

**THE EFFECTIVENES OF USING TIKTOK VIDEO
@Ongsquad ACCOUNT TOWARDS STUDENTS'
SPEAKING ABILITY AT THE EIGHT GRADE
OF SMP N 3 BANDAR LAMPUNG**

**A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-
Degree**

**By :
TANIA SAFIRA
1911040217**

Study Program : English Education

**Advisor : Prof. Dr. Moh Muhassin, M. Hum.
Co-Advisor : Hasanul Misbah, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
1445 H/ 2023 M**

ABSTRACT

In the process of teaching and learning English, many students experience difficulties in learning English. As with eighth grade students at SMP N 3 Bandar Lampung, students have obstacles in learning to speak, namely students lack mastery of English vocabulary, students are not confident in speaking English when appearing in front of the class, students have difficulty understanding the meaning conveyed by the teacher, Students have difficulty in pronunciation when speaking English, many students do not reach the target score (KKM) in speaking learning, teachers have difficulty understanding students' abilities and Teachers find it difficult to choose teaching methods or media that are suitable and interesting for teaching speaking.

Speaking is one of the problems in learning English. To help overcome this problem, researchers used the TikTok video @ongsquad as a medium for students' speaking abilities. The aim of this research is to find out whether the use of the TikTok video account @ongsquad is effective on the speaking ability of eighth grade students at SMP N 3 Bandar Lampung.

In this research, researchers used a quasi-experimental design with treatment carried out in three meetings, and each meeting lasted 90 minutes. The population of this study were eighth grade students at SMP N 3 Bandar Lampung. There are nine classes of 288 students. The researcher took samples using cluster random sampling, the samples were X VIII-1 as the experimental class with 32 students and VIII-9 as the control class with 32 students. So the sample size is 64 students. In collecting data, the researcher used an oral dialogue test for the pre-test and post-test on the topics of giving instruction, ability and willingness.

Researchers analyzed the data using an independent sample t-test, the results showed the effectiveness of using the TikTok video account @ongsquad on the speaking ability of students in the eighth grade of SMP N 3 Bandar Lampung. From the analysis of data calculated using SPSS, Sig = 0.019 and = 0.05. This means that H_0 is accepted because Sig 0.019 < 0.05. Therefore, there is a significant influence of using the TikTok video @ongsquad account on the speaking ability of students at SMP N 3 Bandar Lampung.

Key Word: *Video, TikTok, Ability*

DECLARATION

The student identity, the undersigned below:

Name : TANIA SAFIRA
Student's Number : 1911040217
Thesis : THE EFFECTIVENES OF USING TIKTOK
VIDEO @Ongsquad ACCOUNT TOWARDS
STUDENTS' SPEAKING ABILITY AT THE
EIGHT GRADE OF SMP N 3 BANDAR
LAMPUNG

Certify that this thesis is my work. I am completely responsible for the contents of this thesis. Other researchers' opinions or research findings included in the thesis are quoted or cited following ethical standards.

Bandar Lampung, July 11st 2023

The Writer,



TANIA SAFIRA
NPM. 1911040217



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung 35131 Telp. (0721) 703260

APPROVAL LETTER

Title : The Effectiveness of Using Tiktok Video @Ongsquad Account
Towards Students' Speaking Ability at The Eight Grade of SMP N 3
Bandar Lampung
Student's Name : Tania Safira
Student's Number : 1911040217
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

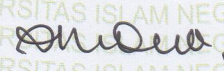
Advisor,


Prof. Dr. Moh. Muhasin, S.S., M.Hum
NIP. 197708182008011012

Co-advisor,


Hasanul Misbah, M.Pd
NIP. 199009132020121009

**The Chairperson of
English Educational Program**


M. Ridho Kholid, S.S., M.Pd
NIP. 198505122015031004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung (0721)703260

ADMISSION

A thesis entitled: **THE EFFECTIVENESS OF USING TIKTOK VIDEO @ONGSQUAD ACCOUNT TOWARDS STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE OF SMP N 3 BANDAR LAMPUNG**, By: **Tania Safira, NPM: 1911040217**, Study Program: English Education was tested and defended in the final examination session held on: **Thursday, January 4th 2024**

Board of Examiners:

The Chairperson : Iwan Kurniawan, M.Pd

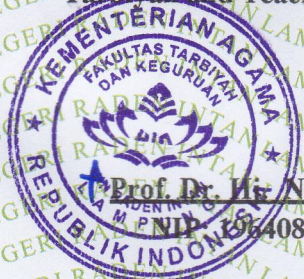
The Secretary : M. Nawawi, M.Pd

The Primary Examiner : Nunun Indrasari, M.Pd

The First Co-Examiner : Prof. Dr. Moh. Muhassin, M.Hum

The Second Co-Examiner : Hasanul Misbah, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988002002

MOTTO

الْغَيْبِ عَلِيمٍ إِلَى وَسَاتُرُدُّونَ وَالْمُؤْمِنُونَ وَرَسُولُهُ عَمَلَكُمْ اللَّهُ فَسِيرَى اَعْمَلُوا وَقُلِ
تَعْمَلُونَ كُنْتُمْ بِمَا فَيَتَّبِعُكُمْ وَالشَّهَادَةَ

“Bekerjalah kamu, maka Allah dan rasul Nya serta orang mukmin akan melihat pekerjaan mu itu dan kamu akan dikembalikan kepada allah lalu diberitakan kepada Nya apa yang telah kamu kerjakan.”(QS. At Taubah : 105)¹



¹ Al-Qur'an, Surah At-Taubah : 105

DEDICATION

This thesis dedicated to everyone who care and loves me. The researcher would like to dedicate this thesis to :

1. My beloved parents, Mr. alm. Sutadi Setiawan he was the best father figure during his life, he always gave a lot of love to me and my sister. My existence up to this moment is to make him proud of my achievements, I dedicate my title to my father who watched me grow from heaven, and to my mother thank you for providing support and prayers, I love you both.
2. My beloved sister Zahara Aulia and my beloved cousin Helmida Silvani, who have grown up together since childhood, have given their trust for me to be on this university because it is not easy for me to get permission, but they always support and pray for me, thank you for your love.
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5. My beloved lecture and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE



Tania Safira was born at the Haji Hospital located in Medan on July 24 2001. With nickname tata on campus. Tania is a hardworking girl, she really like food and drinks that smell like matcha, which makes her want to have a cafe with matcha nuances. She is the first of two children of Mr Sutadi Setiawan and Mrs Kasfitria. She has one sister, named Zahara Aulia. She started his education at elementary school SDN 104204 Jl.Sempurna, east sambirejo village in 2006. She graduated from elementary school in 2013. Then she continued to junior high school at the Cerdas Murni Islamic Middle School locted on Jl. Berinngin Tembung in 2013. After graduating from junior high school in 2016, she continued her studies. At Budisatrya Medan High school which is loated on jl. Letda Sujono in 2016. In 2019, she graduated from high school. Next, she continued her studies at the Raden Intan Lampung State Islamic University (UIN) as a student in the English Language study Program, Faculty of Tarbiyah and Teacher Training..

