

**THE EFFECT OF USING TIKTOK AS AN INSTRUCTIONAL MEDIA
TOWARD STUDENTS' SPEAKING SKILL**
(A Quasi Experimental Research at First Grade of SMA N 6 Kepahiang)

THESIS

**This research submitted to fulfill the requirements for 'Sarjana' degree in
English Tadris Study Program**



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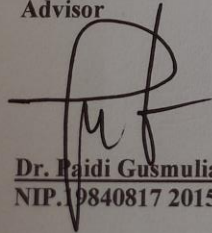
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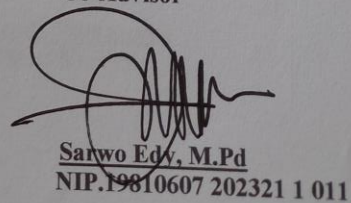
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PREFACE

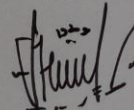
Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who give to the researcher to finish the thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has been a good example for every Muslim in this world. This thesis entitled "**The Effect of Using TikTok As An Intructional Media Toward Students' Speaking Skill**".

This thesis is submitted as a Part of the completion for undergraduate degree of strata 1 in English Tadris Study Program of IAIN Curup. The writer realize that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics from being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field.

Curup, March 2024

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of this research can give a use full contribution especially for readers specially for students and lectures in English Study Program.

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MOTTO

“Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain). Dan hanya kepada Tuhanlah engkau berharap.

(qs al-insyirah: 6-7)

“Tetaplah berusaha ditengah kegagalan, dan tetaplah kuat ditengah badai cobaan. Hidup yang indah bukan

dengan berleha-leha, namun diperjuangkan dengan penuh suka cita.”

“Terbentur, Terbentur, Terbentur, Terbentuk”

(Tan Malaka)

DEDICATION :

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle expect by Allah SWT. In the name of Allah and his messenger Muhammad SAW, I dedicate this thesis to:

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ABSTRACT

WINDA DAMAYANTI : **The Effect of Using TikTok As An Instructional Media Toward Students' Speaking Skill (A Quasi Experimental Study at the Ten Grade of SMAN 6 Kepahiang)**

Advisor : **Dr. Paidi Gusmuliana, M.Pd**

Co-Advisor : **Sarwo Edy, M.Pd**

TikTok is one of the popular applications that contain short-video sharing. Every year, the number of users grows up in every country. They use TikTok not only as the media for entertainment and business but also as the media for learning. This study aimed to investigate the using of TikTok as an instructional media toward students' speaking skill at SMAN 6 Kepahiang. The objective of this research are to find out the effect of TikTok as an instructional media toward students' speaking skill and to find out the significant difference between the students who taught by using TikTok as an instructional media in teaching learning process and those who are not. This research used quasi experimental design (non-equivalent). Sample of the research were 72 students in grade ten. 36 students in class X1 were sampled as experimental class and 36 students in class X2 were sampled as control class. The data collecting is used Speaking Test. Data analysis is using Statistic namely SPSS v29. The pre-test is given to both group before given the treatment. Then after giving the treatment for six materials the post-test administered for both groups. The mean score of post-test result in experimental group is 71.14 and the mean score in control group is 62.67. The result showed that there is an increase for the score significantly. It means the null hypothesis is rejected and the alternative hypothesis is accepted. The findings of this study suggest that TikTok apps as an instructional media to enhances students' speaking skill and there is significant difference between

students who taught by using TikTok as an instructional media and those who are not. The conclusion of this research is the using of TikTok application to enhances students' speaking skill especially in Vocabulary aspect.

Keyword : TikTok, Instructional Media, Speaking Skill, grade 10

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CHAPTER I

INTRODUCTION

A. Background Of The Research

The 21st century is becoming an all-digital era with increasingly developing technology. It is very supportive for learning innovations that can be easily accessed by students and teachers using social media. Social media is an application platform that provides many interesting features that are liked by students. There are four main purposes for using social media applications, namely entertainment, socialization, informativeness, and academics. It means social media can be used as a medium for learning language.¹

Social media is not a new thing to use as media for learning and teaching. Many researchers have used social media application as media learning teaching language in their research, for examples Kumar Sah, using Twitter application as the media in the ESL/EFL classroom, Nurmy using Facebook application as tool for learning English as a Foreign language, Herlisya and Alfiwati using Instagram application as teaching learning English writing, and Pratiwi, et al.²,

¹ Yang, Yuxin, and Instructor Elana Zilberg. "Understanding Young Adults' TikTok Usage." *Dostupno Na*, 2020.

² Pratiwi et al. "*Utilizing TikTok application as media for learning English pronunciation*" 2021

used TikTok application as media for learning teaching English pronunciation.

Speaking is one of the important of parts of English that is usually used to communicate because speaking is related to how we speak and how to say a word to other people in daily activities.³ Although learning to speak is important, there are still many problems that often arise that many students have difficulty speaking English for various reasons. The process of teaching speaking skill has always had a problem. According to Brown,⁴ identified that there are five stages of speaking performance; imitative, intensive, responsive, interactive and extensive. In Indonesia process learning speaking skills is very challenging because many problems. The errors are namely by students in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication. Another problem which was faced by students to increase their speaking ability, the teacher does not act as role model for the students. So, students problem in speaking are lack vocabulary, confidences, and teacher way to teach.

³ Afidah, N., Sari, N. K., & Hanifah, H. (2021). Investigating Students' Perspectives on the Use of Tiktok As an Instructional Media in Distance Learning During Pandemic Era. *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman*, 6(2), 47–68. <https://doi.org/10.32764/dinamika.v6i2.1872>

⁴ Brown, H. Douglas, and Teaching By Principles. “*An interactive approach to language pedagogy*”. NY: Longman 430 (2001).

One factor that effect learning process is the media. Muhson said that media is a tool that can be used to process information, send and receive information. Media is a tool that can be used to move learning material, there by it can stimulate attention, interest, and students feeling in learning process in ganing the purpose of learning. Media sosial is a major part of your life and people spending many hours on instagram, whatsapp, TikTok, youtube, and etc. in the era digital, TikTok content making is can become media for students to learning in digital-based era.⁵

The TikTok application can be used as a medium for learning English, namely; Listening skills, it can be seen that the learning media needed is audio visual to help listening learning and in accordance with the features offered, the TikTok application can coordinate the audio visual needs of characters. Speaking skills, the TikTok application provides convenience and flexibility for users to insert backsound into the application. With existing features, the TikTok application can process words that express or convey intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of listeners. Reading skills, based on the purpose of reading there are twofold, reading for recreational purposes and Reading Purpose for Information Collection, Visible that the TikTok app can add to students' reading information as well as for entertainment.

⁵ Muhson. (2010). *Pengembangan Media Pembelajaran Berbasis Teknologi Informasi*. Jurnal Pendidikan Akutansi Indonesia

The researchers found the students' speaking problems when the researcher was doing teaching practice program at the school that many students are shy to speak English because of often not fluent in Speaking English, this is due to a lack of speaking habits, secondly, the lack of vocabulary they have, however students can only speak two or three words in Speaking English and students who lack vocabulary are unable to communicate or express their idea effectively, and thirdly the learning process in English class is still less interesting for students. The learning technique and media that the teacher used are still relatively traditional. Some teachers still use books and whiteboard as media in learning English that makes the students feel bored while the function of teaching learning media is to attract students' attention so that the students can concentrate more on the learning process.

As we know, the students' problem above are essential aspects of speaking skill. However, the skill problems faced by ordinary students are enhanced by using strategy. Therefore a teacher can use technology media to improve students' English speaking skills.

Previous researchers have conducted studies on the improving students' in speaking skill by using TikTok as an instructional media in various domain. For instance, Sharma, concludes that social media applications are functional tools for enhancing EFL students' English language skills as well as their learning motivation. Another researcher from Indonesia, Pratiwi et al, has talked about Utilizing TikTok

application as media for learning English pronunciation. Hence, researching this topic is an effort to fulfill the existing literature gap.

In this Era, the teachers must be able to use technology as media for learning speaking skill. It is supported by Indonesian government regulations Number 17 of 2010 Articles 48 and 59 that have hinted at education to develop a technology and information – based educational information system. According to Stephanie, the technology application that many people use in this era is TikTok and most of them are Generation Z or the students. According to Pratiwi, TikTok application can be used as media learning speaking skills and it have positive responses from respondents.

Based on my pre-research, after researchers conducted observations at various schools in Rejang Lebong, such as SMK IT RR and SMAN 6 Kepahiang. The researcher found various results and phenomena at the location, which include; when researcher made observations at SMK IT RR, the researcher found the phenomena that students at this school had difficulties in learning English, especially in the aspect of Speaking Skills, and another phenomenon found was the method used. The teacher at the school are still relatively traditional. Based on the curriculum, SMK IT RR still uses the K-13 curriculum, and at SMK IT RR there is a regulation that students are not allowed to bring hand phone to school. Another problem is that the signal is difficult.

Then, after completing observations at SMK IT RR, the researcher made observations at SMAN 6 Kepahiang. The phenomenon found at the location is that students have difficulty learning English in the aspect of speaking skills and word pronunciation, and there are several students who think that learning English is something scary. Another problem found at the location is the lack of confidence in students when they speak in English. Another phenomenon found at the location is that SMAN 6 Kepahiang already uses a merdeka curriculum. Where the merdeka curriculum is a more flexible curriculum. While focusing on essential material and developing the character and competencies of students.

Therefore, teacher focus more on the potential that students have. At SMAN 6 Kepahiang they have started to use technology as a learning medium, for example instagram and youtube. With changes to the curriculum and advances in technological development at the school, students at SMAN 6 Kepahiang are allowed to carry handphone, and the location of the school is very strategic and can be reached by supporting signals. Therefore, the researcher decided that SMAN 6 Kepahiang would be the research location based on the criteria of this research.

When the researcher conducted research at SMAN 6 Kepahiang, the researcher found some difficulties when the researcher wanted to conduct research at this school, which the difficulties came from the

students to be researched, namely class X1 and X2. When the researcher asked students to participate in the research process, students refused to participate in this study for several reasons, namely; students feel that they have difficulty when they have to speak English, students find it difficult to pronounce word in English, students admit that at that time they had a lot of assignment at school because it was approaching the final assessment at school so they slightly refused to participate in this study.

In addition to several problems originating from students, the researcher also experienced several other difficulties, such as when looking for teaching material at school, which we must adjust to the material being taught at school. The researcher find it difficult when going to look for suitable videos that will be used as teaching materials during treatment. Because, the title of this thesis discusses the TikTok application so the researcher must deliver the material, namely in the form of video that are in accordance with the material taught at school, namely Narrative text and delivered through the TikTok application.

However, in this research also found some conveniences when the researcher wanted to conduct research at SMAN 6 Kepahiang, for example when asking permission to conduct research at the school, the school was very welcoming to researcher, the school actually felt happy when it would be used as a research site. Because that way, the school can be better known by the public, so that many students are

interested in studying in SMAN 6 Kepahiang and of course the most people who do research there, the better it is for school accreditation. The next convenience is that students at SMAN 6 Kepahiang have been enforced to bring cell phones, so that it facilitates this research which involves cell phones and social media, students are quick to respond to the instruction given by the researcher, so that this research runs smoothly.

So, the impression of researcher to this learning process that implement "TikTok Content Making" was the media is interesting because not many schools are implementing.⁶ Thus, the researcher would like to examine further.

To improve original of this research, the researcher presents the previous study by Muhammad Febliyahsyah (UIN Fatmawati Soekarno Bengkulu in 2022) entitled "The Effect of Implementation TikTok Application with Project-Based Learning on Students Speaking Skill". In this research, the researcher wants to know general objective of this study is to determine whether or not there is a significant effect of implementing tiktok with project-based learning on students speaking skills at UIN Fatmawati Sukarno Bengkulu 2nd semester. The similarity between previous studies and this research is using TikTok application to teaching speaking and this previous study is the research design using quasi-experimental and the differences

⁶ Given the data from the interview with the teacher at SMAN 6 Kepahiang

between the previous study is the collecting the data using provide treatment and interview.

Another research related to the study of using TikTok application in teaching speaking had been conducted by Titik Komariyah, Winda Sulistiowati, Lisa Alifatul Fajri, and Nugraheri Allatif (UIN Prof.KH.Saifuddin Zuhri Purwokerto in 2022) entitled “The Implementation of TikTok Application to Learn Speaking Skill in English Language Testing (ELT). in this reseach, the researcher wants to know the effectiveness of using TikTok in improving students speaking skills, from questions there was an unexpected effect of the TikTok application in increasing students motivation, receiving positive responses from responden. The similarity between previous study and the research is using tiktok application to enhancing speaking skill and the differences between this previous study is research design in previous study using mix method and collecting the data using questionere.

The differences of this research with other previous study is the research design, setting of place, the subject of research, and collecting the data. The research design is quasi-experimental. The setting of place is SMAN 6 Kepahiang. The subject of the research is the students.

However, learning to speak English TikTok is a unique learning system that will be created despite being not formal but has a

significant impact on enhancing students' speaking skill. Therefore that why this research tried to investigate the use of TikTok application as a learning media toward students' speaking skill in the first-grade students of SMA N 6 Kepahiang.

A. Research Questions

The case of this study are stated as follows in consideration of the research question bellow:

1. How is the student's speaking skill before and after taught without using the TikTok application at SMA N 6 Kepahiang ?
2. How is the student's speaking skill before and after taught using the TikTok applicaton at SMA N 6 Kepahiang ?
3. Is there significant effect of students' speaking skill by using the TikTok application at SMA N 6 Kepahiang ?

B. Objectives of the Research

The goal of the research is to determine the answer to the questions given in the research challenge. Consequently, the targets of the research were:

1. This study aims to investigate the students' speaking skill before and after taught without using TikTok application as a learning media.

2. This study aims to investigate the students' speaking skill before and after taught using TikTok application as a learning media.
3. This study to see the significant effect the students' speaking skill before and after learning by using TikTok application on learning speaking skill at SMA N 6 Kepahiang ?

C. Delimitation of the Research

The study requirements are identified by the subject and goal of the research the writer must limit the pain. Students feel bored with the media used by the teacher when the teacher provides learning material in English. It makes learning less interesting for students in class. To discuss the students' problems in learning English, some teachers rarely use interactive media in teaching speaking skills. In terms of subject, this study is delimited to first grade Senior High School 6 Kepahiang. In terms of goal, this study is delimited to use of TikTok as a learning media towards students' speaking skill.

D. Hypothesis

Hypothesis is an educated guess about the observer or the anticipated connection among phenomena. Furthermore, a hypothesis is a temporary answer to the study problem. The hypotheses are stated as the following:

1. Ho : There is not significant effect of the TikTok application on students' learning speaking.

2. H₁ : There is a significant effect of the TikTok application on students' learning speaking.

E. Significant of the Research

There are three significances explained as follow:

1. Teachers

Teacher now have a large range of media to teach speaking in this modern era, especially to the use of TikTok as a media to teach speaking ability, and there is a good chance of improving students' speaking skills.

2. Students

Because of the research's subject, it may be a new experience in speaking class and an attempt to improve their speaking skills.

3. Other researchers

If other researchers are able to investigate the same situation, this research can be used as a reference.

F. Operational Definition

The researcher showed some of key terms to assist the researcher to this study, they are;

1. TikTok

TikTok is not only a media of entertainment but also as a media of education, especially those related to English language. There are many content creators who provide English learning content, such as speaking, pronunciation, vocabulary, grammar, and common mistakes. TikTok application has many advantages. Seeing the various features that exist in TikTok application. It is very possible to be designed as a media for learning English language and literature.⁷

2. Media

Media is very useful to be used in teaching studying activity (Ismail et al.).⁸ It means that the media is one of the effective ways to convey learning material in class, so that the media is very useful for teachers so that what is conveyed by the teacher can be understood by students easily.

3. Speaking

Speaking skill may be define as a crucial ability in a language aspect, since it is one of supporting skill that someone can be acquire language well by spoken those languages. In line with

⁷ Yang, Yuxin, and Instructor Elana Zilberg. "Understanding Young Adults' TikTok Usage." *Dostupno Na*, 2020.

⁸ Ismail, H., Syahrurah, J. K., & Basuki. (2017). Improving the Students' Reading Skill Through Translation Method. *Journal of English Education*, 2(2), 124– 131. <https://doi.org/10.31327/jee.v2i2.405>

Zuhriyah, speaking is the way of people to express and communicate ideas to others orally.⁹

G. Organization of the Research

This research report is organized by the writer in such as way that it is easily understood. The following table summarizes the topics covered in this study.

Chapter 1 includes the study's background, research question, objectives of the research, delimitation of the research, significant of the research, hyphothesis, definition of key term, and organization of the research. Chapter II contains theoretical background, previous research, and a hypothesis. Chapter III includes research design, population and sample, data collection technique, data collection instrument, and data analysis technique. Chapter IV contains the finding and discussion of the research. Chapter V contains the conclusion and suggestion of the research.

⁹ Zuhriyah, M. (2017). Storytelling to Improve Students' Speaking Skill. *English Education: Jurnal Tadris Bahasa Inggris*, 10(1), 119–134.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on theories that provide a brief overview of the review of related literature to support this study. The researcher also discusses previous studies that are relevant to this study.

A. Speaking

1. Definition of Speaking

One the most important skill in learning a foreign language is speaking. The emphasis of learning a foreign language is on communicative and expressive abilities. Its goal is to become a native speaker. Speaking is one of the basic language skills that have to be mastered by English Foreign learners due to its significant and its use for communication.¹⁰

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily

¹⁰ Kathleen M Bailey and David Nunan, *Practical English Language Teaching: Speaking*, 2005.

activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. Speaking is a collaborative process of meaning construction the includes producing, receiving, and processing information.¹¹ Meanwhile, speaking is the process of making and sharing meanings using verbal and non verbal symbols in different contexts. The main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand whit what there are talking about.¹²

From the description above, the researcher concluded that speaking is an approach to convey, share ideas and feelings orally. Speaking involves several skills such as vocabulary, pronunciation, accuracy and fluency. Students must master all of these elements. Speaking especially in foreign language is an activity that necessary for all eges of students because from this activity people can understand what other people who use foreign language say as well, meaning that people in the world have the ability to speak because speaking is an activity. Which people do all the time communicate with other people and build good relationships in the community.

2. The indicators of Speaking

¹¹ M Bailey, "Kathleen. *Practical English Language Teaching SpeakingSingapore*" (The McGraw-Hill Companie, 2003).

¹² Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," *International Journal of Humanities and Social Science* 2, no. 20 (2012): 127–34.

