



THE IMPACT OF DORATOON'S VIDEO USE AND SELF-CONFIDENCE ON THE NINTH-GRADE STUDENTS' SPEAKING ABILITY AT MTS AL-ITTIFAQIAH

by

Dinar Anggraini*

Islamic Boarding School of A-Ittifaqiah Indralaya Ogan Ilir, Indonesia

Anggrainidinar27@gmail.com

Hanny Yukamana

Post Graduate Program PGRI University of Palembang, Indonesia

Yukamana1975@univpgri-palembang.ac.id

**corresponding author*

(Article History: Received: 2023-05-16.Revised1: 2023-12-14.Revised2: 2023-12-28.Accepted: 2023-12-29.Published:2024-01-04)

Abstract:

The research aimed to determine the significant effects of Doratoon video use and self-confidence on ninth-grade students' speaking ability. The investigation was approached through an experimental method with factorial design by having 30 students for each control and experimental group. The data were gathered from tests and a questionnaire. The statistical analysis of the independent sample t-test, paired sample t-test, and two-way ANOVA were used to analyze the data. Research findings revealed that there was a significant difference in speaking performance between students with high self-confidence who were taught using Doratoon Video and those who were taught by a traditional method of instruction, as well as a significant difference between students with low self-confidence who were taught using Doratoon Video and those who used a traditional method of instruction. The results suggested that the use of Doratoon videos and self-confidence had a significant impact on the students' speaking performance.

Keywords: Doratoon video, self-confidence, speaking ability

Abstrak:

Tujuan dari penelitian ini adalah untuk menentukan efek utama dari penggunaan video Doratoon dan kepercayaan diri pada kemampuan berbicara siswa kelas sembilan. Penelitian dilakukan melalui metode eksperimen dengan desain faktorial dengan meminta 30 siswa untuk setiap kelompok kontrol dan eksperimen. Data dikumpulkan dengan instrumen tes dan kuesioner. Dalam menganalisis data, digunakan analisis statistik uji-t sampel independen, uji-t sampel berpasangan, dan Annova dua arah. Penelitian mengungkapkan bahwa ada perbedaan yang signifikan dalam kinerja berbicara antara siswa dengan kepercayaan diri tinggi yang diajar menggunakan Doratoon Video dan mereka yang diajar dengan metode pengajaran tradisional, serta perbedaan yang signifikan antara siswa dengan kepercayaan diri rendah yang diajarkan menggunakan Doratoon Video dan mereka yang menggunakan metode pengajaran tradisional. Hasil penelitian menunjukkan bahwa penggunaan video Doratoon dan kepercayaan diri memiliki dampak yang signifikan terhadap kinerja berbicara siswa.

Kata kunci: Doratoon video, kepercayaan diri, kemampuan berbicara

How to cite this article:

Anggraini, D., & Yukamana, H. (2024). The impact of doratoon video use and self-confidence on the ninth-grade students' speaking ability at mts al-ittifaqiah. *Premise:Journal of English Education and Applied Linguistics*, 12(3), 1093–1109. <https://doi.org/10.24127/pj.v12i3.7743>

INTRODUCTION

Conversation is a pivotal component in teaching and learning since speech is considered a means of generating and absorbing knowledge from any language. Speaking skills also significantly affect communication because people use them to interact with various people. In Indonesia, English is taught in schools starting from the elementary level. The teaching of the subject focuses on introducing the four language skills: speaking, listening, reading, and writing.

Nevertheless, students consider speaking to be the most challenging skill. Wendy (2008) maintains that limited vocabulary or other psychological or practical problems, which have affected their decision to use English as their primary language of communication speaking is complicated since it requires a participatory process entailing creating, absorbing, and digesting information as well as constructing the meaning of such information (Bailey & Nunan, 2005; Brown, 2001).

Richard (2001) noted that learners in second and foreign language classes should prioritize mastering English speaking ability as it was often known as a conversational form of the teaching process. Speaking is a powerful way to be used in genuine collaboration correspondence. Leong and Ahmadi (2017) added that speaking was essential to people's activities and occurred frequently throughout the day. Consequently, students must regularly evaluate how well they have learned the language and how far they have progressed in using English through spoken language proficiency. What is more, speaking needs both ability and a feeling of assurance (Cole et al., 2007). Self-assurance occurs when a person believes in your assessment of their abilities and prospects for success. If people believe in their abilities, they are more likely to thrive. Self-assurance eventually contributes to enhanced self-confidence.

