THE EFFECTIVENESS OF USING TIKTOK VIDEOS AS MEDIA LEARNING TO IMPROVE BASIC SPEAKING SKILLS OF THE SEVENTH-GRADE STUDENTS AT SMP NEGERI 13 PALU

A THESIS

Submitted to fulfill one of the Requirements to Obtain a Bachelor's Degree
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By

ELSA WINDIANA
NIM: 19.1.16.0023

ENGLISH TADRIS STUDY PROGRAM FACULTY OF TARBIYAH AND TEACHER TRAINING STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
2024

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: “The Effectiveness of Using TikTok Videos as Media Learning to Improve Basic Speaking Skills of the Seventh-Grade Students at SMP Negeri 13 Palu” has been officially approved as my work and it has not been and will not be submitted to the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences due to this misconduct.

Palu, 12 Juny 2024
23 Zulkaedah 1444 H

Researcher,

ELSA WINDANA
NIM : 19.1.16.0023

APPROVAL PAGE

The Thesis entitled: "The Effectiveness of Using TikTok Video as Media Learning to Improve Basic Speaking Skills in the Seventh Grade Students at SMP Negeri 13 Palu" written by Elsa Windiana, NIM. 19.1.16.0023, a student of English Tadris Study Program, Faculty of Tarbiyah and Teaching Training, Datokarama State Islamic University Palu, thorough observation and careful correction, each supervisor decides that the proposal has met all the requirements needed for the seminar.

Palu, 12 Juny 2024
23 Zulkaedah 1444 H

Approved by:

Supervisor I,	**Supervisor II,**
Ana Kuliahana, S.Pd., M.Pd.	**Muh. Tamrin AM.S. Pettawali, S.S., M.Pd.**
NIP. 198202142005012004	**NIDN. 2001058403**

LEGALIZATION

A skripsi entitled **"The Effectiveness of Using TikTok Videos as Media Learning to Improve Basic Speaking Skill of the Seventh-Grade Students at SMP Negeri 13 Palu"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 09th August 2024 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor's degree in English Tadris Study Program.

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The Supervisor II	Muh. Tamrin Am. S. Pettawali, S.S., M.Pd	

Approved by:

Faculty of Tarbiyah and Teacher Training Dean,

Dr. Saepudin Mashuri, S.Ag., M.Pd.I.
NIP. 19731231 200501 1 070

English Tadris Study Program Head,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196960215199203 1 014

ABSTRACT

NAME : ELSA WINDIANA
NIM : 19.1.16.0023
TITLE : THE EFFECTIVENESS OF USING TIKTOK VIDEOS AS MEDIA LEARNING TO IMPROVE BASIC SPEAKING SKILLS OF THE SEVENTH-GRADE STUDENTS AT SMP NEGERI 13 PALU

This research aims to investigate the effectiveness of using TikTok videos as a tool to improve the basic speaking skills, specifically in grammar, vocabulary, and comprehension, of seventh-grade students at SMP Negeri 13 PALU during the 2023 academic year.

This research used a quasi-experimental method. This research was conducted in two classes, the experimental and control classes. The population of this research was seventh-grade students of SMP Negeri 13 Palu. The total population was 210 students. The samples of this research were class VII A consisting of 32 students as the experimental class and class VII B composed of 32 students as the control class. The researcher gave a pretest and posttest to the students. The data was analyzed using SPSS 26.

The t-test, hypothesis testing, and descriptive analysis were the data analytic techniques employed. The control class's average pretest score was 35.69, whereas the responders' average posttest score was 49.44. Subsequently, the experimental class received an average score of 39.88 on the pretest and 56.47 on the posttest. It can be concluded from these results that H0: The use of TikTok Videos cannot significantly improve students' Speaking skills of the VII grade at SMP Negeri 13 Palu is rejected and H1: The use of TikTok Videos can significantly improve students' Speaking skills of the VII grade at SMP Negeri 13 Palu is accepted. The control class was taught using the general method, while the experimental class was taught using TikTok Videos.

The researcher can conclude that using TikTok Videos improve speaking skills in seventh-grade students at SMP Negeri 13 Palu. There are significant differences between students used TikTok Videos and those who did not. The experimental data analysis showed that the post-test mean score was greater than post-test in control class (56.47-49.44). based on data analysis it can be concluded that teaching speaking skills using TikTok Videos is effective at SMP Negeri 13 Palu.

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CHAPTER I
INTRODUCTION

A. Background of the Research

As an international language, English holds an important role in many aspects, including education in Indonesia. It is one of the beneficial subjects for students. Referring to the decision of the education department of Indonesia, English is officially chosen as one of the subjects that are considered important for passing an examination for graduation, especially for junior and senior high school students.

Speaking is one of the most difficult skill that students must face. In addition, the research found that the lack of vocabulary mastery and practice also made speaking difficult for most students. This difficulty reduces the motivation and interest of students to continue to spur themselves to be fluent in English. Many students are good at writing English but become freezing when it comes to speaking English.

In addition to the above reasons, usually, students lack of attention in the learning process is caused by their lack of confidence and lack of vocabulary mastery. The same thing also happened at SMP Negeri 13 Palu where several students stated that they had difficulty expressing ideas orally, and were still not confident in speaking English. Based on the experience of the research in professional placement (PPL) activities, students at SMP Negeri 13 Palu still need to learn. They also need media that can improve their speaking skill and not be boring in the teaching and learning process.

While social media is increasingly used by individuals in this digital world and serves a variety of purposes, one of which is serving as a tool for language

learning a teacher must consider appropriate and engaging material for their students. TikTok is one of the most loved apps in the millennial era, the TikTok app has a lot of benefits and the TikTok application has many features. Creating a platform for teaching English language and literature is entirely feasible. The TikTok app has four abilities that may be taught via it: speaking, reading, writing, and listening. Students can utilize this application's speech capability to practice speaking and then communicate online[1]. It will create a new environment for learning and teaching. Hopefully, students will learn English easily, especially for speaking.

There is no significant difference between other applications and TikTok videos, they are equally useful and much loved. The only reason the researcher chose TikTok video is because learning media in the digital era must be harmonized with technological developments. TikTok videos are currently popular with many people, so the researcher took the initiative to use TikTok videos as an interesting and fun learning media to improve students' speaking skills.

B. Problem Statement

Based on the background above the problem in this research:

Is the use of TikTok videos effective in improving basic speaking skills of the seventh-grade students at SMP Negeri 13 PALU?

[1] Yang, Huining, "Secondary school students' *Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom,"* International conference on education technology and social science (2020): 162–83.

C. The Purpose of The Research

Based on the problem statement, learning English using TikTok videos can be one of the potential solutions. Thus, the research focuses on the effectiveness of TikTok videos in improving Basic speaking skills, especially in grammar, vocabulary, and comprehension of the seventh-grade students at SMP Negeri 13 PALU in the 2023 academic year.

D. Significances of The Research

The researcher hopes this research can provide benefits in learning English, two benefits can be given in this study:

1. Theoretical benefits

In this research, the researcher expected that this research would be a useful reference for the use of TikTok Videos for others who want to write about this issue. Therefore, it is expected that these research findings may contribute to further understanding of the use of TikTok Videos to improve students' speaking ability, especially in junior high school.

2. Practical benefits

The findings of this research may give benefits to the headmaster of SMP Negeri 13 Palu, the English teachers, and the researcher. For English teachers, the result of the research is expected to be an input to make policy in improving the quality of the process of teaching and learning English. For students, the findings of the research provide information to improve the quality of the teaching and learning process of speaking and improve students' learning achievements.

3. Definition of Key Terms

The research defines several key terms, that is;

1. TikTok

After merging with "Musical.ly" in August 2018, the short-video app TikTok became a well-liked platform for sharing videos up to 10 minutes long (up from 3 minutes in March 2022). The platform saw 3.5 billion downloads overall in 2022. TikTok has developed into a commercial environment due to the emergence of micro-celebrities and advertising networks that monetize their content[2], and it has also become a platform for entertainment and daily life experiences, sparking interest from academics in the field of education. Particularly, TikTok has the potential to improve teachers' professional development by making it possible to include imaginative, enjoyable, and meaningful experiences in lesson planning. Students appear to seek their teachers' sincerity and empathy for emotional support, favoring subjects that bridge their home, school, and social lives[3].

2. Speaking Skill

Speaking is one type of language ability that can be developed as a communicative competence when it is used as a method of communication in daily life. Speaking ability is defined as the capacity to communicate verbally, to recount events or situations precisely, to discourse, or to explain a series of thoughts[4].

Speaking is a useful oral ability. Speaking is the act of employing verbal or non-verbal symbols to communicate meaning (a spoken message) with another

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[2] Crystal Abidin, *"TikTok Audio memes, earworms, and templatability,"* The 'aural turn' of memes on TikTok (2022)

[3] Aranta Vizcaíno-Verdú and Crystal Abidin, "*Teachers of TikTok, micro-celebrification and fun learning communities,"* Teaching and teacher education, (March 2023): 123

[4] Robert Lado, "*Language Testing*," (Longman: 1961), 240.

person. Speaking is a technique to communicate feelings, thoughts, and other perceptions to others using symbols that have been specified or that anyone else may comprehend[5].

Speaking is a crucial component of learning and teaching a second language. One of the four abilities that are crucial to learning English is speaking. Speaking is the most important skill when teaching a foreign language because it has become the foundation of communication. People need to be able to speak and communicate with one another in every setting. People speak to offer or share information as well as information that they need to share.

But in the modern world, speaking instruction must focus on enhancing pupils' communicative abilities so they may learn to express themselves and interact with others.

3. Structure of The Research

This research proposal is organized into five chapters.

Chapter I provides information about the introduction. This chapter presents the background of the study, problem, purpose, significance, research question, definition of the key terms, and the organization of the study.

Chapter II This chapter is concerned with previous research about teaching speaking as a component of language that is derived from different published articles, and literature reviews It deals with a review of references consisting of theories when conducting research, this chapter also discusses the nature of

[5] Kathleen M. Bailey, "*Practical English Language Teaching speaking,"* McGraw Hill, (2005): 3.

teaching speaking and different teaching techniques used in teaching English speaking, theoretical framework, and hypothesis of the research.

Chapter III discusses the research method. This chapter concerns the research design, population, sample, research variable, indicator, data collecting technique, research instrument, technique of data analysis, and statistical technique.

Chapter IV discusses the results of the research, the pre-test scores, the post-test scores of the experiment and control class, the result of data analysis techniques, the result of t-test, and the testing hypothesis.

Chapter V discusses suggestions and conclusions.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter contains the literature review and an overview of recent research. The literature review addresses various aspects of speaking, media, and TikTok. It includes an explanation of the definition of speaking, components of speaking, functions of speaking, types of speaking, and assessment of speaking. The preceding study outlines the research that was previously completed by another researcher as a reference for this study.

A. Previous of Research

Some studies that have been done by some researchers in using the TikTok application in teaching English:

The first related research was done by Yuda Alfirandi, the researchers want to find the effect of TikTok videos in improve students speaking skills. The sample was eight grade students at MTs Baitussalam Praya Barat Daya. This study used the quantitative approach, used a pre-experimental design with one group pretest-posttest design. Data were obtained before and after treatment, while data were analyzed used the T-test, and data obtained from the pretest and posttest were analyzed through SPSS 24. The result showed that there was a significant difference in students' speaking scores, based on the sig value of the paired sample test (2-tailed), which is 0.000 < 0.05. that concluded the use of TikTok videos has a

significant effect on improving the speaking skills of eighth graders of MTs Baitussalam Praya Barat Daya academic year 2023.[1]

The second research was done by Salma Mahdi Wardah, The research aimed to find the improvement of ninth-grade students' speaking skills in expression of congratulations, hope/wish using TikTok videos by @Englishlovers, the research concluded in two cycles and consisted of six meetings and involved four steps there are, planning, acting, observing, and reflecting. The data were collected by using techniques of observation, interview, and test. The subject of the research was a class ninth grade of MTSN 1 Bandar Lampung which consisted of 32 students.[2]

The third research was done by Ainun Rizkiyah and Moh. Nur Arifin with the title "The use of Mini Vlog on TikTok to enhance students' speaking skill" This research investigates the use of mini vlog to enhance students' speaking skill, to find out whether teaching speaking by using vlog on TikTok can improve students' speaking skill. This research uses quantitative method, the instrument uses (pre-test and post-test) involves 66 students as sample among ninth grade of MTS Al Khairiyah Kalodran year 2021/2022 as population. The result of observations shows that the students more motivated in learning English, especially in speaking subject, it can be conclude that the use of mini vlog on TikTok is better performance than those who do not use it.[3]

The next research was conducted by Sun-Yu Gao et al. The purpose of this study was to examine the effectiveness of TikTok as a video aid on MICE (Meetings,

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[1] Yuda Alfirandi, "The "The effect of TikTok videos to improve speaking skills of eighth grade students at MTS Baitussalam Praya Barat Daya in the Academic year 2022/2023" Thesis 2023.