According to Nappu, Syamsiarna,¹³ In speaking, speakers are not only expected that they can speak and communicate with others but also they must understand the elements involved in English speaking skill. States as follows:

a. Pronunciation

According to Ibrahim, pronunciation is what speakers concern with as it comprises rules to utter words accurately. The production of sounds that we use to make meaning is referred to as pronunciation. It includes paying attention to specific sounds of language (segments) as well as aspects of speech that go beyond individual sounds, such as intonation, phrasing, stress, timing, timing and rhythm.¹⁴ Pronunciation can help students understand what they hear spoken English and make their own speech more understandable and meaningful to others.

b. Vocabulary

Defined vocabulary in three senses that, cover the total number of the words which make up a language, all the words known to a person or used in a particular book, subject, and etc.

¹³ Nappu, Syamsiarna, et al. *Using Smartphone Video Recorder As Tool To Improve Students English Speaking Skill*. Jurnal Keguruan dan Ilmu Pendidikan (JKIP),2022, 9.1:58-73

¹⁴ Ibrahim Fathi Huwari and Mohammad Mehawesh, "Review of the Importance of Teaching Pronunciation in the Arab Society," *International Journal on Studies in English Language and Literature (IJSELL)* 3, no. 6 (2015): 31–37.

a list of words with meaning. Vocabulary is an important component of four English language skills. If students want to improve their English language skills, they must first master vocabulary.

c. Grammar

Grammar is viewed as the most essential aspect of language learning for second language learners. Grammar is occasionally defined as “the way words are put together to make correct sentences”.¹⁵ Grammar is a set of rules and language that must be followed.

d. Comprehensibility

Comprehensibility is a ability to understand, know or get the speakers’ point to other.

e. Fluency

Fluency is the ability to fill the time by talking without stopping or making pause. Fluency means speaking slowly and clearly rather than quickly and incoherently. Fluency is dependent on having a larger vocabulary, as well as confidence and not being concerned about losing face by making mistakes. It also involves using hesitation expressions such as ‘uh,’ ‘um,’

¹⁵ Penny Ur, *A Course in Language Teaching Trainee Book* (Cambridge University Press, 1999).

‘well,’ or ‘you know’ to gain thinking time, which students may need to learn.¹⁶

3. Components of Speaking skills

What learners need to know, is a description of the communicative behavior of native speakers of the target language. Theorists in this subject often feel that a comprehensive understanding of what learners comprehend must include both linguistic and communicative abilities. At least four components contribute to good communication. Components of grammar, sociolinguistics, strategy, and discourse are covered.¹⁷

1) Grammatical competence

Grammatical competence include knowledge of phonological and grammatical structures, or forms, of language, as well as the capacity to generate and comprehend such patterns in speech and writing.

2) Sociolinguistic competence

Sociolinguistic competence is defined as the capacity to develop and comprehend language that is acceptable for various social circumstances and corresponds to the etiquette of those situation.

3) Strategic competence

¹⁶ Pratiwi, Ufairah, and Sopiah, “Utilizing TikTok Application as Media for Learning English Pronunciation.”

¹⁷ 7 Elaine Tarone and George Yule. *Focus on Language Learner*. (New York: Oxford University Press,1995).

Strategic competence is the potential to properly communicate information in a language, such as describing a referent such that the hearer may accurately identify it.

4) Discourse competence

Discourse competence should be seen as knowledge of the text's structure (rather than knowledge of the text's content, which involves both written and spoken texts). Hence it is more appropriate to consider it a component of sociolinguistic competence. Consequently, discourse analysis focused on language used in social contexts, namely exchanges or conversations between speakers.¹⁸

According to Azlina, there are three components in speaking:

a. Speakers:

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. If there are no speakers, the opinion or won't be stated.

b. Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. Utterances

¹⁸ Birgit Harley, Patrick Allen, Jim Cummins, and Merrill Swain. *The Development of Second Language Proficiency*. (Cambridge: Cambridge University Press, 1990).

Utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

4. Function of Speaking

Many attempts have made to categorize the functions of speaking in human interaction. Brown and Yule distinguished between the interactional functions of speaking, which serve to establish and maintain social relationships, and the transactional function, which focus on the exchange of information. According to Brown and Yule,¹⁹ there are three versions, namely:

a) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves primarily as a social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on in orders. The emphasis is on the speakers and how they want to present themselves to each other rather than on the message. Depending on the circumstances and nature of the exchange, it can be casual or more formal.

b) Talk as transaction

¹⁹ Brown, et al. *“An Interactive approach to Language Pedagogy”*. NY: Longman 430 (2001)

The term “talk as transaction” refers to situations in which the emphasis is on what is said or done. The message to make someone understood clearly and accurately takes precedence over the participants and how they interact with different types of talk as transaction. The first type involves situation in which the participants are primarily concerned with what is said or accomplished rather than what is said or accomplished. The second type of transaction involves the acquisition of goods or services, such as checking into a hotel or ordering food at a restaurant.

c) Talk as performance

Talk as performance is the third type of talk that can be distinguished. This refers to public speaking. Which is speaking in front of an audience, such as classroom presentations, public announcements, and speeches. Talks as performance is usually in the form of a monologue rather than a dialogue, has a recognizable format, and is more similar to written language than conversational language.²⁰

5. Teaching Speaking in Senior High School

²⁰ Richards, Jack Croft. *Teaching listening and speaking*. Vol. 35. No. 4. Cambridge: Cambridge university press, 2008.

Speaking is important in our everyday lives because it has many benefits, such as creating confusion in social interaction and reducing and sharing information. According to Burns,²¹ teaching speaking is an essential part of language learning. The goal of teaching speaking is in order to teach students how to communicate and interact with others in English.

Students in Senior High School are not very interested in learning to speak. Because of lack of practice, they become insecure and feel afraid of being wrong with their speaking abilities. Baidawi says that teaching speaking is one of the challenging activities for teachers because to teach speaking, and teachers must design learning activities as well as possible. The teacher also suggested using an appropriate strategy to support this activity. This strategy is expected to encourage students to participate in activities and attractive in learning.

Kursini²² mentioned the students can express themselves, comprehend the characteristics of speaking, and learn how to communicate appropriately so that the interlocutor can understand what they have said. A teacher has succeeded in teaching speaking if the students can strengthen their language skills while interacting with their teachers and classmates.

²¹ Burns, A. (2019). *Concepts for Teaching Speaking in the English Language Classroom*. LEARN Journal: Language Education and Acquisition Research Network, 2019, 12.1: 1-11.

²² Kursini, E. (2012). *Teaching Speaking for Senior High School Students Using Cooperative Learning "Think PAIR Share"*. 18(3)

Finally, teacher must also know the principles of teaching speaking; teachers need to follow these principle to facilitate education. Therefore teachers can use media for teaching to improve students' communicate ability in class.

6. Technique of Teaching Speaking Skill

TikTok may be used in a diverse method to educate speaking skills within the classroom. It is additionally dependent on the structure and how the teachers will use it in the study room. To get successful in language teaching, there are a few techniques of speaking skill through using TikTok in an ESL classroom that has to be benefited by both instructor and learner as suggested by Qomaria.²³ Those eight technique are as follow:

1. Active viewing

Students need to participate actively in the video, given that this approach wants them to realize their interest in the central concept of the video. The teacher should review the film before playing it, writer down some key question about the board related to the video, so that students can obtain a sense of the video's content. Students can also observe by watching the movie, and then they must respond verbally to the questions. Students can be

²³ Komariyah, Titik, Winda Sulistiowati, Lisa Arifatul Fajri, and Nugraheni Allatif. "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)." In *Conference on English Language Teaching*, 2:142–54, 2022.

given an instruction sheet or viewing guide, then allowed to watch and listen to the specific material they require.

2. Freeze Framing and Prediction

It involves pressing the urgent pause button to halt the video on a positive factor and display a positive image on the screen. Following that, students are asked to predict what individual acts on frozen image on the screen will most likely do, how her feelings and what might happen manifest, or other inquiries about the snapshot. Students' imagination is sparked by freeze framing, which leads them to predict and conclude more details about characters.

3. Silent Viewing

That means the video plays with dead and makes the best sound of moving photos. One of the ways to do this method are the scholars asked to see behavior characters and use their dedication. Then, to avoid swiping the photo on the screen, pause the film a given point and have students guess what happened and what the character could say, or ask them what happened up to that point. The video segment is then replayed with sound on so that students can double-check their deductions based on what transpired in the video.

4. Sound on and Vision off Activity

This activity is used by removing the visible video elements for students. The simplest can hear the conversation but can't see the movement. Then students might ask to stake the arrangements, actions, characters, and many others from the soundtrack.

5. Repetition and Role-Play

While there are some problematic language points inside video units, repetition may be an essential way for communicative production of sporting events. The coach replayed complicated factors from the video and asked the scholars to repeat my view or restraint. After students clearly understand complex factors, they may be asked to behave out of of the scene because many are unique. The version they can calculate beforehand asks them to improve the seven accordingly to their perspective on the situation and the characters they might play.

7. Reproduction Activity

Students are asked to repeat or recount what happened in the previous video in this section.

8. Follow-up Activity

The video should lead to a follow-up activity. In this activity. The teacher asks students to discuss the lesson to ensure

that the video provided effectively develop students' speaking skills.

Finally, to apply this technique, the teacher can teach half of the students to go out of school room for some minutes and relaxation watching videos by holding back. The the scholars transferred to second place, and the institution watched the video with a snap shot off. Next, they come lower back to share their ideas on what video is set.

9. The difficulty of learning Speaking skill

Although speaking is sometimes a determining factor wheter English learners have achieved mastery of English or not, some students face difficulties learning how to speak at times, especially in achieving fluency. Penny Ur explained that students have difficulties that they face when speaking, including anxiety, nothing to speak, low or inconsistent participation, and mother-tongue usage.²⁴

1) Anxiety

What sets speaking apart form reading, writing, and listening is the need for interaction with an audience in real time. Students sometimes avoid using the target language in class because they are embarrassed by or worried about negative feedback, social stigma, or being singled out for having particularly fascinating speech.

²⁴ Ur, *A Course in Language Teaching Trainee Book*.

2) Nothing to speak

Even when students are not restricted, it is common to hear them complain that they have nothing to be said. They have no motivation to convey themselves other than a feeling of guilt.

3) Low or Inconsistent participation

In big groups, everyone has very little downtime since one person at a time is allowed to talk if the others wish to listen. Some students tend to dominate the discussion, others rarely speak.

4) Mother Tongue usage

Inside a class with a significant number of students who speak the same language, it is easier to communicate with many of them. It is difficult to converse with one another, and they do not feel at ease using their native language. If students converse in small groups, it will be challenging to keep certain courses on target language track. This is especially true for classes with students who don't have much discipline or effort.

B. Media for learning English Speaking skill

1. The definition of media

The words "media" refers to any technology that has the potential to be used in order to communicate information or knowledge to the general audience. The message that are communicated by the media

have an educational purpose. For the benefits of the learners, the media will distribute information, skills, attitudes, knowledge, or other resources that will help learning.²⁵

According to Brinton,²⁶ as a medium for language learning or instruction, media has surely always helped the work of both instructed and uninstructed learners. According to the definition above, media are all means of communication, whether written or audiovisual, as well as their instrumentation around pupils that might send messages that drive them to study. Media may provide a good contribution to the teaching and learning process by providing clear context, meaning, and direction, which helps motivate students to learn English.

2. The types of Media

According to Stephen et al, there are five distinct categories of media. The first category consists of human-based media, such as teachers, instructors, and tutor. The second category includes print-based material such as books, manuals, workbooks, and handouts. The third category consists of visual material, including books, charts, graphs, maps, transparencies, and slides. The fourth kind of media is audio-visual media, which includes videos, films, slide-tape shows, and television. The fifth category is computer-based media, which

²⁵ Sharon E. Smaldino, Deborah L. Lowther, James D. Russell. *Instructional Technology and Media for Learning* (9th Edition). (New Jersey: Prentice Hall, 2007).

²⁶ Brinton, Laurel J. *The comment clause in English*. CUP, 2008.

includes CAL (Computer-Assisted Learning). Interactive video, and hypertext.²⁷

Based on that opinion, there are many different kinds of media that can be used to teach and learn. However, the researcher believes that videos, particularly TikTok videos, may be utilized to acquire English speaking skills. According to Richard and Renandya, exposing students to actual language via audio-visual stimuli and chances to utilize the language is one strategy to increase student participation in class discussion.²⁸

3. TikTok Application as Learning Media

TikTok application is a chinese social network and music video platform launched in September 2016. The application allows users to create their own short music videos. In 2017 TikTok also come to Indonesia. Just like in other countries, this video application also attract a lot of attention from various groups. The majority of TikTok application users in Indonesia, themselves are millennial children or

²⁷ Stephen M. Alessi and Stanley R. Trollip. *Multimedia for Learning*. (New York: Allyn and Bacon, 2001)

²⁸ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press. 2002).

commonly known as generation. This application was ranked the top application on Google's Play Store in Indonesia in 2018.²⁹

According to Dewanta, TikTok is not only a media of entertainment but also a media of education, especially those related to English Language. There are many content creators who provide English learning content. Such as speaking, pronunciation, vocabulary, grammar, and common mistakes.³⁰

TikTok application can be used to teach four skills, namely listening, speaking, reading, and writing skills integrated in it. For speaking skills, students can use the voice feature in this application and then communicate via network. Likewise, by using the feature in TikTok application students can play roles that prioritize student expression and creativity. TikTok application is also an effective media to use in teaching and learning, by using TikTok application process teaching and learning is more efficient and effective, because with a short time the teacher only conveyed important things that could make it easier for students to understand the learning conveyed by the teacher.³¹

learning process contain five communication components, namely teacher, learning materials, learning media, students and learning

²⁹ Baharian Diko. (2021). *"TikTok, Aplikasi yang Mengubah Dunia Sosial Media"*. Website Resmi Himpunan Mahasiswa Sistem Informasi ITS. (<https://arek.its.ac.id/hmsi/2021/09/08/tiktokaplikasi-yang-mengubah-dunia-sosial-media/>, accessed on March 1st, 2022)

³⁰ Dewanta, *"Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa Indonesia."*

³¹ Yang and Zilberg, *"Understanding Young Adults' TikTok Usage."*

objectives. learning media used by the teacher must be arranged systematically. Without learning media, teaching and learning process is impossible, at least it requires one media to teaching and learning process. According Yusuf, states that the first thing teachers must do in affective use of media is to find and select media that meet children's learning needs and attract children's interest. Learning media in the form of TikTok application can be run on mobile devices based on Android and Ios.³²

Learning media can operate anytime and anywhere. Learning media is included in the category of mobile learning based learning media. This is in accordance with the definition of mobile learning stated by O'Malley, which is a learning that learners do not stay in one place or learning activities that occur when learners make use of mobile technology devices.³³ According to Warini et al, there are already several TikTok users who create video content about English. Take advantages of comment to ask. TikTok users always answer questions in the comments column or later via the next video post.

4. How to use TikTok application

³² Rohandi Yusuf, "Teaching EFL Students Using Selected Media: Offline Video Taken From YouTube," *Utamax: Journal of Ultimate Research and Trends in Education* 2, no. 1 (2020): 29–33.

³³ Danang Setyadi, "Pengembangan Mobile Learning Berbasis Android Sebagai Sarana Berlatih Mengerjakan Soal Matematika," *Satya Widya* 33, no. 2 (2017): 87–92.

According to Hadi, the ways to use TikTok application are as follows:³⁴

a. Download TikTok application

Before you know how to use TikTok application, of course you must have a TikTok application first. Take it easy, TikTok is a free application that can be downloaded on the Google PlayStore or Apple Store. How to download it is very easy, here are the steps:

- 1) Access the PlayStore application.
- 2) Search on search engine by typing TikTok
- 3) Install the application

b. Log in to TikTok application

Already have TikTok application, you have to enter or log in TikTok application account first. If you don't log in, then you might find it difficult to save the recordings and edit videos on TikTok. This is how to log in to TikTok application:

- 1) Access TikTok application that you downloaded earlier.
- 2) Click the person symbol in the lower right corner.
- 3) Log in with your Facebook, Instagram, or Google account.

c. Record video

³⁴ Hadi. Tiktok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru dan Pembelajaran*, 2021, 4.1: 89-94

Most importantly before editing a short video, you must record the video first. You can do the following how to use TikTok application using the steps below:

- 1) Access download TikTok application.
- 2) To record a video, you can directly click the plus(+) symbol in the middle.
- 3) Select the desired music genre. Choose any song genre, because TikTok has a fairly complete list of songs starting from local, Korean, and Western songs. TikTok will automatically display all the song list.
- 4) Click confirm to use and begin shooting.

d. Edit TikTok videos

After recording the videos, it will be incomplete if it has not been edited. To edit it is also very easy and simple. Here you can follow several ways here:

- 1) Save the recording directly or you want to edit the recording first.
- 2) Click save in the upper right corner.
- 3) Save the result by clicking draft.
- 4) Click post.

e. View recording videos on TikTok

If you did not create a video, you can watch the video edits of other TikTok users. The method is very easy, please follow the steps below:

- 1) Access TikTok application and immediately select a symbol such as a planet.
- 2) TikTok will display all other people's video you want to watch.

5. Using TikTok application as Media in Language Teaching

According to Yang, teacher need some preparation before teaching students using TikTok application.³⁵

- a. Teacher made four videos using TikTok application. One video contain an explanation of the cause and effect as material, while the four videos contain conversation about cause and effect as material.
- b. Teacher shows the video to the students.
- c. Students see and take the knowledge about cause and effect.
- d. Teacher concludes the video which contain an explanation of the cause and effect.

³⁵ Yang, Yuxin, and Instructor Elana Zilberg. "Understanding Young Adults' TikTok Usage." *Dostupno Na*, 2020.

- e. To shows students' speaking skill, teacher give instruction students to duet with four videos that the teacher has made containing conversation about cause and effect.
- f. Teacher sees and assesses the results of the video that students have.

6. The Role of TikTok as an Instructional Media to Improve Students Speaking Skill

According to Dewanta,³⁶ there are several benefits of TikTok as a learning media: (1) utilizing audio visuals in the TikTok application in language learning, especially listening and speaking; (2) by using TikTok students can also process words to express, convey or express intentions, ideas, thoughts and feelings that are compiled and develop according to the needs of students; (3) the edit feature contained in TikTok can be used by students to present data, ideas, or impressions in the form of a description of an object; (4) the TikTok application can be used as a media for students to practice reading news. Another argument by Miftachul Taubah, states that by using TikTok users have ease and flexibility in language skills. This can be done by retelling the contents of narrative texts, short dialogues, short videos, short stories, singing Arabic songs, or translating Indonesian songs into Arabic the recording feature, making background sounds, and the duet feature.