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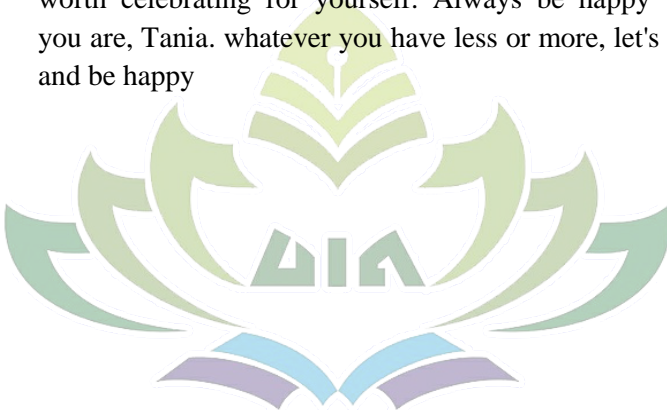


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CHAPTER I

INTRODUCTION

A. Title Confirmation

In order to facilitate comprehension and prevent misinterpretations, the researcher has decided to provide definitions for some of the terms included in thesis title. Given that the intended title of this thesis is “The Effectiveness of Using TikTok Video @ongsquad Account Towards Students’ Speaking Ability at the Eight Grade of SMP N 3 Bandar Lampung”, the following terms are defined in the title:

1. The Effectiveness

The definition of a “Effect” is simply a change that anything or someone causes in another person or thing. Although the definition of the adjective “Effective” is “producing the desired or intended result“.Effectiveness is the result of a certain evaluation or analysis that measures the accomplishment of a especially educational objective or the extent to which a higher education institution may be expected to meet particular requirements, according to Vlasceanu.¹ A measure of effectiveness indicates the extent to which the goal (quantity, quality, and time) has been accomplished. The effectiveness increases where a higher percentage of the aim is met. The Effectiveness of using TikTok Video @Ongsquad Account Towards Students’ Speaking Ability at the Eight Grade of SMP N 3 Bandar Lampung resulted in the efficacy of this study.

¹ Vlasceanu L, Grunberg L, and Parlea D, *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest: UNESCO-CEPES, 2004).

2. TikTok Application

TikTok is one of the most popular social media sites in the world. According to a report by WeAre social and Hootsuite, the video app has 1.05 billion users worldwide in January 2023. This number even places TikTok in sixth place as a social application, with the most users globally last month. As noted, TikTok users around the world increased by 18.8% compared to the previous year. Based on the country, the most TikTok users come from the US. There were 113.25 million TikTok users from Uncle Sam's country earlier this year. Indonesia is in second place with the most number of TikTok users in the world, reaching 109.9 million users.

3. Speaking Ability

Speaking ability is recognized as one of the tools for communicating from one person to another, thus it must be considered and practiced. Experts have presented a variety of hypotheses on speaking ability. According to Freeman in Risnadedi, speaking ability is more sophisticated than most people believe.¹ Learning to speak is comparable to learning a language in that the student must select the appropriate word to form the phrase and use grammar to construct a proper sentence. While according to William O'Grady, speaking refers to students' capacity to articulate their thoughts orally, as measured by their speaking score.² This theory says that speaking ability is the students' ability to achieve high speaking scores by giving an excellent speech. Furthermore, Wallace claims that speaking ability and

¹ Isnadedi, Developing Students Speaking Ability. Journal of SMP Negri 17 Pekan Baru. (7). (2001). 56-58.

² O'Grady, W. Dobrovolsky, M., & Katamba, F, authentic assessment for English language learners: Practical approaches for teachers. (New York: Addison-Wesley Publishing, 1997).

oral practice are important for students when they must pay attention to what they are saying.³ As a result, students can improve their ability to talk or express themselves fluently with exact terminology and good/acceptable pronunciation.

4. @Ongsquad TikTok Account

One of the well-known Tiktok accounts is Ongsquad. Ongsquad, the 29-year-old mother who runs the Tiktok account, was born on March 1, 1993, in the United States. a well-known figure on Tiktok who makes funny, lifestyle, and food videos. Currently, her Ongsquad account has 9 million followers and 272.2 million likes. She started blogging on TikTok on May 11, 2020. In addition to humor, films, selfies, and pictures with friends and family, she also shares content on her Ongsquad Instagram profile, which has 214.000 followers. She has five children with her partner.



Figure 1.1 @Ongsquad TiTok Account

The Ongsquad The object of study on Tiktok is a mother and her children conversational content. The Chinese family Ongsquad, who consists of a mother, her

³ Wallace, D, Junior comprehension 1. (England: Longman, 1978).

five children, and their father, lives in Canada and has a Tiktok account. On the other hand, mothers are content creators since they are constantly coming up with creative ideas for making daily talks into content for kids. They communicate in their mother tongue, which is their children's first language as well as their everyday language. There are multiple rooms between the locations they use in their work.

B. Background of The Problem

In communication, language is important. Everyone is able to communicate with others through language. They are able to communicate their opinions, ideas, and whatever else is going through their heads. There will be differences in the languages spoken in different places. There are many languages spoken as first, second, or foreign languages in the world in addition to the national tongue. English is a language spoken all over the world. In our nation, English is a foreign language that is used in the educational system. Everyone tries to become fluent in a foreign language in the era of globalization, especially English, as a means of communication. English is taught in elementary schools in Indonesia. Playgroups, elementary schools, junior high schools, senior high schools, and colleges were among the places it was first implemented.

Learning English involves four skills: writing, reading, and listening. It's important to master these abilities without underestimating one another. The ability to carry on a conversation is the key to successfully studying a language, and for most people, this is the most important component of learning a foreign language. Speaking is therefore one of the most important parts of learning a language since it is a vital instrument for communication.

When learning how to talk, students frequently run into several issues. The other reason is that they are not motivated to learn the second language in everyday conversation because they are afraid of making a mistake in one of their discussions

and lack confidence in themselves. Additionally, the students' speaking grade is sufficient. One of the elements of teaching is the use of media that is relevant to the subject taught by the teaching. Media can be broadly classified into three categories: audio, visual, and visual. Media continues to grow in an increasingly sophisticated way as a result of the advancements in information and technology. Using the TikTok platform is one way that children can get better at speaking. Media is one of the components of teaching by using media that relate to the subject that is given by the teacher. Generally, there are three kinds of media, there are visual media, audio media and audio visual media, in a row development of technology information then development of media in education more advanced.⁴ One of the media to improve the students' speaking skill is by using the TikTok platform.

based on a preliminary study conducted at SMP N 3 Bandar Lampung on Wednesday, June 16, 2023. A number of class VIII students and one of the English teachers were interviewed. He stated that most students, especially in class VIII, had poor achievements in learning English, especially speaking, when researchers interviewed Mrs. Devi Sasmega S.Pd, an English teacher. She also mentioned a number of obstacles that make it difficult for students to improve their speaking skills, including lack of mastery of vocabulary, lack of confidence when speaking in front of the class during speaking exercises such as dialogue and storytelling, difficulty understanding the meaning that is being conveyed, conveyed, and a lack of understanding of English grammar. Moreover, difficulty to understand pronunciation and accents impact their understanding of the speaker's meaning, many students do not reach the target score (KKM), In addition, some students complain that teachers present lessons or material too quickly; There are also those who state that there are very few learning

⁴ Pratiwi, A. E., Ufairah, N. N., & Sopiha, R. S.. *Utilizing TikTok Application in Efl Classroom*, 15(10), (2021). 4-10.

media available and sometimes they learn only by relying on the teacher's explanations and notes written on the blackboard. Several obstacles seen by teachers also make it difficult for teachers to understand the abilities of each student, and The teacher found it difficult to select a teaching method or media that are suitable and interesting for teaching speaking.

