THE EFFECT OF TIK TOK VIDEOS TO IMPROVE SPEAKING SKILLS OF EIGH GRADE STUDENTS AT MTS BAITUSSALAM PRAYA BARAT DAYA IN THE ACADEMIC YEAR 2022/2023

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF MATARAM

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2023

THE EFFECT OF TIK TOK VIDEOS TO IMPROVE SPEAKING SKILLS OF EIGH GRADE STUDENTS AT MTS BAITUSSALAM PRAYA BARAT DAYA IN THE ACADEMIC YEAR 2022/2023

Thesis

Presented to State Islamic University of Mataram to fulfill the requirement for the attainment degree of Sarjana in Study Program of English Language Education

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APPROVAL SHEET

Thesis by: Yuda alfirandi, NIM: 190107046 entitled The effect of Tik-Tok videos to improve speaking ability of Eight grade Students at MTs Baitussalam Praya Barat Daya at the academic year 2023 the has fulfilled the requirement and has been approved by the advisors to be examined.

Approved on 11 September 2023

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ADVISORS' OFFICIAL NOTE

Mataram, 11 September 2023

Subject: **Thesis Examination**

The Honorable

The Dean of Faculty of Education and Teacher Training

in Mataram

Assalamu'alaikum, Wr. Wb.

Respectfully, after doing guidance, direction, and correction, we believe that a thesis of:

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Has fulfilled the requirements to be submitted in the thesis examination session of the Faculty of Education and Teacher Training, The State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately.

Wassalamu'alaikum, Wr Wb.

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STATEMENT OF THE THESIS AUTHENTICITY

The undersigned below:

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    I hereby sincerely state that the thesis entitled "entitled The Effect of Tik-Tok videos to improve speaking ability of Eight grade Students at MTs Baitussalam Praya Barat Daya at the academic year 2023 is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Mataram, 14 September 2023

Yuda alfirandi

THESIS RATIFICATION

Thesis conducted by: Yuda alfirandi NIM: 190107046 entitled "The Effect of Tik Tok videos to improve speaking skills of Einght grade Students at MTs Baitussalam Praya Barat Daya in the Academic year 2022/2023" has been maintained in front of the examiner English Language Education Faculty of Education and Teacher Training State Islamic University of mataram on

Board of Examiner

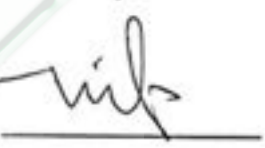Dr. Ribahan,S.S.,M. Pd
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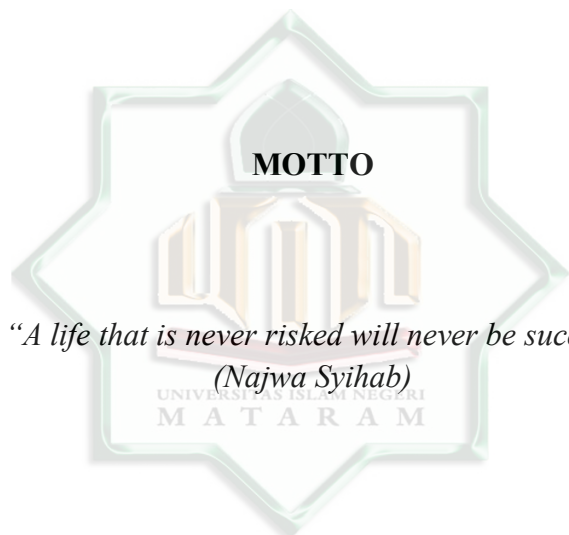(Advisor II)

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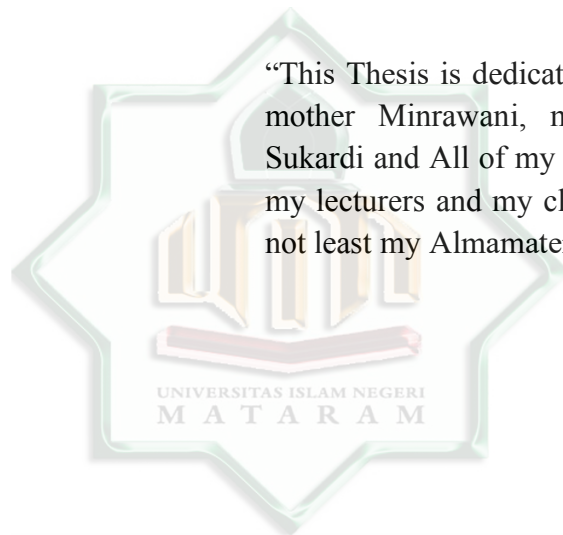Acknowledged by,
Dean of Faculty of Education and Teacher Training

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MOTTO

"A life that is never risked will never be success
(Najwa Syihab)

DEDICATION

"This Thesis is dedicated to my beloved
mother Minrawani, my lovely father
Sukardi and All of my big family. All of
my lecturers and my classmate. Last but
not least my Almamater, UIN Mataram"

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Mataram, 30 Mei 2023

Author,

Yuda Alfirandi

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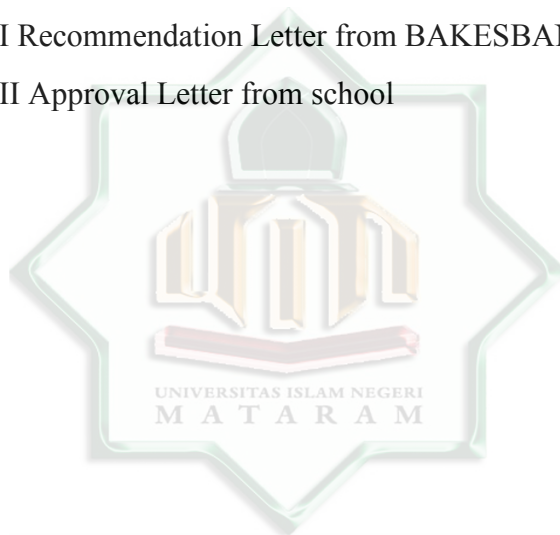
THE EFFECT OF TIK-TOK VIDEOS TO IMPROVE STUDENTS SPEAKING SKILLS OF EIGHT GRADE AT MTS BAITUSSALAM PRAYA BARAT DAYA AT THE ACADEMIC YEAR 2023

By:

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ABSTRACT

The purpose of this study was to find out whether the use of the Tik Tok videos technique has a significant effect as a teaching tool and in improving the speaking skills of eighth grade students at MTs Baitussalam Praya Barat Daya. This study uses a quantitative approach. This study uses a pre-experimental design with one group pretest-posttest design. The sample in this study were 21 students, the sample was eighth grade students at MTs Baitussalam Praya Barat Daya. Data were obtained before and after treatment, students were given a pre-test and post-test, while data were analyzed using the T-test and data obtained from the pretest and posttest were analyzed through SPSS 24. The results showed that there was a significant difference in students' speaking scores. Based on the sig value of the paired sample test (2-tailed) is 0.000 <0.05, meaning that Ha is accepted while Ho is rejected. It can be concluded that the use of Tik Tok videos has a significant effect on improving the speaking skills of eighth graders of MTs Baitussalam Praya Barat Daya at academic year 2022-2023

Keyword: *Tik Tok videos, speaking*

THE EFFECT OF TIK-TOK VIDEOS TO IMPROVE STUDENTS SPEAKING SKILLS OF EIGHT GRADE OF MTS BAITUSSALAM PRAYA BARAT DAYA AT THE ACADEMIC YEAR 2023

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ABSTRACT

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan teknik Tik Tok videos memiliki pengaruh signifikan sebagai sarana pengajaran dan dalam meningkatkan kemampuan berbicara siswa kelas delapan MTs Baitussalam Praya Barat Daya. Penelitian ini menggunakan pendekatan kuantitatif. Penelitian ini menggunakan desain pre-experimental dengan one group pretest-posttest design. Sampel dalam penelitian ini sebanyak 21 siswa, sampelnya adalah siswa kelas Delapan MTs Baitussalam Praya Barat Daya. Data diperoleh sebelum dan sesudah perlakuan, siswa diberikan pre-test dan post-test, sedangkan data dianalisis dengan menggunakan T-test dan data yang diperoleh dari pretest dan posttest dianalisis melalui SPSS 24. Hasilnya menunjukkan bahwa ada perbedaan yang signifikan dalam skor berbicara siswa. Berdasarkan nilai sig uji sampel berpasangan (2-tailed) adalah 0,000<0,05, artinya Ha diterima sedangkan Ho ditolak. Dapat disimpulkan bahwa penggunaan Tik Tok videos berpengaruh signifikan dalam meningkatkan kemampuan berbicara siswa kelas Delapan MTs Baitussalam Praya Barat Daya Tahun Pelajaran 2023

Kata kunci : Tik Tok video,Berbicara

CHAPTER 1

INTRODUCTION

A. Background of the Research

In this globalization era, English is important in our life. In fact, it is the second most spoken language in the world. Globalization makes the use of English increasingly widespread. The ability to speak and write in English well has become one of the important benchmarks in the professional world. Learning English in junior high schools is important as a preparation for facing the process of globalization and as a provision for junior high school students to continue to a higher level of education.