[2] Salma, Mahdi Wardah, "*The use of TikTok videos by @Englishlvers to improve the student's speaking skills*" Thesis 2024.

[3] Ainun Rizkiyah and Moh. Nur Arifin, "*The use of mini vlog on TikTok to enhance students' speaking skill*" Jurnal UIN Banten, Department of English Education (2021)

Incentive Trips, Conferences, and Exhibitions) learners' speaking skills and learning motivation. The study sample consisted of 60 MICE students. With 30 MICE learners each, participants were split evenly into control and experimental groups. The experimental group received instruction using TikTok, while the control group received instruction using conventional teaching techniques. For both groups, pre-and post-tests were administered. According to the survey findings, MICE students who participated in the TikTok experiment fared better in terms of speaking competency and learning motivation than their colleagues who only received instruction using the conventional way. To increase learning motivation and conversational competency among MICE learners, this study suggested integrating TikTok as a video aid in the classroom for MICE education.[4]

B. Literature Review

1. Concepts of Speaking

1) The Definitions of Speaking

Speaking is a means of conveying thoughts, information, and emotions to other individuals. It is the most crucial way for the narrator to express himself in language. It is a skill for someone to convey their thoughts to anyone through oral communication. Ability in English to express opinions, comment, and reject other people's opinions if they do not match our opinions, as well as the ability to ask and answer questions. Speaking is an effective process for making a purpose that involves the production and reception process of information. Speaking is an oral language talent that serves several purposes in every aspect of a person's life. Information gathering is one of them.[5] Capability to speak fluently by using their

[4] Sun-Yu Gao *et al.* "*Tiktok for developing learning motivation and oral proficiency in MICE learners"* 32 (June 2022)

[5] H. Douglas Brown, "*Principles and classroom practice.*" Language assessment Longman (2010)

knowledge, and information and say it by on the spot. It takes place under actual circumstances and has some planning time.[6]

As a result of the considerable elements that speakers of English must comprehend, such as vocabulary, grammar, pronunciation, and fluency, speaking English is not always a straightforward assignment. Speaking is a tool that people use to interact with others. It occurs everywhere and is becoming a regular part of our daily lives. When someone speaks, they interact and communicate their ideas, feelings, and thoughts through language. Additionally, they communicate with one another to exchange information. In some situations, speaking is used to give instructions or to get things done, state that speaking is considered the most difficult skill among other skills because it needs skills to develop correct sentences as well as skills to pronounce them correctly.

2) The Component of Speaking

Teaching is guiding and facilitating learning, enabling learners to learn, and setting the conditions for learning. Then it can be stated that teaching speaking is guiding and facilitating learners to speak, enabling the learner to learn to speak and setting the conditions for learning to speak.[7]

a. Grammar

Grammar is the structural foundation of our ability to express ourselves. The more we know how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help detect ambiguity, and exploit the richness of expression available in English by knowing the grammar

[6] Jeremy Harmer, "*The practice of English Language Teaching (3rd Edition)"* London: Longman Group Ltd (2001).

[7] Ibid.

our abilities are improved in using an effective style to train expressions in speaking and writing.

Grammar is a system of sentence labeling, analysis, and rules. This means that we need to know how to utilize proper language while speaking or writing. Grammar is hence, of the more complicated elements, hence it needs to be learned.[8]

Grammar is stated as the set of rules that combine words into larger units. It is also defined as the way language manipulates and combines words (or bits of words) to form a sentence of meaning class and defines grammar as the description of how words can change their forms and can be combined into sentences in the language. [9]

Grammar is essentially about the system and patterns in selecting and combining words. Having some definitions of grammar above, it can be concluded that. Grammar is the rule that says how words change to show different meanings and how they are combined into sentences.[10] Grammar is also the study and practice of the rule by which word change, how to word change, and how they are put together into sentences.

b. Pronunciation

Pronunciation is a way of producing more obvious language when they speak means that learners can communicate successfully when their pronunciation and intonation are good although they have limited grammar and vocabulary.

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[8] Putrawansyah, A, "*Effectiveness of Using Youtube Video in Improving Students' Speaking skill through Asking and Answer Questions"* Journal of Muhammadiyah University 21, no.1 (2020)

[9] Harmer, J, *"The Practice of English Language Teaching*" London: Longman Group Ltd, (2001)

[10] Burns, A. "*Doing Action Research in English Language Teaching"* A Guide for Practinioners. London: Routledge, (2010).

Pronunciation refers to customary Utterances or traditional words. Pronunciation is part of the speaking component that concerns how humans pronounce words and how we perceive sounds, especially in communication. When we can produce the correct pronunciation, the listener in the target language can receive it well and the communication between the two can be made properly. In other words, pronunciation is one of the things that is very important for successful oral communication because it is an important element of communicative competence.

Pronunciation refers to the way we make the sound we utilize to convey a meaning when speaking. It contains the specific consonants and vowels of a language (segments), as well as characteristics of speech that go above and beyond the level of individual segments, like stress, time, rhythm, intonation, phrasing, and how the voice is projected (voice quality). Pronunciation is a collection of sound-producing habits. Repeating a sound repeatedly while receiving feedback when it is said incorrectly helps develop the habit of making that sound. In contrast, Dalton describes pronunciation as the production of a major sound that used as a component of a particular language's code and to acquire meaning.

c. Vocabulary

Vocabulary is a collection of words used to communicate, referring to the collection of words known by a person in a language. Vocabulary allows one to express thoughts, ideas, and feelings effectively to others. By understanding and using the right vocabulary, one can communicate clearly and connect with others. Vocabulary allows one to express oneself more richly and creatively. By having a greater variety of words, one can express nuances, feelings, and thoughts more

precisely and on target. The first fundamental and crucial component of learning English for beginners is vocabulary. According to the researcher, this is in line with the opinions of experts.

Vocabulary is a significant aspect of language. The more a word is used and known for, the more meaning can be conveyed in a variety of contexts. One of the parts of the language that provides details about a word's definition and usage is vocabulary**.** [11]The ability to use the structure and function we have been learning for clear communication requires a general vocabulary, which is essential for the successful use of a second language.

d. Accuracy

According to Yuan and Ellis (2003), speaking accuracy is specifically concerned with "the extent to which the language produced conforms to the target language norms." As a result, accuracy encompasses a wide range of linguistic elements, including target language grammar, diction, and clear pronunciation. According to Vigoya (2000), children who have strong speaking accuracy should be able to use vocabulary to respond effectively to stimuli based on context, pronounce words correctly with suitable intonation and stress patterns, and follow morphological and syntactical rules. [12]

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[11] Averil Coxhead, *"Vocabulary in English in tertiary contexts: Connecting research and learning,"* vol.14, no.1 (2021), 14.

[12] Cendra, A,N, Slindra, E. "*Speaking Accuracy, Fluency, and Beyond: Indonesian Vocational students' voices"* LLT Journal: A Journal on Language and Language Learning. 25, no.2, October 2022.

e. Fluency

Fluency will demonstrate a student's ability to communicate with others understandably. to avoid damaging communication since the audience can become bored. It takes some practice to become fluent in public speaking. Students must practice in this situation to develop fluency. To solve these issues, they must practice far too much.[13] The capacity to communicate accurately, fluently, and in a communicative manner is referred to as fluency.

Fluency often refers to the free and uninterrupted transmission of oral language. When a teacher wants to assess a student's fluency during a lesson, the teacher allows the student to speak freely and without interruption. It will support pupils in speaking eloquently and easily. The notion is that many corrections come in the way of discourse, and the teacher corrects them right away. Fluency is the capacity to communicate quickly and automatically. It implies that the speaker should be able to communicate swiftly and automatically.[14]

f. Comprehension

The capacity to comprehend a topic nomination with significant repetition and rephrasing is known as comprehension. Gaining better comprehension is the goal of the comprehension exercise. Based on the previous point of view, the researcher concludes that one speaking assessment criterion is comprehensibility,

[13] Leong, L,M,. & Ahmadi, S.M, *"An Analysis of Factors Influencing Learners' English Speaking Skill"* International Journal of Research in English Education, (2017)

[14] Harris, T. L., and Hodges, R.E "*The Literacy Dictionary: The Vocabulary of Reading and Writing,"* New York: International Reading Associating, (1995).

which focuses on how well speakers can comprehend what their interlocutor means when speaking.

3) The Function of Speaking

There are three roles of speaking that should be taken into consideration:[15]

a. As Interaction

Our regular communication with others continues to be interactional. This describes our talk as what we said. It is a spontaneous interactive form of communication between two or more people. This relates to the methods used to spread his message to others. As a result, individuals must speak to others to communicate. This function's primary goal is to foster social relationships.

b. As a transaction

The focus of a conversation is primarily on getting our point through clearly and precisely to the other person. Students and teachers typically concentrate on meaning or talking about what they understand while using this sort of spoken language.

c. As a performance

Speaking in this situation focuses more on monolog than dialog. Speaking as a performance took place during speeches, public talks, announcements, retelling stories, and other situations. In the end, speaking

[15] Richards, Jack C. "*Teaching Listening and Speaking; From Theory to Practice*," New York: Cambridge University Press. (2008).

functions assist students in communicating their thoughts, feelings, or ideas as well as informing or outlining requests and engaging in verbal discussion.

2. Media

1) Definition of Media

Media is a tool that is generally used to convey messages or information. What is media is a form of medium used to influence the sensory organs of hearing, sight, touch, or a combination. The word "medium" is pluralized to "media," which (generally speaking) refers to any route of communication. This covers everything from printed paper to digital data and covers information in the forms of art, news, education, and a wide range of other things.

A kind of media is anything that can reach or sway people, including telephones, television, and the Internet. The term "media" in the context of informatics refers to both the tools used to store data (such as hard drives, CD-ROMs, diskettes, etc.) and the tools used to transport it (such as cables and wires) or even spread it in its various forms (videos, sounds, podcasts, etc.). The media are moving more and more toward this field's digital side in the modern era.[16]

All types of electronic communication that are sent across the globe via computer networks and fiber optic cables are considered modern digital media. The Internet and social media (Facebook, Twitter, Instagram, etc.) are two examples of contemporary media that have profoundly altered our world. Media describes any

[16] Justin Stoltzfus, "*Media*" Dikutip (1 march 2023) What is Media Access Control (MAC)? - Definition from Techopedia

channel of communication. This can include anything from printed paper to digital data.

2) Types of Media

Today, a variety of media are available, however, some have already become absolute:

- Traditional Media, Newspapers, journals, radio, television, magazines, and even billboards are examples of traditional media. Print media and broadcast media make up the two main subcategories of traditional media.
- Print media, which encompasses all printed paper publications like newspapers, magazines, books, reports, clinical journals, leaflets, essays, etc. is the oldest kind of media.
- Broadcast media, around the start of the 20th century, broadcast media first appeared in the shape of radio and (later) television. Broadcast television is now beginning to lag as online media sources take over, much as the arrival of TV reduced the significance of radio as a way for people to obtain information in the form of news.
- Digital Media, Fiberoptic cable, and computer networks are just two examples of the physical and virtual media that are used to convey the elaborately encoded signals that make up digital media, which represents an ever-growing fraction of modern communications. Contemporary digital media encompass the Internet as a whole, but on a more specific level, "media" refers to websites, blogs, podcasts, videos, digital radio stations,

mobile phones, as well as data transmission channels like instant messaging, video chats, and emails.