The media influences the learning process. Muhson defined media as a tool for processing, sending, and receiving information.⁵ The media is appropriate for this social media. In a study on social media, Rasiah concluded that social media can be used to foster critical thinking among students and that it has the potential to change students into active learners.⁶

Santayasa defines media as a medium for moving learning material, stimulating students' attention, interest, and feelings while serving the learning aim.⁷ Social media platforms such as Instagram, WhatsApp, TikTok, and YouTube play a significant role in daily life. TikTok allows students to exchange information in English, which can help them build their vocabulary and confidence quickly.

TikTok is a popular app among users. Because TikTok provides a brief video, kids may be more willing to use this program to improve their speaking skills. TikTok may also boost motivation, increase study activities, and have a psychological impact on students. The TikTok app was an innovative way to assist students improve their speaking skills, particularly in ELT.

In this Research, researchers used the Ongsquad TikTok account, which features chat information between the mothers and children being studied. Ongsquad is a TikTok account for a Chinese family living in Canada, which consists of a mother,

⁵ Muhson, Pengembangan media pembelajaran berbasis tekno;ogi informasi. (Jurnal Pendidikan Akuntansi Indonesia, 2010). VIII(2)

⁶ Rasiah, R, Proceedings of the 2nd International Conference of Teaching and Learning (ICTL). (INTI Univesity College, Malaysia, 2009).

⁷ Santayasa, W, Pengembangan Modul Bali: UNDHISKA, 2009.

five children, and their father. However, content creators are mothers who are constantly coming up with new methods to create content with their children through regular talks. The researcher chose the TikTok account @Ongsquad as the research object for several reasons. First, this account was very constant in uploading content containing daily discussions between mothers who were content providers and their children. Second, the account has a lot of followers. Ongsquad's Tiktok account has 9 million followers. Third, over 200 million people have seen and loved the videos they broadcast. The Ongsquad Tiktok account also has a blue tick, indicating that Tiktok has validated it and can be trusted. The four languages utilized are easily understood. As a result, researchers are interested in using DMs from mother-daughter discussions on these two accounts as content for their TikTok films.

The researcher chose this title because The researcher was interested in the topic and wanted to learn more about it; the research title is relevant to the researcher's status as an English education student; and the research title is unique because not many schools use the TikTok application, particularly the @ongsquad account, to teach speaking.

Based on the explanation above, the researcher wants to conduct research entitled "THE EFFECTIVENESS OF USING TIKTOK VIDEO @ONGSQUAD ACCOUNT TOWARDS STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE OF SMP N 3 BANDAR LAMPUNG".

C. Identification of the problem

The following problems have been identified based on the background of the problem's:

1. Students lack mastery of English vocabulary.
2. Students are not confident in speaking English when appearing in front of the class.
3. Students have difficulty understanding the meaning conveyed by the teacher..

4. Students have difficulty in pronunciation when speaking English.
5. Many students do not reach target score (KKM) in speaking learning.
6. Teachers have difficulty understanding students' abilities.
7. And teacher find it difficult to choose suitable and interesting teaching media for teaching speaking.

In addition, the problem's limitations center on Effectiveness of Using TikTok Video @Ongsquad Account Towards Students' Speaking ability at SMP N 3 Bandar Lampung. In this research, speaking ability was assessed using a speaking comprehension test.

D. Formulation of the Problem

Was there any effectiveness in using the TikTok video @ongsquad account Towards students' speaking abilities of eight grade at SMP N 3 Bandar Lampung?

E. Objective of the research

Based on the problem formulation above, the aim of this research is to determine the effectiveness of using the TikTok video @ongsquad account towards students' speaking abilities of eighth grade students at SMP N 3 Bandar Lampung.

F. Significance of the research

1. Theoretical contributions can complement and complete previous research regarding the application of video to improve students' speaking abilities.
2. Contribution Practice: Researchers are hope for findings this research can help teachers by offering additional information and advantages as a means of becoming an intermediary between the teachers and the teaching materials, making it easier for students to learn speaking skills through the TikTok application

media in the video, and shows how useful the video is for teaching speaking skills to students. Additionally, the researchers believe that this research will inspire students to learn English, especially if they use the Tiktok app as a learning tool or purchase a collection of videos to hone their speaking skills.

G. Relevant Research

1. Tashani & Hamarsha, in the journal *Epra International Journal of Multidisciplinary Research (IJMR)* (2023) vol.9 no.5 entitled “Analysis of Tiktok App Effectiveness in Enhancing Speaking Skill in 9th-Graders’ English For Palestinian Students”.⁸

This qualitative study, which involved 9th graders in Palestine, sought to determine how beneficial it was to use TikTok as a platform. Twenty students from two schools in the Palestinian West Bank participated in the study. Semi-structured interviews, an observation checklist, and classroom observations were all used in the data gathering process. Thematic analysis was employed to examine the gathered data. The study's conclusions showed that integrating Tiktok into the classroom improved students speaking abilities. When TikTok was used as a teaching tool, students reported feeling more driven to learn the language, participating in class activities in a pleasant way, and having self-esteem when speaking English. Additionally, the study discovered that TikTok assisted kids in developing their writing, speaking, and listening abilities. The study emphasizes TikTok's potential advantages for teaching English to non-native speakers. Regarding the use of technology in language instruction, the results of this

⁸ Tashani R. K. Bsharat and Manal Hamarsha, *An Analysis of TikTok's App Effectiveness in Enhancing Speaking Skill in 9-Th-Grades' English Classes for Palestinian Students Download*, (Universiti Sains Islam Malaysia: EPRA International Journal of Multidisciplinary Research, May 2023) p. 2

study can help educators and policymakers in Palestine and other comparable contexts. This survey also sheds light on how students feel about using TikTok in the classroom and how they perceive it. This may increase the efficacy of language instruction and acquisition.

2. Ferstephanie & Pratiwi, in the journal *Wiralodra English* (2022) vol.6 No.1 entitled “The Effect of TikTok to Develop Students’ Speaking Skill: A Classroom Action Research”.⁹

This study used action research in the classroom. It was carried out in accordance with an internship at SMA Kristen Kalam Kudus Selatpanjang in the teaching profession. Twenty-five students from the science class in grade 20 participated. The purpose of the research was to determine how well students' speaking abilities could be enhanced by using videos. Every stage of the research process, including planning, carrying out, observing, and reflecting, was well arranged. The pre-test was used to gauge the students' progress in speaking after the research instruments were observed while they studied English. To evaluate the students' abilities, the speaking skills section of the rubric was created. The post-test results demonstrated that the students' scores had improved and had climbed quickly. The pre-test had an average score of 2.51 points. The average post-test score following the integration of TikTok was 4.65 points. As a result, using TikTok has helped students improve their speaking abilities. In summary, the TikTok app made learning more enjoyable for the students, especially when it came to honing their speaking abilities. While creating the content, students were allowed to exhibit their creativity and thoughts.