According to Fulcher, speaking is the use of language verbally to communicate with others.[1] Therefore, speaking a second language or a foreign language is often seen as the four most demanding skills. As one of the basic skills of English, speaking has an important role in the language learning process. Through speaking, students can express their ideas, feelings, and desires to others. At school, students learn to speak English more easily because some teachers and friends can become their facilitators and partners to practice English.[2] So, speaking is a person's ability to communicate with others using verbal language.

Speaking is how we communicate and interact with others. When someone speaks, he can convey his thoughts, goals, and the meaning. When one person speaks, another person will receive the information and assimilate it. So, there is a process of good communication and interaction. However, when students speak, they often do not find Engli sh in front of the class or in the school environment an audience willing to provide feedback, or even respond. It is because of the image English which is notoriously difficult for most Indonesians.

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[1] Glenn Fulcher. *Teaching Second Language Speaking*. New York: Pearson-Longman 2003. P. 24

[2] Nurokhma. *Elicitation Technique Used in Teaching Speaking*. (Yogyakarta: Unpublished 2009)

In addition, the ability to communicate orally or to speak is equal to knowing the given language since speaking was the main means of human communication. Moreover, Spawa and Hassan believes that speaking skill was the most important skill to learn. Therefore, in this technological era, the English language was a crucial medium of communication.[3]

According to Richards, as foreign language learners, students must master speaking skills in English as their priority. Furthermore, speaking as an interactive process of constructing meaning, which involves the production, reception, and processing of information. It is the form and meaning that depend on the context in which it occurs, including the participants, their collective experience, the physical environment, and the purpose of speaking. Related to the interaction process, students who are involved in the interaction will get valuable feedback from one another.[4]

In learning to speak, students often find several problems such as the difficulty of using a foreign language. Another reason is the lack of motivation to practice foreign languages, especially English conversation. They also feel too shy and afraid to speak up, there are several factors that cause this problem. In addition, speaking skills cover many complex aspects, such as (1) fluency (smooth flow of sounds, syllables, and phrases combined when speaking), (2) pronunciation (a way for students to speak). Produce clearer language when they speak, (3) Vocabulary (words used in language), (4) Comprehension (Ability to understand the speaker's intention and general meaning)[5]

Speaking is one of the most difficult skills that must be faced by the students. Why? Because, students tend to be shy to speak a foreign language when they feel they do not master the language, even though they are in the English education department. In

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[3] Spawa, C. M. C., & Hassan, F. "I don't know English" Beliefs and Practices in the Teaching of Speaking in the ESL Classroom. *Pertanika Journal of Social Sciences & Humanities*, 21(2), 2013, p. 449-460.

[4]Richard, J.C. *Teaching Listening and Speaking*. (New York: Cambridge University Press. 2008). P. 9.

[5] Nizzu, Devina, et al. Improving Students Speaking Skills Through Retelling Story by Using Picture Series at Sman 7 Bandar Lampung. *Thesis* 2016.

addition, the researchers also found the problem that the lack of vocabulary mastery and lack of 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 speak English. there are six important things considered to be useful that someone can be more fluent and braver in speaking. They are confidence, fluency & accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural.[6]

Video is more powerful than audio counterpart because of it,s visual elements. Poole states that audiovisual aids are an umbrella term used for teaching aids that bring media other than speech into the learning equation. Video and television are similar in that they both display moving images, along with sound, and this sound may be natural or artificial and adapted to the desired situation. students will be more interested in learning pronunciation, because they can see as well as hear what is being said. Also, videos on tik tok are much easier to understand because they include the speaker's facial expressions and gestures. Visual elements catch and grab attention better than audio alone.[7]

Tik-Tok is an application that gives special effect that can be used by the users of this application can easily create short. cool video and can attract the attention of many people to see it. This application is also used for learning, one of which is learning English. that is why Tik Tok is the right medium for learning in a fun way and is used by all ages[8]

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[6] Herlisya, Destia, and Purna Wiratno. "Having Good Speaking English through Tik Tok Application." *Journal Corner of Education, Linguistics, and Literature* 1.3 (2022): 191-198.

[7] Jumsa, Jumsa. An Analysis Erorrs Pronounciation Produced by The Second Year Student of Mts Batusitanduk by Using Videos Acting Challenge from Tik Tok Aplication. *Skripsi.* Institut agama islam Negeri (IAIN Palopo), 2022.

[8]Safila, Risa. "The Influence of Tiktok Videos in Increasing Students' Pronunciation Ability." *Journal of English for Academic and Specific Purposes (JEASP)* 6.1 (2023)..

Tik Tok has the benefit of helping students in learning, especially in speaking because there are lots of videos from native speakers who practice directly how to pronounce the right and good way, even though Tik Tok also has bad effects too such as shaking, adult scenes and many more so students have to able to choose videos that can provide benefits in learning and not abuse Tik Tok.

B. The Statement of Problem

Based on the background of the research, the researcher formulates the problem of the research as follow:

"To What extent the use of Tik tok videos have a significant effect in improving speaking Skills at MTs Baitussalam Praya Barat Daya?

C. Objective and Significance of Research

1. The Objective of the Research

The objective of the study is formulated to answer problem of the research such as:

"To find out the extent of the use of Tik Tok videos has significant effect to improve speaking skills of Eight grade students at MTs Baitussalam Praya Barat Daya

2. The Significance of the Research

In this part, the researcher discusses the theoretical significance and practical significance:

a. Theoretical Significance

The result of this research can be one of the references in the learning speaking process. Moreover, the result could show how Tik Tok videos could become a media in students improve speaking skills.

b. Practical Significance

This research provides benefits for teachers and students, especially at MTs Baitussalam. One of the benefits for the teacher that, this study can help teachers faced the problems when students have difficulty in speaking the word in English. The application of good and appropriate techniques will motivate students to learn. This will also make teachers feel successful in effectively guiding

students in speaking skills. On the other side, the benefits are students can learn fun and not bored.

D. Definition of Key Terms

These are some definition of key terms in this research :

1. Speaking Skills

Speaking is one of the basic language skills that have to be mastered by English Foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel.[9]

Speaking skills are defined as skills that enable us to communicate effectively. This skill gives us the ability to convey information verbally and in a way that the listener can understand. so that interaction occurs between the speaker and the listener. This is where it is important for us to learn speaking so that there are no misunderstandings between the speaker and the listener. This is the importance of students having to learn speaking correctly to be effective in interacting.

2. Tik Tok

Tik Tok is a music creative short video social software, which is a 15-second music short video community based on contemporary young people. Users of this software can choose their own music interface, add special effects such as beauty and slow motion, and then create their favorite short video of music.[10] It is simple to make and spreads fast. Compared with long videos, short video creation is more easily accepted by

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[9] Marleni, Lusi, Nurhidayahsari, and Vitri Anggraini Hardi. "Improving the students' Speking Skill by Using TikTok Application." *Thesis* Bangkinang: Universitas Pahlawan Tuanku Tambusai (2021).).

[10] Yang, Shuai, Yuzhen Zhao, and Yifang Ma. "Analysis of the reasons and development of short video application-Taking Tik Tok as an example." *Proceedings of the 2019 9th International Conference on Information and Social Science (ICISS 2019), Manila, Philippines*. 2019.

ordinary audiences, and the threshold for creation is not high. In recent years, after the rise of apps tik tok it has simplified the complicated operation process of video production in the past, and added some practical and instrumental functions, sothat users can fully exert their creativity.

However, since the pandemic hit, this application has been downloaded a lot to reduce the stress of having to stay at home. Over time, many content creators upload educational videos, scientific videos, and various other creative videos, therefore Tik Tok is an application that can be used as a learning medium if it is used properly. This is supported by Pratiwi in her journal that stated that, "The research shows that the respondents had a positive attitude toward tiktok application used it as an English language learning strategy to help and enhance literacy and speaking skills.[11]

TikTok can be an effective complement to English learning, giving students a fun and engaging way to develop their language skills. However, more research is needed to determine TikTok's full potential as a language learning tool. Some teachers say they use TikTok to meet students where they are, and then engage them in deeper learning through an approach that is easy and non-boring for students.

CHAPTER II

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[11] Herlisya, Destia, and Purna Wiratno. "Having Good Speaking English through Tik Tok Application." *Journal Corner of Education, Linguistics, and Literature* 1/3 (2022): 191-198.

