CHAPTER 1

INTRODUCTION

1.1 Background of the Study

According to Bailey 2000:25 (*Bailey 2005*.) Speaking is a process of interaction where speakers intend to build meaning,through producing receiving and processing information. Therefore, it is clear that the pronunciation must be clear so that the message to be conveyed can be understood. Therefore, the author tries to overcome the difficulties and solve the problem of the difficulty of speaking in English

The author argues that speaking is an important skill and needs to be mastered. The aim is to improve skills and develop students' self-confidence so that they work effectively in certain contexts,because speaking is an interactive activity and it occurs in a conscious state (McDonough & Shaw,1993) (Leong & Ahmadi, 2017) Based on the author's experience, the problem found is that the learning process in the classroom is ordinary and unattractive so that it makes it boring so that it is difficult to understand learning. The writer found that the students had difficulty speaking in English because what they saw in writing was different from the pronunciation, thus making them not confident in speaking or expressing it for fear of making mistakes so that the word had a different meaning. Therefore, they think that speaking English is difficult and makes them not confident in speaking English.

Self Confidence according to Ryan (2000;27) (Allo & Priawan, 2019) Concept of self confidence relates to self in one's personal judgment ,ability ,power,etc.Sometimes manifested excessively ,it means that self confidence is

important.Without self confidence we cannot get knowledge .if people have self confidence ,their knowledge will be wider,they are going to be get so much information from the things that they read,they get something .in other word ,we can conclude Self Confidence is so important that everyone should have it. The Concept of Self-Confidence is the amount ofreliance one has about himself, that is, one"s knowledge and one"s abilities. Self-confidence seems to be among the first steps to progress,development, achievement and success. Additionally, self-confidence refersto the belief that a person has the ability to produce results, achieve goalsor complete tasks proficiently. Accordingly, it is also abuilding block for success throughout one"s career and a key-competencyin the self-awareness cluster. Furthermore, Norman and Hyland (De et al., 2013) suggest that there arethree elements to confidence: 1) Cognitive, the person"s knowledge of their abilities; 2) Performance, the person"s ability to do something; 3) Emotional, the learners" comfortable feeling about the formertwo aspects.

Based on the understanding of self confidence and the concept of self confidence according to Norman and Hyland (De et al., 2013) above, confidence in speaking English is needed. At the time of teaching practice, the writer saw that many students did not have confidence in speaking English because the learning methods applied by the teacher were very boring and still manual, especially during this covid 19 pandemic. In this time of the covid 19 pandemic, Students need a media that can help the student learning system and does not make it difficult for students and does not feel foreign in using it. Learning media has the meaning as a learning resource that develops in accordance with the development of learning technology and in various forms from audio-visual to audio-visual. So

the media is a tool used to convey learning material. This tool can be in the form of graphic visual, electronic, audio, e-learning and m-learning tools that are used to facilitate the information conveyed to students.

In this study, the authors use learning media, namely Mobile Learning. "Mobile learning is the use of mobile technology to aid in the learning, reference or exploration of information useful to an individual at that moment or in a specific use context" (Feser, 2010, as cited in Mboungou Mouyabi, 2012: 787) (Kumar Basak et al., 2018). Example from Mobile learning is PDA, handphone (browser,google classroom, youtube and tiktok application) laptops and information technology devices that are widely used in teaching and learning. Here the researcher tries to find an interesting learning mode so that students are interested and not bored in learning in order to improve student skills which will be discussed in this study. The author applies the learning mode, Mobile learning on mobile phones is the tik tok application, where in the tik tok application there is a native speaker account, namely Zach with the name of the practice account speaking English with Zach where the application of practice speaking English is with Zach on the Tik Tok application as a way to increase students' confidence in speaking skills.

The practice method of speaking English with Zach is one way to make the learning system not boring because the most important principle in teaching/ learning process is finding some scientific skills, self-guidance, cooperative learning, providing of active and transaction learning process, involvement in learning process, partnership in knowledge production, project-based educational activities (Ebrahim Zadeh, 2002, p8)(*Procedia - Social and Behavioral Sciences*

29 (2011) 1032 – 1041 1033 Pdf, n.d.).Practise speaking with Zach so that students are interested in speaking without hesitation because they hear the vocabulary directly from native speakers and practice can be done repeatedly with simple and colorful sentences. So the writer chose this method to speak in English. It is hoped that this method can increase the confidence of students speaking English, no longer doubting and being able to express what they think in English.

The researcher chose this study, because in the research the researcher saw that many students did not dare to speak English because they were not confident because they were afraid of being mispronounced in English. And research using the tik tok application to increase students' confidence in speaking English has been successfully carried out by Markus Deli Girik Allo & Arnovan Priawan (Ryan 2000:27) (Allo & Priawan, 2019) from the Indonesian Christian University Toraja 2019, the study concluded that it succeeded in increasing students' confidence in speaking skills by second grade SMK KRISTEN Makale. This is evidenced by the average score of students in questionnaire one (Q1) is 67.88 (exactly the level of self-confidence) and the average score of students in questionnaire two (Q2) is 79.76 (medium level of confidence). This means that students show an increase in self-confidence from right to moderate after learning using the Tik Tok application.

Therefore, the researchers chose the tik tok media (Ryan 2000:27) (Allo & Priawan, 2019) to increase students' confidence because the practice of speaking English with Zach on the Tik Tok application was to increase students' confidence in learning. The purpose of Practice speaking English with Zach is to help

students have a good understanding, listen to the pronunciation of English vocabulary and be able to practice it repeatedly so that it can increase high confidence in speaking English. Speaking must pay attention to vocabulary, pronunciation and have good confidence in pronouncing vocabulary so that the message conveyed can be well received.Student Self Confidence according to Ryan (2000;27) (Allo & Priawan, 2019) Concept of self confidence relates to self in one's personal judgment ,ability ,power,etc.Sometimes manifested excessively ,it means that self confidence is important.Without self confidence .we cannot get knowledge .if people have self confidence ,their knowledge will be wider,they are going to be get so much information from the things that they read,they get something