Ignoffo (1999) defined self-confidence as having trust in oneself. Self-confidence is a product of the mutual interaction between self-esteem and self-efficacy (Neil, 2015). Self-confidence can be defined as the capacity of people to accomplish by possessing a balance scale between self-esteem and self-efficacy. Self-confidence was also defined as the student's faith or conviction in completing a job effectively (Akbari & Sahibzada, 2020). People are likely eager to have more impact by developing their self-confidence. As stated by Roysmanto (2018), pupils' levels of self-confidence affected their ability to talk fluently.

According to Burton and Platts (2006), the instructor can identify some signs of self-confidence. When people have self-confidence in assessing their abilities and prospects for

Anggraini & Yukamana (2023)

success, they are more likely to thrive. Hence, Tripathy and Srivastava (2012) hinted that there was a link between scholastic success and confidence levels. Pulford and Sohal (2006) added that measuring each person's learning profile makes it possible to evaluate students' self-confidence in their academic skills. Students' self-confidence can foster their' understanding of their objectives, destinations, and values, boosting their motivation to strive for academic success.

In this era, English teachers should also have sufficient knowledge and ability to integrate technology resources into their teaching to help students learn better and faster. One of the techniques that can be used to improve students' speaking ability is using videos. Several research findings confirm that videos assist students' speaking and listening skills because digital video integrates both aural and visual material (Nikita, 2019). Visual materials such as animation can be a choice for supporting the learning process because it is enjoyable and fascinating for students. According to Efendi (2019), animation is an enjoyable and engaging way for students to learn while increasing motivation. It assists students in comprehending the teaching materials better and provides essential experiences for students to boost their interest in the teaching and learning process.

With this kind of free animation website, anyone can customize animation to their requirements, regardless of their line of work. One of the types of animation videos that can be used is Doratoon. Doratoon is the type of cartoon video maker that allows us to create figures with the proper tools and adaptable software, which are free and available on the Internet. Doratoon offered a selection of 2D and 3D backdrops, over 100 animated figurines, stock video and picture content, and a few characters. Other forms of media, including videos and slideshows, can be produced using the Doratoon video presentation program. This software was created for beginners who needed more expertise. Therefore, it is doable for teachers to use in class to teach speaking. There are so many distinctions in its format than it is. For instance, a video is an audio-visual medium utilized in educational activities.

An excellent tool for making an animation film in Doratoon's video also plays plenty of unique and attractive elements. Hence, it makes the process of creating video animation quite simple. Through this research, the author tries to use the Doratoon video to explain the subject in the classroom, especially in speaking English.

The students of ninth-graders of Mts Al-ittifaqiah Indralaya Ogan Ilir may be thought of as having poor speaking ability due to their results of speaking and self-confidence problems.

Anggraini & Yukamana (2023)

In contrast to the potential influence on subject choices, such as school type, home resources, and students' background, Regan and DeWitt in Sheldrake (2016,p.63) asserted that considering self-confidence offers a valuable way to help ensure that students' future choice is not unnecessarily constrained. Referring to several preferred learning methods, aural and visual learners make up a large portion of students, as evidenced by the fact. Hence, the author is motivated to research The Impact of Doratoon Video Use and Self-Confidence on Ninth-grade Students' Speaking Ability at Mts Al-Ittifaqiah.

The study aimed to explore the impact of the doratoon video use and self-confidence on the ninth-grade students' speaking ability of MTs Al-Ittifaqiah. The specific objectives were to look for:

1. Whether there is any notable difference between students with solid self-confidence, who were taught to use the Doratoon video maker, and those who were taught not to use the Doratoon video in their speaking abilities.
2. There is no difference between students with low self-confidence who were taught to use the Doratoon video maker and those who were taught not to use the Doratoon video.
3. Whether there is any significant difference between high self-confidence students' speaking ability, taught by using the Doratoon video.
4. Whether using Doratoon's video maker and students' confidence substantially impacted their talking ability.

METHOD

Design

During the 2022–2023 school year, the author taught ninth-grade students at Mts Al-Ittifaqiah Indralaya. The author used Doratoon movies in the experimental class while maintaining the usual teaching method in the control class. The students took a pre-test prior to starting the Doratoon movie maker treatment. The author administered the post-test by comparing the students' speech skills using a Doratoon video producer and traditional methods. According to Fraenkel (2012, p.277), this research employed a factorial design. This experimental technique combines two or more independent variables (at least one of which is changed) to investigate the relationships between the independent variables and a dependent variable. In this research, the use of the Doratoon video creator served as the independent

Anggraini & Yukamana (2023)

variable, the kids’ speaking skills served as the dependent variable, and the mediator variable was the students’ self-confidence, which came in low and high. The experimental group came first, and the control group came second. The experimental group taught using the Doratoon movie creator got the treatment after the pre-test. After the treatment, post-tests were administered to both groups—experimental and control.