REVIEW OF LITERATURE AND HYPOTHESIS

A. Review of Previous Research

The first previous research was conducted in the second semester of English Department of Language and Education, Universitas Pahlawan Tuanku Tambusai. This study aims to determine the increase in students' speaking skills by using TikTok application. It involves 24 students as respondent. Data obtained by using observation and tests. The test is given to to analyze the results of the study showed that the average student used t-test analysis. Based on analysis of research data shows that the average student in the class is 70 It can be concluded that there is an increase in students' speaking skills by using the TikTok app.[12]

Previous research has similarities with current research, namely using Tik Tok videos to improve students' speaking skills, the difference between previous research and current research is a different method, namely using Classroom Action Research while this research uses quantitative research with pre-experimental design. previous research was conducted at the University of Pahlawan Tuanku Tambusai with a total of 24 students. Meanwhile, this research will be conducted at MTs Baitussalam Praya Barat Daya, class VIII with a total of 21 students.

The second previous research was conducted in SMAN 7 Bandar Lampung This study aims to determine whether there is an increase in students speaking skills through retelling stories using picture series and to investigate is there an increase in students' speaking skills through retelling stories by using picture series in grammar, vocabulary, pronunciation, fluency, and understanding. The population of this research is class II students SMAN 7 Bandar Lampung consisting of 36 students as an experimental class, which selected by means of a lottery. The speaking test was used to collect data in this study. The results

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[12] Marleni, Lusi, Nurhidayahsari, and Vitri Anggraini Hardi. "Improving the students' Speking Skill by Using TikTok Application." *Thesis* Bangkinang: Universitas Pahlawan Tuanku Tambusai (2021).)..

showed that the average score of the students' pre-test was 59.16 and their score post-test after the implementation of retelling stories using picture series is 67.86, where the profit is 8.70. This means there is an improvement students' speaking skills after being taught through retelling stories using pictures series. Retelling stories using picture series can improve students' speaking skills skills in five aspects, pronunciation, grammar, vocabulary, fluency, and understanding. The highest increase achieved in vocabulary is 2.56 points from 11.60 to 14.16. This is evidenced by the results of the Paired Sample T-Test, which shows that the two tails significance value (0.00) is smaller than alpha (0.00<0.05) means that the null hypothesis is rejected and the alternative hypothesis accepted. It can be concluded that retelling the story using serial pictures can used to improve students' speaking skills.[13]

Based on the previous research above, researcher can take similarities and differences from the two studies. Previous research has similarities with current research using Tik Tok videos to improve students' speaking, and uses quantitative methods. Meanwhile, what distinguishes previous research from current research is the setting. The previous research was carried out at SMAN 7 Bandar Lampung with a total of 36 students. Meanwhile, the current research was carried out at MTs Baitussalam Praya Barat Daya with a total of 21 students.

The third previous research was conducted by Denta mira Muslimah, entitled "The impact of Tik Tok videos to reduce pronunciation errors on 9th grade students, "This study aims to measure the effectiveness of Tik-tok videos in reducing pronunciation errors for 9th grade students of SMP Muhammadiyah 01 Sukajaya. This research is quantitative research with a pre-experimental approach with one group of pre-and post-test design. A total of 30 students participated in

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[13] Nizzu, Devina, et al. Improving Students Speaking Skills Through Retelling Story by Using Picture Series at Sman 7 Bandar Lampung. Thesis 2016.

this study. The results of the statistical data analysis of the t-test showed that in the pre-test, the average score obtained by the students was 41.11 while in the post-test the students obtained an average score of 80.03. In addition, the results of data calculations show that at a significance level of 0.05, tcal of 20.03 with t table of 1.701, or 20.03 > 1.701. Therefore, this study confirms that tik-tok videos are effective in reducing pronunciation errors in students.[14]

Previous research has similarities with current research, namely using Tik Tok videos, both studies also use the same method, namely pre-experimental using quantitative with one group pretest-posttest as well, the difference between previous research and current research is to look at students' pronunciation errors while the current research is to improve students' speaking and also in settings. While this research will be conducted at MTs Baitussalam Praya Barat Daya grade VIII with 21 students.

B. Theoretical Framework

In this theoretical framework, some theory are discussed as follow:

1. Speaking

a. Definition of Speaking

Speaking is the act of using the mouth to communicate. We usea variety of body parts, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips, to produce sounds when we speak.[15] According to Marleni, states that speaking is an important skill in expressing idea in communication. Meanwhile, speaking is the process of making and sharing meanings using verbal and non-verbal symbols in different contexts. The main point of speaking is for communicating, so we must

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[14] Muslimah, Denta Mira."The Impact of Tik-Tok Viedos to Reduce Pronunciation Errors On 9th Grade Students." *Thesis*.Muhammadiyah University Of Jakarta. (2022).

[15] Hossain, Mohammed Iqram. *Teaching productive skills to the students: a secondary level scenario*. *Diss*. BRAC University, 2015.p.10

convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking skill because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.[16]

b. Alement of Speaking

Language features are the actions and word arrangements we make when we express the language depending on our words. According to Harmer in language features, there are some elements in using the language, those are.[17]

1) Connected Speech: Effective English speakers must be able to use fluent and produce the individual phonemes of English.

2) Mental/Social Processing: The speaker's productive of ability involves the knowledge of language skills, it also dependent upon the rapid of processing skills.

3) Language Processing: Effective speakers must be able to organize and process language in their thoughts and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and

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16 Marleni, L., Sari, N., & Hardi, V. A.Improving The Students' Speking Skill By Using Tiktok Application.*Thesis*. Bangkinang: tUniversitas Pahlawan Tuanku Tambusai. (2021).p 11

17 Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), P. 269.

propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

c. Teaching Speaking

Teaching speaking is a very important part of learning a second language and a foreign language because students' ability to learn a language will be proven by their ability to say something in that language. According to Kayi, the world demands that the purpose of teaching speaking should be to improve students' communicative skills because only in that way, students can express themselves and learn how to follow appropriate social and cultural rules in each communicative and circum mstance. Thus, teaching speaking has an important role in Teaching English as a Foreign Language (TEFL).[18]

d. Asessing Speaking

To measure Students speaking abilities, there are several indicators as follows:

Table 2.1

Students' Speaking Skill Rubric[19]

No	Criteria	Rating score	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible,

[18] Kayi, Hayriye. "Teaching speaking: Activities to promote speaking in a second language." *The internet TESL journal* 12.11 (2006): 1-6.

[19] Douglas Brown. *Language Assesment: Principles and Classroom Practice. (London:Longman*. 2004).

				thought one is conscious of definite accent.
		3		Pronunciationproblem neccesitiesconcentrated listening and occasio nally lead to misunderstanding.
		2		Very hard to understand because ofpronunciation problem.
		1		Pronunciation problem to serve as tomake speech virtually unintellig ible.
2	Grammar	5		Make few (if any) noticeable errors ofgrammar and word order.
		4		Occasionally makes grammaticalerrors or word errors, however obscure meaning.
		3		Make frequent errors of grammar and word order which occasionallyobscure meaning.
		2		Grammar and word order errors make comprehension difficult, mustoften rephrases sentence.
		1		Errors in grammar and word order toserve as make speech virtually unintelligible.
3	Vocabulary	5		Use of vocabulary and idioms isvirtually that of native speaker.
		4		Sometimes use

			inappropriate terms and must rephrases ideas because oflexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Miss use of words and very limitedvocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme asto make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less asthat of a native speaker.
		4	Speed of speech seems to be slightlyaffected by language problems.
		3	Speed and fluency are rather thanstrongly affected by language problems.
		2	Usually hesitant, often force intosilence by language limitations.
		1	Speech is so halting and fragment tomake conversation virtually impossible.
5	Comprehension	5	Appears to understand everythingwithout difficulty.

		4	Understand nearly everything at normal speed although occasional repetitions.
		3	Understand most of what is it say atslower than normal speed with repetitions.
		2	Has great difficulty following what is it say can comprehend only social conversation spoken slowly and withfrequent repetitions.
		1	Cannot be said to understand evensimple conversational English.