⁹ Jenni Ferstephanie & Theodesia Lady Pratiwi, *The Effect of TikTok to Develop Students’ Speaking Skill: A Classroom Action Research*, *The Effect of TikTok to Develop Students’ Speaking Skill: A Classroom Action Research*, (Universitas Internasional Batam: Wiralodra English Journal, March 4, 2022)p. 1

3. Rahmawati, Muh Syafei & Prasetiyanto, in the journal *Jollt* (2023) vol. 11 no.1 entitled “Improving Speaking Skills Through TikTok Application :An Endeavour of Utilizing Social Media in Higher Education”.¹⁰

One of the most widely used apps for sharing short videos is TikTok. The nation's user base is expanding annually. They use TikTok as a learning tool in addition to a platform for business and enjoyment. The purpose of this research is to explain how the TikTok app helps students become more proficient speakers. This research falls under the category of quasi-experimental research, using a group pre-post test design with 32 students enrolled at Universitas Muhammadiyah Kudus' Diploma in Midwifery program as the population. With 16 students in the experimental group and 16 in the control group, complete sampling is the sample strategy used. Four elements need to be assessed in order to determine the students' speaking abilities: vocabulary, fluency, pronunciation, and comprehension. In addition, the test results of the students have been divided into five groups: very good, good, medium, low, and failed. Following therapy, the experimental group's speaking skill score increased. From the pre-test score, there is an increase of 45.6% in vocabulary, 46.6% in fluency, 31.6% in pronunciation, and 32.8% in understanding. TikTok is a helpful tool that enhances students vocabulary, creativity, and motivation in addition to speaking skills. Students who make mistakes in their speech face both academic and digital consequences.

4. Lusi Marleni : Vol. 3 No. 1 2018 , Journal of English Language and Education P-ISSN 2502-4132 E-ISSN 2597-6850 : the entitled “THE EFFECT OF USING VIDEO AS

¹⁰ Amalia Rahmawati, Muh Syafei and Moh Aris Prasetiyanto, *Improving Speaking Skills Through TikTok Application :An Endeavour of Utilizing Social Media in Higher Education*, (Universtas Muhammadiyah Kudus: JOLLT Journal of Language Teaching, January 2023) p. 137

A MEDIA TOWARD STUDENTS' SPEAKING SKILL".¹¹

The purpose of this research is to determine whether the use of videos as a medium affects the speaking abilities of tenth grade students in SMA 1 SALO during the 2017–2018 school year. This research methodology was categorized as quasi-experimental. 54 students from two groups participated in it. While the control group received instruction via the traditional means, the experimental group was instructed through video. The pre- and post-tests were used to collect the data. In conclusion, the speaking abilities of the students in the English language program at SMA 1 SALO were impacted by the usage of videos as a teaching tool.

5. Na'im (2022) *Discourse Marlers in Conversation between "Mom and Children" TikTok Videos*. Undergraduate Thesis. Departement of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.¹²

This research looked into the DMs that were utilized in "mothers and children" TikTok video conversations on the Ongsquad account. The purpose of this study was to identify the kinds and purposes of direct messages (DMs) that a mother uses to create material for her children on her TikTok account, @Ongsquad. In order to characterize linguistic information about the kinds and definitions of DMs found in the utterances made by mothers and children, this study used descriptive and qualitative research methods. Several of the videos on Ongsquad's TikTok

¹¹ Lusi Marleni, *The Effect of Using Video as a Media Toward Students' Speaking Skill*, (University of Pahlawan Tuanku Tambusai: Journal of English Language and Education, 2018) p. 24

¹² Nur Jannatun Na'im *Discourse Marlers in Conversation between "Mom and Children" TikTok Videos*. Undergraduate Thesis. Departement of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, (2022).

account served as the data sources. Brinton's theory was used in conjunction with the approach to examine the data (1996).

In accordance with the relevant previous research above, the researcher concludes that make TikTok has effectiveness as a medium for learning to speaking ability. The research conducted by the researcher is different from the research above. The first novelty is the object, the researcher will take the eighth grade of SMP N 3 Bandar Lampung, secondly the researcher use the TikTok account owned by @Ongsquad which is a content creator from Canada whose content contains conversations and daily activities carried out by Melissa Ong and her family. The third is the methodology that will used by the researcher is quasi- experimental research by using theory from Gay.

H. Systematic of the Research

This research divided into five chapter, as follows:

1. Chapter I Introduction

The confirmation of the title, the background of the problem's, its identification of the problem, its limitation of the problems, its formulation of the problems , objectives of the research, its significance of the research, its relevance research, and its systematic of the research. In the first chapter giving the readers the background knowledge they need is accomplished with this introduction.

2. Chapter II Frame of Theory

The theory utilized in this research and its relationship to this theory is discussed in the second chapter. This provides the reader with details on the research's theories, reference, and foundations. Present the reader with a hypothesis that explains the prediction of research findings in addition to the theory.

3. Chapter III Research Method

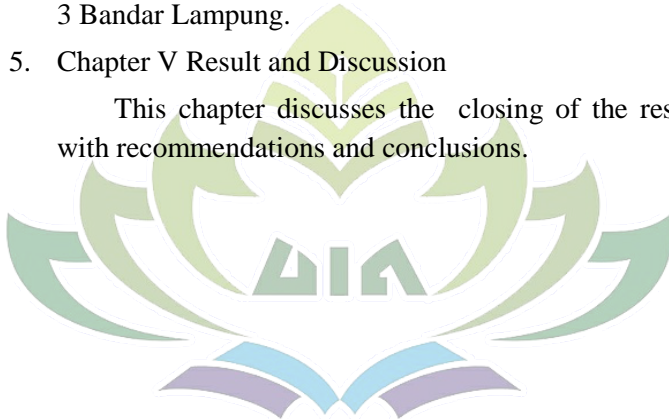
This chapter provides a detailed explanation of the research methodology, covering the following topics: start from the place and time of the research, research design, population and sample, data collecting technique, data analysis, operational definition of variables, research instrument, validity and also reliability of the instrument, fulfilment of the assumption, and until hypothesis testing.

4. Chapter IV Research and Discussion

This chapter provides the information about the effectiveness of using video @Ongsquad account on TikTok in teaching speaking at the eight grade of SMP N 3 Bandar Lampung.

5. Chapter V Result and Discussion

This chapter discusses the closing of the research with recommendations and conclusions.



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theories

1. The Concept of Speaking Ability

a. The Definition of Speaking

Speaking competence is the ability to use the oral organ to discuss ideas, intents, feelings, and thoughts with others in order to convey a message that is both clear and easy for the listener to understand. By concentrating on the definitions of speaking provided by Bygate, it is possible to get to the conclusion that speaking is the capacity for communicating ideas orally.¹

Language is a tool for thinking and passing down culture from country to country and generation to generation. It also serves as a channel for interpersonal communication. As a result, many countries place a great emphasis on educating their population languages other than their mother tongues.