The development of very sophisticated technology at this time has created a breakthrough, especially in learning media. Because technology has benefits, especially in the world of education, such as: Increasing Learning Media Support,Learning Materials obtained are More Interesting, non-monotonous teaching activities, Making Learning Activities More Flexible, Unlimited Material Digging Opportunity, Increasing Quality of Education. In the covid 19 pandemic, online learning is taking place so that many learning media applications are used in the teaching and learning process. The media used must follow rapidly growing trends such as the Tik tok application. . The Tik Tok application is a social media that can upload videos with various features and various types of content that can be used as a medium or support for the learning system. The use of the Tik Tok application can be used with mobile phones, so it can be called m-learning. According to Quinn,2010 Mobile Learning is accessible resources whatever you

are ,strong search capabilities,rich interaction,powerful support for effective learning,and performance based assessment.Mobile Learning can be accessed independently of location in time or space.From the statement above, it can be concluded that technological developments create breakthroughs in learning, especially media in learning, one of which is the tik tok application which can help the learning process which is easily accessible and can be used anywhere and anytime. In this study the authors hope this research has benefits that it develops students' confidence in speaking English with practices of talking to native speakers, namely Zach on the tik tok application that is currently easily accessible and breaks the previous student's statement that is assuming that speaking in English is difficult because what they see In writings are different from pronunciation, making them not confident to say it for fear of making mistakes so that the word has a different meaning. Based on the explanation above, the writer will conduct a research entitled "Increasing Student's confidence in English speaking skill by Zach on The Tik Tok Application"

1.2 Problems of the Study

Based on the research background above the researcher formulate

the research problem of follow :

1. To What Enhancement Zach on the tik tok application increase

students   Self confidence in speaking at XI grade of SMA N 2 Percut

Sei Tuan ?

1.3 The Objective of the Study

In carrying out the research, of course, there are goals to be achieved. Thus, research in general is to have a goal in carrying out research. The purpose of this

research based on the background and research problems to be carried out previously is to find an increase in students' confidence in speaking English in Class XI SMA Negeri 2 Percut Sei Tuan

1.4 Scope of the Study

This study discusses about increasing students' confidence in speaking English and correcting their pronunciation by zach on the tik tok application in class XI students of SMA Negeri 2 percut sei Tuan. Students' confidence will be obtained through questionnaire one and questionnaire two. There are about 8 class XI in SMA Negeri 2 Percut sei Tuan. However, the researcher only took one class, namely class XI at SMA Negeri 2 which consisted of 30 students as participants in this study.

1.5 Significances of the Study

In this study the authors hope that it can be a source of information needed by everyone and can be useful and meaningful. The author hopes that the results of this research can be useful both theoretically and practically as follows :

1. Theoretically

This research is expected to have results, namely developing students' Increase in speaking English through the practice of speaking English with Zach on The Tik tok application. This research is also expected to improve student learning outcomes and improve English language learning skills, especially speaking skills.

2. Practically

a.For English Teachers

1) This research helps teachers in solving problems and makes it easier to teach speaking, especially those related to developing confidence in speaking English.

2) The teacher will consider that the practice method of speaking English with Zach on the tik tok application is one method to increase students' courage in speaking English.

b. For the students

This research can provide experience to students about effective methods in improving English speaking skills. Students better understand how to pronounce vocabulary correctly and are able to speak well according to class learning. The students will think this method can increase their confidence in speaking English.

c. For research

This research was conducted in order to find out the improvement in speaking English with the practice method of speaking English with Zach on the tik tok application and looking for problems and difficulties regarding this topic in the field, especially in high school.

d. For other researches

for the results of this study can be a source of information and a reference for the title of further research and provide benefits for the material to be carried out in utilizing the technology that is currently developing in developing speaking skills and providing new information for the application of further material.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

In this chapter the author explains about previous research, The Nature of Language, English, definition of speaking, the investments, speaking difficulting, Self cofidence, characteristics of self confidence, learning media, examples of learning media, benefits of learning media, The Benefits of Applications in the world of Education and tik tok application.

2.2 English

English is an international language and is the main communication medium for people in various parts of the world, English is considered the official language for use in the international world. According to Hardjono Rayner (2001: xxv) suggests that English is an international language so that it is the most widely used language throughout the world. We can see the position of English as an international language with the presence of anglophone speakers (English speakers) spread across five continents. English is not only used by anglophone speakers, but is used by the world community, especially people who tend to be modern. English is an international language, apart from being used to communicate between countries, it is also used to deepen and develop knowledge, because most of the science books imported from abroad. (Izzan and Mahfuddin, 2007:1) (H Kara, 2014). English is an international language because people from various countries communicate in English at international level meetings (Richards & Rodger 1986).

Based on the above opinion, the author concludes that English is an international language which is the main medium for communicating with various people from all over the world. Based on the statement above, the writer concludes that English is the most widely used language in the world, especially by modern society.

In language learning ,there are four skill , Listening,Speaking,Reading and Writing.As stated by Morrow in Demirbas,(2013:108) (Anjayani & Hum, 2016) receptive and productive skills are the combination of four skills,Listening,Reading,Speaking and Writing skills.

2.3 Defenition of Speaking

Speaking is a process of conveying information, ideas from speakers to listeners. This is a process of conveying thoughts or ideas to other people who are spoken to. Talking is a form of direct communication that is very important in everyday life. Not only through writing people also express themselves, ideas, ideas and what they feel through speaking. Speaking skills aim to influence others to follow or accept opinions, convey information to the other person, encourage others to be more enthusiastic, provide opportunities others to think and evaluate their ideas. According to Chaney (1998) (Leong & Ahmadi, 2017) Speaking is the process of making and sharing meaning by using verbal and non verbal symbols in different contexts. Bygate (1987) (Leong & Ahmadi, 2017) defined Speaking as the production of auditory signals to produce different verbal responses in listeners. Howarth (2001) and Abd El Fattah Torky (2006) (Leong & Ahmadi, 2017) says   Speaking as a two way process including a true communication of opinions,information or emotions.

Based on the definitions above, the author concludes Speaking is the process of creating and sharing meaning both verbally and non-verbally as the production of signals to elicit responses in the form of communication.This speaking skill is the ability to express the contents of thoughts according to the purpose and context of the conversation being carried out. Students can also express their thoughts through speaking confidently. Gradually, they can express their thoughts and their ideas through speaking.

Speaking is not as simple as imagined because it is expressed in language packaged in a reasonable grammatical arrangement, choosing the right words and of course having confidence so that what you want to convey can be understood well by listener. The ability to speak confidently is not always owned by everyone, but there are those who are specially trained.

2.4 The Advantages of Speaking

Speaking skills in today's globalized world in various fields are very important. Language is used as a communication tool, because perfect communication is carried out by people with language. In addition, one can achieve the right goal without using language to communicate. Therefore language is very important to communicate with all people around the world. Therefore language is very important to communicate with people all over the world.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language Alfroud council (1983:7) (Rao, Parupalli, 2019) . Brown and Yuke (1983) (Rao, Parupalli, 2019)

say, "Speaking is the skill that the students will be judged upon most in real life situations". Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. According to Bueno, Madrid, and Mclaren (2006: 321) (Rao, Parupalli, 2019), "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded.