- Computer Media, in informatics, the phrase "computer media" is frequently used with a variety of connotations. It refers to electronic storage devices such as hard drives, USB drives, DVDs, CD-ROMs, and floppy disks. It also refers to the cables, like coaxial cables, fiber optic cables, and conventional electrical lines, that are used to connect workstations together (twisted-pair wires). More generally, the terms "media" and "multimedia" refer to any information-transmission methods, including presentations, images, sounds, and video (if they combine different types of media).
- Mass Media, all of the media outlets that can simultaneously reach a huge number of people are considered mass media. While digital mass media mostly refers to social media platforms and well-known online periodicals, traditional mass media also includes TV and radio channels as well as regional, national, and worldwide magazines. MMORPGs, for example, are some of the video games that some people think should be included (MMORPGs).
- Social Media, since social media platforms fall under both the mass media and digital media categories, they have already been mentioned. They are made up of websites and apps that individuals use on their computers or cell phones to exchange content instantly. They stand for a new technology that changed the last ten years by enabling global information sharing of almost any kind.

3. TikTok

TikTok is a social media platform for creating, sharing and discovering short videos. The App used by people as an express themselves through singing, dancing, teaching, etc.

1) TikTok as a teaching resource

TikTok is considered a teaching resource because of its large amount of positive content. As a media, TikTok is also very relevant to use, judging from its accessible application and many fun features that make students more interested.

In the classroom, video technology has much potential for teaching, especially in the twenty-first century. Certain scholars have suggested TikTok as a teaching tool and resource for video lessons in the classroom. There are many free video resources available on TikTok, which can be searched directly on the platform[17]. For video creators, there are also tools like online subtitles and video editing software. Also, employing TikTok for education can significantly raise students' academic performance. Several researchers discovered that TikTok gives teens a chance to experience online learning, which is beneficial to their learning, after researching how teenagers use the app for educational purposes. Also, the outcomes of students' learning are improved through their TikTok learning. Teenagers have started using TikTok for learning since it provides a customized

[17] D. Siegle, "*Video recording the Gifted Child Today*" Siegle Technology: Literacy in the 21st century: The fourth R, 32 no.2 (2009) 14-19

learning environment for students to fit their needs. TikTok is a cutting-edge educational tool with significant relevance and value.[18]

2) TikTok research status and learning motivation

TikTok is a media that is viral and used by many people around the world, therefore TikTok media is used as a learning media because it is connected to the daily lives of most people, thus motivating students to learn English more easily and with fun. Although numerous potential aspects could affect learners' learning and growth, motivation has been one of the most crucial factors. Learning motivation is regarded as the most significant psychological factor in human learning and growth is one of the motivations. According to several academics, there is a connection between students' motivation and academic success Overall, more motivated students tend to value education highly, adore learning, and take pleasure in learning-related activities.[19]

Discovered that TikTok boosted learners' passion for learning, established an engaging learning environment for them, and encouraged the enhancement of learning motivation in a study of 65 learners. 36 students in their study, 20 utilized TikTok to learn English, and 17 formed friendship groups and followed each other. [20] As a result, teaching strategies based on TikTok boosted student engagement in

[18] Smith, M. Gonzalez-Lloret Technology-mediated task-based languge teaching: *A research agenda Language Teaching*, 54, no.4 (2021) 518-534.

[19] B.J. Zimmerman "*Historical background, methodological developments, and future prospects, American Educational Research Journal: Investigating self-regulation and motivation"* 45 (2008) 66-183

[20] P. Escamilla-Fajardo, M. Alguacil, S. López-Carril, "*Pedagogical perspectives from a corporal expression sport sciences course"* Journal of Hospitality, Leisure, Sports and Tourism Education: Incorporating TikTok in higher education 28 (2021), Article 10030

the course, excitement for learning, and other factors. Moreover, TikTok significantly enhanced the learner's learning experience. Young learners can use TikTok to share their well-made short movies about their online learning and experiences, which is by their urge to express themselves and helps to increase their drive to learn.[21] The findings show that TikTok increases learners' motivation to study when used as a video aid, and teachers can effectively include it in their lesson plans.

3) TikTok research status and oral competency

TikTok as a media in the form of videos is certainly very related to speaking skills. because when making videos students are required to speak either by singing or telling stories so that it helps students in improving speaking skills. The ability to describe and receive information accurately and effectively during conversation is referred to as oral proficiency. The nine criteria for improving oral skills are generally: passion, audience involvement, reasoning, effectiveness, professionalism, voice delivery, body language, eye contact, and summarizing. In a second language learning context, Oral competency generally refers to one of the skills that permit correct and effective communication.[22]

The benefit of employing TikTok as a video tool to help learners improve their oral skills has been demonstrated in existing studies. For instance, investigated

[21] X. Zhang, et al., "*A case study of applying open educational practices in higher education during COVID-19 Impacts on learning motivation and perceptions*" 12 no.21 (2020) 9129

[22] K. Boonkit, t, *"Enhancing the development of speaking skills for non-native speakers of English Procedia-social and behavioral sciences*," 2 no.2 (2010) 1305-1309.

how TikTok could be used in the classroom to help students enhance their speaking skills and discovered that it could. Social media sites like Facebook, YouTube, and TikTok can be used as language-learning resources. TikTok, unlike other programs, has no geographical restrictions, allowing users to understand spoken English anywhere in the world. Providing users with authentic oral resources is crucial for improving spoken English. For users to develop their oral communication skills, TikTok gives a platform for learning and communication. It gives students more chances to gently practice speaking English through social interaction and content exchange.[23] TikTok allows users to interact with foreign acquaintances via live broadcasts, oral competency is enhanced and learners' confidence in using English expression is further raised. Using TikTok in the classroom has a significant impact on how proficient students are in speaking.[24]

The following are some of the advantages and disadvantages of TikTok, that is:

Table 2.1 *Advantages and disadvantages TikTok*

Advantages of TikTok	**Disadvantage of TikTok**
Unique, attractive appearance and Easy Video Creation	There is still irresponsible video content
Sharp, true-to-life Video Quality	The size of the app is too big
Presenting Short Engaging Videos	There are still many blocked accounts
Creativity on TikTok	Implementing TikTok's Algorithm
Fun learning media	Worried that it is just a temporary trend

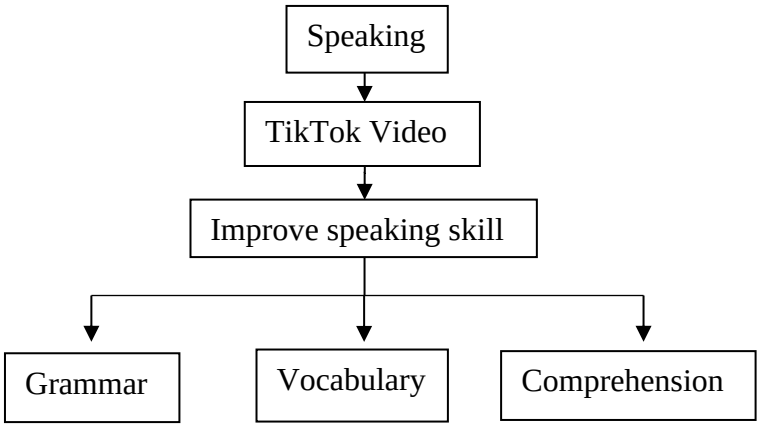
(Journal Universitas STEKOM)

[23] E. John, M.M. Yunus *"A Systematic Review of Social Media Integration to Teach Speaking Sustainability,"* 13 no.16 (2021) 9047

[24] A. Schurz, M. Coumel, J. Hüttner *"Accuracy and fluency teaching and the role of extramural English: A tale of three countries Language,"* 7 no.1 (2022) 35.

C. Framework of Research

The following describes the theoretical foundation for this study:



From this, the research wants to improve students' basic speaking skills by using TikTok videos. Students will be asked to make an introduction video according to their creativity. The researcher also gives students a chance to edit the introduction video. In addition to practicing speaking, students also indirectly practice writing. Using the TikTok application, it is hoped that it can overcome students' problems in improving basic speaking skills and other skills.

D. Hypothesis of the Research

The researcher's hypothesis is as follows, according to the literature reviews above:

1. H0 (Null hypothesis): Using the TikTok Video as media to improve speaking abilities has no discernible effect. According to this theory, there is no difference between the two variables or relationship between variable X and variable Y. To put it another way, there is no difference between the first and

second variables. This indicates that using the TikTok Videos had no impact on their speaking ability or that there was no improvement in the post-test score.

2. H1 (alternative): Using the TikTok application as media to improve speaking abilities has a substantial impact. According to this theory, there is a significant impact or distinction between the variables X and Y. This indicates that either their speaking abilities have been impacted by using the TikTok Videos, or the value of their post-test score has improved

CHAPTER III
RESEARCH METHOD

The research design, population and sample, research variables and indicators, data collection methodology, research instrument, and technical data are all presented in this chapter.

A. Design of The Research

The researcher applies a quantitative method with a quasi-experimental design. This experimental approach was chosen because the researcher wanted to ensure that using TikTok affects students' basic speaking skills. In this research, the research group takes a pre-test of the object of research before the study begins to obtain the students' initial value, followed by treatment. Then, the post-test is also given at the end of the study, which is analyzed to draw research conclusions. Only the experimental group receives the treatment by using TikTok Videos.

Table 3.1 Model Pre-test Post-test Only Control Group Design

Class	**Pre-test**	**Treatment**	**Post-test**
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Description:

X = Treatment for an experimental group by using TikTok Videos.

O_1 = Pre-test of experimental class

O_2 = Post-test of experimental class

O_3 = Pre-test of control class

O_4 = Post-test of control class

B. Population and Sample of Research

1. Population

A population is a collection of things that share some general characteristics and qualities.[1] The 210 students who made up the study's population are all seventh-graders at SMPN 13 Palu with 30 students in each of the classes 7a through 7b.

Table 3.2 *Composition of the Research Population*

Class	Male	Female	Total
VII A	13	17	30
VII B	13	17	30
VII C	12	18	30
VII D	11	19	30
VII E	15	15	30
VII F	13	17	30
VII G	11	19	30
Total of students	**88**	**122**	**210**

2. Sample

The sample is a component of the population. State that the sample is part of a population's size and characteristics that can be used to represent the complete population.[2] The sampling technique uses a type of probability sampling, namely

[1] Sugiyono, "*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif," R&D* Bandung: Alfabeta, (2015): 55.

[2] Ibid., 56.

simple random sampling. this sampling technique is carried out because the sampling of sample members from the population is carried out randomly without regard to the strata in that population. This method can be done if the population members are considered homogeneous. The sample in this research is related to the problem being researched, which is class VII C. In addition, the number of children in class VII C consists of 30 children. 12 boys and 18 girls.

C. The Research Variable

Research variable is an attribute, trait, or value of people, objects, or activities that have certain variations set by the researcher to study and then draw conclusions[3]. There were two variables that the researcher used to conduct the research, independent and dependent variables. The Independent variable in this research is the use of TikTok videos (X) Meanwhile, the dependent variable in this research is improving students speaking skills (Y).

D. Definition Operational of Research

1. TikTok Videos: TikTok is an application that makes it easy for users to produce unique and interesting short videos, using special effects and various music. The resulting video is what is referred to as a TikTok video.

2. Teaching Speaking: This means that the teacher teaches the listener to (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select

[3] Ibid., 61.

appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and fluency.[4]

E. Research Instrument

The instrument of this research was the oral test, the outcome of students' speaking performance will be evaluated using this instrument. An analysis is given by the study when speaking ability is relevant. A pre-test, treatment, and post-test compensate for the examination at this point. Questions in the form of a pre-test were given before treatment. The purpose is to find out what basic knowledge and comprehension students have of speaking. After multiple learning sessions, the post-test seeks to ascertain students' achievement and speaking abilities.

F. Technique of Data Collection

Data collection techniques are the means used in research to collect data. Data collection techniques in this study are in the form of test methods and observation methods. The test method is a way of collecting data in the form of questions or instructions to research subjects.[5] A test is the number of questions that require answers or the number of questions that must be answered to measure a person's ability level. In this study, tests were used to measure student learning outcomes

[4] Matius Ganna. "*Teacher's strategies in teaching speaking* " A Case Study of an English Teacher in SMA Negeri 1 Toraja Utara, no.1 (2006)

[5] Budiyono, "*Metodologi Penelitian Pendidikan*," Surakarta: UNS Press (2023)

after being treated or before in the form of descriptions consisting of pre-test and post-test.

a. Pre-test

A pre-test is used in this research by the researcher. The students take an oral test as a pre-test to evaluate their speaking ability before the treatment. Before starting work, the pre-test seeks to evaluate the student's speaking abilities.

b. Treatment

In the treatment that was given after the students did the pre-test, the teacher explained what the TikTok application is and explained how to use it. Then the teacher gave some exercises using the TikTok application, The treatment through TikTok videos was provided for 6 meetings as additional teaching material for students.

c. Post-test

After the students have finished the pre-test and received the materials from the teacher, the test is given. Students were given post-tests after seeing instructional videos.