³⁶ Dewanta, Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Indonesia

From the explanation, it can be conclude that using TikTok as a learning media can have a positive impact. TikTok can be a new innovation as a learning media that can be used by students in understanding the material. This application can help students learn English more easily and can develop their own creativity. Self-creativity that can be done by using this application is that students can be improved by creating content that focuses on learning.

7. TikTok Application to Improve Students' Speaking Skill

Speaking is one of the problematic skills faced by students. Students might be shy to speak using the English language because they do not master the language. Lack of vocabulary and practice made them not master the English language. According to Pratiwi,³⁷ stated that someone could be brave and fluent in speaking by considering six important things. They are confidence, fluency & accuracy, finding the right words, showing where we are going, keeping the listeners interested, and sounding natural. It can be conclude that the TikTok application motivated students to love learning, particularly when enhancing their speaking skills. While creating the contents, students were free to express their thoughts and creativity.

³⁷ Pratiwi, "Utilizing TikTok Application as Media for Learning English".

C. Previous Research

Some studies that have been done by many researcher in using TikTok application in teaching and learning English. There are several relevant studies in this research which used to support this research:

The first study is according to Yang.³⁸ This research investigates the viewpoints of high school pupils about TikTok's usage for learning English, both in and out of the EFL classroom. This research adopted a quantitative research approach. This study likewise used an online questionnaire for its instrument. Its outcomes demonstrated that secondary school students were excited about TikTok videos being implemented into EFL classroom instruction, and students are utilizing the app outside of class to enhance their English language proficiency.

The second previous study is based on (Denta Mira Muslimah 2022)³⁹ with the tittle "the effectiveness of Tik-tok videos in reducing pronunciation errors for 9th grade students of SMP Muhammadiyah 01 Sukajaya." This research is a quantitative research with a pre-experimental approach with one group of pre-and post-test design. A total of 30 students participated in this study. The results of the statistical data analysis of the t-test showed that in the pre-test, the average score obtained by the students was 41.11 while in the post-test the students obtained an average

³⁸ Yang, Yuxin, and Instructor Elana Zilberg. "Understanding Young Adults' TikTok Usage." *Dostupno Na*, 2020.

³⁹ Muslimah, Denta Mira. "THE IMPACT OF TIK-TOK VIDEOS TO REDUCE PRONUNCIATION ERRORS ON 9TH GRADE STUDENTS." (2022).

score of 80.03. In addition, the results of data calculations show that at a significance level of 0.05, total of 20.03 with t table of 1.701, or $20.03 > 1.701$. Therefore, this study confirms that tik-tok videos are effective in reducing pronunciation errors in students.

The third previous study I based on (Kusuma and Dian 2020)⁴⁰, this research is entitled "The Attractiveness of TikTok as a Media for Learning English Online" TikTok is an application for creating and sharing content that is favored by the majority of millennials and generation Z in 2020. This study aims to describe the phenomenon of the widespread use of social media as a learning media English online. This study uses a qualitative method with an inductive approach. The data was collected with documentation from online videos. The research findings show that there are five types of lessons from online video TikTok that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts.

The fourth study , the researcher presents the previous study by Muhammad Febliyahsyah (UIN Fatmawati Soekarno Bengkulu in 2022) entitled "The Effect of Implementation TikTok Application with Project-Based Learning on Students Speaking Skill". in this research, the researcher want to know general objective of this study is to determine whether or not there is a significant effect of implementing tiktok with project-based learning on students speaking skills at UIN

⁴⁰ Kusuma, Dian Novita Sari Chandra, and Roswita Oktavianti Dian. 2020. "Penggunaan Aplikasi Media Sosial Berbasis Audio Visual Dalam Membentuk Konsep Diri (Studi Kasus Aplikasi TikTok)." *Journal Sinesa* (November): 27–34.

Fatmawati Sukarno Bengkulu 2nd semester. The similarity between previous studies and this research is using TikTok application to teaching speaking and this previous study is the research design using quasi-experimental and the differences between the previous study is the collecting the data using provide treatment and interview.

The fifth study, The aim of this research is to describe the effect of the TikTok application to improve students' speaking skills. This research belongs to quasi-experimental research with group pre-post-test design involving 32 students in Diploma of Midwifery Program Universitas Muhammadiyah Kudus as the population. The sampling technique is total sampling with the experimental group (16 students) and control group (16 students). To know the students' speaking skills, there are four components that must be measured, such as vocabulary, fluency, pronunciation, and comprehension. Moreover, the students' score has been classified into five categories, they are very good, good, medium, low, and failed. After treatment, the score of speaking ability is improved for the experimental group. The vocabulary increases 45,6%, fluency increases 40,6%, pronunciation increases 31,6%, and comprehension increases 32,8% from the pre-test score. TikTok is a useful application that not only improves speaking ability but also improves the students' creativity, motivation, and vocabulary. If the

students have wrong in speaking, they not only get the academic punishment but also digital punishment.⁴¹

Another research related to the study of using TikTok application in teaching speaking had been conducted by Titik Komariyah, Winda Sulistiowati, Lisa Alifatul Fajri, and Nugraheri Allatif (UIN Prof.KH.Saifuddin Zuhri Purwokerto in 2022) entitled “The Implementation of TikTok Application to Learn Speaking Skill in English Language Testing (ELT). in this reseach, the researcher wants to know the effectiveness of using TikTok in improving students speaking skills, from questions there was an unexpected effect of the TikTok application in increasing students motivation, receiving positive responses from responden. The similarity between previous study and the research is using tiktok application to enhancing speaking skill and the differences between this previous study is research design in previous study using mix method and collecting the data using questionere.

Based on some previous research, the usage of TkTok as a learning medium in English may be seen as an essential issue that needs to be investigated. Several researches have focused on TikTok, which is utilized as a medium for English learning. However, limited research has only examined the feasibility of using TikTok to teach EFL from a student

⁴¹ Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving Speaking Skills through Tiktok Application: An Endeavour of Utilizing Social Media in Higher Education. *Journal of Languages and Language Teaching*, 11(1), 137-143.

perspective. In addition, several previous studies only focused on learning pronunciation, motivation in speaking and storytelling.

However, this study differs from others in that it focused on the using TikTok application as a learning medium in improving students' speaking skills. This research important to provide information that can contribute to learning English at SMAN 6 Kepahang regarding the use of TikTok as a learning medium to help in improving students' speaking skill.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter includes the research methodology in relation to research design, the population and sample, the procedure of the research, the instrument of the research, technique of collecting data and techniques of analyzing data.

A. Research Design

This research is quantitative research with experimental methods. This research is designed as quasi experimental design (non-equivalent control group design) which are TikTok as an instructional media as independent variable and speaking skill as dependent variable. Kimberley, et,all claims, that the essence of a quasi-experiment is non-random manipulation of the independent variable. In a non-equivalent group design, the researcher selects existing homogenous groups, but only one of the groups receives the treatment.⁴² By this design, a group is given a test before treatment and a test after treatment to know the significant is the using TikTok application as a learning media to improve students' speaking skill. The pattern of this research is design as follows:

⁴² Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. *Research design and methods: An applied guide for the scholar-practitioner*. Sage Publications, 2019

Table 3.1

Quasi experimental design (non-equivalent control group design)

Experimental Group	O ₁	X	O ₂
Control Group	O ₃	-	O ₄

Description:

X = Treatment

O₁ = Pre-test Experimental Group

O₂ = Post-test Experimental Group

O₃ = Pre-test Control Group

O₄ = Post-test Control Group

Table 3.2 The Sub Design of the Research

Y1 : Pre-test	X : Treatment	Y2 : Post-tes
The teacher gives a speaking test to students before they are taught using TikTok media.	The teacher teach in the class using TikTok media.	The teacher gives a narrative text test after the students are taught using TikTok media.

B. Population and Sample

1. Population of the Research

The population is the entire object of research. In addition, Creswell stated that population is a group of individuals who have the same characteristic.⁴³ The population in this research is first grade students of senior high school six Kepahiang. There are four classes of tenth grade students of senior high school six Kepahiang that become population of

⁴³ Creswell, John W., and J. David Creswell. *Research design: Qualitative, quantitative, and mixed methods approaches*, Sage publications, 2017

this research and the researcher took two classes for sample of this research.

Table 3.3
The Number of Population⁴⁴

NO	CLASS	M	F	TOTAL
1	X1	14	22	36
2	X2	14	22	36
3	X3	14	22	36
4	X4	14	22	36
5	X5	14	22	36
SUM UP OF POPULATION				180

2. Sample of the Research

According to Ary sample is a portion of a population.⁴⁵ Sample is taken from a population in the area where the researcher takes this research. In this research, the researcher took the students in ten grade of SMAN 6 Kepahiang that the sample is half of the population. In this research, the researcher used Total Sampling. Total sampling is a number of populations, less than 100 whole populations have sample all research.⁴⁶ Since students in ten grade only consist of 72 students. The researcher was used an intact group sample. An intact group sample is variable research by dividing two groups, namely the experimental group and control group. There are five class of ten grade in SMAN 6 Kepahiang. The students homogenous abilities across five classes, as

⁴⁴ The data given by English teacher of SMAN 6 Kepahiang

⁴⁵ Approach Types Design,. *Research Design*. 2012. Phd Thesis. Kedge Business School.

⁴⁶ Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif dan R & D)*, Alfaberta, (2013)

established by the approach describe in the homogeneity aspect on main criterion that researchers utilize to choose a sample. Because the class of X1 and X2 had mean values that the are the most homogenous based on the average value of the students result on the researcher students' speaking skill exam. Two classes then classify into experimental group and control group by using lucky spin application. So the research selected the experiment group is X1, and the control group is X2.

Table 3.4 Total Sample of the Research

Class	Male	Female	Total
X1	14	22	36
X2	14	22	36
Total Sample			72

3. **Homogeneity Sampling**

Homogenous sampling is defined as the section of participants who are relatively similar in terms of exercise, perspective, or outlook. This result in restricted, homogenous sample, which makes data collecting and analysis easier. The researcher determines the effect of each experiment separately and its combination using the mean of analysis sampler. The homogeneity becomes the instrument to measure students' homogeneity score in all class in X classes. Researcher took data from students' based on students daily test scores which were carried out from students' speaking skill test given by the English teacher on the last of the learning material. This score can be seen as on the table below :

Table 3.5

The Number of Homogeneity⁴⁷

No	Class	Mean Score
1	X1	65.9
2	X2	65.5
3	X3	60.3
4	X4	56.8
5	X5	53.6

Based on the mean score of class above, the researcher took two mean score which were in the nearest amount in which. Based on the table above, they are the mean scores processed by X1 and X2. The table indicates that X1 and X2 are the most appropriate classes which can be classified into the level of homogeneity.

Based on homogenous test conducted on five classes, the results obtained are two homogeneity classes, that are X1 and X2. Therefore, an intact group sample was used in this study, where the intact group sample is a statistical group comparison design.⁴⁸ Where that class that will be compared is class X2 as the control class and X1 as the experimental class.

⁴⁷ The data given by English teacher at SMAN 6 Kepahiang

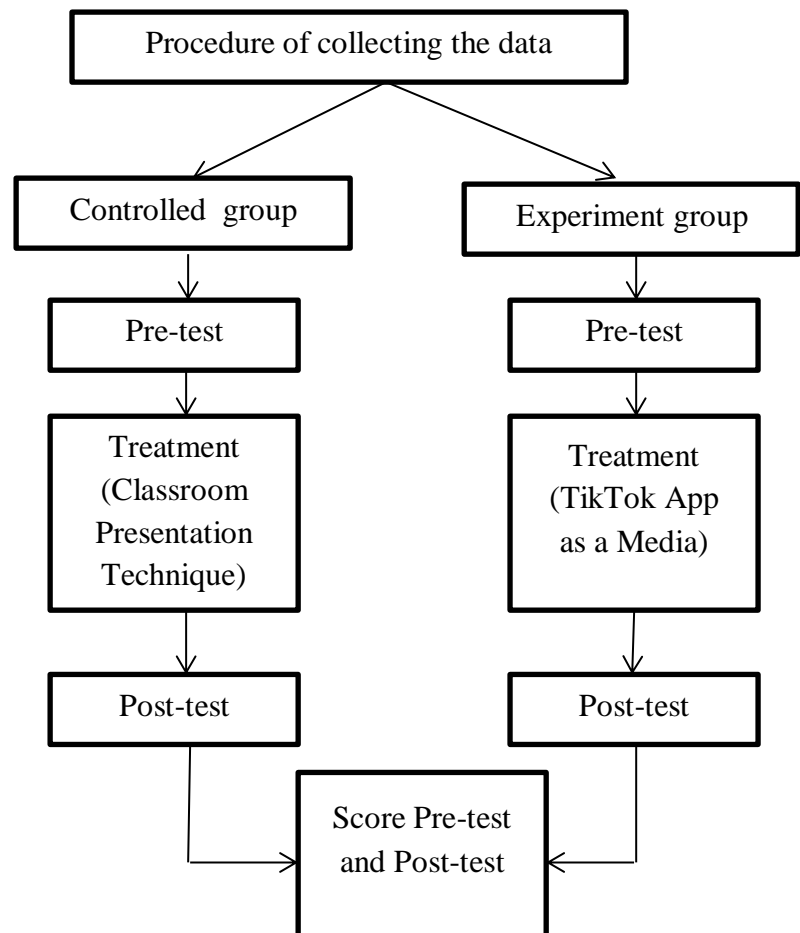
⁴⁸ Punaji Setyosari, *Metode Penelitian Pendidikan dan pengembangan Edisi Keempat*, (Jakarta: PRENADAMEDIA GROUP, 2016), hlm.207

C. Procedure of the Research

On the framework below you can see how the research is conducted in both the experimental and control class.

Table 3.6

Procedure of the Research



The diagram above shows how this research is carried out, including the procedures taken by the researcher to arrive at the final result. The processes in this research procedure, which included steps for both the experimental and control groups, can be seen below:

1. Procedure in Control Group

In control group, the researcher used the classroom presentation technique. The processes were as follow for all materials:

1) Pre-teaching activities

- a) The teacher expresses his greetings to the students
- b) The teacher check students' attendance list
- c) Giving motivation for the students
- d) Informing the tittle, goal and indicator of teaching learning process

2) While activities

- a) The teacher give a topic to students
- b) The teacher give an explanation about the topic
- c) The teacher explain the use of classroom presentation of the rule on teaching learning process
- d) Students try to practice
- e) The students keep doing it until accustomed about topic
- f) Teacher allows students to perform
- g) Teacher making a video from the student's perform
- h) Teachers give a score after watching videos

3) Post-teaching activities

- a) The teacher and students explain the concluding about teaching materials discussed

- b) The teacher ask the students to check the students understanding, and ask the difficulties that they faced while they are speaking

2. Procedure in Experimental Group

The procedure of activity in giving treatment used in this research for collecting data. Based on Richard and Rodgers use the term procedure to include: the actual-current techniques, practices, and behaviors operated in teaching language.⁴⁹ Based on the theory, the teaching procedure consists of three stages, namely: pre-teaching, while teaching, and post-teaching.

1) Pre-teaching Activities

- a) Teacher greet the students
- b) The teacher checks students attendance list
- c) Giving motivation for the students
- d) Information the tittle, goal, and indicator of teaching learning process

2) While activities

- a) The teacher Instruct the students to open the TikTok application
- b) In the first ten minutes, the researcher presented and discussed the TikTok apps as a media.
- c) The teacher gives the students text about the topic

⁴⁹ Richards, Jack, C Lockhart Charles. (1996). Reflecting teaching in second language classrooms. Cambridge University Press: new York

- d) The teacher gives some example based on the topic of narrative text about the Rabbit and Tortoise.
 - e) The teacher explain what to do about the topic
 - f) The teacher gave the students topic about Rabbit and Tortoise on TikTok media and asked the students to perform in front of the class using narrative text, the students explain the topic based on their knowledge and experience.
- 3) Post-teaching Activities
- a) The teacher give the conclusion about teaching material
 - b) The teacher ask students to check the students understanding, and ask the difficulties that they faced while they are speaking.

D. Data Collection Technique.

The researcher employed pre-test and post-test methods to collect data. The pre-test was given in the first meeting of the research. The researcher is given the pre-test just in one meeting. The test is conducted in a pre-test, given treatment, and stalking post-test. The test would be used to know the students speaking ability.

A pre-test would be given to the students before treatment is implemented. This test aimed to know about the

students speaking ability of the tenth-grade students at SMA N 6 Kepahiang.

After the pre-test, the students were given treatment. The treatment consists of four sessions. The treatment was only carried out in the experimental class. Four meetings would be held by TikTok media as part of the treatment.

Post-tests are given after the treatment to know the students speaking ability, which apply by using TikTok as media.

E. Instrument of the Research

In this study, the research used a speaking test to find out data on the speaking skill of ten grade students at SMAN 6 Kepahiang. The researcher prepared test for the control group and the experimental group, and both received and worked on the test items at the same level. The type of test used was an oral interview to assess their speaking skill, the researcher used a speaking test. Since the test is instrument here are several steps in making the test.

1. Writing the Blueprint

First step of creating a test, the researcher confirmed the syllabus and curriculum that is used by teacher in teaching speaking. To ensure there is connecting between test and the material given by the teacher during teaching speaking. The blue print can be seen in the table below:

Table 3.7
Scoring Rubric of
Speaking Skill⁵⁰

1. Pronunciation.

Score	Requirements
4	The pronunciation was very easy to comprehend.
3	Pronunciation was excellent and did not obstruct conversation.
2	When it came to pronunciation, the student was a little lost at times, but basically student did well.
1	Student's speech was difficult to comprehend and his pronunciation was poor.

2. Vocabulary.

Score	Requirements
4	Use of vocabulary words learned in and out of class in a rich, accurate, and striking manner.
3	The student correctly used the words acquired in class to the presented situation.
2	Although the student had a large vocabulary, he lacked in other areas. causing him to become monotonous and unable to expand on his or her Views
1	The student lacked the necessary vocabulary words to appropriately communicate his or her thoughts, which made it difficult for him or her to answer.

3. Fluency.

Score	Requirements
4	The speech is easy and smooth, at a rate commensurate with their response time.
3	Repeating and fumbling for words results in some hesitation and unevenness in speech, which is mostly caused by repeating words and reaching for words.
2	The student's speech is slow, hesitant, and irregular, and sentences may be left unfinished, but he or she is able to continue.
1	Except for short or memorized statements, speech is stopping, stuttering, nervous, and uncertain in response. Listeners may find it difficult to comprehend.