Based on the statement above, the author concludes that the advantages of speaking are to communicate with all people in the world because it is applied in everyday life.

2.5 The Speaking Difficulties

There were several problems that the teacher found in helping students practice speaking English in class. This is a barrier to low participation, topical knowledge and the use of mother tongue (Tuan & Mai, 2015) (Leong & Ahmadi, 2017). The problem faced by students in class is, when they want to say something in class, sometimes they are hampered. They are afraid of making mistakes and afraid of being criticized because it is in English. writing is different from pronunciation so they are embarrassed to be noticed by other students.

The second problem is that students complain that they cannot know the correct pronunciation of vocabulary so that they are afraid to say anything in English and they do not have the motivation to express themselves. This is supported by Rivers (1968) (Leong & Ahmadi, 2017) who argues that learners

often do not have what it could be because their teacher has chosen a topic that is not suitable for them or they are already well informed about it. Baker and Westrup (2003) (Leong & Ahmadi, 2017) also support the above idea and state that it is very difficult for students to answer when their teacher asks them to tell things. in a foreign language because they have little opinion about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in speaking class is very low activity. In a class with a very large number of students, some students dominate a lot of time while others speak little or even never speak for fear of being laughed at by other students because of the wrong pronunciation of vocabulary in English and the students' tongues are not used to pronouncing the vocabulary in sentence form.

2.6 Teaching Speaking

Learning English as a foreign language is a different thing to do for the most Indonesian students , because it cannot be learned naturally as their mother tongue . Usually learning another language means learning the dictionary ,grammar and the sound of system in that language . Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course , the learners should be able to communicate effectively in English in or outside the classroom for study , works or leisure .

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English . People only speak in English when the time of lesson . It means that the opportunity to practice is not enough . So , here

we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language (Nunan, 2003: 64).

To make it clearer, Nunan (2003: 55, 56) proposes at least four principles for teaching speaking. Below are the descriptions :

a . Giving students practice with both fluency and accuracy . Accuracy is the ability to speak or write without making any grammatical , vocabulary , punctuations and other errors . Fluency is the smoothness of flow with which sounds , syllables , word , and phrases are joined to other when speaking . Teacher must provide students with fluency - building practice and realize that making mistakes is a natural part of learning a new language .

b. Providing opportunities for students to talk by using group work or pair work , and limiting teacher talk . It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking . Pair work and group work activities can be used to increase the time of students' speaking practice and to limit the teacher to talk.

c . Planning speaking tasks that involve negotiation for meaning . Learners make progress by communicating in language because interaction inevitably involves trying to understand and make teacher understood . This process is called negotiating for the target meaning . It involves checking to see if you have understood what someone has said , clarifying your understanding , and confirming that someone has understood your meaning .

d . Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking. When we talk with someone outside the classroom , we usually do so for interactional or transactional purposes . Interpersonal speech is communicating with someone for social purposes . Transactional speech involves communicating to get something done , including the exchange of goods or services .

Based on explaniton before , a good teacher takes an important role . The teacher has to know how to teach speaking to make the students interested in joining speaking activities

2.7 Self Confidence

2.7.1 The Defenition of Self Confidence

If someone hears the term English, almost no one does not know because English is an international language and has been widely used in today's era of life so that people can get information quickly. In this era of globalization, English must be taught in schools. and must be practiced with confidence in order to establish good communication.

English is very important in human life because English is an international language. There are four skills that exist in English, namely reading, listening, writing and speaking. To be able and know English one must know the basic knowledge of each skill, so that in the era of globalization This makes English must be taught in schools.

In this study the researcher focused on speaking skills. Speaking is one of the most important skills to be mastered. According to Ur (1991: 120) (Allo & Priawan, 2019)"that of the four skills (listening, reading, writing and speaking)

seems intuitively the most important for people who knowing a language is called as a speaker of that language, so speaking is all other kinds of knowledge. So speaking is a very important knowledge which helps students to convey and use knowledge in an effective way. English is a foreign language and everyone is obliged to master the skill speak in order to communicate his ideas effectively and confidently.

Confidence according to Ryan (2000:27) (Allo & Priawan, 2019) the concept of self-confidence relates to oneself, one's personal judgment, ability, strength, etc. Sometimes it is manifested excessively, meaning that self-confidence is important. Without self-confidence, we cannot gain knowledge. If people are self-confident then their knowledge is broad, they will get a lot of information from the things they read, and what they get. Self-confidence is defined as "individuals' performance expectancies and their self-evaluations of ability and completed performances" (Lenney, 1981: 905) (Oney & Uludag, 2015) and confidence in one's ability (Benabou and Tirole, 2002; Stajkovic, 2006). Moreover, Eccles and Harold's (1991) (Oney & Uludag, 2015) identified self-confidence as self-concept of abilities. Self-confidence includes two key constructs which are (a) perceived competence and (b) a lack of anxiety (Clement, 1980).

In other words, we can conclude that self-confidence is an important component for oneself in our lives, therefore one must have confidence good self, especially in speaking English so that what you want to convey can be well received by listeners. Confidence according to Ryan (2000:27) (Allo & Priawan, 2019) the concept of self-confidence relates to oneself, one's personal judgment,

ability, strength, etc. Sometimes it is manifested excessively, meaning that self-confidence is important. Without self-confidence, we cannot gain knowledge. If people are self-confident then their knowledge is broad, they will get a lot of information from the things they read, and what they get. In other words, we can conclude that self-confidence is an important component for oneself in our lives, therefore one must have confidence good self, especially in speaking English so that what you want to convey can be well received by listeners.

Based on the experience of researchers in teaching practice for the 2020/2021 academic year in class XI of SMA N 2 Percut sei Tuan, the researchers saw a compulsion in learning English, especially in speaking skills, causing low student assessment scores. The researcher found that the main problem of students in speaking English was lack of confidence in speaking. For example, when the researcher asked students to read sentences in English, explain, or speak some words in English, many of them could not do it. Researchers saw and listened to the reasons from students, students said they could not read sentences in English, explain or speak because students lacked confidence, students were afraid to misread vocabulary so that it made different meanings and students were not accustomed to practicing speaking English so that their tongues students who are accustomed to speaking in their mother tongue have difficulty in pronouncing a foreign language. The researcher saw that students had confidence when they read their own conversations without anyone listening.

