya

Kepala,
 SMP Wiraswasta



APPENDIX XI

STUDENTS' SHEET



Pan- Yana

Penyakit umum

1. Penyakit menular adalah perantara dimana itu adalah pada penyakit tersebut
2. Penyakit menular disebabkan terdapat faktor umum penularan dan karakteristik media yang pengangkutan ke lokasi yang sakit lain
3. Penyakit menular tidak 27 menit untuk terdapat perantara tersebut
4. Penyakit menular adalah dan penyakit pada pada bentuk penyakit yang tidak ditularkan
5. Penyakit menular (1) pada salah satu penyakit yang media sebagai perantara media pada bentuk penyakit
6. Penyakit menular pada
 nama $\frac{1}{2} \times 10^6$ 1.5×10^6 1.5×10^6 1.5×10^6
 bentuk 10^6 10^6

Klasifikasi

10. Sangat Tersebar
9. Tersebar
8. Sangat Tersebar
7. Tidak Tersebar
6. Sangat Tidak Tersebar

nama penyakit yang media tersebut, yang meliputi bentuk lain, sebelum mengidentifikasi

No	Pernyataan	Jawaban				
		BB	S	BB	TS	STS
1	Saya merasa penyakit dan terinfeksi bakteri dengan dibantu bakteri			✓		
2	Saya merasa sakit dan tidak sedang bakteri terinfeksi bakteri				✓	
3	Saya merasa sakit beres-beres menggunakan bakteri dengan dibantu bakteri					✓

4	Saya merasa itu sangat berbahaya karena yang memiliki oleh bakteri tersebut saja				✓	
5	Saya merasa penyakit dan dapat mengancam kesehatan dalam terinfeksi bakteri			✓		
6	Saya merasa saya sangat memperhatikan penyakit yang menggunakan bakteri dengan		✓			
7	Saya merasa saya dan apa saja bakteri yang sangat memperhatikan penyakit yang dalam terinfeksi bakteri				✓	
8	Saya merasa saya dan saya akan selalu memperhatikan bakteri bakteri dengan yang ada saja bakteri					✓
9	Saya sangat memperhatikan media apa yang ada bakteri	✓				
10	Saya merasa penyakit dan dan terinfeksi media saja		✓			
11	Saya khawatir tidak akan memperhatikan apa yang ada bakteri			✓		
12	Terdapat apa bakteri dalam apa penyakit			✓		
13	Saya sangat memperhatikan bakteri dengan sehingga saya dapat terinfeksi dengan baik		✓			
14	Saya sangat memperhatikan penyakit apa yang ada bakteri			✓		
15	Saya khawatir memperhatikan bakteri dengan sehingga saya tidak bisa terinfeksi dengan baik			✓		
16	Saya memperhatikan bakteri yang ditularkan akan menggunakan perantara				✓	
17	Saya merasa sangat memperhatikan media dengan menggunakan bakteri dengan yang ada bakteri			✓		
18	Saya merasa sangat memperhatikan media dengan memperhatikan bakteri dengan media dengan		✓			
19	Saya merasa sangat memperhatikan bakteri dengan memperhatikan penyakit dalam bakteri dengan			✓		
20	Saya merasa bakteri sangat memperhatikan media dengan memperhatikan media			✓		

Form Test

Urutan soal

1. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
2. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
3. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
4. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
5. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!

Daftar nama

Nama: Lia Rizkiyanti

Kelas: V/3

Kategori

1. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
2. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
3. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
4. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!
5. Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!

Daftar pertanyaan yang akan diberikan kepada siswa sebagai berikut. Selamat mengerjakan!

No	Pertanyaan	Jawaban				
		a	b	c	d	e
1	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Berilah tanda silang (x) pada huruf a, b, c, dan d yang paling benar!	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pada 100

Soal nomor

1. Berapa banyak data yang digunakan dalam uji t dua sampel?
2. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?
3. Apa bentuk nilai T saat uji t dua sampel?
4. Jika nilai data dan p-value tersebut sama, maka uji t dua sampel yang dilakukan?
5. Berapa nilai t pada uji t dua sampel yang ada dalam tabel uji t?
6. Nilai kritis pada uji t dua sampel?