⁵⁰ Ulker, Venera. "The design and use of speaking assessment rubrics." *Journal of Education and Practice* 8.32 (2017): 135-141.

4. Grammar

Score	Requirements
4	Students were able to convey their thoughts and reactions using suitable sentence structure and tenses in case studies.
3	Student was able to articulate their thoughts and responses fairly well, but made tenses errors that he was able to remedy.
2	Students were able to appropriately articulate their thoughts and reactions, although their sentence structure and tenses were frequently inconsistent.
1	Because of grammar problems, students were unable to grasp and communicate their ideas and reactions.

5. Comprehension.

Score	Requirements
4	With ease, the student was able to understand and reply to all of the questions and issues that were being presented.
3	The majority of the questions and subjects discussed were understood and responded to by the student.
2	Some of the concepts and topics that were discussed were quite well understood by the students.
1	The concepts and topics that were being presented were difficult for the students to comprehend.

Based on the above score and requirement, the students were assigned score levels ranging from level 1 to level 4. Those levels were determined by the teacher's assessment:

Table 3.8⁵¹
The Scoring Rubric of Speaking Test

No	Aspect Assessed	Scores			
		1	2	3	4
1	Pronunciation				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Maximum Score		10			
Total		100			

The Explanation of score :

1 : Fail

2 : Incompetent

3 : Competent

4 : Very Competent

$$\text{Final} = \frac{\text{total score}}{\text{Maximum score}} \times 100$$

⁵¹ Ulker, Venera. "The design and use of speaking assessment rubrics." *Journal of Education and Practice* 8.32 (2017): 135-141.

After constructing the rubric, the rubric was validated by expert validation. In this research, the expert validation is the provisional lecture in IAIN curup. The researcher gave the rubric to expert validation to get the remakes and feedback. After decide how to determine score, the research give pre-test and post-test to know students' speaking skill.

2. Validity

After writing the blueprint, the writer checked the construction of the test to the professional judgment. The function of the construction was to make sure that the construct and face validity made by researcher are clear and suitable for the senior high school level. The validator is the lecture at English Study Program. Based the comment and suggestions, the researcher revised the test.

3. Revision

The researcher revised the test from comment and suggestions given by the validator, there are two items to be revised: the first was the instruction. According to the validator, the instruction was not clear enough so the researcher revised the instruction. The second was the rubric must be suitable for students in senior high school level. The researcher also revised the second comment from the validator.

F. Validity and Reliability of the Instrument

1. Validity of the Test

Validity test was use to determine whether or not the instrument is appropriate. Validity is the occasion when there is found similarity between the data collected and the actual data on object of the study.⁵²

Based on the Sugiyono statement, he recommended that the device used in the test has to be correlation with the materials in the syllabus. The validity test was to reassure that the materials in the syllabus. The validity test will to reassure that the study instrument could be proper to become pre-test and post-test. In order to determine the test validity, the researcher using SPSS v29 for windows program, which is as follow:

Table 3.9

The Result of Validity Test

		soal	total
soal	Pearson Correlation	1	.982**
	Sig. (2-tailed)		<.001
	N	36	36
total	Pearson Correlation	.982**	1
	Sig. (2-tailed)	<.001	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

⁵² Sugiyono, “*Statistika Untuk Penelitian*”, (Jakarta: Rineka Cipta, 1988), 172

Items	R- Count	R- Table	Information
1	0.982	0.396	VALID

Based on the result of the variable validity test in table 3.5 above, it shows that the variable test results are declared valid. Because the item of r-count is 0.982, that means the r-counts are greater than r-table 0,396.

2. Reliability

Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring instrument. A reliable test on two different occasion, the test should produce the same result.⁵³

In collecting data, reliability of test is necessary to be measure too, the pre-test and post-test are started by reliability test. A good instrument in collecting the data will be reliable. The research using SPSS v29 for windows program for collecting the data.

⁵³ Brown, H. Douglas, and Teaching By Principles. *“An interactive approach to language pedagogy”*. NY: Longman 430 (2001).

Table 3.10

The Result of Reliability Test

(Item 1)

Reliability Statistics

Cronbach's Alpha	N of Items
.991	2

Items	The Value	Information
1	0.991	RELIABILITY

In inputting the data, if the value is greater than 0.60, then statements items can be relied on. Meanwhile, if the value is less than 0.60, that the statement items cannot be relied upon.

Based on the reliability test in the table above, it shows that the value is 0.991. Its means that is greater than 0.60. So it can be concluded that the test data is reliable.

To interpret the level of reliability coefficient can be categorized on the following criteria:

Table 3.11

Categorized of Reliability Coefficient⁵⁴

Criteria	Category
0,9-1	Highest
0,6-0,8	High

⁵⁴ Ary, Donald, et al. *introduction to research in education*. Cengage Learning, 2018.

0,4-0,5	Enough
0,2-0,3	Low
0-0,1	Very low

Based on the result of the reliability test showed that the value is 0,991. Its means that the value have a highest categorized level of reliability.

G. Data Analysis Technique.

The next step after conducting the pre-test and post-test is to analyze the data. The researcher also analyzed the technique of data analysis examined the result of the data test. The data form the pre-test and post-test were analyzed to find out whether the result of the test were similar of different.

After the test are administered to students in the pre-test and post-test, the students' pre-test and post-test scores will be tested. The test was focused on the normality and homogeneity of students' pre-test and post-test scores. If the students' pre-test and post-test scores are normally distributed and homogenous, the researcher can produce with the paired sample t-test and independent sample t-test. Following are the steps to analyze the data:

1) Normality Test

The researcher used normality test to check whether the post-test score of experimental group and control group are normally distributed or not. The test of normality in this study will be

measure by using IBM SPSS v29 for windows program. It is used to know whether both variable X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2) Homogeneity Test

Homogeneity test was used to check whether the post-test score of experimental and control group have similar variance or not. The test of homogeneity will be conducted by using IBM SPSS v29 for windows program. It is aimed to know the similarity of Y variable score that has been categorized to X variable score. The score of this test must be higher than 0.05 to obtain the homogenous data.

3) T-Test

As stated before. The t-test is used to know the effect of TikTok app as a media in teaching learning process. On the other hand, it was adopted from the score that has been acquire by conducting pre-test and post-test. By using t-test formula, the researcher calculates the students post-test score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variant. There are two kinds of t-test used in this research, paired sample t-test and independent sample t-test. Paired sample t-test used to see the different

between pre-test and post-test of a group. Independent sample t-test is used to know that the different between experimental group and control group.

CHAPTER IV

RESEARCH FINDINGS

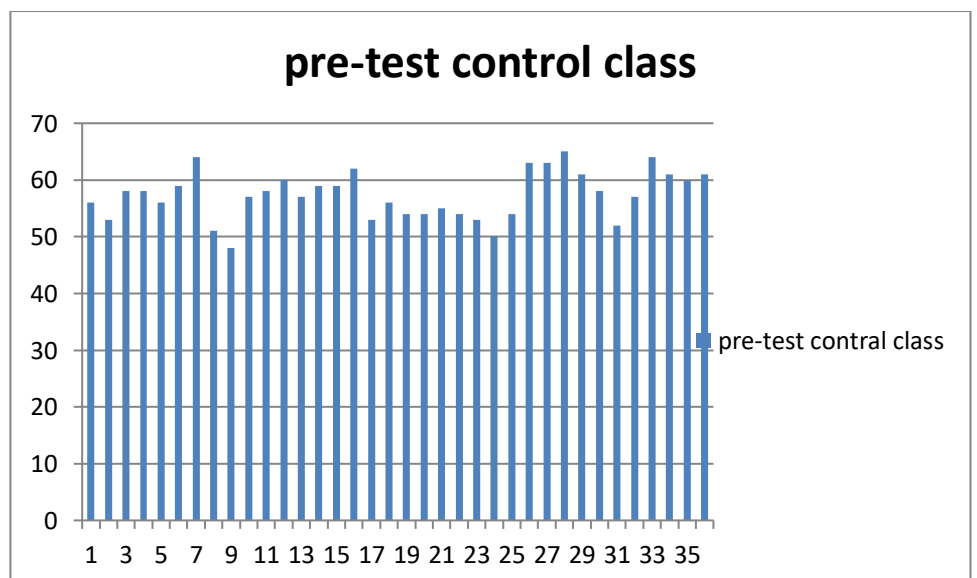
A. FINDING

1. Students' Speaking Skill in Control Class (Conventional Technique)

a) Pre-test in Control Class

In this study, the control class also known as class X2, received instruction according to Conventional teaching. The researcher administered a pre-test to pupils in order to collect the initial data prior to start of the learning process. The result of the pre-test which was reached can be viewed on the table below in which students' name were presented by students' sequence on the attendance list.

Chart 4.1 Result of Pre-test in Control Class



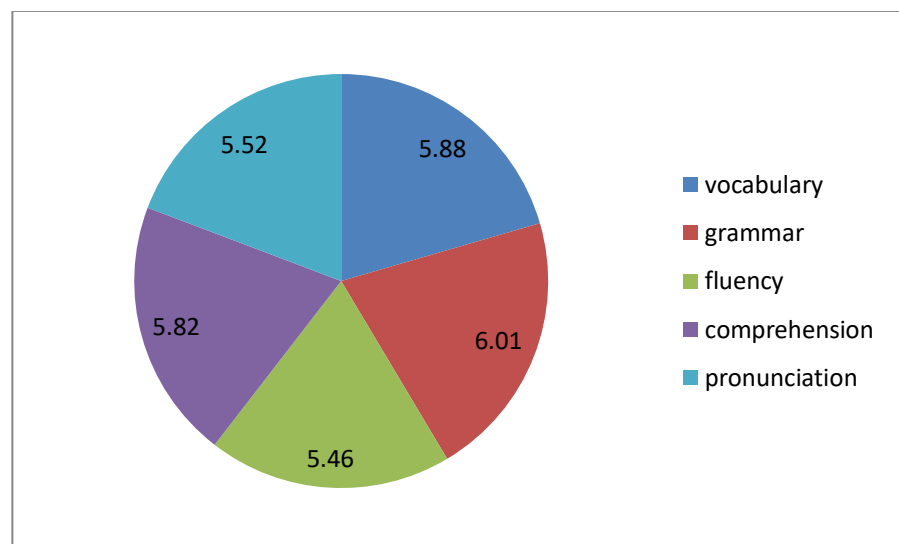
Notes :

Horizontal : Number of Students'

Vertical : Students Score

Based on the chart above, it can be seen from 36 students there was 24 students got score in range (56-65) and 12 students got score in range (40-55) it can be seen that in pre-test control class there was 24 students who had speaking skill categorized Sufficient and 12 students who had speaking skill categorized fair. This statement proved that students' speaking skill in control class was low. With the mean score is 57.31.

Chart 4.2 the Result of Pre-test on Control Class Based on the Indicator



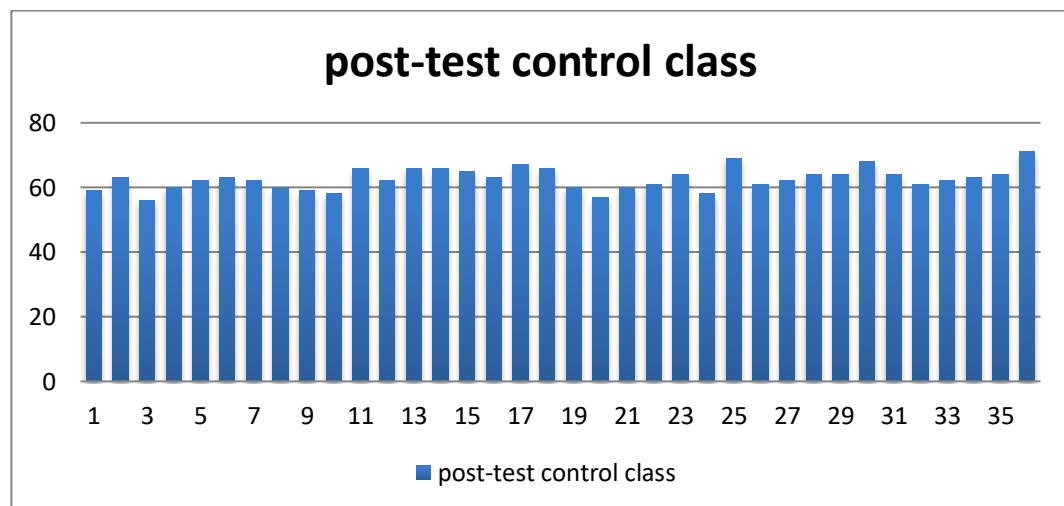
Based on the chart above, where the assessment of the two raters. Based on the assessment indicators of the speaking test.

It can be concluded that students pre-test of control class was weak on “Fluency” indicator, with the mean score is 5.46, and high on “Grammar” indicator, with the mean score is 6.01. with the mean score in pre-test class on control class is 57,31. Its means this mean was poor categorized.

b) Post-test in Control Class

The result of the post-test given to 36 students in the control class or X2 were used to determine the state students’ speaking skill using conventional teaching was put into practice. The result of post-test in control class could be viewed based on the table below in which students’ names were represented by students’ sequence based on the table list.

Chart 4.3 Result of Post-test in Control Class



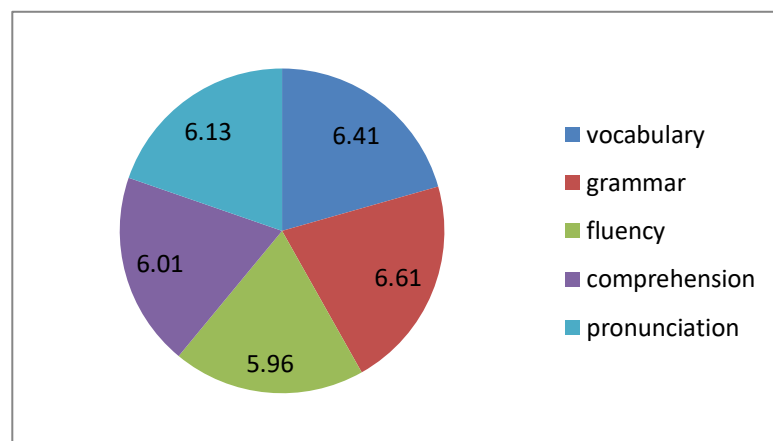
Notes :

Horizontal : Number of Students'

Vertical : Students Score

Based on the chart above, it can be seen from 36 students there was 28 students who got score in range (56-65) and 8 students who got score in rang (66-79). It can be concluded that the post-test in control class there was 8 students who had speaking skill categorized Good and 8 students who had speaking skill categorized Sufficient. It can be concluded that there is the improvement of students speaking skill in post-test control class. However, students' score in post-test control class did not show the significant result compared to the students score in post-test experimental class. With the mean score is 62,67.

Chart 4.4 The Result of Post-test on Control Class Based on the Indicator



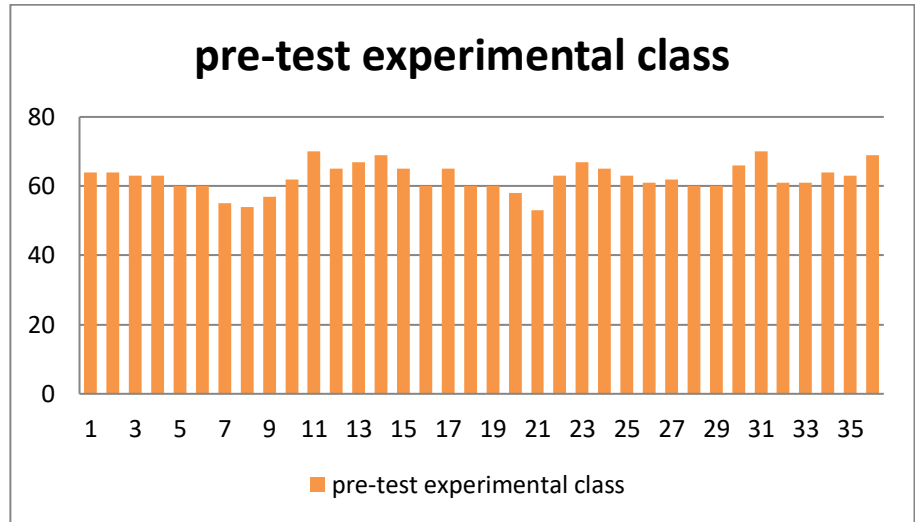
Based on the chart above, where the assessment of the two raters. Based on the assessment indicators of the speaking test. It can be concluded that the students post-test of control class still weak on “Fluency” indicator, with the mean score is 5.96. and high on “Grammar” indicator, with the mean score is 6,61. With the mean of total score in post-test on control class is 62,67. Its mean the mean score was poor categorized. The caused is many students’ need more time to thinking about what they want to say or explain.

2. Students’ Speaking Skill in Experimental Class (Using TikTok app As A Media)

a) Pre-test in Experimental Class

In this study, a teaching technique known as the TikTok Apps as a media in teaching learning process was used in the experimental class on X1. The researcher provided students a pre-test of Narrative text as the material in order to gather the initial data before to the learning process. The result of pre-test in the experimental class can be viewed on the table below:

Chart 4.5 Result of Pre-test in Experimental Class



Notes :

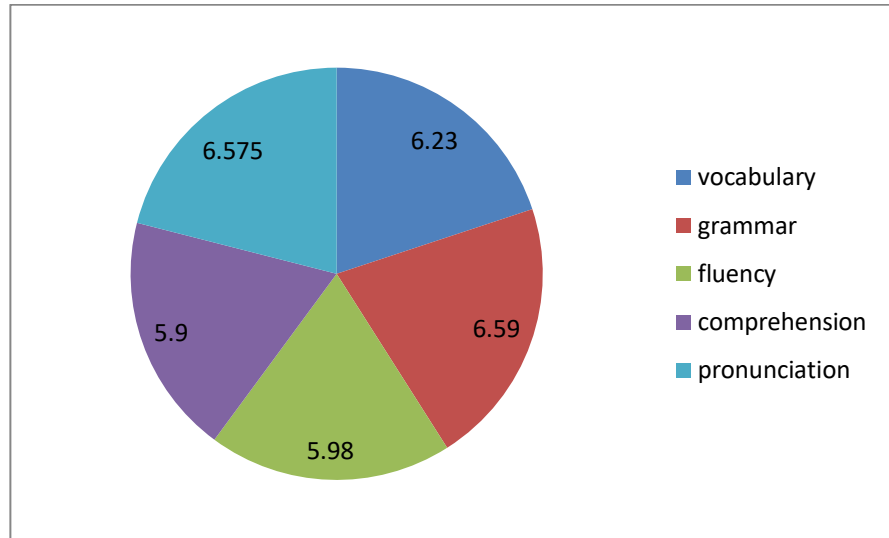
Horizontal : Number of Students'

Vertical : Students' Score

Based on the chart above, it can be seen that from 36 students there was 25 students who got score in range (56-65), 7 students who got score in range (66-79), and 4 students who got score in range (40-55). It can be seen that in pre-test experiment class there was 25 students who had speaking skill categorized Sufficient, 7 students who had speaking skill categorized good and only 4 students who had speaking skill fair categorized, with the mean score is 62,47.