However, if students read conversations with their friends or in front of the class, it was difficult for them to do so. Therefore, the researcher wanted to increase their confidence in speaking by practicing speaking with Zach or native

speakers which can be done repeatedly, because it is useless if students know a vocabulary in English but students are not confident to express it.

Practicing speaking with Zach is one of the topics in training students' speaking where videos can be played over and over again so students can continue to practice and find out how a vocabulary sounds, practice flexing students' tongues because they are too used to speaking in their mother tongue, practice speaking or pronouncing sentences with native speakers as a step to increase students' self-confidence. Self-confidence is one of the factors that significantly affects student learning progress.

2.8 The Concept of Self-Confidence

Self-confidence seems to be among the first steps to progress,development, achievement and success. Additionally, self-confidence refersto the belief that a person has the ability to produce results, achieve goalsor complete tasks proficiently. Accordingly, it is also abuilding block for success throughout one"s career and a key-competencyin the self-awareness cluster.

Furthermore, Norman and Hyland (De et al., 2013) suggest that there arethree elements to confidence:

1) Cognitive, the person"s knowledge of their abilities;

2) Performance, the person"s ability to do something;

3) Emotional, the learners" comfortable feeling about the formertwo aspects.

Having all this in mind, one may presume that a self-confidentperson is the one who would like to take further risks, placing himself in unfamiliar situations and examining his capacities in different contexts, inparticular, making mistakes do not prohibit him to increase his ability tolearn.

2.9 . **Characteristics of People Who Have Self Confidence**

Lauster (cited in Afiatin dan Martaniah (2000:67-69) (سیتدا عـسید, 2000) formulated some aspects of self-confidence that it be characterize or indicator of confidence, namely:

1. Ambition Ambition is like as motivation to achieve a succes. The subject usually show some success to the public. Persons who have self-confidence usually have big ambition and try to manage his think be positive thinking and believing self. It will build the learner more responsibility with learners"s act in life and be bravely with their own decision. Because self-confident make someone believe with its own ability and not excessive to face it. Morever it not make comparing yourself with others. And also not easily influenced by others.

2. Self-employed Person who have self-employed not depend on others, but he think that he can do best for his beautiful life with any challenge. Individual with self-confidence will have sufficient potential and capability to reach his better life. And also do not dependent on others if they have problem or any sad time. Self-employed makes person do not require the support of others in doing something. And moreover be able to perform tasks without disturbing others.

3. Optimist Optimist is positive attitude which always try to manage our mind be good perception about self, expectation and ability. It build the convinced of the ability of self to realize the plan successfully. They have positive outlook of self and future.

4. Care Care is not individualistic but always help the someone else difficultness. Moreover the person do not need any understanding to self, but he always try to understand others. They have positive outlook toward their self, other and the environment. Also, have positive reaction in the face of life's trials.

5. Tolerance Tolerance is receptive of opinion and behavior that have different with our self. Tolerance will manage to understand the lack of self and need other beside them. They also giving others the opportunity to express their wishes. Because she try to be unselfish to accept the existence of others.

Building Self-Confidence with Encouraging Words, Wright (2009, p.24) (as cited in Kanza 2016, p.26) (سیتدا عسـید, 2000) pointed out some characteristics of students with low self-confidence which are:

a. They are fearful of change: they are worried and fear about what can happen in the future. They have negative attitudes about their abilities and they tend to be re-active rather than pro-active.

b. They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.

c. They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can not reach it.

d. They want to please others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.

 e. They are insecure and are drawn to others who also see themselves as victims: they have destructive believes and never try to be successful in their life and learning. They easily give up when they face problems.

In the same context, Wright (2009, p.26) (سیتدا سعید, 2000) mentioned other characteristics of students with high self-confidence:

a. They are ambitious: they did not see life just existence or survival, they have strong desire to be successful and achieve their goals.

b. They are goal oriented: they set goals for themselves and try to obtain them. They always want to have the best result or level ever achieved.

c. They are visionary: they have positive attitudes about their abilities, optimistic about the future, never give up, and they keep a picture of what success will be like.

d. They have learned to communicate: they know well how to behave intelligently (how to ask, how to heed advice and so on). They want to be effective and they listen more than they speak.

e. They are loving and kind: because of they have a good inner self-image, high self-confident students tend to form nourishing relationships with others instead of toxic ones.

2.10 The Benefits from Self Confidence

Self-confidence is needed by students in conveying ideas or arguments related to the learning process in the classroom, with this argument being able to

develop academic potential in school and have good academic achievement. Moreover, many learning methods are done more at the student center where students are more active than teachers, such as the method of presentation, discussion, and skills so students are required to be able to speak well in front of the class.

Angelis (2003: 5) (Rifati et al., 2018) Argues that self-confidence is a belief in one's soul that any life challenge must be faced with doing something. Confidence is an attitude or feeling of confidence that a person has to his own abilities, so that he will not be affected by others (Lauster, 2006) (Rifati et al., 2018) Students who have confidence in speaking in public are students who know that they have good skills in how to express their opinions in a straightforward manner and with good sentences. With the existence of self-confidence in the ability to speak, he is able to speak in public well.

There are several functions of confidence according to Saleh (1995: 70) (Rifati et al., 2018) for students in increasing ability in the learning process, namely not dependent on others, having confidence, being assertive, quick in making decisions, and being persuasive.For a more detailed explanationas follows:

    a. Students does not depend on others. Students who have confidence will emerge independence in solving problems by not relying on those around them. Students no longer hesitate and always ask for the opinions of their peers before expressing their opinions in academic discussions in front of the class.

b. Students have confidence. Confidence will arise in students who have self-confidence. This can foster the development of the potential possessed by the belief in one's ability. Students who know that he is confident in the ability to speak in an academic discussion he is able to develop the potential for thinking and speaking is much better than before. Speaking ability that is continuously applied in arguing in the discussion will train students to speak and the process of thinking well.

c. Students be assertive. Individuals can have the ability to decide problems without hesitation or change. If students get a question in academic discussion he does not hesitate in answering the question and is convinced of his own argument.

d. Students be quick in making decisions. Someone who has high self-confidence will be fast and alert and make decisions with careful consideration. Of course students who have self-confidence have a clear and systematic thinking process so that if he has to decide something immediately he will respond quickly. Especially for students who have leadership character.

e. Students be persuasive. Self-confidence in someone is able to make persuasive nature where someone can easily socialize with others so that they get a lot of support in any case. Besides internally students are able to control their potential, students are also able to establish good relationships with others both teachers and friends at school. By proficiently speaking in public the relationship between students'

interpersonal communication becomes positive which has a good effect on the learning process in school.