There are four abilities that learner must master in order to learn a language, There are reading, writing, speaking, and listening are examples of these abilities. speaking is a way for students to interact with others to achieve specific goals or to share their thoughts, intentions, hopes, and perspectives. Furthermore, those who are able to communicate in a language are called "speakers" of that language. Additionally, speaking is a very important skill, and language learning experts have offered a variety of definitions for the term. Among them are: Speaking is

¹ M. Byget, Speaking (Oxford: Oxford University Press, 1987).

an important communication ability for conveying ideas, according to Marleni.¹³ According to Richards and Renandya, the capacity to use language appropriately in social interactions is necessary for effective oral communication.¹⁴ These interactions involve not only verbal communication but also paralinguistic elements like gestures, body language, and expressions, which are necessary for directly conveying messages in the absence of accompanying speech.

Speaking ability plays an important role in language education curriculum.¹⁵ One of the four skill that a person must acquire when learning English is speaking. Like writing, speaking is a useful language skill. The mental process, also known as the thinking process, should be passed by the producing language. People need to communicate to express themselves and share knowledge.

Apart from reading, writing, and listening, speaking is another fundamental skill in learning a foreign language. It is difficult for students to speak in English even when they start elementary school. When communicating in English, they have to think more often. Speaking relies on complexity of the information to be conveyed, according to Brown and Yule in Efrizal.¹⁶ But sometimes, the student finds it challenging to express themselves clearly.

¹³ Lusi Marleni, *Using movies to improve the students' speaking skill at the third semester of early childhood education*, (department of STKIP Pahlawan Tuanku Tambusai, 2016).

¹⁴ J.C, Richards & W. A, Renandya, *Methodology in Language Teaching: an Anthology of current Practice*, (Cambridge: Cambridge University Press, 2002).

¹⁵ S. Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004).

¹⁶ Dedi Efrizal, *Improving Students' Speaking Through Communicative Language Teaching*. *Journal of Humanities and Social Science*. Vol. 2 No. 20.

b. Teaching speaking

English as a foreign language (EFL) is used in countries where English is not commonly used or spoken in day-to-day interactions. Muhassin et al. state that while English is typically taught and learned as a foreign language (EFL) in Indonesia, many students there still struggle with the language.¹⁴ Through interaction and collaborative learning focused on real-life communication scenarios, the students acquire the ability to talk in a second language. To give their students the chance to communicate in the target language, ELS teachers should set up a classroom with real-world communication opportunities, realistic activities, and meaningful assignments that encourage oral language. Videos can be used by educators to teach speaking skills. They can also be used as a starting point for debate and narrative. Furthermore, communicative activities are another way that English teachers might improve language learning outcomes, claims Muhassin.¹⁵ Teachers can create these kinds of environments by implementing games, role-playing, and dialogues that encourage students to talk to each other and share ideas during class.¹⁶

Rather than serving as an authority or a source of knowledge, the teacher facilitates learning. The teacher who sees drama as a kind of inductive method for arriving at a predetermined correct answer or who

¹⁴ Muhassin, M., Annisa, J., & Hidayati, D. A. (2010). The Impact of Fix up Strategy on Indonesian EFL Learners' Reading Comprehension. *International Journal of Instruction*, 14 (2), p. 235-270.

¹⁵ Kayi Hayriye. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada (Nevada, USA). The internet TESL Journal, Vol. XXI, No. 11, November 2006.

¹⁶ Muhassin, M. (2016). Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at SMAN 9 Bandar Lampung. *Humaniora*, 7 (4), p. 485-492.

imposes their authority too often will certainly vitiate the developmental values of drama and possibly educational values as well. The tasks should be started from the simplest to the more complex ones, and the videos should be introduced gradually. Its goal is to familiarize students with the videos that are being shown. Teachers must also take into account the possibility of achieving the goals that have been set.

c. Types of Speaking

Brown goes on to say that there are several fundamental types of speech that can be taught and learned, as shown by the following taxonomy:

1) Imitative

Imitative a word, phrase, or even a sentence is a basic style of speaking performance that falls at one end of a spectrum. Even though this is only the phonetic level of oral output, the performance criteria may also take into account various of prosodic, lexical, and grammatical aspects of language.

2) Intensive

Short segment of spoken language intended to demonstrate proficiency in a specific range of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive

Responsive engagement and understanding of the text, but limited to the brief exchanges, polite greetings, direct questions, and comments. This is a concise response that provides guidance in response to question or comments submitted by the teacher or students. These responses are typically adequate and insightful.

4) Interactive

Respondent and interactive speaking differ in the duration and complexity of the engagement, which can involve several participants and/or exchanges. There are two types of interaction: interpersonal interactions that aim at maintaining social ties and transactional language used to convey specific information.

5) Extensive (monologue)

Speeches, oral representations, and narratives are examples of extensive oral production activities where listener oral participation is either completely excluded or severely limited (perhaps to nonverbal answers).⁵

The speaking type in this research is responsive and interactive speaking. When students see the interaction of a short video that is displayed and will be watched by students. The video is a conversation between mother and her daughter which will provide information or instructions that will be listened to by students. This video will direct students to know how respond to small talk towards the other person, such as replying to a question or commenting on something and giving instructions and directions.

d. The Purpose of Speaking

Speaking is mostly done to communicate. The speaker needs to understand the meaning of what the says in order to communicate the message clearly. In addition, as a commercial or professional tool as well as a social tool, it can expand the influence of

⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Francisco State University, 2004), p. 251

communication on listeners. Speaking in general has three meanings according to tarigan¹⁷:

- 1) To get information, the speech is informative. This means that when we speak, we as speakers convey our meaning to the listeners. Moreover, when we want to express ideas, we can do it through speaking.
- 2) To entertain, through communication, we can find out how someone feels, whether they are happy or not. A person can make people laugh in these situations by telling joke, telling stories, or making use of humor.
- 3) To persuade, one way to influence other people os through conversation. By talking to people, we can ask them to do or do something.

As long as we talk to each other, we know that we are behaving sanely. Thus, we can conclude that there is some unclear inform exchange. The person who conveys the idea is the speaker.

- 1) Concepts, beliefs, dispositions, and//or skills can all be utilized as message.
- 2) Tool to convey message.
- 3) The purpose of the message can be achieved.

e. Components and Elements of Speaking

Claims that there are components speaking ability that are acknowledged. These components explain that speaking effectively requires the capacity to understand language and information "on the spot," in addition to having a working knowledge of

¹⁷ H.G. Tarigan, *Berbicara sebagai salh satu keterampilan berbahasa*, (Bandung: Angkasa, 2008).

linguistic aspects.⁷The following components fall into the category of language features:

1) *Connected speech*

We must be able to change our speech sounds in order to use connected speech. Change the sound by adding (linking), removing (elision), weakening (via contractions and stress patterns), or altering (assimilation).

2) *Expressive Devices*

When producing speech, expressive methods include manipulating pitch and stress, changing volume and pace, and using paralinguistic (physical and nonverbal language) language to convey the speaker's intended meaning. Speakers will be able to communicate their emotions to the other person by using expressive gadgets.

3) *Lexis and Grammar*

When speaking, it's very important to be able to choose the right words and phrases for the right conditions. Sometimes, there are things we should say differently depending on the situation and the person we're speaking to. For this reason, it's important that students have a wide range of expressions for expressing a range of emotions, including shock, agreement, and disagreement.

4) *Negotiation Language*

Especially when we sense that we are not being understood, we utilize negotiating language to clarify or rephrase what we are saying to be more clear. We utilize negotiation language since there are instances when people do not

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2001) Third Edition, p. 269-270

comprehend what we are saying. It can be that we spoke too quickly or that they failed to hear us.