Participant

The participants in the research were all ninth-graders at Mts Al-Ittifaqiah Indralaya in Ogan Ilir. At Mts Al-Ittifaqiah Indralaya in Ogan Ilir, there were 200 ninth graders in total. This study used a two-stage random sampling method. The study sample consisted of 60 students. The procedure of choosing the subject went through two stages. First, the complete population received the self-confidence survey from the researcher. Second, this study determined the self-confidence score of the population and divided it into two groups: strong/ high and low self-confidence. There were 96 students with poor self-confidence and 104 students with high self-confidence. From those categories, this study has chosen 30 students with poor self-confidence and 30 students with high self-confidence to use as samples. Third, the study is divided into two groups, one with 15 students with high self-confidence and the other with 15 students with low confidence.

Table of frequency distribution of Students’ Speaking Performance in Experimental Class		
N		
Valid	15	15
Missing	0	0
Mean	69.7	
Std.Error of Mean	2.803	
Median	72.00	
Std.Deviation	10.855	
Variance	117.838	
Skewness	-1.239	
Std. Error of Skewness	-.580	
Kurtosis	1.124	

The frequency description of students’ pre-test scores from high self-confidence in the experimental group outlined that one student (6.7%) got the lowest score, namely 44. There were thirteen students (80.0 %) who gained a score between 50 and 70, and finally, there was only one student with the highest score of 81 or (6.7%). The following table illustrates the data above:

Instrument

A pre-made self-confidence questionnaire created by Griffiee (as cited in Yutika, 2019) was provided to students as part of this research to measure their self-confidence in their speaking abilities. The items were written with the language of instruction at a level suitable for the ninth graders. Twenty-six questions were on the survey for this research, each with a 5-point measure and the following response options: strongly agree, agree, indifferent, disagree, and strongly disagree. The second instrument used by the researcher to measure students' speaking ability was a speaking test. The test specification was based on the material or knowledge that the students had learned from the Mts Al-Ittifaqiah Indralaya Ogan Ilir program.

Data collecting technique

The purpose of the questionnaire was to measure students' level of self-confidence. Students' responses to the questionnaire items were analyzed to determine their confidence level, whether it was high or low. The high and low students were then grouped to be assigned as the experimental and control groups. The experiment group received treatment to be taught using the Doratoon video maker, while in the control group, students were taught using the traditional teaching method. After the two groups were assigned and formed, the second data collection technique was used to measure students' speaking ability before and after the treatment. The speaking test was given before the pre-test, and the post-test was administered after the treatment.

Data analysis technique

The authors did the following procedures to analyze the data. The paired sample t-test was used to answer the first research question, measuring significant differences between high self-confidence taught using the Doratoon video maker and those taught with no treatment. Additionally, it was to measure the second research question, which measured significant differences between those with low self-confidence who were taught by not using the Doratoon video. The null hypothesis (H_0) was denied when the significance threshold was less than 0.05, and the alternative hypothesis (H_a) was approved. It was then followed by an independent test.

This test was to answer the second research question, measuring significant differences between high self-confidence and low self-confidence speaking ability students taught using the Doratoon video was used as an independent sample t-test. Moreover, to determine whether there was a meaningful difference between the control group's pre-test and post-test results and the experimental group's pre-test and post-test, the independent sample t-test was used. The

Anggraini & Yukamana (2023)

significant results were identified every time the p-value was less than the significant alpha. The null hypothesis (Ho) was denied, and the alternative hypothesis (Ha) was accepted if the outcome was significant.

Finally, it used a two-way Anova test. The researcher performed a two-way ANOVA to measure the third research question: whether there was any interaction effect of using the Doratoon video and self-confidence towards the ninth-grade students' speaking ability. Therefore, in this research, we used Two-Way ANOVA to examine the effects of X1 and X3 on variable Y. The author performed the t-test and two-way ANOVA analyses using the Statistical Package for Social Science.

Last but not least, the citing model employed a model of "manual system by coping reference sources from Scholar Google"(Turmudi, 2020,p.59).