The explanations is the benefits of students having confidence in public speaking are good, namely students are able to improve achievement in school, students have good interpersonal relationships, students are able to solve problems faced, have independent personalities not dependent on people other.

2.11 The Learning Media

2.11.1 Defenition of Learning Media

Media in a broad sense means the maximum use of all system components and learning resources while the meaning of media in a narrow sense means components of tools and materials in learning. Understanding the media according to Basyarudin 1983 (AU Istiqomah, 2021) states that the media are all forms used for the process of disseminating information. Meanwhile, Oemar Hamalik 1983 (AU Istiqomah, 2021) defines media as a tool that used in order to make communication more effective between teachers and students while learning in schools. In addition, Raiser and Gagne"s(1983) (AU Istiqomah, 2021) defines that "learning media are a physical means by which aninstructional message is communicated". On the opinion above, the authors conclude that the media is a tool used for the process of disseminating information between teachers and students during the learning process.

2.12 Function of Learning Media

According to Sukartiwi (1996) in Ruis, Muhyidin and Waluyo (2009) (AU Istiqomah, 2021) there are some the advantages of using media in teaching and learning process, those are:

a. To increase the learners" motivation.

b. To avoid the learners bored.

c. To make the learners easy to understand the instructional material. d. To make the teaching learning process more systematic.

The presence of supporting media in the learning process can provide many advantages for students and teachers where students can more easily understand the material explained by the teacher and can repeat the material anytime and anywhere, and students will not be bored during the learning process. This learning media allows students to learn independently and systematically.

2.13 Kinds of Learning Media

One of the authors' efforts to reduce students' interest and enthusiasm in learning because the media is useful for overcoming the limitations of space, time, and the five senses.

Oemar Hamalik (1986), Djamarah (2002) and Sadiman, et al (1986), grouped this media based on its type consist of three types, they are audio media, visual media, and audiovisual media.

a. Audio media, namely media containing messages in auditive form (audible only), like a tape recorder.

b. Visual media, namely media that has parts of image, like flashcard, illustration, posters, and map.

c. Audiovisual media, namely media that has sound and image parts.

This kind of media has higher capabilities, and this media is split into 2 types:

1) Silent audiovisual, which displays silent sound and visuals, such as a slide sound film.

2) Audiovisual motion, namely media which will show sound parts and moving pictures, like films, video cassettes, and VCDs.

In this study, researchers only took AudioVisual motion media as one type of media, many researchers will use tik tok media.

2.14 . The Tik-Tok Media

The Tik-Tok application is an application to create and share various short videos in a vertical format, which can be played simply by scrolling the screen up or down. The Tik Tok app is the result of the acquisition of ByteDance, a Chinese company. During the Covid 19 pandemic, the Tik Tok application was growing rapidly, surpassing Youtube, Twitter and Instagram.

In 2020, United States Tik Tok users started making short videos, one of which was on the Tik-Tok Account Speaking English with Zach, a Native English speaker and English teacher, in the video it contains Practice english with zach, Pronunce the words in English, Grammar test and Vocabulary Boost . In Zach's video, he invites students to learn English, practice speaking English without hesitation, and hopes that practicing speaking with the tik tok video will make students understand how to pronounce words in English and train students' tongues to get used to saying the word and become Confidence in speaking English in public.

Example from Vidio PRATICE YOUR ENGLISH WITH ZACH ON TIK-TOK APPLICATION:

Note : Zach Say Red

   You Say Green

- Let's go for a walk in the park. We can go and see the ducks.

- Ok. I hope nobody is feeding them bread .

- Why not ?

- It's not good for them.it can cause them to develop health problems.

- Really ?

- Yeah . Ducks should eat things in their natural habitat,but yiu can feed them things like birdseed or peas in moderation.

- What about chicken nuggets ?

- Defenitely not

Example from Vidio PRATICE YOUR ENGLISH WITH ZACH ON TIK-TOK APPLICATION:

Note : Zach Say Red

   You Say Green

- What do you like to do at the beach ?

- Mainly,I go to the beach to relax. If the weather's hot , I usually go for a dip in the water.

- Do you ever sunbathe ?

- No,My skin burns quite easily,So I try to stay in the shade as much as possible

- What SPF Sunscreen do you use ?

- I always use SPF 50 .

Example from PRONOUNCE THE WORDS IN ENGLISH WITH ZACH

Ratio = rasheo   Schedule = skejul

Personification =Persenefekashien   Character = Kerekter

Posthumous =Paschemes

Example from PRONOUNCE THE WORDS IN ENGLISH

Paparazzi = Paparazi   Successful= Suksesful

Celebrity= Selebrade   Atmosphere= Atmesfir

Environmentalist= Inverenmentelest

Example from video GRAMMAR TEST WITH ZACH

Put the words in the correct order to make question.

Pause the video if you need to.

John in class yesterday was   = Was Jhon in class yesterday ?

Exciting football match was the   = Was the football match exciting ?

A bus driver father your is   = Is your father a bus driver ?

The cookies chocolate chip nice are   = Are the chocolate chip cookies nice ?

Example from Vidio VOCABULARY BOOST WITH ZACH

Don't just say " **I LIKE "**

But : 1. I enjoy

   1. I'm interested in

2. I'm into

3. I'm a fan of

4. I'm fond of

5. I'm passionate about

2.15 Previous Research

Many studies have been conducted on increasing students' self-confidence through the tik tok application and in accordance with this research. The author chose the title of this study because it is relevant to increasing students' confidence in speaking English. students. The author uses this research to add references.

1. Markus Deli Girik Allo , Arnovan Priawan (2019) " Students' Self-Confidence in Speaking Skill " at Indonesian Christian University Toraja.According to this study, self-confidence relates to self in one"s personal judgment, ability, power, etc. Sometimes manifested excessively, it means that self- confidence is important. Without self- confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, they are going to be get so much information from the things that they read, they get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well. Based on this, the researcher tries to find out what describes people to be able to increase their confidence in learning English. This research was conducted in the second grade of SMK MAKALE Toraja. The results obtained from this study indicate that . It was proved by the mean score of the students in questionnaire one (Q1) is

67.88 (precisely self-confidence level) and students mean score in questionnaire two (Q2) is 79.76 (medium self-confidence level). It means that the students have shown raising the self-confidence level from precisely into the medium after learning using describing people (Markus, Anovan 2019).