Chart 4.6 The Result of Pre-test of Experimental Class

Based on the Indicator



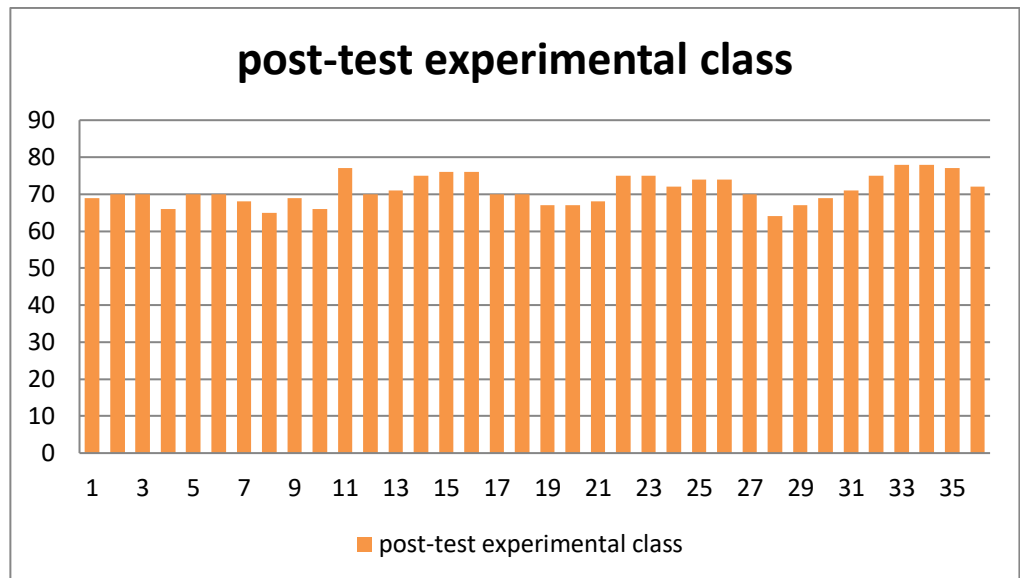
Based on the chart above, where the assessment of the two raters. Based on the assessment indicators of the speaking test. It can be concluded that the students pre-test of experimental class was weak on “Comprehension” indicator, with the mean score is 5.90. and high on “Grammar” indicator, with the mean score is 6,59. With the mean of total score in pre-test on experimental class is 62,47. Its mean was poor categorized. The caused is there are some student’s who need a lot of time to thinking about the topic who they want to explain and editing to TikTok application.

b) Post-test in Experimental Class

Following the implementing of TikTok application as a media for teaching learning process, the condition of students’

speaking skill was assessed the result of a post-test administered to 36 students' in experimental class can be viewed on the table below:

Chart 4.7 Result of Post-test in Experimental Class



Notes :

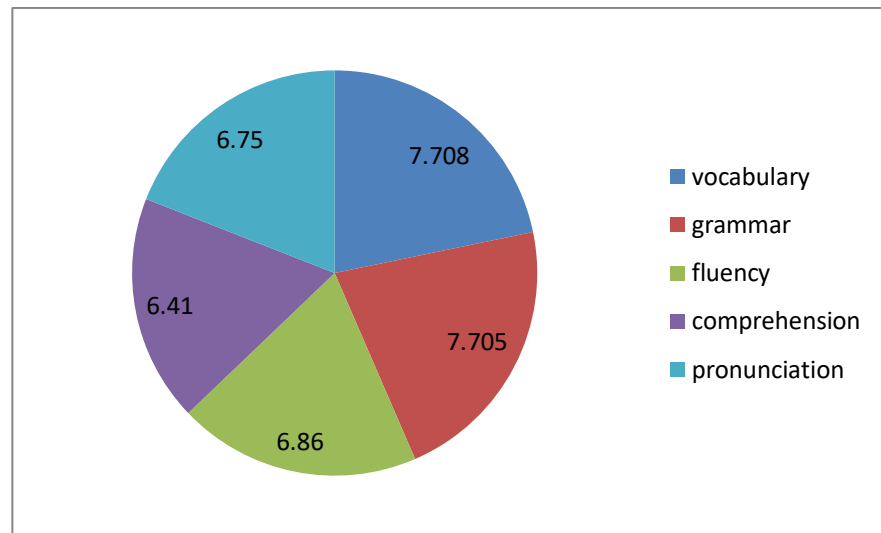
Horizontal : Number of Students'

Vertical : Students Score

Based on the chart above, it can be seen that from 36 students there was 34 students who got score in range (66-79) and only 2 students who got score in rang (56-65). It can be concluded that in post-test experimental class there was 34 students who had speaking skill categorized good and only 2 students who had speaking skill categorized fair. Based on the statement above, it

can be said that students' speaking skill was increased in post-test experimental class, with the mean score is 71,14.

**Chart 4.8 The Result of Post-test of Experimental Class
Based on the Indicator**



Based on the chart above, where the assessment of the two raters. Based on the assessment indicators of the speaking test. It can be concluded that students post-test of experimental class still weak on “Comprehension” indicator, with the mean score is 6,41. And high on “Vocabulary” indicator, with the mean score is 7,708. But it can be concluded that the final score of both control class and experimental class are still highest in the experimental class then control class. With the mean of total score in post-test on Experimental class is 71,14. Its means this mean was Good categorized.

The use of TikTok is not only as the medium to entertainment but also can be used as the learning process.⁵⁵ In TikTok, the students' have limited time to speak up, therefore it enhanced their fluency and idea to develop their idea. Moreover, in TikTok video, the students' could retake and revise their video as many times as they need them. They can pause their talk also it can be one of the drilling techniques of the oral performance to gain the fluency and improve their vocabulary. By uploading the video, the students also will boost their self-confidence and motivation to speak up. The video showed them that they excessively used the fillers when they used the vocabularies.

However, TikTok becomes one of the solutions improving students' in speaking skill, it has several limitations, such as the internet connection, and duration. The student's need to spend their time to upload their video, the high data consumption and the connectivity problems. Moreover, limitation to talk also becomes the problem. Some student's need more time to express what is in their mind and boost their creativity.

After giving the pre-test and post-test to the experimental and control class, the result of both were given to the latter to get a

score. Then the score was re-tested by the researcher using IBM SPSS v 29. The following is the sequence of the next test.

a. Normality Test

The normality test was applied to find out whether the sample had normal distribution or not. The normality test is tested by using Kolmogorov-smirnov of SPSS v29. Of the result of significance was higher than 0,05 then the data is distributed normal. However, if the result of significance lower than 0,05 it means the data is not distributed normal.

Table 4.1
Normality Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Speaking Skill	Pre-test Experiment (TikTok App)	.137	36	.086	.969	36	.397
	Post-test Experiment (TikTok App)	.171	36	.009	.952	36	.119
	Pre-test Control (conventional)	.090	36	.200*	.983	36	.843
	Post-test Control (conventional)	.097	36	.200*	.986	36	.914

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above was known that the significant value from each pre-test and post-test experimental class was higher than 0,05. The sig/p-values on pre-test of experimental class was 0.137 and it was higher than 0,05 it means that the data is in normal distribution. The p-values on post-test experimental class was 0.171 and it was higher than 0,005 it

means that the data is in normal distribution. The significant value from each pre-test of control class was 0.090 and it is higher than 0,05 it means that the data is in normal distribution. The p-values on post-test control class was 0.097 and it was higher than 0,05 it means that the data is in normal distribution. It can be concluded that all of data from pre-test and post-test both experimental and control class is in normal distribution. Therefore, it means that the researcher can continue the pair sample t-test.

b. Paired Sample T-Test

Paired sample t-test was done to compare the two paired related class. In this the sample used was same. However both of the sample were given different treatment. To calculate the data in this research, the researcher used IBM SPSS v29.

Table 4.2

Paired Sample T-Test

		Paired Samples Test						Significance		
		Paired Differences			95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper					
Pair 1	pretestcontrol - posttestcontrol	-5.361	4.782	.797	-6.979	-3.743	-6.727	35	<.001	<.001
Pair 2	pretestexperiment - posttestexperiment	-8.667	4.209	.701	-10.091	-7.243	-12.355	35	<.001	<.001

It can be seen from the table above, that score of sig (2-tailed) from pair 1 and pair 2 was 0.001 and it was smaller than

0,05. So it can be concluded that TikTok application as a media to enhances students' speaking skill.

c. Homogeneity Test

The homogeneity test was carried out in order to know whether the data were homogenous or not. In calculating the homogeneity of the data, the researcher used SPSS v29. If the result of homogeneity test was higher than criteria of test 0,05 means the data were homogenous.

Table 4.3
Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil_belajar	Based on Mean	1.329	1	70	.253
	Based on Median	.582	1	70	.448
	Based on Median and with adjusted df	.582	1	66.836	.448
	Based on trimmed mean	1.317	1	70	.255

Based on the table above, was known that the sig/p value from each data was higher than 0,05 it means that the data was homogeneity. Since the data is proven normal and have distribute variance, then the researcher can conduct paired sample t-test and independent sample t-test.

d. Independent Sample T-Test

Independent sample t-test was used to compare two means unrelated groups in order to know whether there was statistical evidence that associated population means were significantly different. The researcher test the independent sample t-test by using SPSS v29.

Table 4.4
Independent T-Test

		Independent Samples Test					t-test for Equality of Means		95% Confidence Interval of the Difference		
		Levene's Test for Equality of Variances				Significance		Mean Difference	Std. Error Difference	Lower	Upper
		F	Sig.	t	df	One-Sided p	Two-Sided p				
hasil_belajar	Equal variances assumed	1.329	.253	9.881	70	<.001	<.001	8.472	.857	6.762	10.182
	Equal variances not assumed			9.881	68.801	<.001	<.001	8.472	.857	6.762	10.183

It can be seen from the table above, that the output of independent sample t-test showed that sig (2-tailed) is 0.001 and it was smaller than 0,05. From this output it can be concluded that there is significant difference between students who taught using TikTok app as a media to teaching English especially in Speaking skill and those who are not.

3. The Significant Effect of TikTok As An Instructional Media Towards Students' Speaking Skill

Based on the explanation in previous analysis the result showed that TikTok app as a media to enhance students' speaking skill. And there is a significant difference between students who thought by using

TikTok app as a media and those who are not. It can be seen of the result mean score post-test of experimental class and control class. The mean score post-test in experimental class was 71.14 while control class was 62.67.

Table 4.5
Descriptive Statistic

		Statistics			
		Pre_testEkspe riment	Post_testEksp eriment	Pre_testContro l	Post_testContr ol
N	Valid	36	36	36	36
	Missing	36	36	36	36
Mean		62.47	71.14	57.31	62.67
Std. Error of Mean		.692	.645	.701	.565
Median		63.00	70.00	57.50	62.50
Mode		60	70	54 ^a	62 ^a
Std. Deviation		4.151	3.870	4.208	3.389
Variance		17.228	14.980	17.704	11.486
Range		17	14	17	15
Minimum		53	64	48	56
Maximum		70	78	65	71
Sum		2249	2561	2063	2256

a. Multiple modes exist. The smallest value is shown

As the table 4.5 showed, the mean of post-test score of experimental class is 71,14 and the mean of post-test on control class is 62,67. It can be seen that there is a little difference between mean of post-test experiment and post-test control classes.

From explanation above, it can be concluded that the using of TikTok app as a media in teaching and learning process is effective, especially in teaching speaking. Based on research finding in this

research, it can be seen that there is any significant difference between students who thought by using TikTok app as a media and those who are not. Thus it can be concluded that TikTok app as a media to enhance the students' speaking skill of students grade ten at SMAN 6 Kepahiang.

The goal of this research were to find out whether TikTok app as a media to enhance students' speaking skill or not and those the significant different between students who were using TikTok app as a media and those who are not. Based on the explanation in previous analysis, the result showed that TikTok app as a media to enhance students' Speaking skill and there is significant difference between students who thought using TikTok app as a media. It can be proved by the result of pre-test and post-test in both experiment and control class. However, before the researcher elaborated the result of the research the process would be discussed first in this part.

In conducting this research, the first step was conducted pre-test by giving speaking test. Pre-test was given to the 72 students from experimental and control class to measure their skill before the researcher given them treatment by using TikTok application. After getting the result of pre-test the two groups are given different treatment. Meanwhile in control class the students were thought by using conventional teaching. The last step, the research conducted the

post-test were in the form of speaking test about story of narrative text. The last was used to measure the students skill after they were given treatment. The post-test was conducted in the last meeting.

Based on the analysis obtained by using SPSS v29 from the students' post-test control the mean scores 57.31, while the mean score of the students' post-test in experiment class is 71,14. It indicates that after giving treatment TikTok app as a media in teaching students have better achievement.

The result showed that TikTok app as a media to enhance students' speaking skill there is significant difference between the students taught by TikTok app as a media and those who thought conventional teaching. This can be seen from the result of pre-test in experimental class was 62,47 with minimum score was 53 and maximum score was 70. The mean score of post-test in experimental class was 71,14 with the minimum score was 64 and maximum score was 78. Meanwhile, the mean score of pre-test in control class was 57,31 with the minimum score was 48 and maximum score was 65. The mean score of post-test in control class was 62,67 with the minimum score was 56 and maximum score was 71. From the data explained before, it cant be seen that students score in experimental class is higher than students in control class. It means that TikTok app as a media to enhance students' speaking skill and there is significant difference between students who

though by using TikTok app as a media and those who thought by using classroom presentation technique.

Based on the assessment indicators of the speaking test about narrative text, it can be concluded that students pre-test of control class was weak on “Fluency” indicator, with the mean score is 5,46 and high on “Grammar” indicator with the mean score is 6,01. And the students of post-test on control class still weak on “Fluency” indicator with the mean score is 5,96 and high on “Grammar” indicator with the mean score is 6,61. For the pre-test on experimental class, students was weak on “Comprehension” indicator with the mean score is 5,90 and high on “Grammar” indicator with the mean score is 6,59. And also students of post-test on experimental class, students still weak on “Comprehension” indicator with the mean score is 6,41 and high on “Vocabulary” indicator with the mean score is 7,708. But it can be conclude that the final score of both control class and experimental class are still highest in the experimental class than the control class. It can be seen from the mean score of experimental class (71,14) and control class (62,67).

From explanation above, it can be conclude that the using of TikTok app as a media in teaching and learning process is effective especially in teaching speaking. Based on the research finding in this research, it can be seen that there is any significant difference between

students who thought by using TikTok app as a media and those who are not. Thus, it can be concluded that TikTok application as a media to enhance the speaking skill of students' grade ten at SMAN 6 Kepahiang in academic year 2023/2024.

B. DISCUSSION

Based on the results of previous analysis which stated that students' speaking skills improved. More details as follows:

In the aspect of pronunciation, the results in this study show that students' speaking skills in this aspect of pronunciation increase, which is shown by their mean scores in the pre-test class is 6,57 and in the post-test class is 6,75 this way their scores is increase. And this is the same as the previous research entitled "The impact of tiktok videos to reduce pronunciation errors on 9th grade dtudents"by (Denta Mira Muslimah)⁵⁶, which found that the speaking skill of students mined in the pronunciation section with mean scores in the pre-test class is 41,11 and post-test class is 80,03. In this way, it can be said that this study is in accordance with previous research. However, the difference is that the increase in previous studies was more significant than this study. The results of this study are also in accordance with the theory put forward by M.Hidayatullah with the tittle is "Improving Students' Pronunciation Through Western Movie Media " which states that using media can improve students' speaking skills more especially in the pronunciation section and it turns out that the results of this study prove this.⁵⁷

⁵⁶ Muslimah, Denta Mira. "THE IMPACT OF TIK-TOK VIEDOS TO REDUCE PRONUNCIATION ERRORS ON 9TH GRADE STUDENTS." (2022).

⁵⁷ Hidayatullah, M., 2018. *Improving Students' Pronunciation Through Western Movie Media. Al-Lisan*, 3(1), pp.93-111.

In the aspect of Vocabulary, fluency and comprehension, the results in this study show that students' speaking skills in this aspect of vocabulary, fluency and comprehension increase, which is shown by their mean scores in the pre-test class is 6,23 in vocabulary indicator, 5,98 in fluency indicator, 5,90 comprehend indicator and in the post-test class is 7,70 in vocabulary indicator, 6,86 in fluency indicator 6,41 in comprehend indicator this way their scores is increase. And this is the same as the previous research entitled "Improving speaking skill through TikTok application : An Endeavour of utilizing social media in higher education ”by (Amalia Rahmawati),⁵⁸ which found that the speaking skill of students mined in the vocabulary, fluency and comprehend section with mean scores in the percent is 45,6% in vocabulary indicator, 40,6% in fluency indicator and 32,8% in comprehension indicator. In this way, it can be said that this study is in accordance with previous research. However, the difference is that the increase in this studies was more significant than previous study. The results of this study are also in accordance with the theory put forward by Afidah, et al, with the tittle is “Investigating Students’ Perspective on the use of TikTok as an Instructional media in Distance Learning During Pandemic Era" which states that using media especially TikTok application can improve students' speaking skills more

⁵⁸ Rahmawati, Amalia, Moh Syafei, and Moh Aris Prasetyanto. "Improving Speaking Skills through Tiktok Application: An Endeavour of Utilizing Social Media in Higher Education." *Journal of Languages and Language Teaching* 11.1 (2023): 137-143.

in the vocabulary, fluency and comprehension section and it turns out that the results of this study prove this.⁵⁹

Based on the result of calculating score both of experimental and control class above, it was found that there was a significant effect of TikTok application on speaking skill in experimental class. It was proved by the result of calculating for experimental class showed that they had higher score than the control class which was taught by classroom presentation technique. Before conducting the treatment, the mean score for the control group was 54,67. After conducting the treatment the mean score was 58,44. It means taught by classroom presentation technique just give a less significant to control group score.