The data collected from the oral exam was quantitatively assessed. The researcher employed a scoring system for speaking that considered the students' Grammar, Vocabulary, and Comprehensibility in English.

Table 3.3 Aspect assessment

Scoring Rubric Adapted from Douglass Brown and Jb. Heaton's Book

Aspect	Classification	Score	Description
Grammar	Excellent	5	Equivalent to that of an educated native speaker
	Good	4	Errors in grammar are quite rare
	Fair	3	Control of grammar is good
	Poor	2	Can usually handle elementary construction quite accurately but does not have confident control of grammar
	Very poor	1	Grammar errors are frequent
Vocabulary	Excellent	5	speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary
	Good	4	Can understand and participate in any conversation
	Fair	3	Vocabulary is broad enough that has rarely to grope for a word
	Poor	2	Has speaking vocabulary sufficient to express simply
	Very poor	1	Speaking vocabulary inadequate to express anything but the most elementary needs
Comprehension	Excellent	5	Equivalent to that of an educated native speaker
	Good	4	Can understand any conversation
	Fair	3	Comprehension is quite complete at a normal rate of speech
	Poor	2	Can get the gist of most conversation
	Very poor	1	Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing

G. Technique of Data Analysis

Data analysis is basically estimating or by determine the quantitative effect of a change in one (or more) events on something (several) other things, as well as

estimating or forecasting other events. An event can be expressed as a change in the value of a variable. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, and presenting data for each variable studied. Perform calculations to answer problem formulations and perform calculations to test the hypothesis that has been proposed. From the test, the researcher knew the improvement of students' speaking skills.

1. Calculating research scores

The rubric used by researchers in assessing students' speaking skills during the pretest and posttest.

Table 3.4 *Speaking Skill Assessment Rubric*

No	Name	Assessed Aspect			Total Score	Score
		Grammar	Vocabulary	Comprehension		

The final score is the sum of the scores of the aspect indicators which is summed up by the following formula

$$\text{Speaking score} = \frac{The\ gained\ score}{Total\ maksimum\ score\ of\ all\ aspects} 100\%$$

Table 3.5 *Category of Speaking Ability Assessment*

Rating Scale	Category
85-100	Excellent
70-84	Good
55-69	Fair
40-54	Poor
<40	Very poor

To analyze, the average of the two scores, pre-test and post-test, was calculated with the following formula, Mean = $X = \frac{\Sigma x}{N}$

Where: X = mean score

Σx = the sum of all score

N = the total number of students, (Gay, 1981:298)

2. Hypothesis Test

Hypothesis testing in research is carried out to determine whether the hypothesis research that has been formulated is accepted or rejected. Hypothesis testing can also mean testing the ability to generalize (significance of research results) in the form of comparing the state of variables from two or more samples.[6] Testing in this study compares the pretest score gain and posttest scores of experimental and control classes in the aspects of Grammar, Vocabulary and Comprehensibility.

Technically, the calculation of hypothesis testing uses the Statistical Product and Service Solution (SPSS) data processing application program. The conclusion criteria for hypothesis testing are:

1. If tcount> t table, then H0 is rejected and H1 is accepted (there is a relationship between variable X and variable Y). between variable X and variable Y)
2. If tcount < t table, then H0 is accepted and H1 is rejected (there is no relationship between variable X and variable Y)

[6] Chintya Hana Dhiya Fauziyyah, "*Pemanfaatan aplikasi duolingo untuk meningkatkan keterampilan berbicara(speaking skill)"* Journal of Universitas Pendidikan Indonesia respository.upi.edu (2019)

In this study hypothesis testing uses a significance level of 0.05 which means that the risk of error in concluding is 5% of 100%, The truth or the truth achieved is 95%.

BAB IV
FINDINGS AND DISCUSSION

There are two sections in this chapter. The research's initial discovery is this. It focuses on the outcome of the field data analysis. The second section, titled "Discussion," focuses on the findings' reasoning and additional explanation.

A. Findings

The research's conclusions demonstrated the outcome of the statistical analysis of the data. It included the pre- and post-test student scores from the experimental and control classes. In this section, the researcher reported the outcome for each group by contrasting the two groups' pretest and posttest results.

1. The scores of the Experimental Clas

a. Students' Pretest Result

Table 4.1 *The Score of Students' Pretest Result*

Respondents	Aspect of Speaking			Total Score	Pre-Test	Classification
	G	V	C			
R1	4	4	4	12	80	Good
R2	2	2	2	6	40	Very Poor
R3	1	1	2	4	26	Very Poor
R4	2	2	2	6	40	Very Poor
R5	1	1	1	3	20	Very Poor
R6	2	2	2	6	40	Very Poor
R7	2	2	2	6	40	Very Poor
R8	2	2	2	6	40	Very Poor

R9	2	3	3	8	53	Poor
R10	2	1	2	5	33	Very Poor
R11	2	2	2	6	40	Very Poor
R12	1	2	2	5	33	Very Poor
R13	1	2	2	5	33	Very Poor
R14	2	2	2	6	40	Very Poor
R15	2	2	2	6	40	Very Poor
R16	1	2	2	5	33	Very Poor
R17	2	3	3	8	53	Poor
R18	1	1	1	3	20	Very Poor
R19	2	2	2	6	40	Very Poor
R20	2	2	2	6	40	Very Poor
R21	2	3	2	7	46	Poor
R22	4	4	4	12	80	Good
R23	2	2	2	6	40	Very Poor
R24	2	2	2	6	40	Very Poor
R25	2	3	3	8	53	Poor
R26	2	2	2	6	40	Very Poor
R27	1	2	2	5	33	Very Poor
R28	1	1	1	3	20	Very Poor
R29	2	2	2	6	40	Very Poor
R30	2	2	2	6	40	Very Poor
R31	2	2	2	6	40	Very Poor
R32	1	1	1	3	20	Very Poor
Total					1276	

The researcher tried to find the mean of the data by applying the mean formula and then found the standard deviation. Three components of speaking skills are grammar, vocabulary, and comprehension. Would show and tabulate the

average score for students in speaking, which would be clarified through the following tables:

Table 4.2 *The Mean Score of Students' Pretest in Experimental Class*

Descriptive Statistic							
	N Statistic	Min Statistic	Max Statistic	Sum Statistic	Mean		Std. Deviation Statistic
					Statistic	Std. Error	
Pretest	32	20	80	1276	39.88	2.415	13.659
Valid N (listwise)	32						

According to the pretest results for the class, which are displayed in the table, N 32 had a mean score of 39,88 a standard error of 2.415, and several students with the highest and lowest scores, 80 and 20.

Table 4.3 *The Rate Percentage Score of Students in Pretest Result*

Classification	Range	Frequency	Percentage
Very Good	85-100	-	0%
Good	75-85	2	6,25%
Fair	55-75	-	0%
Poor	40-55	4	12,5%
Very Poor	40	26	81,25%
Total		32	100%

Tabel 4.3 Describes the percentage of the students speaking in the pre-test in the experimental class. It can be seen from the table that most of the students got very poor scores.

b. Students' post-test results

The data of post-test score can be seen in the table:

Table 4.4 *The Score of Students' Posttest Result*

Respondent	Aspect of Speaking			Total Score	Pre-Test	Classification
	G	V	C			
R1	5	5	5	15	100	Very Good

R2	3	3	3	9	60	Fair
R3	3	3	3	9	60	Fair
R4	3	3	3	9	60	Fair
R5	2	3	3	8	53	Poor
R6	3	4	3	10	66	Fair
R7	3	3	3	9	60	Fair
R8	3	3	3	9	60	Fair
R9	3	4	3	10	66	Fair
R10	3	3	3	9	60	Fair
R11	3	3	3	9	60	Fair
R12	3	3	3	9	60	Fair
R13	2	2	2	6	40	Poor
R14	2	3	3	8	53	Poor
R15	2	3	3	8	53	Poor
R16	2	2	2	6	40	Very Poor
R17	3	4	4	11	73	Fair
R18	2	3	2	7	46	Poor
R19	2	3	2	7	46	Poor
R20	3	3	3	9	60	Fair
R21	3	3	4	10	66	Fair
R22	5	5	5	15	100	Very Good
R23	2	2	2	6	40	Poor
R23	2	2	2	6	40	Very Poor
R25	3	3	3	9	60	Fair
R26	3	3	3	9	60	Fair
R27	2	3	2	7	46	Poor
R28	2	2	2	6	40	Very Poor
R29	3	3	3	9	60	Fair

R30	2	3	3	8	53	Poor
R31	2	2	2	6	40	Very Poor
R32	1	1	1	3	20	Very Poor
Total					1807	

The researcher's classification was based on evaluations made by speaking English and included grammar, vocabulary, and comprehension. The results were displayed as a table distribution, frequency, and percentage.

Table 4.5 *The Mean Score of Students' Posttest in Experimental Class*

Descriptive Statistic							
	N Statistic	Min Statistic	Max Statistic	Sum Statistic	Mean		Std. Deviation Statistic
					Statistic	Std. Error	
Pretest	32	20	100	1807	56.47	2.778	15.717
Valid N (listwise)	32						

According to the pretest results for the class, which are displayed in the table, N 32 had a mean score of 56.47, a standard error of 2.778, and several students with the highest and lowest scores, 100 and 20, respectively.

Table 4.6 *The Rate Percentage Score of Students in Posttest Result*

Classification	Range	Frequency	Percentage
Very Good	85-100	2	6,25%
Good	75-85	-	0%
Fair	55-75	16	50%
Poor	40-55	8	25%
Very Poor	40	6	18,75%
Total		32	100%

Tabel 4.6 Describes the percentage of the students speaking in the post-test in the experimental class. It can be seen from the table that some students who scored better than before

2. The scores of the Control Class

a. Students' Pretest Result

Table 4.7 *The Score of Students' Pretest Result*

Name	Aspect of Speaking			Total Score	Pre-Test	Classification
	G	V	C			
R1	2	2	2	6	40	Very Poor
R2	1	1	1	3	20	Very Poor
R3	2	2	2	6	40	Very Poor
R4	1	2	2	5	33	Very Poor
R5	2	2	2	6	40	Very Poor
R6	1	1	1	3	20	Very Poor
R7	2	3	3	8	53	Poor
R8	2	2	2	6	40	Very Poor
R9	2	3	3	8	53	Poor
R10	2	2	2	6	40	Very Poor
R11	1	1	1	3	20	Very Poor
R12	1	2	2	5	33	Very Poor
R13	1	1	1	3	20	Very Poor
R14	2	2	2	6	40	Very Poor
R15	2	2	2	6	40	Very Poor
R16	2	2	2	6	40	Very Poor
R17	2	2	2	6	40	Very Poor
R18	1	1	1	3	20	Very Poor
R19	1	2	2	5	33	Very Poor
R20	1	1	2	4	26	Very Poor
R21	2	2	2	6	40	Very Poor
R22	3	3	4	10	66	Fair
R23	2	1	2	5	33	Very Poor

R23	1	1	1	3	20	Very Poor
R25	2	2	2	6	40	Very Poor
R26	2	2	2	6	40	Very Poor
R27	1	2	2	5	33	Very Poor
R28	1	2	2	5	33	Very Poor
R29	1	2	1	4	26	Very Poor
R30	2	2	2	6	40	Very Poor
R31	2	2	2	6	40	Very Poor
R32	2	2	2	6	40	Very Poor
Total					1142	

The researcher tried to find the mean of the data by applying the mean formula and then found the standard deviation. Three components of speaking ability are grammar, vocabulary, and comprehension. Would show and tabulate the average score for students in speaking, which would be clarified through the following tables:

Table 4.8 *The Mean Score of Students' Pretest in Control Class*

Descriptive Statistics								
	N Statistic	Min Statistic	Max Statistic	Sum Statistic	Mean		Std. Deviation Statistic	
					Statistic	Std. Error		
Pretest	32	20	66	1142	35.69	1.880	10.633	
Valid N (listwise)	32							

According to the pretest results for the class, which are displayed in the table, N 32 had a mean score of 35.69, a standard error of 1.880, and several students with the highest and lowest scores, 66 and 20, respectively.