In collecting the score of student's researcher using the interval score below:

Table 3.2 criteria of score

No	Interval Class	Criteria
1	85-100	Very good
2	75-84	Good
3	56-74	Enough
4	41-55	Poor
5	0-40	Low/ bad

2. Tik Tok

Tik Tok is one of the applications that is used as a learning medium because it has many users, complete features, and diverse content in it. Tik Tok, known in

China as Douyin, is a video-focused social networking service owned by Chinese company ByteDance. It hosts a variety of short user videos, from genre s such as dance, comedy, and education, from 15 seconds to three minutes in length. Various creativity in making a TikTok video can produce very useful content. TikTok established itself as the most downloaded application with 45.8 million times. That number beats other popular applications such as YouTube, WhatsApp, Facebook Messenger, and Instagram.[20]

The Tik Tok app is a platform for quickly and creatively producing films. It is designed to showcase inventiveness, particularly in video production. Additionally, Tik Tok provides a wide selection of music for video backdrops, enabling users to make more interesting movies. As a result, learning will be more enjoyable.this Tik-Tok app is likewise centered on video and music, and it may be used to instruct students or children on how to enhance their video editing abilities to make the content more useful. The following are some of the features of the Tik Tok app as a tool for learning English:[21]

a. Listening Skills

Agree with Arono in Loren,"Intuitively Interactive media is an interesting learning medium to improve basic skills for students. Learning media as a component in learning plays an important role learning can take place in accordance with the learning objectives. Starting from this opinion, the learning media needed is audio-visual to help learning listening. In accordance with the features

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[20] Syamsiani, Millenia, and Rahmi Munfangati. "Students' Perception toward the Use of Tiktok Videos for Learning English." *International Social Sciences and Humanities* 2.1 (2023): 324-329.

[21] Syamsiani, Millenia, and Rahmi Munfangati. "Students...p.325

offered, the Tik Tok application can accommodate the character's audio-visual needs.[22]

b. Speaking Skills

Speaking is the skill of pronouncing articulation sounds or words that express, state or convey intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener so that what is conveyed can be reached. The method of passing on thoughts,or eagerly by talking for each person is diverse. Subsequently, learning media must be outlined fittingly in arrange to move forward by and large talking abilities. The Tik Tok application gives its users the ease and flexibility to insert background sounds into the application. With these features, the Tik Tok application processes words that express, express, or convey intentions, ideas, ideas, thoughts, and feelings that are compiled and developed according to the needs of the listener.[23]

c. Writing Skills

Writing skills are a person's way of putting ideas or ideas into writing so that others can understand and understand the information contained in it. The importance of writing skills is so important that writing skills are one of the language skills that get attention in language teaching, especially Indonesian. The quality of the process and results of writing skills, is determined by the teacher's role as a designer of learning in the classroom.[24]

d. Teaching Speaking using Tik Tok

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[22] Syamsiani, Millenia, and Rahmi Munfangati. "Students...p.325

[23] Ica, Dionesia Marisa, Mardian Mardian, and Wahyuni Oktavia. "Improving Speaking Skills through Cooperative Learning Model Talking Stick Type on Students of Class XI IPS 2 SMA Negeri 7 Singkawang School Year 2015/2016." *JP-BSI (Jurnal Pendidikan Bahasa dan Sastra Indonesia)* 2.2 (2017): 53-57.

[24] Grumilah, A., & Aji, I. N. Informal Assessment for Language Skills: the Leaners' Perspective. In *4th International Conference on Education and Language*. Bandar Lampung University. (2016).

Tik Tok is an application with uses appropriate methods and techniques can be used as interactive learning media improve students' speaking skills. With various features in the TikTok application can be implicated in English learning so that students can use the application positively. The TikTok application can also make it easier for teachers and students to get it information and students feel happy learning because they get new experiences learn English in an unconventional way.[25]Using the TikTok application in learning English is very interactive and effective increasing students' confident ability in speaking English with student results.

Using Tik Tok videos in the teaching and learning process has three benefits. Firstly, Learners enjoy learning languages with videos. The idea of language learning is a fun experience and videos create an engaging and fun learning environment. Teaching using video makes the teaching and learning process more varied. The variety of media applied by teachers can motivate students to learn and provide a sense of comfort during the teaching and learning process in class. What's more, Second, Tik Tok videos are an effective way to learn body language. Language learners learn about the world around them. Because the video contains action, students can learn body language based on the action of the video. Third, learners gain confidence through repetition. Learners love hearing stories again and again and the same goes for videos. By watching the video several times students can learn with their absorption and limitations. Videos can attract students' attention, arouse emotions so they are more active in learning speaking.

3. **Hypothesis of the Study**

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[25] Komariyah, T., Sulistiowati, W., Fajri, L. A., & Allatif, N. The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT). In *Conference on English Language Teaching*. 2/1, (2022). 142-154

Hypothesis are used in order to know and to find the answer and conclusion of research. (Ha) is the alternative hypothesis and (H0) is the null hypothesis. The alternative hypothesis **(Ha)**: Tik-Tok videos has effect to improve students speaking skills or the null hypothesis (H0)**: Tik-Tok videos has not affect to improve students speaking skills

CHAPTER III
RESEARCH METHOD

A. Research Method

1. Approach and Type of Research

Approach utilizes by the Researcher is quantitative approach. A quantitative approach is one that collects some type of numerical data to answers a research question.[26] The meaning is an effort to investigate a problem, the existing problem is the basis used by researchers in collecting data. Then determine the variables and measure them with numbers for analysis in accordance with applicable statistical procedures. In essence, this method is called quantitative because the research data is in the form of numbers and the analysis uses statistics.

Then, the types of this research are used experimental. The experimental method is the research method used to look for the effect of a particular treatment (treatment) in each condition controlled(laboratory).[27] according to Cresswell that experimental research seeks to determine whether a particular treatment affects a result in a study. This effect is assessed by giving special treatment to someone group and hold it form another group and then determine how the group scores on an outcome Creswell,[28]

B. Population of the Reseach

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[26] Christensen, L. B., Johnson, B., Turner, L. A., & Christensen, L. B*., Research methods, design, and analysis,* Twelwfth edition, 2011, university of south alabama, p.26

[27] Sugiyono. *Metode penelitian kuantitatif, kualitatif, dan R&D.* Bandung: Alfabeta." Procrastination And Task Avoidance: 2017

[28] Creswell, John W., Michael D. Fetters, and Nataliya V. Ivankova. "Designing a mixed methods study in primary care." *The Annals of Family Medicine* 2.1 (2004): 7-12.

1. Population

   The population of this study is all of Eight grade students consisting of only one class with a total of 21 students at MTs Baitussalam Praya Barat Daya.

2. Sample

   Because the entire population is taken as a sample, this is a population research.

Table 3.1

Sample

No	Class	Number of Students
1.	VIII	21 Students

C. Setting and Time of Research

This research was conducted at Mts baitussalam in the academic year 2023 which was the located at dusun Kending Sampi, Kabul Praya Barat Daya. The research was start from july 17, 2023, until july 22, 2023.

Time	Setting
Monday, 17 July 2023	The researcher asked for permission from the principal of MTs Baitussalam Praya Barat Daya to conduct research
Monday, 17 July 2023	Researchers gave a pre-test for Eighth grade students
Tuesday,18 July 2023	Researchers started the first treatment to students
Thursday,20 July 2023	Researchers started the second treatment to students
Friday,21 July 2023	Researchers started the third treatment to students
Saturday,22 July 2023	Researchers gave a pre-test for Eighth grade students

D. Variables of Research

In this study there are two variables. These variables are independent variable and dependent variable. The independent variable is Tik-Tok videos, and this variable is represented by (X). And the dependent variable is students speaking skills(Y).

The independent variable is a variable that affects other variables while the dependent variable is a variable that influenced by the independent variable

E. Design of Research

In this study, the Researcher used pre-experimental designs. This research approach that used one group. In one group pretest-posttest design, the researcher

at least knows a change has occurred. However, the researcher has not ruled out other possible explanations for the change[29] In this case, Grade VIII students use the Tik Tok video as a training focus in the learning process. Students must be active and focused when the video starts, the pre-experiment must be a type of design, design pre-testing and post-testing. Pre-test and post-test designs was use in the investigation.

O1	X	O2
Pretest	Treatment	Posttest

O_1: Score of pretest, before the learning of "using Tik Tok Videos
x: treatment, on process learning of "using Tik Tok videos**.**
O_2:   score of postest, that score after students got tested of Learning.

[29] Paul D Leedy,&, Jaenne Ellis Ormrod. Practical research: Planning and design. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458. (2019)

F. Instrument of Research

The instrument used in the study was a test that researchers made for the experimental group.

1. Observation

Observation is a tool for gathering information on how the conditions for school, particularly in the classroom, are. During the observation, the researcher employed the instrument to determine the condition and situation of students' activities in the learning process of speaking English

2. Test

The researcher took the test by speaking test, for the instrument that pretest and posttest, before and after. Then, researcher knew the learner's skill on speaking.

The researcher gave tests which was pretest and posttest. Pretest was given to measure students' speaking skill before the treatment. Meanwhile, the posttest was given to measure students' speaking skill after getting the treatment. The test was given to the experimental class. For the test, the rubric was needed to assign some grades for the students in the following table below.