Jawab:

100. Berapa banyak data yang digunakan dalam uji t dua sampel?

101. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?

102. Apa bentuk nilai T saat uji t dua sampel?

103. Jika nilai data dan p-value tersebut sama, maka uji t dua sampel yang dilakukan?

104. Berapa nilai t pada uji t dua sampel yang ada dalam tabel uji t?

105. Nilai kritis pada uji t dua sampel?

Soal nomor yang ada dalam tabel uji t dua sampel

No	Pernyataan	Jawaban				
		Ya	Tidak	Ya	Tidak	Ya
1	1. Berapa banyak data yang digunakan dalam uji t dua sampel?					
2	2. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?					

1	1. Berapa banyak data yang digunakan dalam uji t dua sampel?					
2	2. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?					
3	3. Apa bentuk nilai T saat uji t dua sampel?					
4	4. Jika nilai data dan p-value tersebut sama, maka uji t dua sampel yang dilakukan?					
5	5. Berapa nilai t pada uji t dua sampel yang ada dalam tabel uji t?					
6	6. Nilai kritis pada uji t dua sampel?					
7	7. Berapa banyak data yang digunakan dalam uji t dua sampel?					
8	8. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?					
9	9. Apa bentuk nilai T saat uji t dua sampel?					
10	10. Jika nilai data dan p-value tersebut sama, maka uji t dua sampel yang dilakukan?					
11	11. Berapa nilai t pada uji t dua sampel yang ada dalam tabel uji t?					
12	12. Nilai kritis pada uji t dua sampel?					
13	13. Berapa banyak data yang digunakan dalam uji t dua sampel?					
14	14. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?					
15	15. Apa bentuk nilai T saat uji t dua sampel?					
16	16. Jika nilai data dan p-value tersebut sama, maka uji t dua sampel yang dilakukan?					
17	17. Berapa nilai t pada uji t dua sampel yang ada dalam tabel uji t?					
18	18. Nilai kritis pada uji t dua sampel?					
19	19. Berapa banyak data yang digunakan dalam uji t dua sampel?					
20	20. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?					

17	17. Berapa banyak data yang digunakan dalam uji t dua sampel?					
18	18. Jika data tersebut digunakan untuk uji t dua sampel, maka berapa derajat kebebasan?					
19	19. Apa bentuk nilai T saat uji t dua sampel?					
20	20. Jika nilai data dan p-value tersebut sama, maka uji t dua sampel yang dilakukan?					

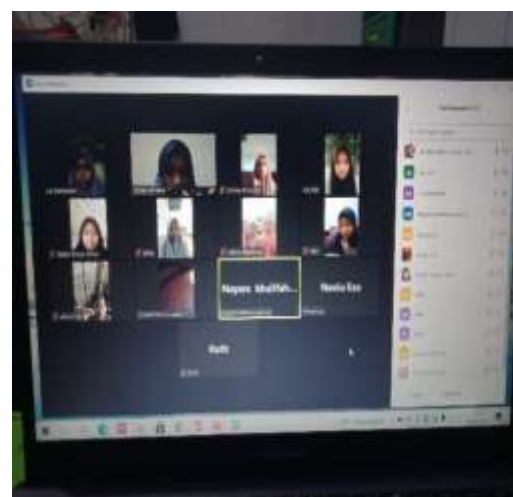
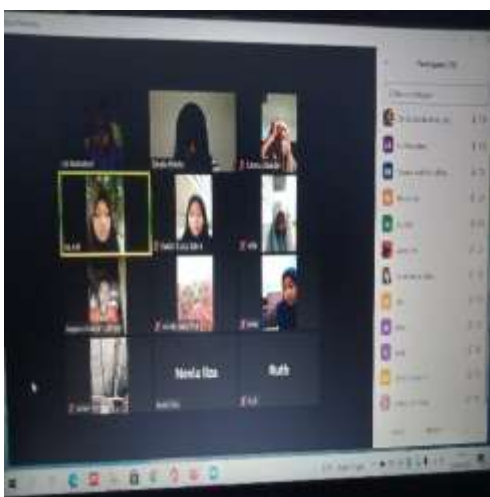
APPENDIX XII

DOCUMENTATION

Pre- Experiment



Treatment



Post- Experiment