Table 4.9 *The Rate Percentage Score of Students in Pretest Result*

Classification	Range	Frequency	Percentage
Very Good	85-100	-	0%
Good	75-85	-	0%
Fair	55-75	1	3,125%
Poor	40-55	2	6,25%
Very Poor	40	29	90,625%
Total		32	100%

Tabel 4.9 Describes the percentage of the students speaking in the pretest of control class.

b. Students' Posttest Result

The data of post-test score can be seen in the table:

Table 4.10 *The Score of Students' Pretest Result*

Respondent	Aspect of Speaking			Total Score	Posttest	Classification
	G	V	C			
R1	2	3	3	8	53	Poor
R2	2	3	2	7	46	Poor
R3	2	2	2	6	40	Very Poor
R4	2	3	2	7	46	Poor
R5	2	2	2	6	40	Very Poor
R6	2	2	2	6	40	Very Poor
R7	3	3	3	9	60	Fair
R8	3	3	3	9	60	Fair
R9	3	3	3	9	60	Fair
R10	2	3	3	8	53	Poor
R11	1	2	2	5	33	Very Poor
R12	2	2	2	6	40	Very Poor
R13	1	2	2	5	33	Very Poor
R14	2	3	3	8	53	Poor
R15	3	3	3	9	60	Fair

R16	2	3	3	9	60	Fair
R17	2	3	3	9	60	Fair
R18	2	2	2	6	40	Very Poor
R19	2	2	2	6	40	Very Poor
R20	2	2	2	6	40	Very Poor
R21	2	3	3	8	53	Poor
R22	4	4	4	12	80	Good
R23	2	2	2	6	40	Very Poor
R24	2	2	2	6	40	Very Poor
R25	3	3	3	9	60	Fair
R26	3	3	3	9	60	Fair
R27	2	3	2	7	46	Poor
R28	2	3	3	8	53	Poor
R29	2	2	2	6	40	Very Poor
R30	3	3	3	9	60	Fair
R31	2	2	2	6	40	Very Poor
R32	2	3	3	8	53	Poor
Total					1582	

The researcher tried to find the mean of the data by applying the mean formula and then found the standard deviation. Three components of speaking skills are grammar, vocabulary, and comprehension. Would show and tabulate the average score for students in speaking, which would be clarified through the following tables:

Table 4.11 *The Mean Score of Students' Posttest in Control Class*

Descriptive Statistics							
	N Statistic	Min Statistic	Max Statistic	Sum Statistic	Mean		Std. Deviation Statistic
					Statistic	Std. Error	
Pretest	32	33	80	1582	49.44	1.897	10.731
Valid N (listwise)	32						

According to the pretest results for the class, which are displayed in the table, N 32 had a mean score of 49.44, a standard error of 1.897, and several students with the highest and lowest scores, 80 and 33, respectively.

Table 4.12 *The Rate Percentage Score of Students in Posttest Result*

Classification	Range	Frequency	Percentage
Very Good	85-100	-	0%
Good	75-85	1	3,125%
Fair	55-75	9	28,125%
Poor	40-55	9	28,125%
Very Poor	40	13	40,625%
Total		32	100%

Tabel 4.12 Describes the percentage of the students speaking in the post-test in the control class. It can be seen from the table that some students scored better than before.

3. Mean score and standard Deviation of Students' Pretest and Possttest in Experimental and control class

Table 4.13 *Mean Score and Standard Deviation of Students' Pretest and Posttest in Experimental Class*

	N Statistic	Range Statistic	Min Statistic	Max Statistic	Sum Statistic	Mean		Std. Deviation Statistic
						Statistic	Std. Error	
Pretest	32	60	20	80	1276	39.88	2.415	13.659
Posttest	32	80	20	100	1807	56.47	2.778	15.717
Valid N (listwise)	32							

Table 4.14 *Mean Score and Standard Deviation of Students' Pretest and Posttest in Control Class*

	N Statistic	Range Statistic	Min Statistic	Max Statistic	Sum Statistic	Mean		Std. Deviation Statistic
						Statistic	Std. Error	
Pretest	32	46	20	66	1142	35.69	1.880	10.633
Posttest	32	47	33	80	1582	49.44	1.897	10.731
Valid N (listwise)	32							

The difference in mean score and standard deviation between the pretest and posttest is displayed in Tables 4.13 and 4.14. Following treatment (conventional teaching methods), the experimental class's scores (using TikTok videos) demonstrated extremely good growth, increasing from 20 to 100, whereas the control class's scores (using conventional teaching methods) showed good progress from 20 to 80. Students in the control class had a standard deviation of 10.731 on the pretest and posttest, while those in the experimental class had a standard deviation of 15.717.

4. The result of data analysis techniques

a. Normality test

Table 4.15 *Test of Normality test*

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test Control	.956	32	.217
Post-test Control	.952	32	.164
Pre-test Experiment	.961	32	.294
Post-test Experiment	.951	32	.151

The data distribution is deemed normal if the probability (sig.) is greater than 0.05, and abnormal if the probability (sig.) is less than 0.05. Furthermore, the probability value (sig.) from the data mentioned above indicates a result that is greater than 0.05 (0.217 > 0.05), (0.164 > 0.05), (0.294 > 0.05), and (0.151 > 0.05) based on the normality test conducted above using the SPSS application. Thus, it can be concluded from the normality test conducted by Shapiro Wilk that the pretest and posttest data of the students in the control and experiment classes are distributed in a "Normal" way.

b. Homogeneity test

Table 4.16 Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Speaking English	Based on Mean	.624	1	62	.433
	Based on Median	.301	1	62	.586
	Based on Median and with adjusted df	.301	1	42.423	.586
	Based on trimmed mean	.706	1	62	.404

The results of the two uji levene with SPSS have a value of 0.433, which is greater than 0.05, meaning that the two groups are not significantly different from one another, meaning that the two groups' variances that are compared are homogeneous.

c. The Result of T-test

To find out the t-test value, the researcher used the SPSS application. Following is a comparison between posttest of the experimental class and posttest of the control class.

Table 4.17 *The Probability Value of T-Test of Posttest in Experimental and Control Class*

Independent Sample Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	.df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.624	.433	-2.090	62	.041	-7.031	3.364	-13.756	-.306
Equal variances not assumed			-2.090	54.743	.041	-7.031	3.364	-13.774	-.288

Based on the table above, it is known that the t-test value is -2.090 and the significance value is 0.041.

d. Testing Hypothesis

In this study, the researcher proposed alternative hypothesis (H1) and hypothesis (h0), with explanation as follows:

1. If tcount> t table, then H0 is rejected and H1 is accepted (there is a relationship between variable X and variable Y). between variable X and variable Y)
2. If tcount < t table, then H0 is accepted and H1 is rejected (there is no relationship between variable X and variable Y)

Table 4.16 indicates a significant difference in the posttest that the Probability value is lower than alpha (α) (0.020 < 0.05) supporting the acceptance of the null hypothesis (H1) and the rejection of the alternative hypothesis (H0). It also demonstrates that the use of TikTok Videos as authentic material improves students' speaking and contributes significantly more to their speaking skills.

B. Discussion

Based on the results of the previous study, SMP Negeri 13 palu's VII grade students' speaking abilities can be enhanced by using TikTok videos. A pretest that is given during the first meeting of both classes can demonstrate this. Next, find the pretest mean scores for the experimental class (35.90) and the control class (32.78). Subsequently, at the subsequent meeting, the researcher treated the experimental class using the TikTok videos, while in the control class, the researcher applied the general method that was covered in that class. Six meetings are required to complete the teaching and learning process in the experimental and control classes.

During eight separate meetings for around one month, the researcher administered a pretest to both classes on the first day of the study. The researcher conducted a teaching and learning process from the second to the seventh meeting.

In the control class, the researcher utilized a general approach, and in the experimental class using TikTok Videos as Learning Media. The researcher then administered a posttest of the two classes at the eighth meeting, and the average score for the control class was 39.34, while the average score for the experimental class was 48.65

TikTok videos are learning media where teachers provide videos which students will then watch and follow. TikTok videos can be used in the teaching and learning process, especially in English language learning to improve students' speaking skills. The study's findings that using TikTok videos during the learning process has increased student understanding. Students in the seventh grade who used TikTok videos saw an increase in their speaking skills. This illustrates how crucial part of encouraging students to participate more actively in the learning process.

BAB V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results and discussion in the previous chapter, the researcher can conclude that using TikTok Video improves speaking skills in seventh-grade students at SMP Negeri 13 Palu. Indicated differently, it may be demonstrated that there are significant differences in the learning results between students who used TikTok videos to teach speaking and those who did not. The experimental class's data analysis showed that the post-test mean score was greater than the pre-test mean score (39.88-56.47). While in the control class, the mean post-test score was also higher than the mean score of the pre-test (35.69-49.44). Based on the data analysis, it can be concluded that teaching speaking skills using TikTok Video is effective at the SMP Negeri 13 Palu.

B. Suggestion

After discussing the conclusions about the results of the data analysis above, the researcher would like to include some suggestions as follows:

1. For the teacher, the teachers should emphasize on the harmonious teaching and learning process, and employ teaching strategies that increase students' attention so that students are enthusiastic and comforted by the learning materials they receive. It is suggested that teachers in other to use TikTok Video in teaching speaking as an effective to improve students’ speaking skill.

2. For students, In order to enhance their own abilities and achievements, students are required to improve their self-awareness and become more excited about studying. Students are required to be more involved and pay attention throughout the learning process, particularly when learning English.

3. For other researchers, in this thesis the researcher hoped that the result of this research could be useful for the readers. It is hoped that the readers have more information about using TikTok videos. In this research, the future researcher is expected to research to find another significant of TikTok Video in other language skills.

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APPENDICES

APPENDIX 1: Instrument Pre-test

PRE-TEST

Create a conversation dialog about self-introduction and perform it in front of the class.

Example:

Jeri and Jessica are new students who met in class, they introduced themselves to each other.

Jeri: Hello, Can I sit here?

Jessica: Of course, you can

Jeri: I am Jeri, by the way. What is your name?

Jessica: I am Jessica, Where do you live?

Jeri: I live on Kedondong Street, What about you?

Jessica: That’s nice! I live on Manggis Street, Let’s go to the canteen together during break

Jeri: Yeah, Great!

APPENDIX 2: Instrument Post-test

POST-TEST

Make a schedule of your daily activities, and perform it in front of the class.

Example:

Afni's Daily Schedule

Time	**Activity**
5.30-6.00am	Wake up and pray Subuh
6.00-6.30am	Take a bath Dressing
6.30-7.00am	Breakfast Go to school
7.00-3.00pm	At School
3.00-4.00pm	Lunch Take a nap Ashar pray
4.00-5.30pm	Going out to play with friends
5.30-7.00pm	Take a bath Magrib Pray
7.00-8.00pm	Dinner Watch TV Isya Pray
8.00-9.00pm	Do homework Read book And sleep

APPENDIX 3 Lesson Plan

LESSON PLAN

A. Identity

School : SMPN 13 Palu

Lesson : English

Class/Semester : VII

Main Material : Hobbies and Interests

Time Allocation : 2 x 60 minutes

B. Standard of competency

Develop understanding and appreciation of hobbies and interests through listening, reading, writing especially speaking activities.

C. Basic Competences

Identify social functions, text structure, and linguistic elements in oral, Identify and describe different hobbies and interests, and express likes and dislikes related to hobbies and interests.

D. Indicators

1. Students can list at least five different hobbies and interests,
2. Students can describe their hobbies and interests using appropriate vocabulary,
3. Students can ask and answer questions about hobbies and interests in a conversation.

E. Learning Objectives

At the end of the learning process, students are expected to be able to:

1. Students will be able to identify and describe various hobbies and interests
2. Students will be able to express their likes and dislikes related to hobbies
3. Students will engage in a conversation discussing hobbies and interests using target vocabulary.

F. Learning Material

1. Social function
   a. Maintain interpersonal relationships with teachers and friends
   b. Provide information about describing rooms in a house and things in the rooms in simple dialogues.
2. Text structure
   a. Mentioning several hobbies and interests
   b. Mentioning several likes and dislikes
3. Language elements
   a. Nouns related to hobbies, interests, likes, and dislikes
   b. Adjectives related to hobbies, interests, likes, and dislikes
   c. Speech, word stress, and intonation, when presenting orally.