No	Criteria	Rating score	Description
1	Pronunciation	5	Has few traces of foreign language
		4	Always intelligible, thought one is conscious of definite accent.
		3	Pronunciation problem neccesities concentrated listening and occasio nally lead to misunderstanding.
		2	Very hard to understand

			because of pronunciation problem.
		1	Pronunciation problem to serve as to make speech virtually unintellig ible.
2	Grammar	5	Make few (if any) noticeable error of grammar and word order.
		4	Occasionally makes grammatical errors or word errors, however obscure meaning.
		3	Make frequent errors of grammar and word order which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order to serve as make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes use inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because

			of inadequate vocabulary.
		2	Miss use of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of a native speaker.
		4	Speed of speech seems to be slightlyaffected by language problems.
		3	Speed and fluency are rather than strongly affected by language problems.
		2	Usually hesitant, often force into silence by language limitations.
		1	Speech is so halting and fragment to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything at normal speed although occasional repetitions.
		3	Understand most of what is it say atslower than normal speed with repetitions.

| | | 2 | Has great difficulty following what is it say can comprehend only social conversation spoken slowly and with frequent repetitions. |
| | | 1 | Cannot be said to understand even simple conversational English. |

The rubric above shows that there are 5 speaking components, in each component with a score of 1 to 5 and to get the final score as below:

Maximum score = 5 x 5 =25

$$\frac{student\ scores}{maximum\ score}\ x\ 100$$

G. Procedure of Data Collection

In collecting the data, the writer planning to apply Tik-Tok videos to improve students speaking ebility. In addition the research uses pre-test, post-test design.

a. Pre-test

Pre-test can also be interpreted as an activity to test the level of knowledge of participants on the material to be delivered, pre-test activities are carried out before teaching activities are given. here the researcher uses Tik Tok videos to know the students speaking abelity

b. Treatment

Treatment is a teaching activity using the particular media. In this research the writer use Tik-Tok app as media in treatment.

c. Post-test

Post-test is a test which had given after treatment & the purpose of this test is the writers knew about student's know about the extent to which they understand about speaking.

In collecting the score of students researcher using the interval score below:

Table 3.2 criteria of score

No	Interval Class	Criteria
1	85-100	Very good
2	75-84	Good
3	56-74	Enough
4	41-55	Poor

H. Technique of Data Analysis

This research was relating to experimental research, which was included in experimental research, based on the type of research. The computation in addressing the problem statement and hypothesis is related to the analysis. For example, the researcher analysed the data in a variety of ways:

a. Descriptive Statistics

According to Sholikhah, descriptive statistics are statistics that collect, arrange, and process data so that it can be presented and create a clear picture of the condition or event from which the data was collected.[30] In other words, the goal of descriptive statistics is to present data in such a way that specific interpretations or conclusions can be drawn from it.

1. The average (mean) is usually written in statistics using symbols ($\overline{X}$) read exbar. The average (mean) is a group explanation technique based on the average score of the group. To find the average result (mean) of a single data set can be searched by adding all existing data then divide it by the number of existing data.[31]

The formula for the average (mean) for single data:

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[30] Lilih Deva Martias, (2021), Statistika Deskriptif Sebagai Kumpulan Informasi, *Jurnal IlmuPerpustakaan dan Informasi*, Vol. 16, Nu.1, p.44

[31] Muhson, Ali. "*Teknik analisis kuantitatif.*" Universitas Negeri Yogyakarta. Yogyakarta (2006): 183-196.

$$\overline{X} = \frac{\sum X_1}{n}$$

Explanation:

$\overline{X}$: Average

X: Data value

n = Lots of data

Mean formula for group data:

$$X = \frac{\sum f_1 x_1}{\sum f_1}$$

Explanation:

$\overline{X}$ = Average

fi = Frequency value

Xi = Middle value

2. The median is the data value that lies in the middle after the data is compiled according to the order of values so that the halves are equal. The median becomes one group explanation technique based on the mean value of the data group which have been arranged in order from the smallest to the largest, or vice versa from the largest to the smallest Sugiyono. The median is symbolized with (Me) or (Md).[32]

This formula is used when there is an odd number of single data:

$$m_e = \frac{1}{2}(n+1)$$

If the number of data is even, use the following formula:

$$m_e = \frac{\left(\frac{1}{2}n\right) + \left(\frac{1}{2}n+1\right)}{2}$$

Then to find the median value in group data, use the following formula:

$$m_e = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

Explanation:

b = the lower bound of the median class, is the class where

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[32] Muhson, Ali. "Teknik..., Pg. 124

the median will lie

p = Median class length

n = Lots of data

F = The sum of all frequencies with a class sign less than the median class sign

f = Median class frequency

3. The mode is a group explanation technique based on the value currently popular (which is becoming fashionable) or values that appear frequently in the group. The mode can be used for analysis phenomenon that occurs the most or is most used. Mode symbolized by (Mo). To find the mode value on a single data, you can This can be done easily, namely by counting the numbers that appear the most. Numbers that appear a lot in the data set can be ascertained the mode number in the data set. To make it easier to determine the value mode, then the data set is sorted first starting from which smallest to largest.[33]

$$m_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

Explanation:

m_o = Mode

b = Interval class limit with the highest frequency

p = Class interval length

b_1 = the frequency in the modal class (the frequency of the most interval class) is reduced by the frequency of the closest previous interval class

b_2 = Mode class frequency minus the class frequency of the next interval

4. Variance is one of the statistical techniques used to explain group homogeneity. The variance is the sum of all square's deviation of individual values to the group mean. The roots of the variance are called standard deviation or standard deviation. The symbol variance for the population ie ($\sigma 2$) *dibaca sigma kuadrat*. Meanwhile, the variance symbol

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[33] Muhson, Ali. "Teknik..., Pg. 125

for the sample is ($s2$). Then the symbol for the standard deviation or standard deviation for the population is (σ) *dibaca sigma.*[34]

$$\sigma^2 = \frac{\sum(x_1 + x^2)}{n}$$ (The variance formula for the population)

$$\sigma = \sqrt{\frac{\sum(x_1 + x^2)}{n}}$$ (Standard deviation formula for population)

$$s^2 = \frac{\sum(x_1 - x^2)}{(n-1)}$$ (The formula for the variance for the sample)

$$s = \sqrt{\sum \frac{(x_1 - x^2)}{(n-1)}}$$ (Standard deviation formula for the sample)

b. Inferential Statistics

Inferential statistic can be called a probability statistic, because the conclusions are applied to the population based on sample data that is true opportunity (probability). A conclusion from the sample data to be applied for the population it has a probability of error and truth (belief). Expressed in the form of a percentage. Say the probability of error is 5% then the level 95% confidence. If the probability of error is 1% then the level of confidence is 99%. This probability of error and trust is called a significant level (Sugiyono).[35]

1. Normality Test

According to Imam Ghazali normality test is used to determine whether the residual value is regularly distributed.[36] The probability of bias is reduced when data is normally distributed. The KolmogorovSmirnov Test was used in this study to determine the normality of data distribution using the SPSS application 28 version for Windows. When the value of Asymp. Sig. a variable is larger than the significant level of 5%

[34] Muhson, Ali. "Teknik..., Pg. 126

[35] Muhson, Ali. "Teknik..., Pg. 127

[36] Apriyono, Ari, and Abdullah Taman. "Analisis overreaction pada saham perusahaan manufaktur di bursa efek Indonesia (BEI) periode 2005-2009." *Nominal Barometer Riset Akuntansi dan Manajemen* 2.2 (2013). 76-96.

(> 0.050), the variable is normally distributed, when the value of Asymp. Sig. a variable is less than the significant level of 5% (0.050), the variable is not normally distributed. Kolomogrov Smirnov test formula:

Nu	Xi	$Z = \dfrac{xi - \bar{x}}{sd}$	Fr	Fs	|fr-fs|
1					
2					
3					
Etc					

Explanation:

Xi : number in data

Z : Transformation from number to notation in normal distribution

Ft : Normal cumulative probability

Fs : Empirical cumulative probability

2. Homogeneity test

The homogeneity test aims to determine whether a variance from two or more data groups is homogeneous or heterogeneous. Homogeneous data is one of the requirements (not an absolute requirement) in the independent sample t-test. In this study, the homogeneity test was used to determine whether the variance of the post-test data of the experimental class and the post-test data of the control class was homogeneous or not. To calculate the homogeneity test, the researcher uses the SPSS application 28 version for Windows.