Meanwhile, the mean score for experimental group before the treatment was 65,83. After conducting the treatment by using TikTok application, the mean score was 73,78. It means that there was significant increasing range of the score in experimental which showed there was a significant effect TikTok application toward students' speaking skill. Furthermore, the increasing score in experimental class was higher than

⁵⁹ Afidah, N., Sari, N. K., & Hanifah, H. (2021). Investigating Students' Perspectives on the Use of Tiktok As an Instructional Media in Distance Learning During Pandemic Era. *DINAMIKA : Jurnal Kajian Pendidikan Dan Keislaman*, 6(2), 47–68. <https://doi.org/10.32764/dinamika.v6i2.1872>

control class after they learn with two different ways which was conventional teaching and TikTok application.

So the results of this research are in line with previous research. And this research is also finding-finding in line with existing theories.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the findings obtained by the researcher, it can be concluded that the TikTok application as a media can enhance the students' speaking skill. It can be seen from the finding and discussion before.
2. Based on the result obtained by researcher, it was found that the students scores in the control class using conventional teaching were lower than the experimental class using TikTok application as a media.
3. The using of TikTok app as a media in teaching learning process is effective, especially in teaching speaking. Based on research finding in this research, it can be seen that there is any significant difference between students who thought by using TikTok app and those who are not. Thus it can be concluded that TikTok app as a media enhance the speaking skill of students grade ten at SMAN 6 Kepahiang.

There are some limitation on the research. First the lack of participation from students during the researchers conducted the research. Second, the limited of time is very short in the research. And the last, the limited use of media in the learning process.

B. Suggestion

Based on the finding and discussion stated in the previous chapter, some suggestion are given the participants who are closely related to the research. They are presented as follows:

1. For English Teacher

The English teacher should consider the students' need and interest before designing speaking materials. It is important for teacher to use various activities that is appropriate to the students' need. Because, it can reduce students' boredom and monotonous during teaching and learning process. The English teacher can consider to use TikTok app as a media as one of the appropriate activities on teaching speaking. By applying this technique the teacher will reduce the stress of the students in facing the difficulty of speaking. So it will make the students are motivated and confidence in speaking skill.

2. For Students

The students should improve their speaking skill and also have high motivation in speaking because nowadays speaking is very important in daily life even now speaking is used as the tool measure the students achievement particularly in language learning. By having a

good skill in speaking indicates they have a good achievement in learning English.

3. For The Other Researcher

The weakness of this study is its limited time in implementing the action. Other researchers who are interested in the same field are recommend to implement the action in longer period of time to get more maximum results. So that the improvement will be more significantly seen. The implementation of TikTok app in teaching speaking can be sustained to conduct in other schools or even other skill in English. Other researcher are expected to convey this treatment into a research in order to other school can automatically be acquainted concerning with the effectiveness of using TikTok app as a media in teaching speaking skill.

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Nomor : 695 Tahun 2023

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.11/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Winda Damayanti tanggal 17 November 2023 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Rabu, 11 Oktober 2023

MEMUTUSKAN :

Menetapkan

Pertama

1. Dr. Paidi Gusmuliana, M.Pd 19840917 201501 1 004
2. Sarwo Edy, M.Pd 19810607 202321 1 011

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Winda Damayanti

N I M : 19551065

JUDUL SKRIPSI : The Use of Tiktok as an Instructional Media towards Students' Speaking Skill at SMAN 6 Kepahiang

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



Tembusan :

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2. Bendahara IAIN Curup;
3. Kabag Akademik dan mahasiswa dan kerja sama;
4. Mahasiswa yang bersangkutan;



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Nomor : 2518 /In.34/FT/PP.00.9/12/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Perpanjangan Izin Penelitian

04 Desember 2023

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kab. Kepahiang

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Winda Damayanti
NIM : 19551065
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Use of Tiktok as an Instructional Media towards Students' Speaking Skill at
SMAN 6 Kepahiang
Waktu Penelitian : 04 November 2023 s.d 04 Maret 2024
Lokasi Penelitian : SMAN 6 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Dr. Sakit Anshori, S.Pd.I., Hum
NIP. 19611020 200604 1 002

Tembusan : disampaikan Yth .

1. Rektor
2. Warek 1
3. Ka Biro AUJAK
4. Arsip



PEMERINTAH KABUPATEN KEPAHIANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Alpa Mu'an Komplek Perkantoran Pemkab. Kepahiang Telp. (0732) 3930035
KEPAHIANG

IZIN PENELITIAN

Nomor : 500.16.7/115/I-Pen/DPMPTSP/XII/2023

DASAR :

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Bupati Kabupaten Kepahiang Nomor 1 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Bupati Kepahiang Nomor 25 Tahun 2016 tentang Struktur Organisasi Perangkat Daerah Kabupaten Kepahiang (Berita Daerah Kabupaten Kepahiang Tahun 2020 Nomor 1);
3. Peraturan Bupati Kepahiang Nomor 12 Tahun 2022 tentang Pendelegasian Wewenang Penyelenggaraan Pelayanan Perizinan Berusaha Berbasis Risiko dan Nonperizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang;
4. Surat dari Wakil Dekan I Institut Agama Islam Negeri Curup Nomor : 2548/In.34/FT/PP.00.9/12/2023 Tanggal 4 Desember 2023 Hal Permohonan Perpanjangan Izin Penelitian.

DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :

Nama : WINDA DAMAYANTI
NPM : 19551065
Pekerjaan : Mahasiswa
Lokasi Penelitian : SMA Negeri 6 Kepahiang
Waktu Penelitian : 04 November 2023 s.d 04 Maret 2024
Tujuan : Melakukan Penelitian
Judul Proposal : The Use of Tiktok as an Instructional Media Toward Students' (A Quasi Experimental Research at First Grade of SMA N 6 Kepahiang)
Penanggung Jawab : Wakil Dekan I Institut Agama Islam Negeri Curup
Catatan : 1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.
2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.
4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Dikeluarkan di : Kepahiang
Pada Tanggal : 4 Desember 2023

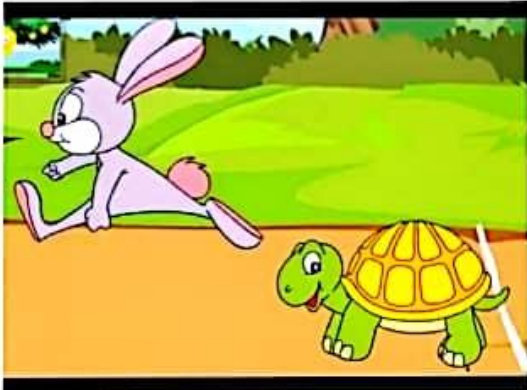


Ditandatangani secara elektronik oleh :
KEPALA DINAS,
ELVA MARDIANA, S.IP., M.SI.
Pembina Utama Muda, IV/c
NIP. 19690526 199003 2 005

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Wilayah Tempat Penelitian

Blueprint

Indicators of EFL speaking	<p>Item of the Speaking test (Narrative Text) from:https://www.tiktok.com/@_uw1ng?t=8luyPOP23qk&_r=1</p>
Pronunciation	<p>The Rabbit and The Turtle</p>
Vocabulary	
Fluency	
Grammar	
Comprehension	<p>(From:https://www.tiktok.com/@_uw1ng?t=8luyPOP23qk&_r=1)</p> <p>Once upon a time, there was a rabbit. A rabbit walked into the park and got a rest. At the same time, the rabbit saw the turtle walked so slowly. Then, the rabbit went to the turtle to say hello to the turtle. "Hello, turtle, why you walked so slowly?". the turtle answered, " Hi rabbit, exactly I am not walking now, but I am running now". "Hahahahahaha" the rabbit laughed, "What did you say? running is like that? running is like this". The rabbit ran so fast and make the turtle get shocked and get angry at the same time.</p> <p>After the rabbit ran so fast, the angry turtle challenged him "Hey rabbit, you are so arrogant, let's race". and then the rabbit laughed again "hahaha hahaha, take a race? with you? haha! you are a slow turtle". but the turtle convinces himself "I can win!". The rabbit said, "okay, okay let's go, tomorrow we will meet here again to take a race".</p> <p>The next day, they have already prepared to take a race. Mr. Frog also came as a referee. "One... two... three... go!" said the frog. The rabbit immediately ran so fast and left the turtle behind. "Catch me if you can!" shouted the rabbit. But, the turtle just smiled at him.</p> <p>After running for a while, the rabbit saw a restaurant. "I am hungry and the turtle was still far from me, so I could eat some foods first". Then the rabbit entered that restaurant and ate a lot of delicious foods like cheese, fruit, and cake.</p>

	<p>The turtle still ran and cheered itself, "I believe I can!". After the rabbit felt full, he ran away, but he felt so tired. "Hoahemm, I feel so tired. I think I will sleep a few minutes".</p> <p>Suddenly, the rabbit woke up with a surprised face and he ran faster than before. But he was too late. The turtle just finished the race. "I am a loser, what a shame!" the rabbit said. Then the turtle answered, "Yes because you are so arrogant, that makes you failed".</p> <p>Rabbit felt embarrassed and he ran away from the turtle.</p> <p>Additional Questions:</p> <p>What is the topic of the story?</p> <p>Who are the main characters in the story?</p> <p>What happened at the beginning of the story?</p> <p>What happened in the middle of the story?</p> <p>What problem did the characters face?</p> <p>What was the ending of the story?</p> <p>What is the moral message of the story?</p>
--	---

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument.

January, 2024

Validator



Nastiti Handayani, M.Pd

Surat Pernyataan
(informed Connected)
Sebagai Interrater Penelitian

Yang bertanda tangan di bawah ini saya

Nama : Fitri Yunita, S.Pd.i, M.Pd.

Umur : 39

Pekerjaan : Guru Bahasa Inggris

Setelah mendapatkan penjelasan dari penelitian dengan judul **"The Use of TikTok As An Instructional Media Towards Students' Speaking Skill"** saya telah mendapat petunjuk tentang pelaksanaan penelitian, maka dengan ini saya menyatakan bahwa saya telah memberikan penelitian yang sungguh-sungguh dan bertanggungjawab atas penelitian speaking test dari siswa kelas X1 dan X2 SMAN 6 K EPAHIANG.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, januari 2024

Peneliti



Winda Damayanti

Interrater Reliability



Fitri Yunita, M.Pd

Surat Pernyataan
(informed Connected)
Sebagai Interrater Penelitian

Yang bertanda tangan di bawah ini saya

Nama : *Mariska, S.pd.i. M.Pd*

Umur :

Pekerjaan : Guru Bahasa Inggris

Setelah mendapatkan penjelasan dari penelitian dengan judul “**The Use of TikTok As An Instructional Media Towards Students’ Speaking Skill**” saya telah mendapat petunjuk tentang pelaksanaan penelitian, maka dengan ini saya menyatakan bahwa saya telah memberikan penelitian yang sungguh-sungguh dan bertanggungjawab atas penelitian speaking test dari siswa kelas X1 dan X2 SMAN 6 K EPAHIANG.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Curup, januari 2024

Peneliti



Winda Damayanti

Interrater Reliability



Mariska, M.Pd



**PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 6 KEPAHIANG**

TERAKREDITASI "A" BAN-SM : 2022
JALAN LINTAS KEPAHIANG- CURUP DESA TABA MILAN KEC. MERIGI KAB. KEPAHIANG KODE POS 39371
Web : www.sman6kepahiang.sch.id Email : sman6kepahiang@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.3.07/014 /SMAN6/KPH/I.2024

Yang bertanda tangan di bawah ini :

Nama : Renni Yourneli. A, S.Pd., M.Pd
NIP : 197007231997022001
Pangkat/Gol : Pembina Tk.I / IV.b
Jabatan : Kepala Sekolah
Unit Kerja : SMAN 6 Kepahiang

Menerangkan bahwa:

Nama : Winda Damayanti
NPM : 19551065
Program Studi : Bahasa Inggris (S1)
Fakultas : Tarbiyah

Adalah benar mahasiswi tersebut diatas telah menyelesaikan penelitian untuk penyusunan Skripsi dengan judul Skripsi : **"The Use Of Tiktok as an Instructional Media Toward Students' (A Quasi Experimental Research At First Grade Of SMA Negeri 6 Kepahiang) "**

Tempat Penelitian : SMA Negeri 6 Kepahiang
Subjek Penelitian : Siswa Kelas X
Lama Penelitian : 04 November s.d. 24 Januari 2024

Demikian surat keterangan ini dibuat dengan sebenarnya, dan dipergunakan sebagaimana mestinya.

Kepahiang, 24 Januari 2024
Kepala SMA Negeri 6 Kepahiang



Renni Yourneli. A, S.Pd., M.Pd
NIP. 197007231997022001



IAIN CURUP

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DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA : Winda Damayanti
 NIM : 19512003
 PROGRAM STUDI : Tadris Bahasa Inggris
 FAKULTAS : Tarbiyah
 DOSEN PEMBIMBING I : Dr. Paizi Gusnurana, M.Pd
 DOSEN PEMBIMBING II : Sarwo Edy, M.Pd
 JUDUL SKRIPSI : The use of Tictok as an Instructional media towards students' speaking skill at SMAN 6 Kepahiang
 MULAI BIMBINGAN : 25 Januari 2023
 AKHIR BIMBINGAN : 15 Maret 2024

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	25 Jan. 2023	Bimbingan Judul Proposal Skripsi	
2.	25 Jan. 2023	Bimbingan Bab I	
3.	30 Jan. 2023	Revisi Bab I	
4.	2 Feb. 2023	Bimbingan Bab II dan Bab III	
5.	15 Feb. 2023	Revisi Bab II dan Bab III	
6.	18 Nov. 2023	Acc Instrument & Penelitian	
7.	14 March. 2024	Bimbingan Bab 4 dan 5	
8.	15, March. 2024	Acc Sidang Skripsi	
9.			
10.			
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Paizi Gusnurana
 NIP. 19840817 20203 1 004

CURUP, March 2024

PEMBIMBING II,

Sarwo Edy, M.Pd
 NIP. 19810607 202321 1 011

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harus dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II



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BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	: Winda Damayanti
NIM	: 1951065
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
PEMBIMBING I	: Dr. Pardi Gusmuliarta, M.Pd
PEMBIMBING II	: Sarwo Edy, M.Pd
JUDUL SKRIPSI	: The use of Ficket as an instructional media towards students' speaking skill
MULAI BIMBINGAN	: 6 April 2023
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	6 April 2023	Bimbingan judul proposal skripsi	[Signature]
2.	6 April 2023	Bimbingan Bab I	[Signature]
3.	9 Juni 2023	Bimbingan Bab II dan Bab III	[Signature]
4.	12 Juni 2023	Revisi Bab III dan Bab IV	[Signature]
5.	17 Nov 2023	Acc Instrument & Penelitian	[Signature]
6.	18 March 2024	Bimbingan Bab 4 dan 5	[Signature]
7.	18 March 2024	Acc Sidang skripsi	[Signature]
8.			[Signature]
9.			[Signature]
10.			[Signature]
11.			[Signature]
12.			[Signature]

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, March 2024

PEMBIMBING I,

[Signature]
Dr. Pardi Gusmuliarta, M.Pd
NIP. 1951065 2003 1 004

PEMBIMBING II,

[Signature]
Sarwo Edy, M.Pd
NIP. 19810607 2023 1 011

APPENDIX 7

STATISTIC DATA ANALYSIS

The score of students' Pre-test and Post-test in Control class and Experimental class

No	Subject	Control class		Experimental class	
1	Students 1	56	59	64	69
2	Students 2	53	63	64	70
3	Students 3	58	56	63	70
4	Students 4	58	60	63	66
5	Students 5	56	62	60	70
6	Students 6	59	63	60	70
7	Students 7	64	62	55	68
8	Students 8	51	60	54	65
9	Students 9	48	59	57	69
10	Students 10	57	58	62	66
11	Students 11	58	66	70	77
12	Students 12	60	62	65	70
13	Students 13	57	66	67	71
14	Students 14	59	66	69	75
15	Students 15	59	65	65	76
16	Students 16	62	63	60	76
17	Students 17	53	67	65	70
18	Students 18	56	66	60	70
19	Students 19	54	59	64	69

20	Students 20	60	60	67	67
21	Students 21	57	58	67	67
22	Students 22	60	53	68	68
23	Students 23	61	63	75	75
24	Students 24	64	67	75	75
25	Students 25	58	65	72	72
26	Students 26	69	63	74	74
27	Students 27	61	61	74	74
28	Students 28	62	62	70	70
29	Students 29	64	60	64	64
30	Students 30	64	60	67	67
31	Students 31	68	66	69	69
32	Students 32	64	70	71	71
33	Students 33	61	61	75	75
34	Students 34	62	61	78	78
35	Students 35	63	64	78	78
36	Students 36	64	63	77	77
Total		2063	71	69	72
Average		57.43	2256	2249	2561
Min		65	62.74	62.53	71.21
Max		48	71	70	78

APPENDIX 8

SCORE DISTRIBUTING IN FIVE INDICATORS OF SPEAKING SKILL FROM RATER 1 AND RATER 2

PRE-TEST CONTROL CLASS

Subject	Indicator					Sum	Total Score $\frac{\text{N-score}}{\text{max.score}} \times 100$
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation		
Students 1	5.5	6.5	5.5	5.5	5	5.6	56
Students 2	5.5	5.5	5	5	5.5	5.3	53
Students 3	6	6.6	5.7	5	5.5	5.76	57.6
Students 4	5.7	6	5.7	6.6	5	5.8	58
Students 5	6.7	5.5	5	6	4.5	5.54	55.4
Students 6	4.7	6.7	6	6.5	5.6	5.9	59
Students 7	5	7.6	6.5	6.7	6	6.36	63.6
Students 8	6	5	4.5	4.5	5.5	5.1	51

Students 9	4.7	5.5	4	5	5	4.84	48.4
Students 10	5	6	5.7	5.5	6.5	5.74	57.4
Students 11	5.5	6.5	4.7	6.5	6	5.84	58.4
Students 12	6	6.6	5.5	6.5	5.6	6.04	60.4
Students 13	6.5	5.5	5	6	5.5	5.7	57
Students 14	6.5	6	5.6	6	5.5	5.92	59.2
Students 15	6	6.5	6	6.6	4.5	5.92	59.2
Students 16	7	6.6	6.5	6.7	4.5	6.26	62.6
Students 17	4.5	5	5	7	5	5.3	53
Students 18	5.5	5.5	5.5	5.4	6	5.58	55.8
Students 19	5	6	4.5	5.5	6	5.4	54
Students 20	4.5	6.5	5	4.5	6.5	5.4	54
Students 21	6	6.7	5	4.5	5.6	5.56	55.6
Students 22	6.5	5.8	5.5	5	4.5	5.46	54.6
Students 23	5.5	5.5	5.7	5.5	4.5	5.34	53.4