G. Learning Method

1. Scientific learning
2. Communicative approach

H. Learning Activities

Meeting I

Learning activities	Descriptions	Time allocation
A. Pre-activities		
Orientation	• The teacher says hello, greets students, and says thanks to God Almighty. • The teacher checks students' attendance and fills out class attendance lists. • Provide contextual student learning motivation according to the benefits and applications of teaching materials in everyday life. • Students pay attention to the teacher's explanation about the scope and assessment techniques to be used.	**10 Minutes**
B. Main Activities		
Organizing the students to study (Hobbies and interests)	• Students watch and understand TikTok Videos and describe hobbies and interests (https://vt.tiktok.com/ZS2AtVDMm/) Recommendation channel: @daily_english-stories(https://www.tiktok.com/@daily_english_stories?_t=8pNp7knZG5a&_r=1), @enjoy_english_learning(https://www.tiktok.com/@enjoy_english_learning?_t=8pNpL9gb7SC&_r=1) • Students write down things that are not yet known relating to communicating in English. • Pair work where students practice asking and answering questions about hobbies (eg. What are your hobbies?" • With the guidance of the teacher, students formulate questions about difficult sentences to learn how to describe hobbies and interests in simple sentences. • Students have conversations with their chairmates about hobbies and interests.	**50 minutes**
C. Post-Activities		
Closing	• Teacher asking about difficulties in doing activities learning. • Summarizing the learning outcomes. • The teacher gives assignments to students to watch more TikTok videos about hobbies and practice describing their hobbies and interests after watching the videos • Delivering lesson plans for the next meeting. • The teacher and students end the meeting with prayer and greeting to close the lesson.	**10 minutes**

Meeting II

Learning activities	Descriptions	Time allocation
A. Pre-activities		
Orientation	• The teacher says hello, greets students, and says thanks to God Almighty. • The teacher checks students' attendance and fills out class attendance lists. • Students and teachers discuss competence previously studied and developed related to the material to be studied and developed. • Students pay attention to the teacher's explanation about the scope and assessment techniques to be used. • Teacher asks about the previous material	**10 Minutes**
B. Main Activities		
Organizing the student to study(Likes and dislikes)	• Students watch and understand TikTok Videos about likes and dislikes (https://vt.tiktok.com/ZS2AW53JB/ Recommendation channel: @english_for_beginners8(https://www.tiktok.com/@english_for_beginners8?_t=8pNq7babHZS&_r=1), @fastenglish404(https://www.tiktok.com/@fastenglish404?_t=8pNqHju113y&_r=1) • Pair work where students practice asking and answering about likes and dislikes • With the guidance of the teacher, students formulate questions about difficult sentences and how to do the task. • Write a short paragraph about their favorite hobby, including why they like it and how they do it • After that they have to practice that one by one in front of the class	**50 minutes**
C. Post-Activities		
Closing	• Teacher reviews what has been learned today. • Teacher reviews the students' overall performance. • Teacher asks about students' difficulties while learning. • The teacher and students end the meeting with prayer and greeting to close the lesson.	**10 minutes**

I. Learning resources

a. TikTok Videos about hobbies, interests, like and dislike.

Recommendation channel: @daily_english-stories(https://www.tiktok.com/@daily_english_stories?_t=8pNp7knZG5a&_r=1),@enjoy_english_learning(https://www.tiktok.com/@enjoy_english_learning?_t=8pNpL9gb7SC&_r=1),@english_for_beginners8(https://www.tiktok.com/@english_for_beginners8?_t=8pNq7babHZS&_r=1),@fastenglish404(https://www.tiktok.com/@fastenglish404?_t=8pNqHju113y&_r=1).

b. Relevant English books in the library

c. The Internet and the school environment, home, and city where students live as a source of learning inspiration.

LESSON PLAN

A. Identity

School : SMPN 13 Palu

Lesson : English

Class/Semester : VII

Main Material : Food and Drinks

Time Allocation : 2 x 60 minutes

B. Standard of competency

Students are expected to be able to name different foods and drinks, describe them, and discuss their preferences.

C. Basic Competences

Identify social functions, text structure, and linguistic elements in oral, identify and describe different types of food and drinks, express preferences and dislikes regarding food and drinks, engage in dialogs related to ordering food, and discuss meal preferences.

D. Indicators

1. Students can name and describe at least ten types of food and drinks
2. Students can express their preferences and dislikes using appropriate language

3. Students can role-play ordering food and drinks in a restaurant setting.

E. Learning Objectives

At the end of the learning process, students are expected to be able to:

1. Students will be able to identify and describe various foods and drinks
2. Students will express their likes and dislikes related to food and drinks
3. Students will practice ordering food and drinks in a simulated restaurant environment.

F. Learning Material

1. Social function
    a. Maintain interpersonal relationships with teachers and friends
    b. Provide information about food and drinks in simple sentences.
2. Text structure
    a. Mentioning the food and drinks
3. Language elements
    a. Nouns related to food and drinks
    b. Adjectives related to food and drinks
    c. Spelling and handwriting and print that is clear and neat
    d. Speech, word stress, and intonation when presenting orally.

G. Learning Method

1. Scientific learning
2. Communicative approach

H. Learning Activities

Meeting I

Learning activities	Descriptions	Time allocation
A. Pre-activities		
Orientation	• The teacher says hello, greets students, and says thanks to God Almighty. • The teacher checks students' attendance and fills out class attendance lists. • Provide contextual student learning motivation according to the benefits and applications of teaching materials in everyday life. • Students pay attention to the teacher's explanation about the scope and assessment techniques to be used.	**10 minutes**
B. Main Activities		
Organizing the student to study (Food and Drinks)	• Students watch and understand TikTok Videos and simply describe Food and drinks (https://vt.tiktok.com/ZS2AWtTot/) Recommendation channel: @englishstar01 (https://www.tiktok.com/@englishstar01?_t=8pNqvNFhkQC&_r=1), @learntrainenglish (https://www.tiktok.com/@learntrainenglish?_t=8pNr6fp8pYm&_r=1). • Students write down things that are not yet known relating to the video. • Teacher asking questions to students: 1. What is your favorite food? 2. What is your favorite drinks? • With the guidance of the teacher, students formulate questions about difficult sentences in learning how to describe School Activities in simple sentences (e.g., "I like cireng," "I don't like spinach" • Discuss what foods and drinks students like and dislike share preferences and reason with the class	**50 minutes**
C. Post-Activities		
Closing	• Teacher asking about difficulties in doing activities learning. • Summarizing the learning outcomes. • Delivering lesson plans for the next meeting. • The teacher and students end the meeting with prayer and greeting to close the lesson.	**10 minutes**

Meeting II

Learning activities	Descriptions	Time allocation
A. Pre-activities		
Orientation	• The teacher says hello, greets students, and says thanks to God Almighty. • The teacher checks students' attendance and fills out class attendance lists. • Students and teachers discuss competence previously studied and developed related to the material to be studied and developed. • Students pay attention to the teacher's explanation about the scope and assessment techniques to be used. • The teacher asks about the previous material	**10 Minutes**
B. Main Activities		
Organizing the student to study (Food and Drinks)	• Students watch and understand TikTok Videos and simply describe how to order in a restaurant (https://vt.tiktok.com/ZS2AWvtdV/) Recommendation channel: @learntrainenglish (https://www.tiktok.com/@learntrainenglish?_t=8pNr6fp8pYm&_r=1), @skillfulenglish (https://www.tiktok.com/@skillfulenglish?_t=8pNrVewiuVb&_r=1). • Giving students an assignment to create a menu for a fictional restaurant, including different foods and drinks • Students describe their favorite dishes from their menu use descriptive language and practice speaking in pairs.	**50 minutes**
C. Post-Activities		
Closing	• Teacher reviews what has been learned today. • Teacher reviews the students' overall performance. • Teacher asks about students' difficulties while learning. • The teacher and students end the meeting with prayer and greeting to close the lesson.	

I. Learning resources

a. TikTok Videos about food and drinks

Recommendation channel: @englishstar01(https://www.tiktok.com/@englishstar01?_t=8pNqvNFhkQC&_r=1),@learntrainenglish(https://www.tiktok.com/@learntrainenglish?_t=8pNr6fp8pYm&_r=1),@learntrainenglish(https://www.tiktok.com/@learntrainenglish?_t=8pNr6fp8pYm&_r=1),@skillfulenglish(https://www.tiktok.com/@skillfulenglish?_t=8pNrVewiuVb&_r=1).

b. Relevant English books in the library

c. The Internet and the school environment, home, and city where students live as a source of learning inspiration.

LESSON PLAN

A. Identity

School : SMPN 13 Palu

Lesson : English

Class/Semester : VII

Main Material : Celebration

Time Allocation : 2 x 60 minutes

B. Standard of competency

Developed understanding of various celebrations and traditions through listening, reading, writing especially speaking activities.

C. Basic Competences

Identify social functions, text structure, and linguistic elements in oral, identify and describe different celebrations and traditions, and engage in conversation and presentations about celebrations and traditions.

D. Indicators

1. Students can list and describe at least five different celebrations and their associated traditions
2. Students can discuss the significance and customs of various celebrations
3. Students can present information about specific celebrations and their traditions.

E. Learning Objectives

At the end of the learning process, students are expected to be able to:

1. Students will identify and describe various celebrations and their associated traditions
2. Students will discuss the significance of different celebrations and share their own experiences
3. Students will create and present information about a chosen celebration.

F. Learning Material

1. Social function
    a. Maintain interpersonal relationships with teachers and friends
    b. Provide information about food and drinks in simple sentences.
2. Text structure
    a. Mentioning the celebrations
3. Language elements
    a. Nouns related to celebrations
    b. Adjectives related to celebrations
    c. Spelling and handwriting and print that is clear and neat
    d. Speech, word stress, and intonation when presenting orally.

G. Learning Method

1. Scientific learning
2. Communicative approach

H. Learning Activities

Meeting I

Learning activities	Descriptions	Time allocation
A. Pre-activities		
Orientation	• The teacher says hello, greets students, and says thanks to God Almighty. • The teacher checks students' attendance and fills out class attendance lists. • Provide contextual student learning motivation according to the benefits and applications of teaching materials in everyday life. • Students pay attention to the teacher's explanation about the scope and assessment techniques to be used.	**10 Minutes**
B. Main Activities		
Organizing the student to study (Celebrations)	• The teacher shows the TikTok Videos about celebrations (https://vt.tiktok.com/ZS2A72otS/) Recommendation channel: @learnenglish0011 (https://www.tiktok.com/@learnenglish0011?_t=8pNsFDqxgil&_r=1), @learntestenglish (https://www.tiktok.com/@learntestenglish?_t=8pNsT9fkRUY&_r=1). • Discuss what celebrations students know and celebrate • Introduce vocabulary related to celebrations (e.g., festival, tradition, fireworks). • Discuss how students celebrate various holidays or special occasions • Let students share their personal experiences in front of the class.	**50 minutes**
C. Post-Activities		
Closing	• Teacher reviews what has been learned today and reviews the students' overall performance. • Teacher together with the students summarize the material learning material. • Teacher asks about students' difficulties and offers students to ask. • The teacher and students end the meeting with prayer and greeting to close the lesson.	**10 minutes**