3. Paired Sample T-test

A paired sample T-test is used to determine whether there is a difference in the average of two paired samples. The requirement in the paired sample test is that the data be normally distributed. For homogeneous data, variance is not a requirement in the paired sample ttest. The paired sample t-test

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in this study was used to answer whether Tik Tok videos influenced students' pronunciation abilities. To answer this problem, the paired sample t-test was carried out on the experimental class pre-test data with post-test data for the experimental class and pre-test data for the control class with post-test data for the control class. To calculate the paired sample t-test, the researcher uses the SPSS application 28 version for Windows:

Paired sampel t-test formula:

$$t = \frac{\bar{x}1 - \overline{x2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} 2r \left(\frac{s_1}{n_1}\right) \left(\frac{s_2}{n_2}\right)}}$$

Explanation:

x_1: First sample mean

x_2: Second sample mean

s_1: Standard deviation of first sample

s_2: Standard deviation of second sample

n_1: Number of first sample

n_2: Number of second sample

I. Validity and Reliability

1. Validity

Arikunto explain, an instrument is valid if it is able to measure what is desirable and it can reveal the data of the variables appriately.[37] In this study, speaking test was used as the instrument.Validity was used to determine how much the instrument had reflected the result. The validity was applied in the speaking test was face validity. Face validity refers to the extent to which examines believe the instrument is measuring what it is supposed to measure.

2. Reliability

Ary et al state, the reliability refers to the consistency or stability of the test scores. After that, researcher used inter-

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[37] Seuharsami Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Edisi. Revisi VI. (Jakarta: PT Rineka Cipta, 2006).

rater reliability to measure the reliability of the instrument to obtain inter-rater realibility, researcher used correlation coefficient among two raters (InterclassCorrelation Coefficient).[38] Inter-rater reliability is the degree of agreement between two or more raters of scores. In this research, the researcher used inter-rater reliability. This type of reliability was the degree to which different observers were consistent with their judgments. The first observer in this research is the researcher and the second observer is the English teacher of 8A-grade MTs Baitussalam Praya Barat Daya

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[38] Donald Ary et al. *Introduction to Research in Education*. (Wadsworth: Cengage Learning, 2010). P. 228

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter specifically presents the results of the research and its discussion. The research results describe the description of the data, descriptive statistik, and enferensial statistics

A. Research Findings

1. The Descreption of Data

In this section, data is collected from the pretest and posttest indeed, the pretest was given before the treatment. The purpose of this study is "To find out whether the use of the Tik Tok videos method has effect on the students' speaking ability'

a. Pre-test Score

Table 4.2 Students' score of pre-tests

No	Name	Pretest Score	Criteria
1	S1	76	Good
2	S2	60	Enough
3	S3	72	Enough
4	S4	56	Enough
5	S5	64	Enough
6	S6	56	Enough
7	S7	76	Good
8	S 8	60	Enough
9	S9	76	Good
10	S10	72	Enough
11	S11	72	Enough
12	S12	64	Enough
13	S13	56	Enough
14	S14	56	Enough
15	S15	56	Enough
16	S16	64	Enough
17	S17	76	Good
18	S18	56	Enough
19	S19	64	Enough

20	S20	76	Good
21	S21	60	Enough
Total Score			1.384
Mean Score			65,90
Higest Score			76
Lowest Score			56

Based on table 4.2 pre-test above, the Researcher described there are 6 students who got 56, which means that the students' score is enough in English speaking skill. Next, there are 3 students who got 60, 4 students who got 64 and 3students who got 72. It means that the students score is enough in English speaking skill. Then, there are 5 students who got 76, which means that the students have good scores in English speaking skill.

b. **Post-test score**

Table 4.3 Students score of postest

No	Name	Posttest Score	Criteria
1	S1	84	Very good
2	S2	76	Good
3	S3	80	Good
4	S4	76	Good
5	S5	80	Good
6	S6	80	Good
7	S7	80	Good
8	S 8	76	Good
9	S9	84	Very good
10	S10	76	Good
11	S11	80	Good
12	S12	76	Good
13	S13	76	Good

14	S14	80	Good
15	S15	76	Good
16	S16	80	Good
17	S17	80	Good
18	S18	76	Good
19	S19	84	Very good
20	S20	84	Very good
21	S21	80	Good
Total Score			1.664
Mean Score			79,23
Highest Score			84
Lowest Score			76

Based on the table 4.2 post-test above, the Researcher described there are 8 students got 76 and 9 students who got 80, it means that the students have good score in Englishspeaking skill. Then, there are 4 students who got 84, which means that overall students have very good scores in Englishspeaking ability.

Furthermore, there are some differences on data that is applied before and after treatment by using Tik Tok videos in improving students' English-speaking skill. It described that the score after treatment by using Tik Tok in improving students' English-speaking skill is better than before treatment**.**

2. **Descriptive Statistics**

Based on the calculating of descriptive statistics the result pre-test and post-   test score using the application SPSS 24,00, are as follows:

a. The result of the calculating descriptive statistics of the pretest score

Table 4.5 The result of the calculation descriptive statistics of the pre-test score using the application SPSS 24.00

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
pre-test experiment	21	20	56	76	65.14	1.771	8.113	65.829
Valid N (listwise)	21							

From the results of calculation student's pre-test scores using Tik Tok videos, the maximum score achieved by students is 76 and the minimum is 56 from the students' number (N)=21. From the calculation result of statistics, the mean score (X) achieved by students 65.14, and the standard deviation is 8.11.

b. The results of calculation descrivtive statistics of the post-test score

Table 4.6 The results of the calculation descriptive statistics of the post-test score using the application SPSS 24.00

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
post-test experiment	21	8	76	84	79.24	.654	2.998	8.990
Valid N (listwise)	21							

From the result of calculation student's post-test scores using Tik Tok videos, the maximum score achieved by students is 84 and the minimum is 76, from the student's number (N)= 21. From the calculation results of statistics, the mean score (Y) achieved by students is 79.24 and the standard deviation is 2.998.

Based on the descriptive statistics results of the mean value in the experimental group, the pre-test mean value was 65,14 and the post-test mean value was 79.24. It can be concluded that the post-test mean value is higher than the pre-test mean value and there is positive effect after being given treatment.

3. Infererential Statistics

a. Normality Testing

Table 4.7 The results of the pre-test in Normality Testing

One-Sample Kolmogorov-Smirnov Test

		pre-test
N		21
Normal Parameters[a,b]	Mean	65.14
	Std. Deviation	8.113
Most Extreme Differences	Absolute	.182
	Positive	.175
	Negative	-.182
Test Statistic		.182
Asymp. Sig. (2-tailed)		.068[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of normality test it is known that the sig value is 0,68>0.05 it can be concluded that the pre-test score is normally distributed.

Table 4.8 The result of the post-test in Normality Testing

One-Sample Kolmogorov-Smirnov Test

	post-test

N		21
Normal Parameters[a,b]	Mean	79.24
	Std. Deviation	2.998
Most Extreme Differences	Absolute	.241
	Positive	.241
	Negative	-.219
Test Statistic		.241
Asymp. Sig. (2-tailed)		.003[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the result of normality test it is known that the sig value 0.03>0,05 it can be concluded that the post-test score is normally distributed.

b. Homogeneity testing

Table 4.9 testof homogeneity of variances

Test of Homogeneity of Variances

pre-test

Levene Statistic	df1	df2	Sig.
1.705	2	18	.210

Based on the output table test of homogeneity of variances above, it is to know that the significance value is 0.210>0,05, then as the basis for dicision making in the homogeneity test,it can be concluded that the valueis homogenerous.

c. T-test

The type of t-test used by researchers is the paired sample t-test, the paired sample t-test is a test method used to assess the effectiveness of a treatment, characterized by the difference in the mean before and after the treatment is given.Thus the data

calculation were carried out by reseachers using the SPSS application.and the results of t-test for pre-test and post-test SPSS 24.00 are as follows:

Table 4.10 t-count value using SPSS 24.00

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test - post-test	-14.095	6.767	1.477	-17.175	-11.015	-9.545	20	.000

This output gives an idea of wheather or notthere is a difference between pre-test and post-test, it is known that the sig (2-tailed) value is 0,00<0,05, it can be concluded that there is a significant difference between the pre-test and post-test results. The basis for making adecsion if the sig (2-tailed) <0.05 then there is difference between the results of the pre-test and post-test.

Based on the results of the Paired sample t-test, it is known that the sig (2-tailed) value is 0.00<0.05. It can be concluded that there is a significant difference between the results of the pre-test and post-test, this shows that Tik Tok videos have an effect in improving students' speaking abelities.

A. **Discussion**

This chapter presents a discussion of research findings related to the research objectives stated in the first chapter, namely the effect of Tik Tok videos to improve students speaking abilities in the 2023 academic year. This research was conducted in July 2023. Data were obtained from Eighth grade students at MTs Baitussalam Praya Barat Daya. 21 students participated in this study to obtain data. Researchers obtained data through pretest and posttest. Data obtained from the results of the pretest and posttest.