2. Nanang Sugianto (2020) " The use of Three Steps Interview to Increase Students Self Confidence at Speaking Skill" at Mandalika Universty Of Education. According to this research, self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that selfefficacy refers to the students' belief in their capacity to perform and handle specific tasks. Based on this, the researcher tried to increase students' confidence in speaking English, by using a three-step interview in class Two of MA Hadil Islah. This research was conducted at the Faculty of Culture, Management, and Business at Mandalika University of Education NTB. The result of the study showed that students' average score was 83.15 and 90% of students' percentage or 18 from 20 students agree with application of Three Step Interview Technique in increase students' self-confidence at speaking skill. Thus, the researcher concluded that this research was successful to increase students' self-confidence at speaking skills.(Nanang 2020)

3. Nita Diah Palupi, Andiwi Meifilina, Yefi Dyan Nofa Harumike (2020) "The Effect of Using Tik tok Applications on Self Confidence Levels " at Blitar Islamic University Jawa Timur. According to this research, This self-confidence is actualized through unique and attractive behavior in nature. According to Setiyo, self-confidence is a person's belief in all their strengths and makes them feel capable of achieving various goals (Puspitasari and Laksmiwati, 2012). Tiktok application users can create at one's pleasure, test their creativity, and present themselves so they can reduce embarrassment and increase selfconfidence. Based on this, the researcher wanted to find out how much influence the tik tok application had on the level of self-confidence in students. This research was conducted by the Faculty of Social and Political Sciences, Blitar Islamic University, East Java. The results obtained from this study From the results of data processing, the variable use of the Tiktok application (X) with a variable level of self-confidence (Y) has a significant effect, it can be concluded by looking at the t test results as 11.199> t-table as 1.99601 with a determinant coefficient as 79.7%. So, it can be concluded that there is an effect of using the Tiktok application on the level of confidence of regular students of Communication Science class 2016-2019 at the Balitar Islamic University as 79.7%. (Nita,Andiwi,Yefi 2020)

4. Deswarni (2017) " The Use Skit Technique to Increase Student's Self Confidence in Speaking " at STAI Hubulwathan Duri. According to the research, Selfconfidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives (Bandura,

1986). A growing body of evidence suggests that one's perception of skill or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Ericsson and his colleagues have taken the position that the major influence in the acquisition of expert performance is the confidence and motivation to persist in deliberate practice for a minimum of 10 years. Self-confidence is not a motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goals, and, therefore, it must be considered within a broader conceptualization of motivation that provides the goal context. The results obtained from this study From the data, it can be seen that Ttable < Tvalue (2.101 < 12.466). It means Ha is accepted and Skit Technique done in experiment class. (Deswarni 2017)

5. Fransiskus Karsudianto (2020) " Improving Student's Self Confidence in Speaking Using Miling Games " at TanjungPura Universty ,Pontianak Kalimantan Barat. According to the Research Self-confidence is the students' belief in their ability that is fully capable of accomplishing a task (Brown, 2001:62). Abdallah and Ahmed (2015: 1095) pointed out that there was an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance. Selfconfidence in this research emphasizes the students' initiative, the courage to perform, and calm emotion while presenting the material. The result obtained from this study the implementation of Mingling games was successful to improve the students' motivation and

self-confidence in speaking practice. The improvements in students' motivation and self-confidence in speaking by using Mingling games were described as follows: a. The students' intrinsic motivations related to attitude improved very well. The students loved the English subject. They liked listening to people speaking English. Students felt confident and happy speaking English with other students. The students also thought that learning English could inspire them. b. The students' intrinsic motivations related to desire improved very well. The students were motivated to spare their time and energy to improve their English ability. They believed that English supports their career in the future. The only contrast thing was that the students prefer watching Indonesian to English television program. c. The students' intrinsic motivations related to effort improved very well. The students were motivated to do their best in practicing English and asking the teacher when they had difficulty in learning English. The students also stated that making the mistake might not let them down in learning English. d. The students' self-confidence improved very well by using Mingling games. The students had the initiative to come forward without any pressure from the teacher. They dared to speak and perform the presentation in front of the classroom calmly. (Fransiskus 2020).

6. Nadiah,Arina and Ikhrom (2019) " Improving Student Self Confidence in Public Speaking " at Walisongo State Islamic University Semarang. According to the result Self-confidence is defined as an individual's overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves. This is like someone's feelings

about themselves or self-esteem and competition that are associated with self-concept. It means that someone who is confident and capable of dealing with the word includes the belief that he or she can expect success or failure (Salim, 2015). Self-confidence is the feeling or worthy that one feels for himself/herself (Nadiah Ma'mun, 2018). Feltz stated that self-confidence as rather than a general feature, it is a belief of a person that they can successfully achieve an activity and individuals' trust to their judgment, ability, strength, and decisions (Erdina Indrawati, 2018). Then, Lauster explains that self-confidence is derived from life experience. Self-confidence is one of the aspect personality that is a belief in their ability, and can not be influenced by others can act according to wish, happy, optimistic, tolerant, and responsibility. The result obtained from this study shows that the students' confidence level at an advanced speaking class was at the adequate level. From the result of a questionnaire, it shows that the mean score of students' selfconfidence was 3,2 while from the result of observation, it shows that students did several lacks of performances, such as no eye contact, speaking with vibration, making repetition, giving many movements, and also giving many pauses. The influencing factors which lead to students' self-confidence were such as having a negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of ability, and lack of preparation.

7. Anna Kurniawati (2013) "Improving the Self –Confidence in Speaking Practice by Using Role play Technique for the Eight grade Students of SMP MUHAMMADYAH 3 YOGYAKARTA " at Yogyakarta State

University. According to the result self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and selfesteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks. The result obtained from this study showed that there were some improvements in the students' self-confidence. Related to the teaching-learning process of speaking, it was shown that role play techniques like guided role play and the use of some role cards, cue cards, colorful pictures and other accompanying actions (teaching the students' pronunciation, asking the students to practice role play, asking the students to perform in front of the class, and giving feedback) gave the students a lot of opportunities to be more active. In Cycle I, there were some unsuccessful actions. Meanwhile, in Cycle II, the implementation of role play techniques was successful in improving the students' self-confidence in speaking practice. (Anna 2013)

8. Tri Muji Ingarianti (2017) " Improve Self Confidence in Students for Speaking in public by Self Hypnosis " at University of Muhammadiyah Malang. According to the result self-confidence is a belief possessed by a person that he or she is capable of behaving as needed to achieve the desired result (in Siska, Sudardjo & Purnamaningsih, 2003). Confidence is needed when a student performs and speaks in public. The ability to

communicate or speak in public is one of the main capitals possessed by a student. As a group studying college education, students are required to be able to pour their ideas and thoughts verbally, including in performing in front of the public. The result obtained from this study shows an increase in self-confidence of public speaking between Pretest and post intervention (Posttest) (sign-tailed = 0.043 < 0.005). This proves that Self Hypnosis Training can be used to increase selfconfidence of students in university when public speaking. (Tri Muji 2017).