In addition to the linguistic aspects already covered, mental or social processing is another important component. The following are included in mental and social processing:

1) *Language Processing*

For language to appear in ways that are both understandable and convey the desired meanings, effective speakers must be able to process language internally and arrange it coherently. Retrieving words and phrases from memory and arranging them into syntactically and proportionately correct sequences are two aspects of language processing.

2) *Interacting with others*

Speaking usually involves a conversation with one or more people. This implies that to speak well, one must also listen carefully, be aware of the emotions of other participants, and know when to give up control of the language and let others speak first. With the help of the knowledge gap exercise, students improved their listening and speaking skills. They received training on how to have effective conversations both as speakers and listeners. In addition to being instructed to choose when each person should speak or have an opportunity to take turns speaking, students are also trained to communicate with each other by attention to formality, language, and volume of their speaking.

3) *Information Processing*

We must be able to absorb the information that others give us as soon as we receive it, in

addition to how we react to their emotions. As instant communicators, we become less effective the longer it takes for "the money to drop." However, keep in mind that speakers of many other language communities may not appreciate this quick response, which is very culturally unique.

The components mentioned above are very important to pay attention to in order to become a good communicator. In addition to understanding linguistic elements like syntax and diction, as well as how to express oneself when speaking, a proficient speaker must also be aware of the speaking process itself. All of the components above must to be present in every language education program that emphasizes speaking skill.

f. Aspect of Speaking

Speaking is important because it is a skill that allows explanations to be understood by a wide audience. Students find it challenging to complete some speaking performance requirements. Aspects of Public Speaking:

1) Pronunciation

The main goals of pronunciation is to produce and recognize the English language's sounds, stress patterns, and intonation.⁹ Multiple choice hearing identification is introduced. Pronunciation of words in English is thought to be important. It first has to do with the speech organs and how they produce sound. There will be changes to the air flow from the lungs at the mouth, nasal cavity,

⁹ Harold S Madsen, *Techniques In Testing*, (New York: Oxford University Press, 1983), p.57.

pharynx, and vocal cord. It takes place when the vocal cord opens and closes. However, the throat, mouth, and nasal cavity which comprise the top portion of the speech organs are altered into plosive, lateral, velar, nasal, bilabial, alveolar, dental, and other sounds.¹⁰

Poor pronunciation makes it difficult for listeners to understand what someone else is saying, which further complicates communication. Pronunciation is therefore crucial to a student's ability to engage and successfully integrate into their community in both the academic and socially.

2) **Grammar**

Grammar is the study of issues ranging from syntax to inflections.¹¹ Without understanding the language's structure, we will be unable to communicate in it.

Given that grammar is a necessary skill for language learners, it follows that students must have some understanding of these norms in order to speak correctly. Grammar, including modals, modifiers, propositions, sentences, and other grammatical constructions, should be taught to students.

3) **Vocabulary**

One of the most important components of teaching and learning to speak is vocabulary. To make their speech meaningful, language learners

¹⁰ Gerald Kelly, *How to teach Pronunciation* (England: Pearson education Limited, 2000).pp. 4-6.

¹¹ Harold S Madsen, *Op. Cit.*, p. 34.

must select the right words in the right situations.¹²

For example, people must to be able to identify a term that expresses their feelings when they want to express how they feel about something. Students must understand the significance of meaning in context, the details around word construction, and the art of manipulating words to suit various grammatical settings.

4) Fluency

The capacity to communicate clearly and eloquently without stopping or giving rise to signs of doubt is known as fluency. It also includes certain elements, such as answering clearly in conversational turns, using linking words and phrases, and remembering to pronounce words clearly and to tone them appropriately without being overly cautious. Accuracy and fluency cannot be separated. The mastery of discourse, syntax, and phonological components is referred to as accuracy.

5) Comprehension

what is said is the final speaking component, or comprehension. this concerns students' ability to speak fluently and effortlessly on a wide range of professional and general themes, just like a native speaker.¹³

Speaking skills are generally divided into four categories: vocabulary, grammar,

¹² Paul Bogaards, & Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40.

¹³ Arthur Hughes, *Testing for Language Teachers*, (Unites Stated: Cambridge University Press, 2003), p. 112.

pronunciation, fluency, and comprehension. It takes care, a methodical approach, and a strategy to overcome any speaking problems that arises in students in order to improve their speaking proficiency and quality. The instructor understands in practice is necessary to improve the speaking component and competency of the students.

After considering the above explanations, it can be said that speaking components like pitch, tone, timbre, accent, grammar, vocabulary, fluency, pronunciation, comprehension, range, accuracy, interaction, coherence, rehearsal, feedback, engagement, content manner, purpose, and autocomes of speech must be learned to be mastered by the learners or students. It is helpful to make the discourse easier for the others to grasp during periods where the students should focus on speaking components. The instructor should also use these elements when instructing speaking. In order to evaluate students' speaking abilities, the researcher in this study only looks at five factors: pronunciation, grammar, vocabulary, fluency, and comprehension.

2. The Concept of Media

a. The Definition of Media

Teaching media are resources that educators bring into the classroom to help with the teaching-learning process. All forms of teaching media are real objects that can convey information and encourage learning to students.¹⁹ Therefore teaching aids are

¹⁹Rahardjito, Haryono, Anung. R. Rahardjo dan S. Arief Sadiman, *Media Pendidikan: Pengertian Pengembangan, dan Pemanfaatannya*, (Jakarta: PT raja Grafindo Persada, 2008), p. 36

expected supposed to assist instructors in imparting knowledge more effectively and engagingly in a manner that students will find engaging. The tangible mechanism via which students get instruction is called instructional media. Therefore, all of the more modern instructional media, like as computers, CD rooms, interactive video, and multimedia systems, as well as the more conventional ones, such teachers, chalkboards, textbooks, and other print materials, are included in the concept of media.²⁰

Based on the discussion above, it can be concluded that the media plays an important role in helping educators in communicating learning to students. By making the learning more comprehensible and accessible, students are more likely to get enthusiastic about participating in learning activities. In the next sessions, a detailed discussion of the purposes and duties of instructional media will be provided.

b. The Function of Media

It is hoped that that the availability of learning media will help educators and students in overcoming challenges related to learning. Four purposes exist for media. They are listed in the following order:

- 1) The media has the power to attract students' attention and increase their enthusiasm to learn.
- 2) The use of media can clarify and give meaning to subject matter, making it easier

²⁰ Robert A Raiser, *Instructional Planning: A Guide For Teacher*, (USA: Library of Congress Publication Data, 1996), p. 68

for students to understand and better equip them to grasp the anticipated competency.