RESULTS AND DISCUSSION

Result

The researcher first completed a questionnaire about self-confidence before collecting data from the English-spoken test. Two hundred students who responded to the survey comprised the study's population. Additionally, 96 students had low self-confidence, while 30 had excellent self-confidence. For this study, only the 104 students with high levels of confidence and the 30 students with low confidence levels were chosen as the sample. After selecting the students with high and low self-confidence, the researcher chose 15 students at random to be in the experimental class: 15 students with low self-confidence and 15 with solid self-confidence. For the control group, the researcher only chose 15 more students with poor self-confidence and 15 with high self-confidence.

Measuring significant differences between high self-confidence who were taught by using no Doratoon video Using Paired Sample T-test (Research question number 1)

The authors used a Paired Sample T-test to see if there was any statistically significant difference between the speaking skills of students with high self-confidence trained in the Doratoon video and those not trained using the Doratoon video.

- a. *Test the differences in the post-test and pre-test results of students with high self-confidence taught using Doratoon Video with paired sample t-test.*

The results of the SPSS paired sample t-test showed that the post-test ratings of the high self-confidence students in the experimental group who received instruction using the Doratoon

Anggraini & Yukamana (2023)

video maker have considerably increased (83.20>69.00). It revealed the substantial impact of using a Doratoon video creator to teach speaking ability to highly self-confident students. Table 1.1 was also displayed.

Table 1.1. paired sample t-test

paired sample t-test posttest of strong self-confidence pupils in the experimental group and the control group					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post test of experimental	74.1333	15	3.22638	.83305
	Post test of high control	69.4667	15	10.85533	2.80283

- b. Test the difference in post-test and pre-test results of students with high self-confidence who were taught not to use the Doratoon video with a Paired Sample T-test.*

The SPSS paired sample t-test findings showed that the poor self-confidence students in the control group had a mean post-test score of 74.13 after treatment. Before treatment, the control group’s average result on the pre-test for pupils with poor self-confidence was 69.46. The control group that received instruction using the treatment outperformed the group of pupils who lacked confidence.

Table 1.2. paired sample t-test

Paired Sample T-test of Strong self-confident students in experimental class and in control class					
Pair1	Pretest high control class	82.000	15	6.30419	1.62774
	Pretest high experiment class	69.4667	15	10.85533	2.80283

It was clear from the results of the paired sample t-test that the experimental group’s high self-confidence was higher than the control group; it meant that Ha₁ was accepted. It is vividly seen that the increase is significant by more than 1 point.

Measuring the significant differences in ninth-grade students’ speaking ability between the students with low self-confidence who were taught by using Doratoon and those who were not taught by using the Doratoon video (Research question number 2)

- a. Test the differences in the pre-test result of students with low self-confidence in the experimental group.*

Anggraini & Yukamana (2023)

In the experimental group of low self-confidence pupils taking the pre-test, the mean result was 57.66, according to the data output. The control group scored an average of 72.20 on the pre-test for poor self-confidence. Since the experimental class’s pre-test score for low self-confidence students was higher than the control class’s pre-test score for low self-confidence students, the disparity in the improvement of scores was significantly more significant. Hence, the Ha₂ was accepted, and the Null hypothesis was rejected.

b. Test the differences in the post-test results of students with low self-confidence in the experimental group.

The paired sample t-test findings showed that low self-confidence students in the experimental group had mean post-test scores of 74.06, while low self-confidence students in the control group had mean post-test scores of 58.00. The trainees’ mean score significantly increased between poor self-confidence students in the control and experimental groups. Given that the experimental group’s mean was 74.06 and the control group’s mean was 58.00, there has been a significant change.

Measuring significant differences between high self-confidence students and low self-confidence students speaking ability who were taught by using the Doratoon video by using Independent sample T-test (Research Question number 3).

Table 2. Paired samples test

Paired Samples Statistics pretest low self-confidence students in experimental and control group					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	modest experimental pretests	72.2000	15	9.33656	2.41069
	preliminary poor control	57.6667	15	14.75837	3.81060

Post-test scores of students in the experimental group were computed using SPSS 26.00. The experimental group with high self-confidence got mean scores of 78.66, a standard deviation 6.74, and an average error mean of 1.23. Meanwhile, the low self-confidence post-test score mean was 73.13, and the standard deviation was 8.14. Hence, it was shown as a distinction

Anggraini & Yukamana (2023)

between each other that the high self-confident students gained a higher mean score than the low self-confident students instead. It was meant that the Ha₃ was accepted.