Then, students at MTs Baitussalam experienced a 5-10% increase in their English-speaking skills when they were given treatment, so that the pretest scores were sufficient and became posttest scores which were quite satisfactory for the researchers and the students themselves.

Based on the findings of the experimental results, that the use of Tik Tok videos is an effective technique for MTs Baitussalam students in improving students' English-speaking ability. It helps students to improve their skills in English speaking. It is calculated from the pretest and posttest scores and the results are different. Then, the average pretest score was 65.14 and the posttest average score was 79.24. It was concluded that there was a difference scores between pretest and posttest.

Furthermore, based on the T-test, the mean value of the posttest is higher than the pretest. This means that there is a difference when students receive before and after treatment. The sign value of the paired sample t test is 0.000, this value is smaller than the significance of 0.05 (0.000 <0.05). It was concluded that the statistical hypothesis: the alternative hypothesis (Ha) was maintained and the null hypothesis (Ho) was rejected. This means that the use of Tik Tok videos has a significant effect on students' English-speaking skills.

The results of this research are in line with the findings of previous research by Devina Nizzu who found that the difference in students' speaking mastery abilities before and after using Tik Tok videos was very different. The average student pre-test score was 59.16 to 67.86 at post-test. The t test analysis shows that sig. (2-tailed) is 0.000 which is less than a=0.05. This means that there is a significant difference in students' speaking abilities before and after using Tik Tok videos which are effective in improving students' speaking mastery in class II at SMAN 7 Bandar Lampung.[39]

The same research was also cunducted by Denta Mira Muslimah which found that the difference in students' speaking

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[39] Nizzu, Devina, et al. Improving Students Speaking Skills Through Retelling Story by Using Picture Series at Sman 7 Bandar Lampung. *Thesis*. Lampung University Bandar Lampung. 2016

mastery abilities before and after using Tik Tok videos was very different. The average student pre-test score was 41.11 to 80.03 on the post-test. The t test analysis shows that. the results of data calculations show that at a significance level of 0.05, tcal of 20.03 with t table of 1.701, or 20.03 > 1.701. Therefore, this means that there is a significant difference in students' speaking abilities before and after using Tik Tok videos which are effective in improving the speaking mastery of grade 9 students at SMP Muhammadiyah 01 Sukajaya.[40]

In addition to the last researcher, Lusi Marleni found that the differences in speaking mastery before and after using Tik Tok videos were very different. The average student pre-test score was 57.39 to 65 in the post-test with Classroom observation showing that there was a significant difference in students' speaking mastery abilities before and after using Tik Tok videos which were effective in improving students' speaking in the second of English Department of Language and education Universitas Pahlawan Tuanku Tambusai 2021.[41]

In fact, learning to speak English using Tik Tok Videos has great benefits for students. Thus, there are several benefits of using Tik Tok videos in improving students' speaking ability. First, students cannot get sleepy because they are watching a very interesting video, then students can immediately practice the right sound or expression and students can learn in a fun way and certainly not boring.

Audio-visual aids are effective educational tools in teaching language in the classroom, particularly in communicative language teaching (CLT) classes, which emphasize the importance of learning language through real-life communication. The definition of audio-

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[40] Muslimah, Denta Mira. "The Inpact of Tik Tok Videos to Reduce Pronunciation Erorrs On 9Th Grade Students." *Thesis.* Muhammadiyah University of Jakarta (2022).

[41] Marleni, Lusi, Nurhidayah Sari, and Vitri Angraini Hardi. "Improving The Students' Speking Skill by Using Tiktok Application."*Thesis*. Bangkinang: Universitas Pahlawan Tuanku Tambusai, (2021).

visual aids refers to all kinds of language learning materials that can be heard and seen. To be more specific, audio the material includes all types of recorded dialogue, speech and music that can be used as language teaching materials while video materials conclude various types of videos and video clips, power point, pictures and so on. Many relevant study results highlight the positive effect of using original audio-visual aids in English teaching classes to improve language skills of language learners and their understanding of abstract knowledge in the meantime increase their learning motivation.[42]

CHAPTER V

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[42] Yang, Huining. "Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom." *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*. Vol. 1. 2020.p,168

CONCLUSION AND SUGGESTION

A. Conclucion

Based on the discussion in the previous chapter, it can be concluded that there is difference in the means score before and after students receive treatment in English speaking skills. Based on the data presented earlier, the use of Tik Tok videos has a significant effect on students at MTs Baitussalam Praya Barat Daya.

Furthermore, based on the T-test calculated from the average pretest and posttest scores and the results are different. Then, the pre-test score is 65.14 and the posttest is 79.23. This means that there is a difference in scores between pretest and posttest. Then, the posttest average score is higher than the pretest. The sig value of the paired sample t-test is 0.000, this value is lower than 0.05 (0.000<0.05). It was concluded that the statistical hypothesis: the alternative hypothesis (Ha) was maintained and the null hypothesis (Ho) was rejected. That is, the use of Tik Tok videos significantly improves students' English-speaking skills.

B. Suggestions

Based on the results of the research, the researcher provides several suggestions aimed at English teachers, students and next researchers.

1. To the English Teacher

By using Tik Tok videos, the researcher hopes that teachers can apply Tik Tok videos in the learning process in class to improve students' English-speaking skills because the results of this study show that Tik Tok has a big effect in improving students' speaking skills.

2. To the English Students

The researcher hopes that students can be confident, always practice learning to speak English in class by using the Tik Tok video as the right medium currently being used and of course this Tik Tok can make students easy to understand learning, fun and certainly not boring.

3. To the next Researcher

The researcher hopes that the results of this study can be useful for those who want to apply Tik Tok videos to their English skills. which of course the hope of the current researcher is that the next researcher can develop and make research that is even better than the previous research

4. To the University

Researchers hope that this research can be applied in tertiary institutions and can be used when learning is unstable at certain times were using Tik Tok videos makes students not bored in class and certainly enjoys it.

5. To the School of Reseach

The researcher hopes that the school can develop this research even better than what researchers have used before where research using tik tok videos is able to make students have an increase in speaking and students also easily understand it.

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APPENDICES

Appendix 1: Instrument of Pretest

Note: This test is conducted to measure your speaking ability basedon five Aspect of speaking (Pronunciation, Grammar, Vocabulary, Fluency and Comprehension). Please describe your house and use the following question.

1. Where is your house located?

2. How many floors are there?

3. How many rooms in your house?

4. Why do you like your house

   Below is an example of how to answer the question above:

My House

Hello, my name is ali I live in a small house in countryside. My house has two floors,and on the first floor,there is a living room, a kitchen and a bathroom. On the second floor,there are two bedrooms and small office. I like my house because it is cozy and has nice garden where I can relax and enjoy the neture around me

Appendix 2: Intrument of posttest

Note: This test is conducted to measure your speaking ability based on five Aspect of speaking (Pronunciation, Grammar, Vocabulary, Fluency and Comprehension). Please describe your Family and use the following question.

1. Where do you live?

2. what is the name of your school?

3. Do you have brother or sister?

4. What is your father's job?

5. What are your mothers' jobs?

6. Why do you like you like your family?

Below is an example of how to answer the question above:

My Family

My name is Yudi, I come from a small village in Central Lombok, I live with my parents and my two younger brothers. I study at SMPN 1 Desa Kabul. As for both of my parents, they both have jobs, my father is a farmer, while my mother is a teacher. I am very proud to live with my simple family but always provide extraordinary comfort.

Appendix 3 : Instrument of Treatment

A. Picture 1

Easy English Stories

Every day, I take care of my family. I wake up early to make breakfast for everyone. I make sure they have a healthy and delicious meal to start their day. Then, I help my children get ready for school. I pack their lunches and make sure they have everything they need. During the day, I work hard to provide for my family. I do my best to make sure they have a comfortable home, clean clothes, and enough food to eat. In the evening, I cook dinner for everyone. We together and talk about our day while enjoying our meal. After dinner, I help my children with their homework and spend quality time with them. Before bedtime, I make sure they brush their teeth and get ready for a good night's sleep. Taking care of my family is the most important thing to me, and I do it with love and dedication every day.

B. Picture 2

C. Picture 3

ENGLISH CONVERSATION

Student: Excuse me, can you help me? I'm looking for the library.

Teacher: Of course! The library is on the second floor. Go straight and turn left. It will be on your right-hand side.

Student: Thank you so much!

Teacher: You're welcome. Let me know if you need any further assistance.

Student: Actually, do you know if the library is open on Sundays?

Teacher: I think it's closed on Sundays, but I can check the schedule for you just to make sure.

Student: That would be really helpful! Thank you!