- 3) It can provide greater variety to teaching techniques, beyond just vocal instruction from the instructor, keeping both the teacher and the students engaged and inspired.
- 4) Students can be more involved learning activities thanks to media because they can do more than just listen to their teachers explain things; they can also observe, demonstrate, and engage in other activities.²¹

Media is an important teaching resources for learning English. In addition to improving the quality of English that students learn and making the process more interesting and dynamic, media can be used to help simplify and perfect language learning, decrease the use of mother tongues or first languages, stimulate students' motivation and interest in learning, explain new concepts in a way that prevents misunderstandings, equalize perfection, and much more.²²

c. Kinds of English Teaching Media

Apart from message, people, technical backdrop, and tool, media as a learning resource is a part of an instructional system according to the definition of educational technology. Media usage is important when teaching English to speakers of other languages for several reasons. Teachers can better organize their time and improve the teaching learning process with

²¹ Universitas PGRI Adi Buana Surabaya, *Pendidikan dan latihan Profesi Guru (PLPG) Kuota 2010*, (Surabaya: Kementrian Agama, 2010), p. 4

²² Kasihani K.E Suyanto, *English for Young Leraners*, (Jakarta: Bumi Aksara, 2007), p. 100

the use of instructional media. Students' enthusiasm to learn will be influenced by the media that is available in the classroom, and speaking skills will be improve by the selecting of relevant media. Three categories of media are available for teaching languages:

1) Visual Media

According to Nurwiyanti, printed media is another name for visual media. Any form of media that a student may see or touch is considered visual media. The main constituents include text, graphic, and spoken content. According to Arsyad, these two key elements of technology are: learners, information processing, learning theories, LKS students, and verbal and enhanced visual materials pertaining to visual perception.²³

Anything that provides students with a realistic visual experience pictures, models, objects, or other tools is considered a visual aid in a visual educational concept. The visual aids are intended to help students with: a) understanding, form, enrichment, and clarification of abstract concepts; b) the development of desired behaviors; and c) encourage more continuous engagement on the part of the students.²⁴ All that can be seen with the human eye is, therefore, considered visual media in education and is used in the classroom to aid in the learning process. Visual media come in four different varieties. They are LCD projectors, realia, printed media, and overhead transparency.

²³ Nurwiyanti, *The effect of Using Color Pictures as Media of Teaching Vocabulary to the Student's Achievement of Fourth Year in SD Ketanon 01 Tulungagung*. (Tulungagung:STAIN Tulungagung, 2008), p. 23-24

²⁴ Nana Sujana & Ahmad Rivai, *Teknologi Pengajaran* (Bandung: Sinar Baru Algesindo, 2009), hlm.57.

a) Printed Media

The procedure of printing is used in their creation. English-language textbooks, periodicals, newspapers, bulletins, magazines, and dictionaries are some examples of these media. Because it may help students read extensively and enjoy learning from a variety of factual sources, the use of these media in teaching English is important and relevant.

In addition, there exist alternative forms of printed media. These media are visual. Photographs, graphics, photos, maps, puzzles, games, wall charts, comic scripts, flash cards or cue cards, brochures, posters, and other materials are examples of this type of media.

b) Realia

Realia are actual items that can be used as instructional tools in the classroom. Realia, then, is an actual or replica object used in the classroom as a visual aid for teaching. Realia come in a variety of forms. Here are a some of them: Large globe or map, hand puppet, restaurant menu, puzzle or game, and calendar.

c) Overhead transparency (OHT) and LCD projector

A teacher can write, describe, or explain something to the students by using these media. These media can be used to provide images and videos when teaching English.

2) Audio Media

The purpose of audio media as a teaching tool is to support students' vocal learning. The

media that records and plays audio content is known as audio media.²⁶ Without the direct presence of native speakers, students can recognize the pronunciation and intonation by using the created voice. These media consist of MP3, MP4, audio compact discs, radios, tapes, recorders, and more.

3) Audio-visual Media

Media that can be seen and heard, like television and movies, are referred to as audio-visual media.²⁷ With audio-visuals, a full communication scenario is presented. The facial expressions, hand movements, and physical backdrop that are displayed are easily understood by the students, bringing their education closer to reality. It's important to evaluate any program's value in relation to the classroom environment, time allotted, and variety of content, as well as how best to use it to help all students learn the material. These media include movies and TV shows that have been captured on video CDs in both audio and visual formats. Because each of the media above has advantages and disadvantages when used, it is important for the teacher to choose the right media from the selection and connect the elements to the curriculum.

d. Teaching Speaking Using Video

Using video in the classroom can help lead student activities in an engaging way. Video instruction as three steps: pre-watching, viewing, and

²⁶ Suyanto, *Young Learner*, p. 100

²⁷ Ibid.

post-viewing.²⁸ Videos also make a particularly effective contribution to both the material and the teaching-learning process, particularly in terms of interest and motivation. Most students are more interested when they can see and hear language in use, especially when combined with an intriguing task.²⁹ The teacher must present the video sequence and then provide follow-up questions or exercises. It indicates that a video is used to attract students during the learning process. This research was conducted to know the effect of teaching speaking before and after being taught using video and to know whether any significant effect of video on students' speaking ability.

1) Pre-viewing

Researchers act as teachers, questioning students on the topic to be taught. The researcher introduces topic on ability and willingness, and also giving instruction by introducing each expressions of the topic. The teacher then presents a video relevant to the learner's topic. The teacher asks the students to identify the expressions used in the video's conversational dialog. After that, the teacher asks students questions related to the information in the video. The teacher also questioned the students whether there was any expression related to the topic, and he asked several students to name the different types of expression in the video.

²⁸ Gordon, The Use of Video in Teaching Writing Procedure Text to the Seventh Grade of SMP N 1 Mojo Kediri in Academic Year 2016/2017. (*Journal Simki-Pedagogi*, 2017). Vol 01, hal 4-6.

²⁹ Harmer, Jeremy. *The Practice of English Language Teaching*. United Kingdom: Pearson Education, 2001, Ltd.

2) Viewing

Researchers give worksheets to students, these worksheets contain material related to learning topics in the form of conversational dialogues and questions related to the video that will later be watched. The teacher explains to the students to do the worksheet based on the students' knowledge and the video that will be shown, and in the next topic there is also a worksheet with instructions to create a dialogue about the topic using expressions from each topic that has been explained to worsen the group.

3) Post-viewing

The researcher invited students to discuss together the completed worksheet. Then the researcher asked about things that the students did not understand from the video that had been shown. Then the teacher provides responses to students' questions and students listen to the teacher. Finally, the researcher and the students draw conclusions about the material that has been taught. Next, the researcher prayed with the students and then closed the lesson.

3. The Concept of Tiktok

a. The Definition of TikTok

Tiktok is a social network that was introduced to the market as Douyin in 2016 and as Tiktok internationally in 2017. It has over 800 million monthly active users, is currently available in over 150 countries, and was the most downloaded smartphone app in the US in 2018. 41% of these belong to the younger demographic those between 16 and 24 than those on other social networks. With a gallery full of effects and sounds, Tiktok lets users

quickly and easily produce short videos (15 to 60 seconds) and share them with others.

The Learn on Tiktok program, which contains school instructional videos to aid in learning during COVID-19 lockdowns, was introduced by Tiktok in May 2020. Professionals from many fields, students, and other users who have shared their knowledge with this social network's audiences are the authors of these videos . The videos made by users under the hashtag #learnontiktok cover a wide range of subjects, including cooking recipes, health advice, learning foreign languages, chemistry experiments, and origami figures. It has been demonstrated in earlier research that using video mini-lectures increases participant satisfaction.