Table 3. Test of pair 1

low self-confidence in the control set of pupils, paired samples statistics posttest and pretest					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	exploratory after test minimal	74.0676	15	6.95395	1.79532
	following test minimal management	58.4676	15	9.71664	2.50887

Measuring interaction effect of using Doratoon video and self-confidence towards the nith-grade students' speaking ability using two-way ANOVA (Research question number 4)

This research evaluated two kinds of data using a two-way ANOVA, such as the pre-test scores of high self-confidence students in the experimental class and the post-test scores of low self-confidence students in the experimental class.

Table 4.1. Post-test score of speaking .

Independent sample T-test of high and low self- confidence students in experimental group					
Class		Mean	N	Std. Deviation	Std. Error Mean
Posttest score of speaking abiliy	High	78.6667	15	6.74324	1.23114
	Low	73.1333	15	8.14410	1.48690

The table shows that the post-test score of speaking ability has poor margin between the lowest of 73.1333 and highest of 78.667. It also impacts of the deviation standard with 8.14410 for low and 6.74324.

The result also employs two-way ANOVA to show many aspects that support the validity of the findings.

Table 4.2. The result of two-way ANOVA

Between-Subjects Effects Testing
 SDependent Variable: Ninth grade students' Speaking Ability

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	616.533 ^a	1	616.533	24.586	.000
Intercept	185653.333	1	185653.333	7403.570	.000
Teaching_Method	2751.529	1	2751.529	99.753	.000
Self_assurance	616.533	1	616.533	24.586	.000
Teaching_Method* Self-assurance	124.529	1	124.529	3.584	.034
Error	702.133	28	25.076		
Total	186972.000	30			
Corrected Total	1318.667	29			

a. R Squared = .468 (Adjusted R Squared = .449)

a. R Squared = .468 (Adjusted R Squared = .449).

The p-value was computed using the data from the two-way ANOVA in Table 4.48 and was found to be 0.034. A significant outcome was revealed when the p-value was less than the threshold of 0.05. The use of the Doratoon video maker and the students' self-assurance in their communication skills had a noticeable and significant engagement effect. Furthermore, while the alternative hypothesis (Ha) is supported, the null hypothesis (Ho) is denied.

Discussion

Concerning the data analysis, the student's achievement in speaking performance, which was taught by using the Doratoon video, the researcher presented some interpretations based on the above findings as follows: First, the calculation of statistics by using paired sample t-test showed that p-value was 0.000 Since p-output $0.000 < \alpha_{1n} (0.05)$, it is significant. It could be predicted that there was a significant influence on speaking performance between high self-confidence students taught using the Doratoon video and those who taught using the traditional method. It meant that it was adequate to use the Doratoon video in teaching speaking performance to solve the problems faced by the students who had high self-confidence because they were more understanding of how to perform a spoken language after having it explained to them. It will make them closer to doing their post-test. It was relevant to Technology HQ (2021:2) that Doratoon video is a new audio-visual media that can help users quickly learn about education and business, especially in the conversational part. In this matter, the students had to learn how to pronounce a conversation correctly and have the actual video or situation of the dialogue happen. Hence, the students practiced the conversation confidently.

Anggraini & Yukamana (2023)

Second, the calculation of statistics by using a paired sample t-test showed that the p-value was 0.000. Since the p-output was lower than the significant level of 0.05, it could be predicted that there was a significant influence on speaking performance between low self-confidence students taught using the Doratoon video and those who taught using the traditional method. It meant that it was adequate to use the Doratoon video in teaching speaking performance to solve the problem faced by the students with low self-confidence because they were more understanding and excited about how to practice a spoken dialogue in speaking performance after the material had been explained to them.

Third, the calculation output of students' post-tests in the experimental group was achieved by independent sample t-test. In the post-test experimental group of high and low self-confidence students after treatment, it could be achieved the score mean was 84.20, the standard deviation was 6.09, and the standard error mean was 1.57. Meanwhile, in the post-test of a control group of high and low self-confidence after the traditional teaching process, it could be achieved that the score mean was 75.66, the standard deviation was 10.42, and the standard error of the mean was 2.69. In addition, the mean of the independent sample T-test was 6.033. The significant level (2-tailed) was $0.030 < \alpha_{1n}$ (0.05); the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_a) is rejected. It means there was no significant influence of using the Doratoon video and traditional teaching on the ninth-grade students' speaking ability of those with high self-confidence and those with low self-confidence of Mts Al-Ittifaqiah Indralaya, Ogan Ilir.