Students 24	4.5	5	4.5	5.5	5.6	5.02	50.2
Students 25	6.7	4.5	5	5	6	5.44	54.4
Students 26	7	6.8	6	6	5.5	6.26	62.6
Students 27	7.5	6.6	6.5	6	5	6.32	63.2
Students 28	6.8	7	6.6	6.5	5.6	6.5	65
Students 29	6	7.7	5	6	6	6.14	61.4
Students 30	5	6	5.5	6.6	6	5.82	58.2
Students 31	6.5	5	4.5	5.6	4.5	5.22	52.2
Students 32	6	5.6	5	5.6	6.5	5.74	57.4
Students 33	6	6.6	6.5	6	7	6.42	64.2
Students 34	5.5	5.5	6.5	6	7	6.1	61
Students 35	7.6	5	5.5	6.5	5.5	6.02	60.2
Students 36	7	5.5	6.5	6.5	5	6.1	61
Average	5.886	6.01	5.46	5.827	5.527	5.743	57.43

POST-TEST CONTROL CLASS

Subject	Indicator					Sum	Total Score $\frac{N \text{ -score}}{\text{max.score}} \times 100$
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation		
Students 1	6	6.5	6	5	6	5.9	59
Students 2	6.5	6.5	6.5	5.5	6.5	6.3	63
Students 3	6	6.5	5.5	5	5	5.6	56
Students 4	7	6	5	6.6	5.5	6.02	60.2
Students 5	7	6	6.6	6	5.5	6.22	62.2
Students 6	7	6.5	6.7	6.5	5	6.34	63.4
Students 7	6	6.6	6	6.7	5.5	6.16	62
Students 8	6	5.6	6.5	5.5	6.5	6.02	60.2
Students 9	6.5	5.5	5.6	5	6.6	5.84	59
Students 10	5.5	5	5	5.5	7.6	5.72	58
Students 11	6	8	5.5	6.5	7	6.6	66

Students 12	6.5	7	5	6.5	6	6.2	62
Students 13	7	7.9	5.5	6	6.5	6.58	66
Students 14	7.5	8.5	5.5	6	5.5	6.6	66
Students 15	6	8.5	6	6.6	5	6.42	65
Students 16	7	6	6.5	6.7	5	6.24	63
Students 17	6.5	6.6	6.5	7	6.7	6.66	67
Students 18	6	7	6.6	6.5	6.6	6.54	66
Students 19	5	5.5	6.7	6	7	6.04	60.4
Students 20	4.5	5.5	7	5	6.5	5.7	57
Students 21	6	5	7.6	5.5	5.6	5.94	60
Students 22	6.5	7.2	6	5	5.5	6.04	61
Students 23	6.5	7.2	6.5	5.5	6.5	6.44	64.4
Students 24	6	5.5	5.5	5.5	6.7	5.84	58.4
Students 25	6.7	5.5	6	5	6	5.84	68.84
Students 26	7	6	6.6	6	5	6.12	61.2

Students 27	7.5	6	5.6	6	6	6.22	62.2
Students 28	6.8	6.6	5.7	6.5	6.6	6.44	64.4
Students 29	6	6.8	6	6	7	6.36	63.6
Students 30	5.5	7.8	6.5	6.6	7.6	6.8	68
Students 31	6.5	7.8	5	6	6.6	6.38	63.8
Students 32	7	7	5	6	5.5	6.1	61
Students 33	6.5	7.5	5	6.5	5.5	6.2	62
Students 34	5.5	7.5	5.5	6.5	6.6	6.32	63.2
Students 35	7.6	6.5	5.5	6.5	6	6.42	64.2
Students 36	7.7	7	6.7	7.5	6.5	7.08	71
Average	6.41	6.613	5.96	6.01	6.13	6.22	62.74

PRE-TEST EXPERIMENTAL CLASS

Subject	Indicator					Sum	Total Score $\frac{\text{N-score}}{\text{max.score}} \times 100$
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation		
Students 1	6.5	7	6	6	6.5	6.4	64
Students 2	6	7	6.5	6	6.5	6.4	64
Students 3	6	7	5.5	6.5	6.5	6.3	63
Students 4	6.5	6.5	6	6.5	6	6.3	63
Students 5	6.5	6.6	5	6	6	6.02	60.2
Students 6	6.5	5.5	6.5	5.5	6	6	60
Students 7	6	5	5.5	5.6	6.6	5.74	55.4
Students 8	6.6	5	5	5	5.6	5.44	54.4
Students 9	6.7	6	5	5.5	5.5	5.74	57.4
Students 10	7	6.7	6.5	5	6	6.24	62.4
Students 11	7.6	7.8	6	5	8.5	6.98	69.8

Students 12	7.5	7	6.6	4.5	7	6.52	65.2
Students 13	5	7	6.7	7	7.79	6.698	66.9
Students 14	5.5	7.5	7	6	8.5	6.9	69
Students 15	6	7.5	4	6.5	8.5	6.5	65
Students 16	6.5	6.5	4.5	6.6	6	6.02	60
Students 17	6.6	6.5	6	7	6.6	6.54	65.4
Students 18	5.6	6	6	5.6	7	6.04	60
Students 19	5	6.6	6.6	6.5	5.5	6.04	60
Students 20	5.5	5.5	6	6.5	5.5	5.8	58
Students 21	4.5	5	6	6	5	5.3	53
Students 22	6.6	6.6	5	6	7.5	6.34	63.4
Students 23	7.6	7.6	5.5	5.5	7.5	6.74	67.4
Students 24	7	7	7	6	5.5	6.5	65
Students 25	7	6.5	6.5	6	5.5	6.3	63
Students 26	7.5	6.5	5	5.5	6	6.1	61

Students 27	7.6	6	6	5.5	6	6.22	62.2
Students 28	6.5	6	5.5	5	6.6	5.92	60
Students 29	6	6.5	6	5	6.7	6.04	60.4
Students 30	6	6.8	6.5	7.5	6	6.56	65.6
Students 31	5.6	7.9	7.5	7.7	6.5	7.04	70.4
Students 32	5.5	7	6	5	6.8	6.06	60.6
Students 33	5.5	7	5	6	6.8	6.06	60.6
Students 34	5	6.5	6	6.5	7.8	6.36	63.6
Students 35	5	6.5	7.5	5	7.5	6.3	63
Students 36	6.6	7.7	7.5	5.5	7	6.86	68.9
Average	6.23	6.59	5.983	5.902	6.57	6.25	62.53

POST-TEST EXPERIMENTAL CLASS

Subject	Indicator					Sum	Total Score $\frac{N \text{ -score}}{\text{max.score}} \times 100$
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation		
Students 1	7	7.5	6.5	7	6.5	6.9	69
Students 2	7.6	7.5	6.5	7	6.5	7.02	70.2
Students 3	7.8	7	6	7.5	6.5	6.96	69.8
Students 4	7.5	7	6	6.5	6	6.6	66
Students 5	7.5	7.6	7.5	6.6	6	7.04	70.4
Students 6	8	7.7	7	6	6	6.94	70
Students 7	8	6.6	7.5	5.5	6.6	6.84	68.4
Students 8	8.8	6.5	6.5	5	5.6	6.48	64.8
Students 9	8.6	8.8	5	6.5	5.5	6.88	69
Students 10	7.6	8	6.6	6	5	6.64	66.4
Students 11	7.7	8.5	7	7	8.5	7.74	77.4

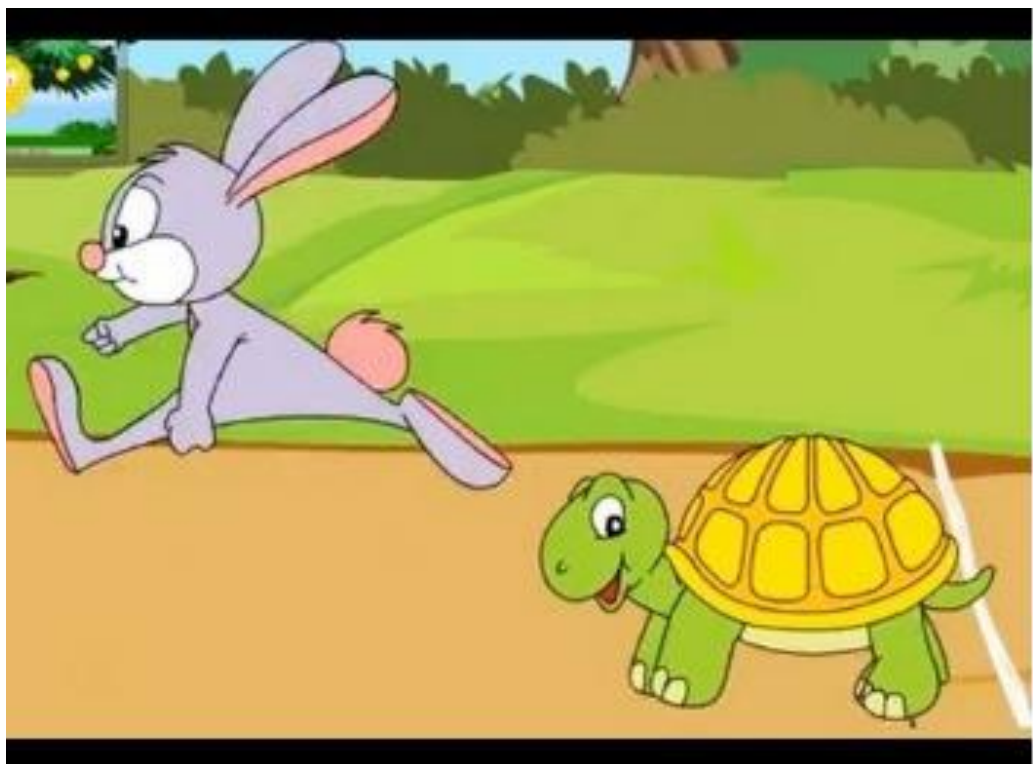
Students 12	7	6.5	7	7.5	7	7	70
Students 13	7.5	6	6.5	7.7	7.9	7.12	71.2
Students 14	7.7	7.8	5.6	7.6	8.5	7.44	75
Students 15	7.6	7.5	8	6.6	8.5	7.64	76.4
Students 16	6.9	7.5	8	6.7	6	7.02	76.4
Students 17	6.9	6.5	8.5	6.5	6.6	7	70.2
Students 18	6	8.5	7	6	7	6.9	70
Students 19	6	8.7	7.5	5.6	5.5	6.66	67
Students 20	6.5	9	7.5	5	5.5	6.7	67
Students 21	8.5	7.5	7	6	5	6.8	68
Students 22	8.5	7.6	6.5	7.5	7.5	7.52	75.2
Students 23	8.4	8.5	6.6	7	7	7.5	75
Students 24	8	8	7.6	7	5.5	7.22	72.2
Students 25	8.8	8	7	7.6	5.5	7.38	73.8
Students 26	7.7	8.6	7.7	7	6	7.4	74

Students 27	7.6	7.8	7.8	5.6	6	6.96	70
Students 28	7	7.6	5.6	5	6.6	6.36	64
Students 29	7.8	7.5	6	5.5	6.9	6.74	67.4
Students 30	7.5	7	7.6	5.5	6.9	6.9	69
Students 31	8	7	6.5	5	8.9	7.08	70.8
Students 32	8.7	8	7	5	8.8	7.5	75
Students 33	8.8	8.5	6.5	7	8	7.76	78
Students 34	8	8.5	6.7	7	8.5	7.74	78
Students 35	8.5	8	6.7	6.7	8.5	7.68	77
Students 36	7.5	8.6	6.6	6.6	6.5	7.16	71.6
Average	7.708	7.705	6.86	6.41	6.75	7.08	71.21

APENDIX 9
INSTRUMENT OF THE RESEARCH

Pre-test

The Rabbit and The Turtle



Once upon a time, there was a rabbit. A rabbit walked into the park and got a rest. At the same time, the rabbit saw the turtle walked so slowly. Then, the rabbit went to the turtle to say hello to the turtle. "Hello, turtle, why you walked so slowly?". the turtle answered, " Hi rabbit, exactly I am not walking now, but I am running now". "Hahahahahaha" the rabbit laughed, "What did you say? running is like that? running is like this". The rabbit ran so fast and make the turtle get shocked and get angry at the same time.

After the rabbit ran so fast, the angry turtle challenged him "Hey rabbit, you are so arrogant, let's race". and then the rabbit laughed again "hahaha hahaha, take a race? with you? haha! you are a slow turtle". but the turtle convinces himself "I can win!". The rabbit said, "okay, okay let's go, tomorrow we will meet here again to take a race".

The next day, they have already prepared to take a race. Mr. Frog also came as a referee. "One... two... three... go!" said the frog. The rabbit immediately ran so fast and left the turtle behind. "Catch me if you can!" shouted the rabbit. But, the turtle just smiled at him.

After running for a while, the rabbit saw a restaurant. "I am hungry and the turtle was still far from me, so I could eat some foods first". Then the rabbit entered that restaurant and ate a lot of delicious foods like cheese, fruit, and cake.

The turtle still ran and cheered itself, "I believe I can!". After the rabbit felt full, he ran away, but he felt so tired. "Hoahemm, I feel so tired. I think I will sleep a few minutes".

Suddenly, the rabbit woke up with a surprised face and he ran faster than before. But he was too late. The turtle just finished the race. "I am a loser, what a shame!" the rabbit said. Then the turtle answered, "Yes because you are so arrogant, that makes you failed".

Rabbit felt embarrassed and he ran away from the turtle.

Please make a video by analyzing the story in the picture and answering the questions below:

Additional Questions:

What is the topic of the story?

Who are the main characters in the story?

What happened at the beginning of the story?

What happened in the middle of the story?

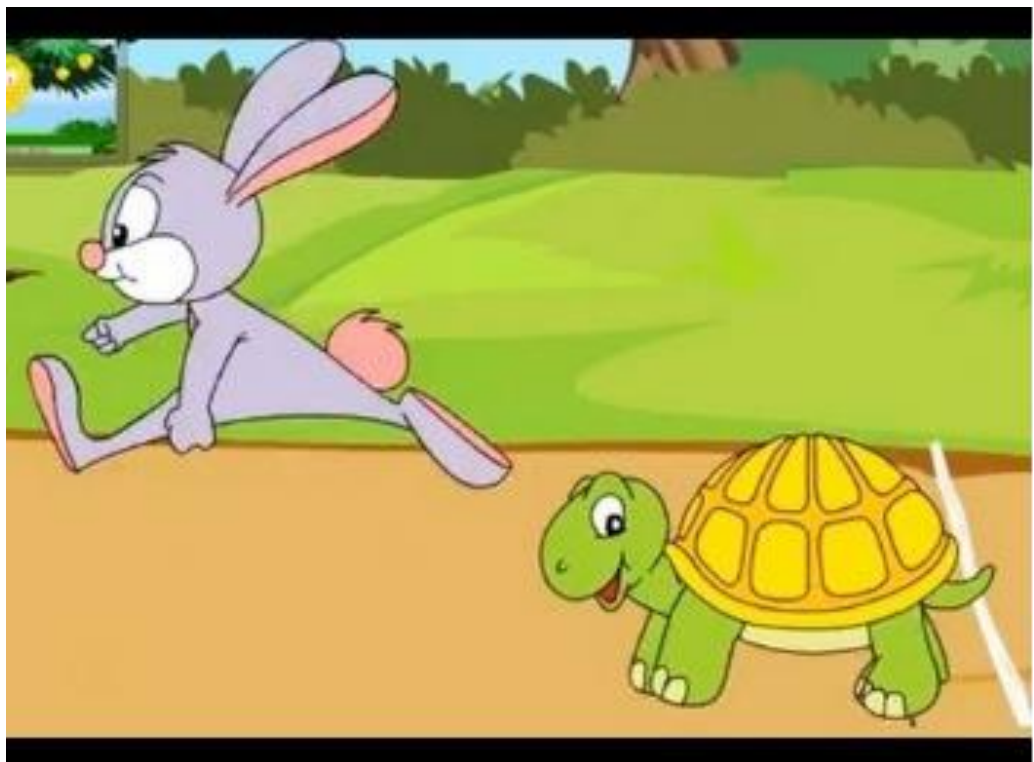
What problem did the characters face?

What was the ending of the story?

What is the moral message of the story?

Post-test

The Rabbit and The Turtle



Once upon a time, there was a rabbit. A rabbit walked into the park and got a rest. At the same time, the rabbit saw the turtle walked so slowly. Then, the rabbit went to the turtle to say hello to the turtle. "Hello, turtle,

why you walked so slowly?". the turtle answered, " Hi rabbit, exactly I am not walking now, but I am running now". "Hahahahaha" the rabbit laughed, "What did you say? running is like that? running is like this". The rabbit ran so fast and make the turtle get shocked and get angry at the same time.

After the rabbit ran so fast, the angry turtle challenged him "Hey rabbit, you are so arrogant, let's race". and then the rabbit laughed again "hahaha hahaha, take a race? with you? haha! you are a slow turtle". but the turtle convinces himself "I can win!". The rabbit said, "okay, okay let's go, tomorrow we will meet here again to take a race".

The next day, they have already prepared to take a race. Mr. Frog also came as a referee. "One... two... three... go!" said the frog. The rabbit immediately ran so fast and left the turtle behind. "Catch me if you can!" shouted the rabbit. But, the turtle just smiled at him.

After running for a while, the rabbit saw a restaurant. "I am hungry and the turtle was still far from me, so I could eat some foods first". Then the rabbit entered that restaurant and ate a lot of delicious foods like cheese, fruit, and cake.

The turtle still ran and cheered itself, "I believe I can!". After the rabbit felt full, he ran away, but he felt so tired. "Hoahemm, I feel so tired. I think I will sleep a few minutes".

Suddenly, the rabbit woke up with a surprised face and he ran faster than before. But he was too late. The turtle just finished the race. "I am a loser, what a shame!" the rabbit said. Then the turtle answered, "Yes because you are so arrogant, that makes you failed".

Rabbit felt embarrassed and he ran away from the turtle.

Please make a video by analyzing the story in the picture and answering the questions below:

Additional Questions:

What is the topic of the story?

Who are the main characters in the story?

What happened at the beginning of the story?

What happened in the middle of the story?

What problem did the characters face?