9. Tri Wulandari (2020) " Improving Student's Self Confidence in Speaking class through English Meeting Club" at State Islamic Institute (IAIN) Parepare. According to the result self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. " Self - efficacy and self - esteem are two main things that contribute to self - confidence . The students would gain a sense of self - efficacy when they see themselves mastering skills and achieve goals in the teaching - learning activity . The self - efficacy comes in when the students feel they are capable of completing a given task . It means that self - efficacy refers to the students' belief in their capacity to perform and handle specific tasks. The result obtained from this study showed that there is a significant difference between the students' self - confidence before and after learning speaking by joining English meeting club , in which it was provided by development of mean score from 59.85 on pre - test to 66.95 on post-test, while t-test value 3.21. Based on the data obtained, the writer concludes that the speaking club improves the students' speaking ability and the

students gave positive responses toward the implementation of the speaking club. It plays an important role in facilitating the students to practice speaking. (Tri Wulandari 2020).

10. Marito Rusdy (2014) "Improving student's Self Confidene in Speaking English of SMAN2 Semarang " at Diponogoro Universty Semarang. . According to the result self - confident or secured learner will be easily able to encourage himself and will also have a lower obstacle in second language acquisition .Personal characteristics relating to self - confidence such as anxiety ,outgoing personality,and self - esteem,are predicted to relate to second language acquisition.A learner with a high esteem is able to reach out beyond himself more freely,and to be less burdened.On the other hand,the less self confident learner may understand the input,but they do not acquire.It seems that there is a consistent relationship between various forms of anxiety and language proficiency in all situations.The writer thinks that extroverted learners can learn faster than the introverted one.Some extroverted students in the writer's class can speak English more freely than the introverts.Based on the data obtained three cycle implementations were analyzed qualitatively and quantitatively.The qualitative analysis proved that jigsaw learning technique could be implemented in learning narrative texts and could improve the students' self-confidence.Meanwhile,the quantitative analysis proved that the students' speaking ability was also improved to meet Minimum Passing Grade : 80.The quantitative analysis was conducted by using SPSS Program.Thus,the action hypothesis (H): Jigsaw learning technique can

improve students' self-confidence in speaking English through narrative texts presentation is accepted.Considering the result of analysis mentioned above, it can be inferred that jigsaw learning technique is an alternative teaching technique to improve students' self-confidence and speaking ability when they study narrative texts.Key words: self-confidence, speaking ability, jigsaw, narrative texts.(Marito 2014)