Fourth, the calculation analysis using ANOVA to measure the interaction effect between teaching speaking performance using the Doratoon video and students' self-confidence output was 0.00. It is significant since it was lower than the significance level α_{1n} (0.05). I meant that there were interaction effects of using the Doratoon video and self-confidence in speaking. Perhaps the students with high and low self-confidence could improve their speaking competence after being taught using the Doratoon video. Clement and Noels (2012, p.2) stated that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. In other words, self-confidence will give a willingness to communicate in English according to affective factors. Lastly, in line with the above points, the researcher found that using the Doratoon video could effectively stimulate the students to be active participants in English class, especially speaking class, through practicing some dialogue

Anggraini & Yukamana (2023)

with their partner in front of the classroom. It delivers some advantages to produce a lively skill and fun English class and be activated in four language skills as an integrated technique.

CONCLUSION AND IMPLICATION

Conclusion

In line with the findings and discussion in the previous chapter, it can be concluded that the finding of research problem number 1 showed that there was a significant influence of the using the Doratoon video on the ninth-grade students' speaking performance of MTs Al-Ittifaqiah Indralaya Ogan Ilir for those who have high self-confidence who were taught by using Doratoon Video and not using Doratoon video.

Therefore, the result of research problem number 2 showed that there was a significant influence of the low self-confidence students who taught using the Doratoon video and not using the Doratoon video on the ninth-grade students' speaking performance of Mts A-Ittifaqiah Indralaya Ogan. In addition, the result of research problem number 3 showed that was a significant influence of using the Doratoon video on the ninth-grade students' speaking ability of those who have high self-confidence and those who have low self-confidence of Mts Al Ittifaqiah Indralaya, Ogan Ilir.

Moreover, the study of research problem number 4 showed significant interaction effects of using the Doratoon video and self-confidence towards the ninth student Speaking Ability of Mts Al Ittifaqiah Indralaya Ogan Ilir.

Limitation

The researcher found some limitations when conducting this research. Some of the limitations are in the process of data collection; the information provided through the questionnaire of respondents sometimes does not show the actual opinion from the respondents; this happened because of different understandings of the speaking performance as well as other factors such as punctuality in filling the questionnaire and honesty factor in charging the opinion of the respondents in the questionnaire. Moreover, there was a need for more prior research regarding variables, especially self-confidence and the Doratoon video.

Implication

This research created several implications which are based on this research. Using the Doratoon video effectively stimulates the students to be active participants in English class,

Anggraini & Yukamana (2023)

especially speaking class, through practicing some dialogue with their partner in front of the classroom. It delivered some advantages to produce a lively skill and fun English class and be activated in four language skills as an integrated technique. It meant that it was adequate to use the Doratoon video in teaching speaking performance to solve the problem faced by the students with low self-confidence because they were more understanding and excited about how to practice a spoken dialogue in speaking performance after the material had been explained to them. Those are proved by the result of the research, which showed that students with high self-confidence perform better speaking than those with low self-confidence.

ACKNOWLEDGMENT

The researchers thank Allah S.W.T for the love, guidance, spirit, and strength so the researcher can finish this thesis and to the beloved prophet, Muhammad SAW, who became the inspiration. The researcher also would like to thank our advisor, mam Hanny Yukamana, Ph., and the first advisor, mam Artanty Puspita Sari, Ph., for guiding us to finish this research. In addition, the writer also thanked the Post-Graduate Program English Department of the Faculty of Teacher Training and Education (FKIP) PGRI University of Palembang, which helped the researchers fix the problems of administration steps in fixing this research.

BIO-PROFILE

Dinar Anggraini is the teacher at Islamic Boarding School (MTS) Al-Ittifaqiah Indralya, Ogan Ilir, Sumatera Selatan. She also works as an English translator at UIN Raden Fattah Palembang, Sumatera Selatan. She obtained her master's degree from PGRI University of Palembang, *Sumatera Selatan, in 2023*. Her research interests are Speaking Performance, Writing, and Linguistics. Her corresponding email: Anggrainidinar27@gmail.com

Hanny Yukamana is a lecturer of the English Education Study Program of PGRI University of Palembang. She got her master's degree from The Flinders University of South Australia (M.Ed) in 2006 and her doctoral degree from Northern Arizona University (Ph.D.) in 2020. Her research interests are linguistics, classroom action research, and pragmatics. Her corresponding email: yukamana1975@univpgri-palembang.ac.id