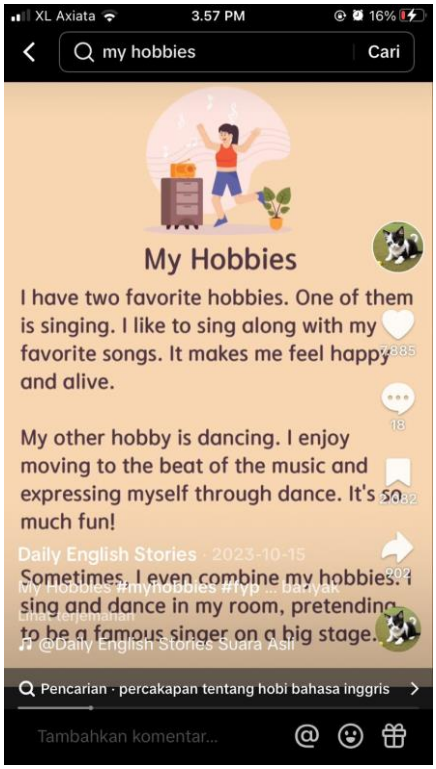
Meeting II

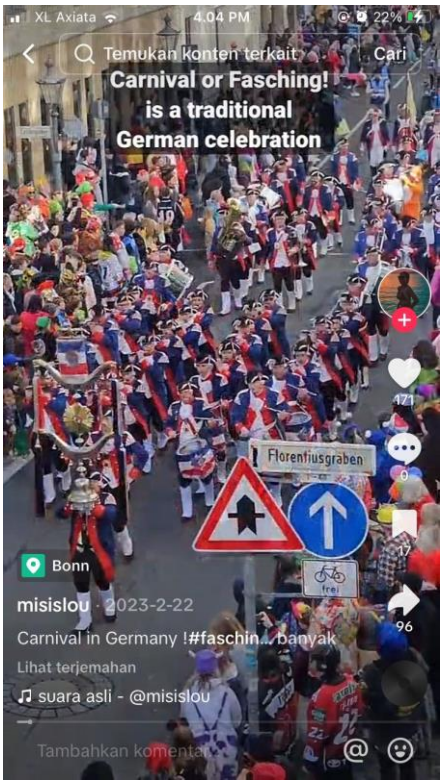
Learning activities	Descriptions	Time allocation
A. Pre-activities		
Orientation	• The teacher says hello, greets students, and says thanks to God Almighty. • The teacher checks students' attendance and fills out class attendance lists. • Provide contextual student learning motivation according to the benefits and applications of teaching materials in everyday life. • Students pay attention to the teacher's explanation about the scope and assessment techniques to be used. • Teacher asks about the previous material	
B. Main Activities		
Organizing the student to study (Celebration	• The teacher shows the TikTok Videos about tradition (https://vt.tiktok.com/Z2A743pm/). • Create a poster or digital presentation about a chosen celebration include details about the celebration, traditions, and significance. • Students Present their projects in front of the class	
C Post-Activities		
Closing	• Teacher reviews what has been learned today and reviews the students' overall performance. • Teacher together with the students summarize the material learning material. • Teacher asks about students' difficulties and offers students to ask. • The teacher and students end the meeting with prayer and greeting to close the lesson.	**10 minutes**

I. Learning resources

1. TikTok Videos about Celebrations
2. Relevant English books in the library
3. The Internet and the school environment, home, and city where students live as a source of learning inspiration.

APPENDIX 4 Instrument Treatment





APPENDIX 5 Documentation

Documentation of Pre-test Experiment and control class

Documentation giving treatment in Experiment class and teaching in control class

Welcome to our class
VIII A

Documentation Posttest in experiment and control class

APPENDIX 6 Formulir Pendaftaran Ujian Sempro

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN UJIAN PROPOSAL SKRIPSI

Nama	:	ELSA WINDIANA
NIM	:	19.1.16.0023
SMT/Prodi/Kelas	:	9 / Tadris Bhs Inggris / TBI 1
Alamat	:	Jl. Pipa Air
No. Tlp / HP	:	0823 9355 7663
Pembimbing	:	I. Ana Kuliahana, S.Pd., M.Pd.
		II. Muh. Tamrin AM.S. Pettanai, S.S., M.Pd.
Judul	:	THE EFFECTIVENESS OF USING TIKTOK VIDEO AS MEDIA LEARNING TO IMPROVE BASIC SPEAKING SKILLS OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 13 PALU

No	Persyaratan	Cheklist (diisi oleh ketua Jurusan)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan	✓		
2	Fotocopy tanda bukti pembayaran ujian	✓		
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII	✓		
4	Mempersiapkan *Power Point* untuk bahan presentsi	✓		
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau	✓		

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
(Muh. Tamrin AM.S.Pettanai,SS.,)	(Drs.Muhammad Insan,M.Ag.)	(ELSA WINDIANA)
NIDN. 2001058403	NIP. 196505301992031006	NIM. 19.1.16.0023
Catatan Dosen Pembimbing I/II :	*Catatan Dosen Penasehat Akademik :*	

Penguji	:	Yuni Amelia, M.Pd
Hari/Tgl	:	Senin, 25/09/2023
Waktu	:	08.30 — 10.00
Tempat	:	Ruang Ujian FTIK

Persetujuan Ketua Jurusan

(.....)
NIP.

APPENDIX 7 Undangan Seminar Proposal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 5709/Un.24/F.I/PP.00.9/09/2023 Palu, 22 September 2023
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Ana Kuliahana, S.Pd., M.Pd. (Pembimbing I)
2. Muh. Tamrin AM. S. Pettawali, S.S., M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama	:	Elsa Windiana
NIM	:	19.1.16.0023
Jurusan	:	Tadris Bahasa Inggris (TBIG)
Judul Skripsi	:	The Effectiveness of Using TIKTOK Video as Media Learning to Improve Basic Speaking Skills of the Seventh Grade Students at SMP Negeri 13 palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal	:	Selasa, 26 September 2023
Waktu	:	13.00 Wita - Selesai
Tempat	:	Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Sekretaris Jurusan TBIG

Hijrah Syam, S.Pd., M.Pd.
NIDN. 2004058603

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
c. 1 rangkap untuk Ketua Jurusan
d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
f. 1 rangkap untuk ditempel pada papan pengumuman.
g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

APPENIDX 8 Berita Acara Seminar Proposal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 26 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Elsa Windiana**
NIM	:	**19.1.16.0023**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**The Effectiveness of Using TIKTOK Video as Media Learning to Improve Basic Speaking Skills of the Seventh Grade Students at SMP Negeri 13 palu**
Pembimbing I	:	**Ana Kuliahana, S.Pd., M.Pd.**
Pembimbing II	:	**Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.**
Penguji	:	**Yuni Amelia, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	75	
2.	BAHASA & TEKNIS PENULISAN	79	
3.	METODOLOGI	80	
4.	PENGUASAN	79	
	Jumlah	313	
	Nilai Rata-rata	78,25	

Palu, 22 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk angka*
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 26 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Elsa Windiana**
NIM	:	**19.1.16.0023**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**The Effectiveness of Using TIKTOK Video as Media Learning to Improve Basic Speaking Skills of the Seventh Grade Students at SMP Negeri 13 palu**
Pembimbing I	:	**Ana Kuliahana, S.Pd., M.Pd.**
Pembimbing II	:	**Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.**
Penguji	:	**Yuni Amelia, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	87	
2.	BAHASA & TEKNIS PENULISAN	87	
3.	METODOLOGI	87	pre test / post test fix. lesson plan analisa std to use tiktok wisely
4.	PENGUASAN	87	
	Jumlah	340	
	Nilai Rata-rata	87	

Palu, 22 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Ana Kuliahana, S.Pd., M.Pd.
NIP. 19820214 200501 2 004

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk angka*
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Selasa, tanggal 26 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Elsa Windiana**
NIM	:	**19.1.16.0023**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**The Effectiveness of Using TIKTOK Video as Media Learning to Improve Basic Speaking Skills of the Seventh Grade Students at SMP Negeri 13 palu**
Pembimbing I	:	**Ana Kuliahana, S.Pd., M.Pd.**
Pembimbing II	:	**Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.**
Penguji	:	**Yuni Amelia, S.Pd., M.Pd.**

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	82	
2.	BAHASA & TEKNIS PENULISAN	80	
3.	METODOLOGI	85	
4.	PENGUASAN	83	
	Jumlah	330	
	Nilai Rata-rata	82.5	

Palu, 22 September 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.
NIDN. 2001058403

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	*Harap memberikan nilai dalam bentuk angka*
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

APPENDIX 9 Daftar Hadir Seminar Proposal

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2023/2024

Pada hari ini Selasa, tanggal 26 September 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	**Elsa Windiana**
NIM	:	**19.1.16.0023**
Program Studi	:	**Tadris Bahasa Inggris (TBIG)**
Judul Proposal	:	**The Effectiveness of Using TIKTOK Video as Media Learning to Improve Basic Speaking Skills of the Seventh Grade Students at SMP Negeri 13 palu**
Tgl / Waktu Seminar	:	**26 September 2023/13.00 Wita**

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1.	Gita	18160017	TBI		
2.	Yeyen	19116 00002	TBI		
3.	DWI ANGGRAINI LEMBA	21116 0092	TBI		
4.	DINI Ariyani	21116 0045	TBI		
5.	Irmawati	21116 0062	5 / TBI		
6.	Moh. ahmadullah	21116 0009	5 / TBI		
7.	Risqahayyu Okta Dinata	21.1.16.0096	5 / TBI		

Palu, 22 September 2023

Pembimbing I,

Ana Kuliahana, S.Pd., M.Pd.
NIP. 19820214 200501 2 004

Pembimbing II,

Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.
NIDN. 2001058403

Penguji,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19980629 201801 2 001

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

APPENDIX 10 SK Penguji Proposal

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2473 TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang :
a. bahwa penulisan karya ilmiah dalam bentuk skri psi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji proposal skripsi untuk menguji proposal skripsi mahasiswa pada ujian seminar proposal;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No. 61 Tahun 2021, Tentang Universitas Islam Negeri Datokarama Palu.
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI PROPOSAL SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Proposal Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Penguji : Yuni Amelia, S.Pd., M.Pd.
2. Pembimbing I : Ana Kuliahana, S.Pd., M.Pd.
3. Pembimbing II : Muh. Tamrin AM. S. Pettawali, S.S., M.Pd.

untuk menguji Proposal Skripsi Mahasiswa
Nama : Elsa Windiana
NIM : 191160023
Jurusan : Tadris Bahasa Inggris (TBIG-1)
Judul Proposal : The Effectiveness of Using TIKTOK Video as Media Learning to Improve Basic Speaking Skills of the Seventh Grade Students at SMP Negeri 13 palu

KEDUA : Tim Penguji Proposal Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam proposal skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

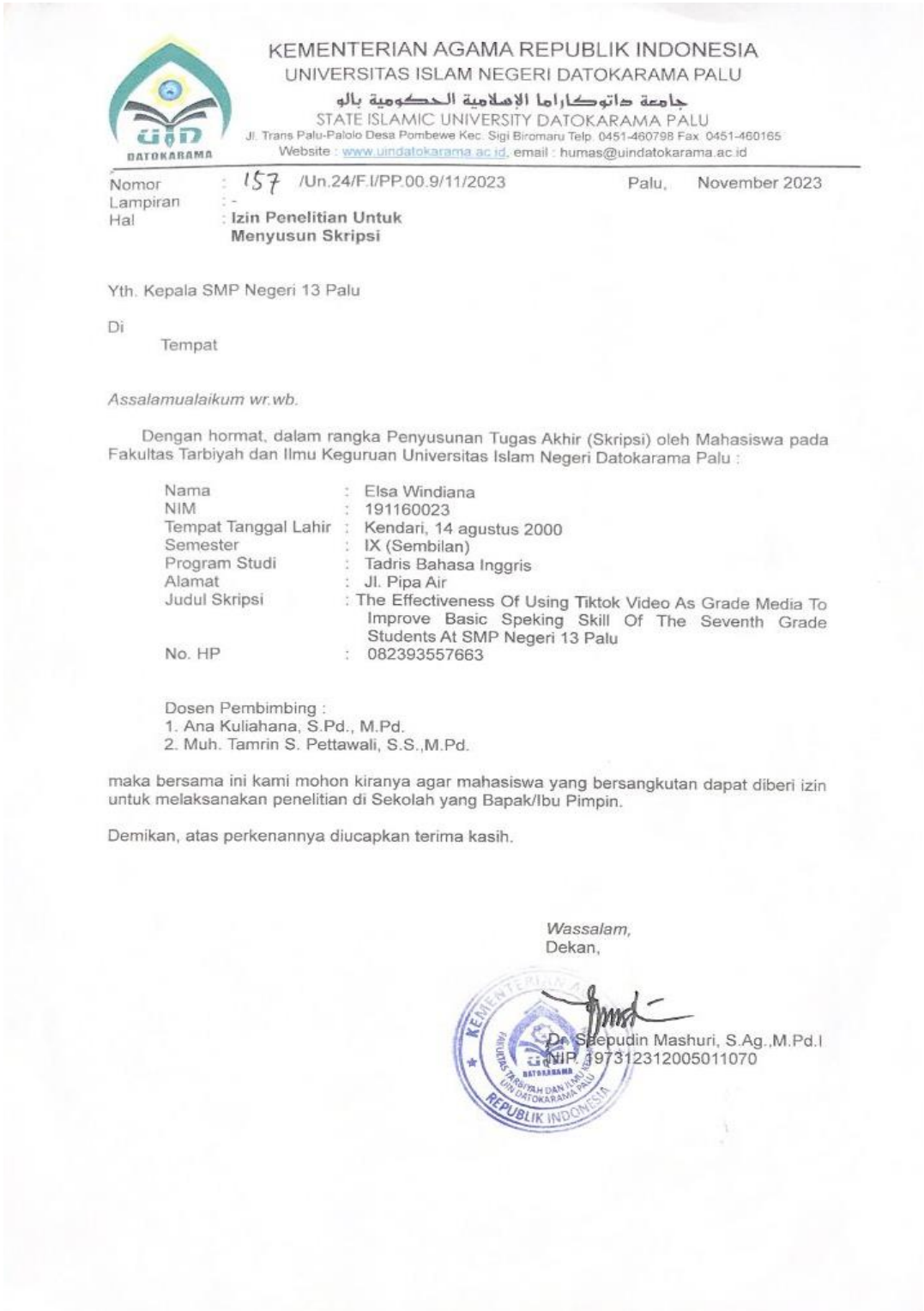
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila dikemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 22 September 2023
Dekan,

Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005

APPENDIX 11 Surat Izin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 157 /Un.24/F.I/PP.00.9/11/2023 Palu, November 2023
Lampiran : -
Hal : **Izin Penelitian Untuk Menyusun Skripsi**

Yth. Kepala SMP Negeri 13 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Elsa Windiana
NIM	:	191160023
Tempat Tanggal Lahir	:	Kendari, 14 agustus 2000
Semester	:	IX (Sembilan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Pipa Air
Judul Skripsi	:	The Effectiveness Of Using Tiktok Video As Grade Media To Improve Basic Speking Skill Of The Seventh Grade Students At SMP Negeri 13 Palu
No. HP	:	082393557663

Dosen Pembimbing :
1. Ana Kuliahana, S.Pd., M.Pd.
2. Muh. Tamrin S. Pettawali, S.S.,M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. Sabpudin Mashuri, S.Ag.,M.Pd.I
NIP. 197312312005011070

APPENDIX 12 Surat Keterangan Selesai Meneliti

PEMERINTAH KOTA PALU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 13 PALU
Alamat : Jalan Munif Rahman No.2 Telepon 462862 (0451).

SURAT KETERANGAN PENELITIAN
NO. MN.11 / 203 /421.3/Pend

Yang bertanda tangan di bawah ini :

Nama	: MURSIDA,S.Pd.,M.Pd
NIP	: 19660825 199103 1 006
Pangkat/Gol	: Pembina Tkt I/IV b
Jabatan	: Kepala Sekolah

Menerangkan Bahwa :

Nama	: ELSA WINDIANA
NIM	: 191160023
Program Studi	: Tadris Bahasa Inggris
Judul	: ***"The Effectiveness Of Using Tiktok Vidio As Learning Media To Improve Basic Speaking Skill Of The Seventh Grade Students at SMP Negeri 13 Palu .***

Yang bersangkutan telah melakukan Penelitian di SMP Negeri 13 Palu pada Tanggal 19 s/d 28 Februari 2024.

Demikian Surat Keterangan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palu, 6 Maret 2024
Kepala Sekolah

MURSIDA, S.Pd.,M.Pd
NIP. 19660825 199103 1 006

FOTO 3 X 4

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

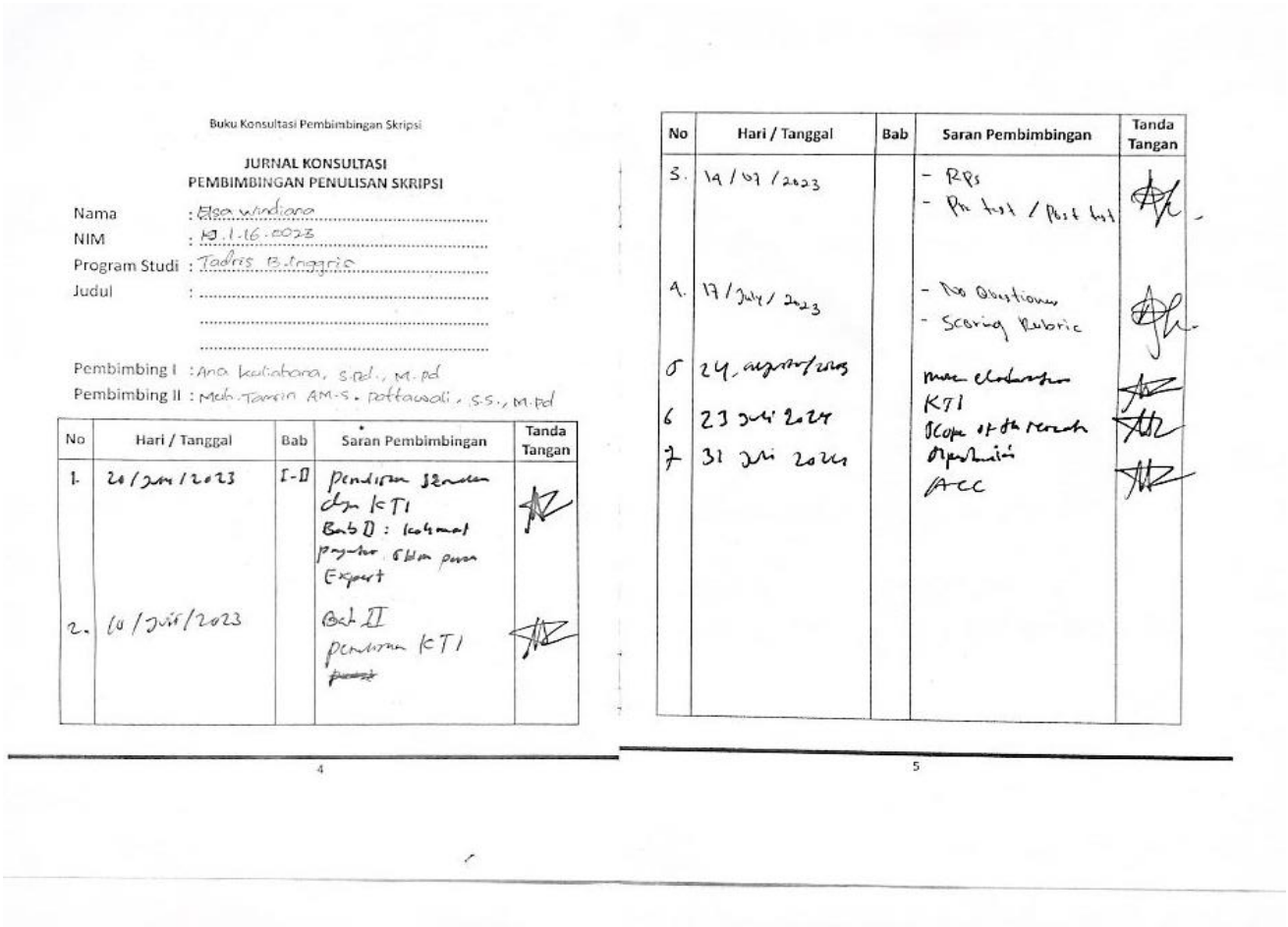
NAMA	: Elsa Wintiana.
NIM	: 19116002 3.
PROGRAM STUDI	: Tadris Bahasa Inggris.

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Selasa, 10/10/2023	Edwin	The Effectiveness of Picture Card Series on the Improvement of Speaking Skill at the English Grade of SMP IT Qurrata' Ayun Palu.	1. Rustin S.Pd. M.Pd, M Sc., Ph.D 2. Didin Fakhrudin, S Ag., M Ag.	
2	Jumat 13/01/2023	Maulidya Aziza Tahirnu.	Improving students' Reading comprehension Skills by using the Rediscerta method at X IPA Grade SMA Negeri 2 Sigi.	1. Rustin S.Pd. M.Pd. M Sc. Ph.D 2. Moh Syafri M.Pd.	
3	Selasa 17/01/2023.	Siti Nurfathonah.	Using podcast a medium of instruction to improve the speaking skill of grade IX students' at SMP Negeri 1 Palu.	1. Dr. Abdul Gapur S.Pd. M.Pd. 2. Muh Tamsir Am S.Pettawali S.S.M.Pd.	
4	Jum'at 19/01/2023	Yuli Andani	The Effectiveness of weekly report testing on the students' ability in writing recount text of SMA Negeri 4 Palu.	1. Rustin S.Pd M.Pd. M Sc., Ph.D 2. Ana kulsum S.Pd M.Pd.	
5	Rabu 01/03/2023	Muhammad Sydiq Alfiansah	kompetensi manajerial kepada madrasah dalam meningkatkan kedisiplinan peserta didik MAN Biau kab - bol.	1. Dr. Sagir Muhammad Amin, M.Pd. 2. Dra. Mastura Mimbari, MM.	
6	Kamis 13/07/2023	Nining Rai Pehagu.	The effect of english animated movies on the improvment of students' vocabulary master at the ther grade of MAN 1 Parigi.	1. Ana kulsum S.Pd M.Pd. 2. Moh. Syafri S.Pd. M.Pd.	
7	Kamis 21/09/2023.	Imanuddin.	Peran biah lughatiyah HMPS PBA sebagai media berbahasa arab dalam meningkatkan maharah Al-Qalam mahasiswa PBA angkatan 2021 UIN Datokarama Palu.	1. Dr. Nurkeyam. S.Ag. M.Pd.i 2. Jafar sidiq S.Pd.i M.Pd.	
8	Jum'at 22/06/23	sulismawati	The effect of scaffolding technique in student reading comprehension of the eight Grade at SMP Negeri 6 Palawa.	1. Rustin S.Pd. M.Pd. M Sc., Ph.D 2. Yuni Amelia S.P.d M.Pd.	
9	09/01/2024.	Supiftahul Mafichah Alhamidi.	Pengaruh manajemen kesiswaan terhadap tingkat kedisiplinan siswa di MAN 1 kota Palu.	1. Dr. Fatima Sagumi M.Si. 2. M. Ikram Kahar S.Pd.i M.Pd.	
10	Selasa 7/05/2024.	Yeyen.	The teaching students' Speaking Ability by describing picture at SMA Negeri 6 Palu.	1. Ana kulsum S.Pd. M.Pd. 2. Muh Tamsir Am. Pettawali S.S.M.Pd	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

APPENDIX 13 Kartu Seminar Proposal

APPENDIX 14 Buku Konsultasi Pembimbingan Skripsi



Buku Konsultasi Pembimbingan Skripsi

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Elsa Windiana
NIM : 19.1.16.0023
Program Studi : Tadris B. Inggris
Judul : .....

Pembimbing I : Ana Kuliahana, S.Pd., M.Pd
Pembimbing II : Muh. Tamrin AM.S. Pattawali, S.S., M.Pd

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	20/Juni/2023	I-II	Penulisan Sesuai dgn KTI Bab II : kalimat pengantar, Sistem penulisan Expert	
2.	10/Juli/2023		Bab II penulisan KTI ~~[illegible]~~	

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No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	14/07/2023		- RPS - Pre test / Post test	
4.	17/July/2023		- No Questioner - Scoring Rubric	
5	24 agustus/2023		more elaboration KTI	
6	23 Juli 2024		Scope of the research	
7	31 Juli 2024		Operationalisasi ACC	

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CURRICULUM VITAE

Researcher Identity

Name : Elsa Windiana

Date of Birth : Kendari, 14 August 2000

Gender : Female

Department : English Tadris Study Program

Faculty : Tarbiyah and Teacher Training

NIM : 19. 1. 16. 0023

E-mail : elsswindiana@gmail.com

Address : Jl. Pipa Air

Father's Name : Nurdin, S.

Mother's Name : Sawirah

Educational

SD Negeri Inpres 1 Lolu : Graduate in 2012

SMP Negeri 13 Palu : Graduate in 2015

MAN 1 Kota Palu : Graduate in 2018

Palu, 30 July 2024
Researcher,

Elsa Windiana
19. 1. 16. 0023