2.17 Conceptual Framework

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┌─────────────────────────────────────┐
│              Input                   │
│  Increasing Self Confidence Student's│
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│             Process                  │
│  Practice Speaking English by Zach on│
│         Tik –tok application         │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│             Output                   │
│    The Student's Self Confidence in  │
│          Speaking English            │
└─────────────────────────────────────┘
```
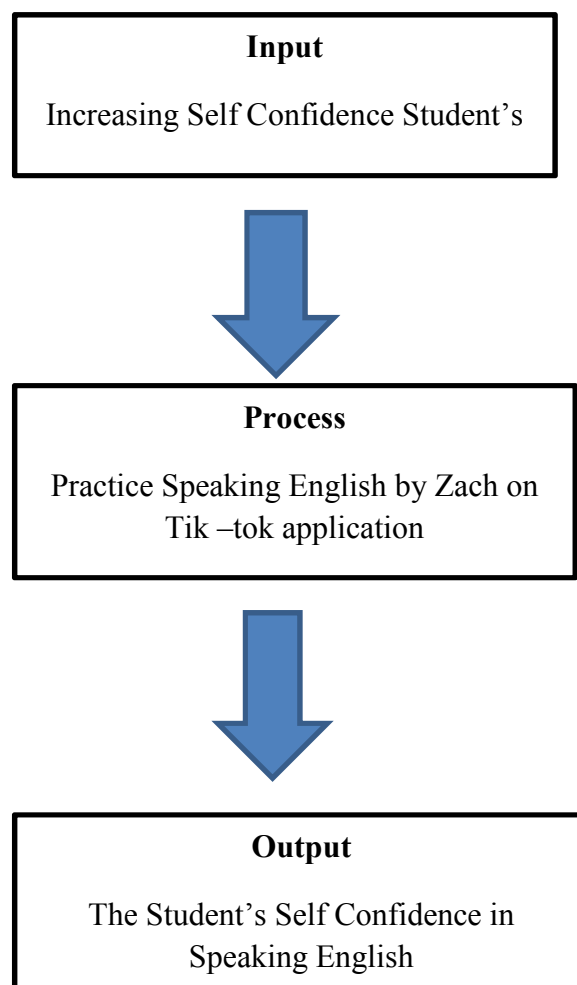
Referring to the conceptual framework above, there are three stages in it, namely input, process and output. They integrate each other in an analysis process. Input refers to the students' lack of confidence in speaking English. The

process refers to the activities in Teaching speaking through Zach on the tik-tok application. Output refers to the development of students' confidence to speak English in front of the class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter was present the description of the research method used in the study. It consists of research design, population, sampling and sample, The Instruments For Collecting Data ,Technique of Collecting Data, Technique of Data Analysis.

3.1 Research Design

This study used a quantitative methodology. Phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). So the reason the researcher uses this method is to see a comparison of scores from before and after practicing English by Zach on the Tik Tok application against students' confidence in speaking English, using questionnaires, namely questionnaire one and questionnaire two in class XI students of SMA Negeri 2 Percut sei Tuan.

3.2 Population

The population in this study were all students of class XI SMA Negeri 2 Percut Sei Tuan for the academic year 2021/2022. There were 8 main Mipa class, classes in class XI SMA but the research was conducted by all class XI-4 SMA. The number of participants was 30 students.

3.3 Sample

The research sample was taken in XI-4 mipa which consisted of 30 students. The sample of this study was one class. The author chose this class because students' confidence in speaking English still needed to be improved.

3.4 Sampling Technique

In a research sample selection is an important step. The sample is part of the population to be analyzed . According to Arikunto (2006:109) (*CHAPTER III RESEARCH METHODS*, n.d.) The sample must be representative of a population. According to Ary (2002:163) (*CHAPTER III RESEARCH METHODS*, n.d.) the sample is a group of population means a good sample must represent the whole as well as possible.

According to Sugiono (2010:118) (*CHAPTER III RESEARCH METHODS*, n.d.) Sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut, (sample is part of number and characteristic those set in the population). Population form a part of population representative population, so if the researcher find information on sample its mean that information was constituted from the sample.

According to Sukardi (2007:54) (*CHAPTER III RESEARCH METHODS*, n.d.) stated that the important condition to attention in take sample is two kind, they are total of apparently adequate sample and the profile of sample must be representative sample. The total of sample must be choose before doing research. There is abusively how much we can take the sample to represent population but in generally the greater of the sample is the greater to population explained.

Based on the opinion above, the authors conclude that the sample is part of the population to be analyzed where a good sample must represent the whole as well as possible. So for this study the researchers took only one class, namely class XI IPA-4 with 30 students.

In taking this sample, the researcher used stratified random sampling, namely the students of class XI IPA-4. In determining this sample, it is based on the provisions of Suharsimi Arikunta (Arikunto, 2017) that to simply assess if the subject is less than 100, it is better to take all of them so that the research is a research study population. Furthermore, if the subject is large,

it can be taken between 10-15% or more. From the information above, all of the samples in this study were taken because the number of students in class XI IPA-4 was less than 100 people, which amounted to 34 students. For more details, see the table below.

1. **Tabel Sampling**

TABEL 1

SAMPLING

Number	Class	Population	Sample 100%
01	XI IPA-4	30	30
Amount	30		

3.5 The Instruments For Research

In collecting instrument data as a simplification of the author, the research instrument was chosen as a data collection tool. According to Arikunto (1995) in Riduwan (2010) (PENELITIAN Jenis dan Desain Penelitian, n.d.) said that research instruments commonly used in quantitative research are questionnaires, interviews, observations and documentation. So in this study, the authors will use questionnaires, to find out the reasons for the students' lack of confidence in speaking English.

3.5.1 Questionnaire

Questionnaire is any written document that provide respondents with a sequence of questions or statement in which they are to respond either by writing out their answers or choosing from an already existing or given answers YAKUBU SABO ABDULLAHI 2019 (Yakub, 2019) In other words, questionnaire is defined as the research mechanism containing of chain of questions for

the purpose of assembling information and data from the people. Sir Galton Francis, an elite English philosopher and a scholar, initiated the use of the questionnaire in surveys.

Questionnaires commonly ask questions that produce ideas and performances, preferences, and facts. In the application of the questionnaire, the questionnaire was divided into 3 parts, namely open questionnaire, closed questionnaire and mixed questionnaire.

1.Open Questionnaire

An open questionnaire is a list of questions that gives the respondent the opportunity to write down his opinion on the questions given by the researcher, so that in this type of questionnaire the process of getting the data can be said to require research expertise in providing questions that are easy to understand.

2.Closed Questionnaire

Closed questionnaire is a list of questions whose alternative answers have been provided by the researcher. This method is often considered effective on the grounds that respondents only need to put a tick (√) in the column provided.

3.Mixed Questionnaire

Mixed questionnaires are a combination of open and closed types of questionnaires. Usually this technique is used in addition to knowing in-depth topics in order to obtain a series of research data in the form of numbers.

The questionnaire has 5 scales that are often used, namely the dichotomous scale, the rating scale, the semantic differential scale, the Q-sort scale and the staple scale. In this study the researchers chose to use a Rating Scale. The rating scale provides answer choices in the form of a range of numbers to respondents. Here are some of the most common forms of this scale.

1–10

1–7

1–5 (also known as a Likert scale)

Based on the statement above, in carrying out this research, the researcher will choose a scale of 1-10 (Strongly disagree, Disagree, Sometimes, Agree, Totally agree and etc,Where etc will have score or scale 5) and make a questionnaire consisting of 25 questionnaires, which contain questions to find out the weaknesses and expectations of students in speaking English.

3.6 Technique of Collecting Data

In this study, of course, data is needed to support the research so that it runs well. Therefore, the researcher collects data by distributing Questionnaires. The data will be found to find out about the confidence in speaking English for class XI students of SMA NEGERI 1 PERCUT SEI TUAN. data collection steps as follows:

1. The researcher made a questionnaire in the form of a question sheet containing 25 questions: Strongly disagree, Disagree, Sometimes, Agree, Totally agree and etc in the belief in speaking English to see the weaknesses and expectations of students.

2. The researcher will distribute the first questionnaire directly to all class XI IPA-4 students who will be participants in this study.

3. The researcher will ask all the rest of class XI IPA-4 who are involved as participants to fill out each questionnaire that has been distributed and after completion will be collected by the researcher.

4. After collecting data, the researcher will immediately see the students' answers and find out the students' weaknesses before the practice of talking to Zach on the Tik Tok application is carried out.

5. After collecting data and knowing the students' weaknesses, the researcher called several students to come forward as representatives to explain their reasons for not being confident in speaking English.

6. After knowing the students' reasons, the author will practice speaking with Zach on the Tik Tok application, to increase students' confidence in speaking English.

7. After practicing speaking with Zach on the Tik Tok application, the next researcher will give a short story that will be retold by each student to increase their confidence in speaking English.

8. Taking the second session of questionnaire after the practice of speaking with zach on the tik tok application, the questionnaire is on the form of a question sheet containing 26 questions agree, disagree, sometimes and strongly disagree about students' confidence in speaking English to find out students' weaknesses and expectations of applied research methods.

3.7 Technique of Data Analysis

After getting data from questionnaires one and two, the data were analyzed using several steps, namely:

1. Calculating students' self-confidence scores based on questionnaire 1 and questionnaire 2 that have been taken.

2. To find out the difference between the results of the questionnaire 1 and the results of the questionnaire 2, the self confidence score category was used and the formula was applied.

The self confidence score category and formula are presented as follows:

Self-confidence score category according to Azwar (2001;109) (Allo & Priawan, 2019)

No.	Level of self confidence	Score
1.	High	88-100
2.	Medium	75-87
3	Precisele	60-74
4.	Less	50-59
5.	Low	38-49
6.	Very low	25-37

After knowing the students score,the writer find out the mean score with following formula :

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

Gay, (2006:225) (Allo & Priawan, 2019)

Where :

$\bar{X}$ = mean score

$\sum X$ = total score

N = total number of students