REFERENCES

- Akbari, O. & Sahibzada, J. (2020). Students' self-confidence and its impacts on their learning process. *American International Journal of Social Science Research*, 5(1), 1-15. <https://doi.org/10.46281/aijssr.v5i1.462>
- Bailey, K. M. & Nunan, D. (2005). *Practical English language teaching: Speaking*. McGraw Hill. Retrieved from http://services.oxfordjournals.org/cgi/searchresults?FIRSTINDEX=20&fulltext=Technique+in+Writing+Essay+&simple_search_submit=Search
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd Ed.). Longman.
- Burton, K. & Platts, B. (2006). *Building confidence for dummies*. John Wiley, Chichester. Retrieved from [https://books.google.co.id/books?hl=en&lr=&id=4fmhyejXvBMC&oi=fnd&pg=PT14&dq=Burton,+K.+%26+Platts,+B.+\(2006\).+Building+confidence+for+dummies.+John+Wiley,+Chichester.&ots=Xa-fNDaLjD&sig=hEMe9OziZu1IEPCZklAm3svV84E&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=en&lr=&id=4fmhyejXvBMC&oi=fnd&pg=PT14&dq=Burton,+K.+%26+Platts,+B.+(2006).+Building+confidence+for+dummies.+John+Wiley,+Chichester.&ots=Xa-fNDaLjD&sig=hEMe9OziZu1IEPCZklAm3svV84E&redir_esc=y#v=onepage&q&f=false)
- Cole, D. et al (2007). *Teaching speaking and listening: A toolkit for practitioners*. Portishead Press.
- Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: Oxford University Press. Retrieved from <https://tesl-ej.org/ej48/r5.html>
- Ignoffo, M. (1999). *Everything You Need To Know About Self Confidence*, Journal of Education. Indiriyani, AY. Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Education. Diss. Sanata Dharma University. Retrieved from [https://books.google.co.id/books?hl=en&lr=&id=3qT_zoki8VIC&oi=fnd&pg=PA6&dq=+Ignoffo,+Mathew+\(1999\).+Everything+You+Need+To+Know+About+Self+Confidence,+Journal+of+Education.+Indiriyani,+AY.+Presented+as+Partial+Fulfillment+of+the+Requirements+to+Obtain+the+Sarjana+Pendidikan+Degree+in+English+Education.+Diss.+Sanata+Dharma+University.+&ots=xnfkdXahoi&sig=LyaXivZ-Fkn_ijePaqEsXkaWkJs&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=en&lr=&id=3qT_zoki8VIC&oi=fnd&pg=PA6&dq=+Ignoffo,+Mathew+(1999).+Everything+You+Need+To+Know+About+Self+Confidence,+Journal+of+Education.+Indiriyani,+AY.+Presented+as+Partial+Fulfillment+of+the+Requirements+to+Obtain+the+Sarjana+Pendidikan+Degree+in+English+Education.+Diss.+Sanata+Dharma+University.+&ots=xnfkdXahoi&sig=LyaXivZ-Fkn_ijePaqEsXkaWkJs&redir_esc=y#v=onepage&q&f=false)
- Kaur, Dalwinder, et al (2014). "The Use of Videos as a Cognitive Stimulator and Instructional Tool in Tertiary ESL Classroom." *Malaysian Online Journal of Educational Technology* Vol.2. No.3 Page 32-41. Retrieved from <https://eric.ed.gov/?id=EJ1086405>
- Ignoffo, M. (1999). *Everything you need to know about self-confidence*. The Rosen Publishing Group, Inc. Retrieved from [https://books.google.co.id/books?hl=en&lr=&id=3qT_zoki8VIC&oi=fnd&pg=PA6&dq=+Ignoffo,+M.+\(1999\).+Everything+you+need+to+know+about+self-confidence.+The+Rosen+Publishing+Group,+Inc.&ots=xnfkdXbhtn&sig=KKKk8kRMVP01AkaQWU3BAU8NYOk&redir_esc=y#v=onepage&q=Ignoffo%2C%20M.%20\(1999\).%20Everything%20you%20need%20to%20know%20about%20self-confidence.%20The%20Rosen%20Publishing%20Group%2C%20Inc.&f=false](https://books.google.co.id/books?hl=en&lr=&id=3qT_zoki8VIC&oi=fnd&pg=PA6&dq=+Ignoffo,+M.+(1999).+Everything+you+need+to+know+about+self-confidence.+The+Rosen+Publishing+Group,+Inc.&ots=xnfkdXbhtn&sig=KKKk8kRMVP01AkaQWU3BAU8NYOk&redir_esc=y#v=onepage&q=Ignoffo%2C%20M.%20(1999).%20Everything%20you%20need%20to%20know%20about%20self-confidence.%20The%20Rosen%20Publishing%20Group%2C%20Inc.&f=false)