Appendix 4: Data of Students' Pretest and Posttest Score Pre-test

A. Pretest

No	Students	Voc	Gram	Pro	Flu	Comp	Total	Final score
1	S1	4	4	4	4	3	19	76
2	S2	3	3	3	3	3	15	60
3	S3	4	3	3	4	4	18	72
4	S4	3	3	2	3	3	14	56
5	S5	4	3	3	3	3	16	64
6	S6	3	3	3	3	2	14	56
7	S7	4	4	3	4	4	19	76
8	S8	3	3	3	3	3	15	60
9	S9	3	4	4	4	4	19	76
10	S10	4	3	4	4	3	18	72
11	S11	4	3	4	4	3	18	72
12	S12	4	3	3	3	3	16	64
13	S13	3	3	3	3	2	14	56
14	S14	3	3	3	3	2	14	56
15	S15	3	3	3	3	2	14	56
16	S16	4	3	3	3	3	16	64
17	S17	4	4	4	4	3	19	76
18	S18	3	3	3	3	2	14	56
19	S19	4	3	3	3	3	16	64
20	S20	4	4	4	4	3	19	76
21	S21	3	3	3	3	3	15	60

B. Posttest

No	Students	Voc	Gram	Pro	Flu	Comp	Total	Final score
1	S1	5	4	4	4	4	21	84
2	S2	4	4	4	4	3	19	76
3	S3	4	4	4	4	4	20	80
4	S4	4	4	3	4	4	19	76
5	S5	4	4	4	4	4	20	80

6	S6	4	4	4	4	4	20	80
7	S7	4	4	4	4	4	20	80
8	S8	3	4	4	4	4	19	76
9	S9	4	4	4	5	4	21	84
10	S10	4	4	3	4	4	19	76
11	S11	4	4	4	4	4	20	80
12	S12	4	4	4	4	3	19	76
13	S13	4	3	4	4	4	19	76
14	S14	4	4	4	4	4	20	80
15	S15	4	4	4	4	3	19	76
16	S16	4	4	4	4	4	20	80
17	S17	4	4	4	4	4	20	80
18	S18	4	3	4	4	4	19	76
19	S19	4	5	4	4	4	21	84
20	S20	4	4	5	4	4	21	84

Appendix 5: Documentation

Picture 1: Documuntation of pretest

Picture 2 : Documentation of Treatment

Picture 3 : Documentation of posttest

BADAN KESATUAN BANGSA DAN POLITIK
Jalan, Raden Puguh, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI
Nomor : 070/390/VI.R/BKBP/2023

Dasar :
a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan (FTK) Universitas Islam Negeri Mataram Nomor : 698/Un.12/FTK/SRIP/PP.00.9/06/2023 Tanggal : 16 Juni 2023
   Perihal : Permohonan Rekomendasi Penelitian

Menimbang :
Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/Ijin kepada :

Nama	:	YUDA ALFIRANDI
NIM	:	190107046
Alamat	:	Buin Empat Desa Kelawis Kec. Orong Telu Kab. Sumbawa Besar
No. Telphon	:	1902060014
Pekerjaan/Jurusan	:	Mahasiswa/ Tadris Bahasa Inggris
Bidang/Judul	:	THE EFFECT OF TIK TOK VIDEOS TOWARD STUDENTS PRONUNCIATION ABILITY ON EIGHT GRADE OF MTS. BAITUSSALAMA PRAYA BARAT DAYA AT THE ACADEMIC YEAR 2022/2023
Lokasi Penelitian	:	MTs. Baitussalam Kabul Kec. Praya Barat Daya Kab. Lombok Tengah
Jumlah Peserta	:	1 (satu) orang
Lamanya	:	1 (satu) Bulan, mulai dari tanggal 20 Juni 2023 s/d 20 Juli 2023
Status Penelitian	:	Baru

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :

a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/Ijin Observasi dan menghentikan segala kegiatan.
c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat Istiadat setempat;
d. Apabila masa berlaku Rekomendasi/Ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/Ijin agar diajukan kembali sebagaimana proses pengajuan awal;
e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/Ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

Praya, 19 Juni 2023
An. Kepala Badan Kesatuan Bangsa dan Politik
Kab. Lombok Tengah
Kabid. Politik dan Ormas,

H. AMIRUDIN NUR, SE.
NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth. :
1. Bupati Lombok Tengah di Praya;
2. Camat Praya Barat Daya Kab. Lombok Tengah di Darek;
3. Kepala MTs. Baitussalam Kabul Kec. Praya Barat Daya Kab. Lombok Tengah di Kabul;
4. Yang bersangkutan;
5. Arsip.

YAYASAN BAITUSSALAM KENDING SAMPI
MADRASAH TSANAWIYAH BAITUSSALAM
DESA KABUL KEC. PRAYA BARAT DAYA KABUPATEN. LOMBOK TENGAH NTB
Jl. Tanteret Kending Sampe Kabul. NPSN #####
Email. baitussalam.125@gmail.com Kode Pos #####/ HP #############

<u>**SURAT KETERANGAN**</u>
Nomor: 050/YBS/MTs-BS/VI/2023

Sehubung dengan surat dari Badan Kesatuan Bangsa dan Politik (BAKESBANGPOL) Lombok Tengah, Nomor:050/325/VI/R/BKBP/2023, hal Izin Mengadakan Penelitian tertanggal 20 Juni 2023, maka Kepala Madrasah MTs Baitussalam Praya Barat Daya dengan ini menerangkan nama mahasiswa di bawah ini:

Nama	:	Yuda alfirandi
NIM	:	190107046
Fakultas	:	Tarbiyah dan Keguruan
Jurusan	:	Tadris Bahasa Inggris
Jenjang	:	S1

Benar telah mengadakan penelitian di MTs Baitussalam Praya Barat Daya pada tanggal 20 Juni s/d 20 Juli 2023 guna melengkapi data pada penyusunan skripsi yang berjudul **"THE EFFECT OF TIK TOK VIDEOS TO IMPROVE STUDENTS SPEAKING ABILITY ON EIGHT GRADE STUDENTS AT MTS BAITUSSALAM PRAYA BARAT DAYA AT ACADEMIC YEAR 2023**

Demikian surat keterangan diperlukan untuk dapat dipergunakan seperlunya.

Jum'at, 17 Juli 2023
Kepala Madrasah,
Tsanawiyah Baitusalam
Kending Sampi,

PALAHHIDIN, S.Sos.I

UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No.24701/Un.12/Perpus/sertifikat/PC/09/2023

Sertifikat Ini Diberikan Kepada :

YUDA ALFIRANDI
190107046
FTK/TBI
Dengan Judul SKRIPSI

THE EFFECT OF TIK-TOK VIDEOS TO IMPROVE SPEAKING ABILITY OF EIGHT GRADE

STUDENTS AT MTS BAITUSSALAM PRAYA BARAT DAYA AT THE ACADEMIC YEAR 2023

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin
Similarity Found : 8 %
Submission Date : 14/09/2023

UPT Perpustakaan

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UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No.2035/Un.12/Perpus/sertifikat/BP/08/2023

Sertifikat Ini Diberikan Kepada

YUDA ALFIRANDI
190107046

FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini
dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun
masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
Sertifikat ini diberikan sebagai syarat UJIAN SKRIPSI.

UPT Perpustakaan

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Nama Mahasiswa : Yuda alfirandi

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Pembimbing I : Dr. Ribahan S. S., M. Pd

Pembimbing II : Kasyfur Rahman M.Pd

Judul Skripsi : THE EFFECT OF TIK-TOK VIDEOS TO IMPROVE SPEAKING ABILITY

OF EIGHT GRADE STUDENTS AT MTS BAITUSSALAM PRAYA

BARAT DAYA AT THE ACADEMIC YEAR 2023

No.	Tanggal	Materi Konsultasi	Paraf
1	18/8/2023	Data Arplay	RJ
2	21/8/2023	T. Test	RJ
3	31/8/2023	Discussion	RJ
4	12/9/22	Ace	RJ

Mataram, 18-9-2022
Dosen Pembimbing I

Dr.Ribahan,S.S M. Pd.
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KARTU KONSULTASI

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Judul Skripsi : THE EFFECT OF TIK-TOK VIDEOS TO IMPROVE SPEAKING ABILITY OF EIGHT GRADE STUDENTS AT MTS BAITUSSALAM PRAYA BARAT DAYA AT THE ACADEMIC YEAR 2023

No.	Tanggal	Materi Konsultasi	Paraf
1	25/7/2023	Findings	
2	28/7/ 2023	Data display	
3	1/8/ 2023	check the calculation	
4	3/8 /2023	Efek size	
5	7/8/ 2023	Reference style	
6.	21/8 /2023	Acc	

Mataram,
Dosen Pembimbing II

Kasyfur Rahman M. Pd.
NIP.198612282018011001

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