What was the ending of the story?

What is the moral message of the story?

APENDIX 10

MODUL

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Institusi	SMA Negeri 6 Kepahiang
Tahun Pelajaran	2023/2024
Jenjang Sekolah	Sekolah Menengah Atas
Jenjang Kelas	X
Fase	E
Alokasi Waktu	10 JP x 45 menit
Dominan Mapel	Membaca - Memirsa
B. MATERI PEMBELAJARAN	

Teks Naratif	
C. PROFIL PELAJAR PANCASILA	
Mandiri : Regulasi diri	Mengidentifikasi perbedaan emosi yang dirasakannya dan situasi-situasi yang menyebabkannya; serta mengekspresikan secara
Kritis	Mengolah kembali informasi yang didapatkan
Kreatif	Menghasilkan gagasan orisinal: Menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya
Berfikir Kreatif	Menghasilkan suatu ide untuk dikembangkan berdasarkan pendapat dalam pertanyaan
Gotong Royong	Bekerjasama, berkolaborasi, menghasilkan suatu

	ide/pendapatdalammendeskripsikansuatu tempat.
D. STRATEGI PEMBELAJARAN	
Model Pembelajaran	<i>Problem based learning</i>
Metode Pembelajaran	Diskusi, Presentase, Tanya jawab, dan Penugasan
Media	Slide Persentasi, Video Pembelajaran, LKPD

Sarana Pembelajaran	- Alat: Laptop, Proyektor. -Bahan : Buku teks Bahasa Inggris
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E. CAPAIAN PEMBELAJARAN

Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah mempelajari materi lembaga sosial dalam mewujudkan tertib sosial, peserta didik mampu:

1. Menemukan informasi rinci teks naratif tulisan dan visual terkait legenda rakyat secara berkelompok.
2. Menentukan ide utama teks naratif terkait legenda rakyat secara berkelompok.
3. Menjelaskan pesan moral dari cerita rakyat Malin Kundang dengan menggunakan bahasa sendiri

B. PEMAHAMAN BERMAKNA

Peserta didik mampu merangkai dan menyampikan ide kompleks dengan menggunakan kosa kata dan tata Bahasa dalam tulisan.

C. PERTANYAAN PEMANTIK

1. Apakah pernah mendengar kata “Dongeng” ?
2. Cerita dongeng apa yang pernah kalian dengar?

E. KEGIATAN PEMEBLAJARAN

PERTEMUAN I

NO	KEGIATAN	
	GURU	PESERTA DIDIK
Step 1	<ol style="list-style-type: none"> 1. Salam pembuka dan berdoa 2. Melakukan absensi 3. Membahas kembali kesepakatan kelas yang sudah di lakuakn sebelumnya untuk mengingat kembali 4. Memberikan pertanyaan pemantik 	<ol style="list-style-type: none"> 1. Merespon salam dan berdoa 2. Menjawab absensi guru 3. meserpon apa yang disampaikan guru 4. Mendengarkan informasi guru
Step 2	<ol style="list-style-type: none"> 1. Menjelaskan secara singkat tentang materi text naratif. 2. Menjelaskan struktur, fungsional teks, kebahasaan terkait text naratif.. 3. Memberikan contoh untuk pemahamn kepada siswa berkaitan text naratif. 	<ol style="list-style-type: none"> 1. Peserta didik mencari sebnayak mungkin infromasi yang berhubungan dengan text naratif. 2. Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Struktur text naratif dalam memberi dan meminta informasi.</i> 3. Memberikan kesempatan pada peserta didik untuk mengidentifikasi dan menganalisi kata-kata yang berhubungan dengan tema yang di berikan

Step 3	<ol style="list-style-type: none"> 1. Merefleksi dan membuat kesimpulan bersama siswa 2. Menutup pelajaran.
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PERTEMUAN II

NO	KEGIATAN	
	GURU	PESERTA DIDIK
Step 1	<ol style="list-style-type: none"> 1. Salam pembuka dan berdoa 2. Menginformasikan tujuan pembelajaran 3. Memberikan pertanyaan pemantik 	<ol style="list-style-type: none"> 1. Merespon salam dan berdoa 2. Mendengarkan informasi guru 3. Merespon pertanyaan
Step 2	<ol style="list-style-type: none"> 1. Menjelaskan secara singkat tentang materi text naratif. Membagi kelompok untuk menyunting text naratif. 2. Meminta siswa untuk memaparkan hasil diskusi kelompok. 	<ol style="list-style-type: none"> 1. Peserta didik mencari sebanyak mungkin informasi yang berhubungan dengan text naratif. 2. Peserta didik secara berpasangan/kelompok menjadi teman untuk menyunting teks bacaan. 3. Membagikan hasil diskusi text naratif yang telah dilakukan pada kegiatan menulis text naratif.. 4. mempresentasikan hasil yang telah didiskusikan.
Step 3	<ol style="list-style-type: none"> 1. Merefleksi dan membuat kesimpulan bersama siswa 2. Menutup pelajaran. 	

PERTEMUAN III

NO	KEGIATAN	
	GURU	PESERTA DIDIK
Step 1	<ol style="list-style-type: none"> 1. Salam pembuka dan berdoa 2. Menginformasikan tujuan pembelajaran 3. Memberikan pertanyaan pemantik 	<ol style="list-style-type: none"> 1. Merespon salam dan berdoa 2. Mendengarkan informasi guru 3. Merespon pertanyaan
Step 2	<ol style="list-style-type: none"> 1. Menjelaskan secara singkat tentang materi text naratif. 2. Memberikan contoh untuk pemahaman kepada siswa berkaitan text naratif. 3. Meminta siswa untuk menulis ide-ide mereka secara komplek dengan menggunakan berbagai kosa kata dalam tulisanya. 	<ol style="list-style-type: none"> 1. Peserta didik mencari sebanyak mungkin informasi yang berhubungan dengan text naratif. 2. Peserta didik diberikan video singkat tentang cerita rakyat "Malin Kundang". 3. Memberikan kesempatan pada peserta didik untuk mengidentifikasi dan menganalisis kata-kata yang berhubungan dengan tema yang diberikan 4. Peserta didik mengidentifikasi struktur teks.
Step 3	<ol style="list-style-type: none"> 1. Merefleksi dan membuat kesimpulan bersama siswa 2. Menutup pelajaran. 	

PERTEMUAN IV

NO	KEGIATAN	
	GURU	PESERTA DIDIK
Step 1	<ol style="list-style-type: none"> 1. Salam pembuka dan berdoa 2. Menginformasikan tujuan pembelajaran 3. Memberikan pertanyaan pemantik 	<ol style="list-style-type: none"> 1. Merespon salam dan berdoa 2. Mendengarkan informasi guru 3. Merespon pertanyaan
Step 2	<ol style="list-style-type: none"> 4. Menjelaskan secara singkat tentang materi text naratif. 5. Memberikan contoh untuk pemahaman kepada siswa berkaitan text naratif. 6. Meminta siswa untuk menulis ide-ide mereka secara lengkap dengan menggunakan berbagai kosa kata dalam tulisanya. 	<ol style="list-style-type: none"> 1. Peserta didik mencari sebanyak mungkin informasi yang berhubungan dengan text naratif. 2. Peserta didik diberikan video singkat tentang cerita rakyat “Malin Kundang”. 3. Memberikan kesempatan pada peserta didik untuk menceritakan kembali di depan kelas dengan menggunakan bahasanya sendiri 4. Peserta didik menuliskan pesan moral; dari video tentang cerita rakyat yang telah di tontonnya..
Step 3	<ol style="list-style-type: none"> 3. Merefleksi dan membuat kesimpulan bersama siswa 4. Menutup pelajaran. 	

PERTEMUAN V

NO	KEGIATAN	
	GURU	PESERTA DIDIK
Step 1	<ol style="list-style-type: none"> 1. Salam pembuka dan berdoa 2. Menginformasikan tujuan pembelajaran 3. Memberikan pertanyaan pemantik 	<ol style="list-style-type: none"> 1. Merespon salam dan berdoa 2. Mendengarkan informasi guru 3. Merespon pertanyaan

Step 2	<p>5. Menjelaskan secara singkat tentang materi text naratif.</p> <p>6. Memberikan contoh untuk pemahaman kepada siswa berkaitan text naratif.</p> <p>7. Meminta siswa untuk menulis ide-ide mereka secara kompleks dengan menggunakan berbagai kosakata dalam tulisannya.</p>	<p>1. Peserta didik mencari sebanyak mungkin informasi yang berhubungan dengan text naratif.</p> <p>2. Peserta didik mencari video singkat tentang cerita rakyat yang ada di daerah sekitar mereka.</p> <p>3. Memberikan kesempatan pada peserta didik untuk mengidentifikasi dan menganalisis kata-kata yang berhubungan dengan video yang di dapat.</p> <p>4. Peserta didik mengidentifikasi struktur teks.</p>
Step 3	<p>5. Merefleksi dan membuat kesimpulan bersama siswa</p> <p>6. Menutup pelajaran.</p>	

ASSESSMENT

1. Sikap: Observasi saat pengumpulan tugas tentang sikap kritis, kerja sama, dan komunikatif. (peserta didik yang mengumpulkan tugas tidak tepat waktu, akan mendapatkan sanksi)
2. Pengetahuan: Tes tulis sesuai dengan text yang di berikan.
3. Keterampilan: Produk hasil mengerjakan tugas, mengungkapkan ide-ide secara kompleks.

I. PENGAYAAN DAN REMEDIAL

- a. Pengayaan: Peserta didik memperoleh nilai di atas KKM diberikan soal lebih setingkat dengan materi yang sama.
- b. Remedial: Peserta didik yang tidak tuntas dalam KKM akan diberikan soal yang berbeda dengan materi yang sama.

DESKRIPSI UMUM

Siswa akan melakukan proses menyunting teks eksposisi. Siswa akan menggali kemampuan menyunting teks eksposisi berdasarkan struktur serta kaidah kebahasaan yang tepat.

CATATAN UNTUK GURU

1. Hal yang diharapkan dari murid sesuai dengan tujuan pembelajaran yakni untuk melihat kemampuan menyunting teks eksposisi yang sudah ditulis sebelumnya oleh siswa.

APENDIX 11

SYLABUS

Capaian Pembelajaran

Mata Pelajaran : Bahasa Inggris

Fase : E

Kelas : X

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, *report*, dan teks autentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

Elemen	Capaian Pembelajaran
Menyimak – Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespons pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p><i>By the end of phase E, students use English to communicate with teachers, peers, and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use nonverbal elements such as gestures, speed, and pitch to be understood in some contexts.</i></p>
Membaca – Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespons berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i>, dan <i>report</i>. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu, atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> <p><i>By the end of phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount, and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal, or interactive texts. They are developing understanding of main ideas, issues, or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</i></p>

Elemen	Capaian Pembelajaran
Menulis – Mempresentasikan	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p> <p><i>By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review, and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i></p>

Alur Tujuan Pembelajaran

Mata Pelajaran : Bahasa Inggris
 Fase : E
 Kelas : X

Capaian Pembelajaran

Elemen: Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespons pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of phase E, students use English to communicate with teachers, peers, and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use nonverbal elements such as gestures, speed, and pitch to be understood in some contexts.

Elemen: Membaca – Memirsa

Pada akhir fase E, peserta didik membaca dan merespons berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu, atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

By the end of phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount, and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal, or interactive texts. They are developing understanding of main ideas, issues, or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

Elemen: Menulis – Mempresentasikan

Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan nonfiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas, dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review, and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

Semester 1

Tujuan Pembelajaran	Kata/Frasa Kunci, Topik/Konten Inti, dan Penjelasan Singkat	Profil Pelajar Pancasila	Perkiraan Jam	Glosarium
<p>10.1 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>descriptive</i> tentang atlet terkenal.</p> <p>10.2 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang atlet terkenal.</p> <p>10.3 Peserta didik dapat menulis teks <i>descriptive</i> tentang atlet terkenal dan mempresentasikannya.</p>	<p>Kata/frasa kunci: <i>Athlete</i> <i>Appearance</i> <i>Identification</i> <i>Trait</i></p> <p>Topik/konten inti: <i>Famous Athletes</i> (teks <i>descriptive</i> tentang atlet terkenal)</p> <p>Penjelasan singkat: Fokus pembelajaran adalah:</p> <ul style="list-style-type: none"> • Mengidentifikasi isi teks <i>descriptive</i>. • Mendeskripsikan atlet terkenal secara lisan. • Menulis teks <i>descriptive</i> tentang atlet terkenal. 	<ul style="list-style-type: none"> • Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia • Berkebinekaan global • Bermalar kritis • Mandiri 	6 JP	<ul style="list-style-type: none"> • Appearance: the way that someone or something looks. • Trait: a distinguishing quality of characteristic, typically one belonging to a person.
<p>10.4 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>recount</i> tentang acara olahraga.</p> <p>10.5 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang acara olahraga.</p> <p>10.6 Peserta didik dapat menulis teks <i>recount</i> tentang acara olahraga dan mempresentasikannya.</p>	<p>Kata/frasa kunci: <i>Chronological</i> <i>Events</i> <i>Experience</i> <i>Orientation</i> <i>Sequence</i> <i>Reorientation</i></p> <p>Topik/konten inti: <i>Watching Sports Events</i> (teks <i>recount</i> tentang acara olahraga)</p> <p>Penjelasan singkat: Fokus pembelajaran adalah:</p> <ul style="list-style-type: none"> • Mengidentifikasi teks <i>personal recounts</i>. • Menyampaikan teks <i>personal recount</i> tentang acara olahraga. • Menulis teks <i>personal recount</i> tentang acara olahraga. 	<ul style="list-style-type: none"> • Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia • Berkebinekaan global • Bermalar kritis • Mandiri 	8 JP	<ul style="list-style-type: none"> • Chronological: (of a record of events) starting with the earliest and following the order in which they occurred). • Experience: practical contact with and observation of facts or events.

Tujuan Pembelajaran	Kata/Frasa Kunci, Topik/Konten Inti, dan Penjelasan Singkat	Profil Pelajar Pancasila	Perkiraan Jam	Glosarium
10.7 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>procedure</i> tentang gaya hidup sehat. 10.8 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang olahraga dan kesehatan. 10.9 Peserta didik dapat menulis teks <i>procedure</i> tentang gaya hidup sehat dan mempresentasikannya.	Kata/frasa kunci: <i>Directions</i> <i>Manual</i> <i>Method</i> <i>Procedure</i> <i>Steps</i> <i>Tips</i> Topik/konten inti: <i>Healthy Lifestyles</i> (teks <i>procedure</i> tentang gaya hidup sehat) Penjelasan singkat: Fokus pembelajaran adalah: <ul style="list-style-type: none"> Mengidentifikasi teks <i>procedure</i> tentang gaya hidup sehat. Mempraktikkan <i>procedure</i> lisan tentang <i>tips</i> gaya hidup sehat. Menulis teks <i>procedure</i> tentang gaya hidup sehat. 	<ul style="list-style-type: none"> Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia Berkebinekaan global Bernalar kritis Kreatif Mandiri 	6 JP	<ul style="list-style-type: none"> Goal: an aim or desired result. Tips: a useful piece of information or advice, especially something secret or not generally known.
10.10 Peserta didik dapat mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks <i>procedure</i> tentang makanan sehat. 10.11 Peserta didik dapat menyampaikan gagasan dan pendapat dalam diskusi dan presentasi tentang makanan sehat. 10.12 Peserta didik dapat menulis teks <i>procedure</i> tentang makanan sehat dan mempresentasikannya.	Kata/frasa kunci: <i>Ingredients</i> <i>Nutrition</i> <i>Portion</i> <i>Recipe</i> Topik/konten inti: <i>Consuming Healthy Foods</i> (teks <i>procedure</i> tentang makanan sehat) Penjelasan singkat: Fokus pembelajaran adalah: <ul style="list-style-type: none"> Mengidentifikasi teks <i>procedure</i> tentang makanan sehat. Mempraktikkan <i>procedure</i> lisan tentang <i>healthy eating</i>. Menulis teks <i>procedure</i> tentang makanan sehat. 	<ul style="list-style-type: none"> Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia Berkebinekaan global Bernalar kritis Bergotong royong Kreatif Mandiri 	8 JP	<ul style="list-style-type: none"> Ingredients: any of the foods or substances that are combined to make a particular dish. Nutrition: the substances that you take into your body as food and the way that they influence your health.

APENDIX 12
DOCUMENTATION

PRE-TEST



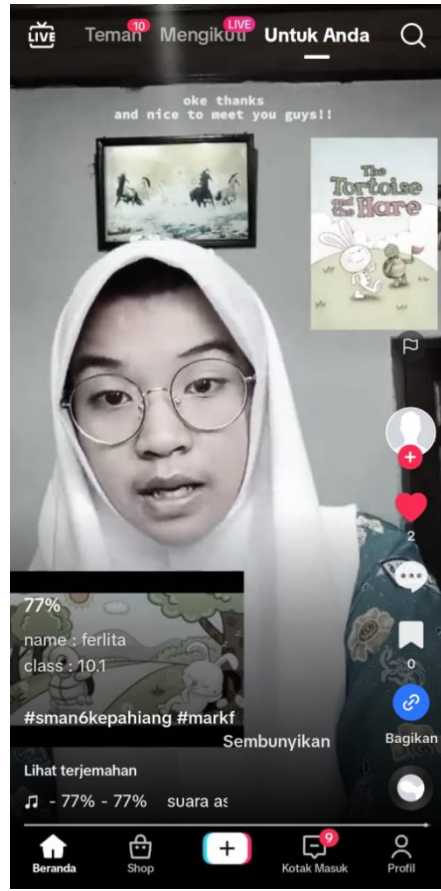
TREATMENT





POST-TEST





APPENDIX 13

BIOGRAPHY



Winda Damayanti was born on Lampung February 9th 2002. She is the first daughter of Alm. Mr. Turmudi and Mrs. Yulianti. She completed her studies in elementary school SDN 01 Oku Timur and graduate in 2013. Then she continued her studies to Junior High School at MTS Al-Ikhlas Oku Timur and graduate in 2016, After that, she continued her studies to Senior High School at MAN Al-Ikhlas Oku Timur and majored in science and graduate in 2019. It didn't stop there, she continued her studies at State Islamic Institute of Curup (IAIN Curup) through the SPANPTKIN route and majored in English Tadris Study Program at the Faculty of Education. With the intention, persistence to continue learning and trying, she has successfully completed the work on this final thesis and graduate in 2024 with a bachelor of education degree. Hopefully by writing this thesis assignment can make a positive contribution to the world of education.