Anggraini & Yukamana (2023)

- Leong, L. & Ahmadi, S.M. (2017). An analysis of factors influencing learners' English speaking skills. *International Journal of Research in English Education*, 2(1), 34-41. Retrieved from <https://www.sid.ir/paper/349619/en>
- Makassar, Education. (2014). *The Influence Of Using Cartoon Video On The Students ' Speaking Ability Faculty Of Teachers Training And Education*. Retrieved from <http://ojs.unsamakassar.ac.id/edj/article/view/184>
- Michael J.A Howe (1998). *Principles of Ability in Human Learning*; Psychology Press. P.S.I
- Neil, J. M. (2015). *Self-esteem and beyond*. Palgrave Macmillan UK.
- Pulford, B. D., & Sohal, H. (2006). The influence of personality on HE students' confidence in their academic abilities. *Personality and Individual Differences*, 41(8), 1409–1419. <https://doi.org/10.1016/j.paid.2006.05.010>
- Richard, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press. Retrieved from [https://books.google.co.id/books?hl=en&lr=&id=tVhx_B3a3qQC&oi=fnd&pg=PA23&dq=Richard,+J.+C.+\(2001\).+Curriculum+development+in+language+teaching.+Cambridge+University+Press.+&ots=FiczYlIXTj&sig=PpC1qheEdzI8TCjS2Ywys0JIlzo&redir_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=en&lr=&id=tVhx_B3a3qQC&oi=fnd&pg=PA23&dq=Richard,+J.+C.+(2001).+Curriculum+development+in+language+teaching.+Cambridge+University+Press.+&ots=FiczYlIXTj&sig=PpC1qheEdzI8TCjS2Ywys0JIlzo&redir_esc=y#v=onepage&q&f=false)
- Roysmanto. (2018). A correlation between self-confidence and the students' speaking skills. *Research and Innovation in Language Learning*, 1(1), 1–10. Retrieved from <https://jurnal.ugj.ac.id/index.php/RILL/article/view/1076>
- Tripathy, M & Srivastava, S.K. (2012). To study the effect of academic achievement on the level of self-confidence. *International Journal of Yoga and Allied Sciences*, 1(1), 33-45. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3726486
- Turmudi, D. (2020). English Scholarly Publishing Activities in the Industrial Revolution 4.0: What, Why, and How?. *English Language Teaching Educational Journal*, 3(1), 5 2-63. <https://doi.org/10.12928/eltej.v3i1.1890>
- Wachob, P. (2011). "Using videos of students in the classroom to enhance learner autonomy." *Journal of Teaching English with Technology* Vol.11 No.2 Page 18–28. Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Wachob%2C+P.+2011.+%22Using+videos+of+students+in+the+classroom+to+enhance+learner+autonomy.%22+Journal+of+Teaching+English+with+Technology+Vol.11+No.2+Page+18-28.+&btnG=
- Wells, G. (1999). "Creating The Conditions to encourage literate thinking 5 Educational Leadership" *Journal of Education* Vol.47. No.6. Page 3-17
- Weinstein. C, et.al. (1988). *Learning and Study Strategies: Issues in Assessment, Instruction, and Evaluation*. San Diego: Academic Press. DOI: <https://doi.org/10.1016/B978-0-12-742460-6.50009-8>
- Widdowson, H.G. (1978). *Teaching language as communication*. Oxford: university pressrom s,. Retrieved from [https://books.google.co.id/books?hl=en&lr=&id=QZCw9IhPQUMC&oi=fnd&pg=PA1&dq=Widdowson,+H.G.+\(1978\).+Teaching+language+as+communication.+Oxford:+university+press.,+&ots=pLMYhdT0OX&sig=BWkpQUqUbKgrIPr-Zc3tw8AW6zo&redir_esc=y#v=onepage&q=Widdowson%2C%20H.G.%20\(1978\).%20](https://books.google.co.id/books?hl=en&lr=&id=QZCw9IhPQUMC&oi=fnd&pg=PA1&dq=Widdowson,+H.G.+(1978).+Teaching+language+as+communication.+Oxford:+university+press.,+&ots=pLMYhdT0OX&sig=BWkpQUqUbKgrIPr-Zc3tw8AW6zo&redir_esc=y#v=onepage&q=Widdowson%2C%20H.G.%20(1978).%20)

Anggraini & Yukamana (2023)

Teaching%20language%20as%20communication.%20Oxford%3A%20university%
20press%2C.&f=false