Video storytelling comes naturally to us, and it becomes essential to make the connections between these learning components. The purpose of instructional videos is to captivate viewers and inspire them to take responsibility for their own education by making them identify with the course's narratives. TikTok provides authors with the perfect format and resources to make quick instructional videos. There are currently 74 billion views on Learn on Tikktok videos, and hundreds are added every day.

Because its users have a social network of followers and other users they follow, Tiktok is cas a onsidered social media site, much like Twitter and Instagram. The background music in the videos, which symbolizes the main point that users wish to make, is what sets Tiktok apart from other social networks. In addition to choosing from a large selection of musical genres, users are also able to produce original sound clips for their videos. Other users can choose any sound clip, including user voice messages, to use in their videos. Dancing music, a lip-

sync competition, or the setting for a comedic sketch are common in videos. Sound, however, can also serve to tell a story and deliver a particular message.

On the "For You" page, the user gets content via watching a video feed that is produced by an algorithm. The user's videos are mostly based on a central recommendation system, not on the user's social network activity, albeit the algorithm's workings are not explained. With the app's "react" feature, users can record their response to a particular video that appears in a small window. Diagram 1.1 below illustrates the TikTok application's age range.

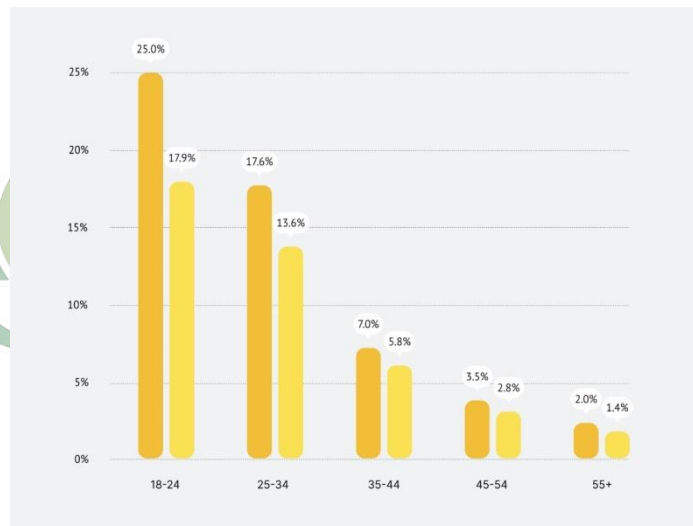


Figure 2.1 Age Range of Tiktok Application Users

The diagram above shows that the majority of users are relatively old. youths between the ages of 10 and 29. where 28% of the population is between the ages of 10 and 19. The data indicates that children in their middle years make up the majority of TikTok users. Based on data from Business of Apps, the total number of Tiktok application users worldwide as of quarter 111/2020 was 1.53 billion monthly active

users (MUA). Comparing this figure to the preceding period of 1.47 billion users, there was a rise of 4.64%.

The researcher choose Ongsquad's Tiktok account. One of the fanous Tiktok accounts is Ongsquad. Ongsquad, the 29-year-old mother who runs the Tiktok account, was born on March 1, 1993, in the United States. Famous figure on Tiktok who makes funny, lifestyle, and food videos. Currently, her Ongsquad account has 9 million followers and 272.2 million likes. She started blogging on TikTok on May 11, 2020. Along with humor, videos, selfies, and pictures with friends and family, she also shares content on her Ongsquad Instagram profile, which has 214.000 followers. She has five children with her spouse.

The Ongsquad Tiktok account, which features conversational content between a mother and kid, was examined by researchers for this study. The Chinese family Ongsquad, who consists of a mother, her five children, and their father, lives in Canada and has a Tiktok account. On the other hand, mothers are content creators since they are constantly coming up with creative ideas for making daily talks into content for kids. They communicate in their mother tongue, which serves as their children's first language as well as their everyday language. There are multiple rooms between the locations they use in their work.

The Ongsquad video that has received the most views, for instance, shows his fourth daughter showing her mother how to quickly peel a pineapple using a utensil that is mentioned in the video on Tiktok. Researchers have shown that watching this film can teach viewers of any age both a joke and a lesson. One of the things that makes the mother-child video conversation on Tiktok appealing to viewers is the use of proper language, which allows viewers to

grasp the topic of discussion and the content creator's point of view. The researcher claims that the language utilized in the Ongsquad video content is quite understandable for children aged 10 to 19, especially those who are learning English. This facilitates vocabulary learning and speaking practice. Speakers must be able to express information clearly in spoken speech, just as they must be fluent while authoring content. In fact, content creators prepare ahead of time to make sure their screenplay is appropriate and will help the audience understand the message.

The researcher selected the mother-daughter exchange on the Tiktok conversation on the Tiktok account @Ongsquad as the research medium for the following reasons: :

- 1) the account consistently uploads content that features everyday dialogues between mothers who are also content creators and their kids.
- 2) The account has a large number of followers. There are nine million fans of the ongsquad Tiktok account.
- 3) the videos they uploaded have been viewed and liked by over 272.2 million users.

b. Function of TikTok

Videos in the short form: TikTok's short-form video style is ideal for students who want to work on their English conversational abilities. Students can concentrate on honing their pronunciation, grammar, fluency, vocabulary, understanding, and sentence structure by making brief films in which they speak English.

Language challenges: Students can have a lot of fun honing their English conversational abilities by participating in TikTok's language challenges.

Creating short videos in response to topics or suggestions, like discussing a recent trip or outlining a favorite pastime, is a common task for these challenges. Students can practice their English and get feedback from other users by taking on these assignments.

Video by Native Speakers: Most of TikTok's vast and expansive user base consists of native English speakers who produce videos on a variety of topics that can be utilized to improve English grammar. To improve their speaking abilities and gain exposure to different accents and dialects, users have the option to both watch and participate. They can use these videos as a reference to learn how to practice having conversations with other people.

Interactive Learning: By allowing users to reply to and comment on each other's videos, TikTok's interactive features can foster the development of a community of language learners who can assist one another in improving their conversational English. Students can ask questions, take part in discussions, and get feedback from other students and native speakers.

Numerous studies claim that TikTok can increase students' enthusiasm and involvement in language learning, which can lead to improved communication skills. Chen and colleagues found that TikTok improved students' rhythm, intonation, and pronunciation of English. Similar to this, TikTok can help learners improve their speaking and listening skills by providing a variety of real-world language material.

Furthermore, numerous studies have demonstrated how TikTok fosters children's creativity and critical thinking skills. For example, Chen and Chen's research found that students can utilize TikTok

as a platform to create their own videos, which encourages creativity and uniqueness. TikTok can help students develop their critical thinking skills by encouraging them to look closely at and evaluate the language used in the videos.

In addition, the studies that have been evaluated have stressed how crucial it is to use TikTok in language classes in order to foster cultural awareness and understanding. Additionally, TikTok can be utilized to expose students to a variety of cultures and points of view, which will enhance their understanding of both English and culture. Additionally, TikTok can assist students develop their ability to communicate effectively with people from different cultures and languages and increase their intercultural competency.

Numerous research suggest that TikTok can serve as a platform for interactive and collaborative learning. Students' active learning and social engagement can be promoted by TikTok through peer learning and peer feedback. Furthermore, a study by Alsharif discovered that TikTok may be utilized to enhance group cooperation and project-based learning by allowing students to work together on video projects and exchange ideas and feedback.

c. TikTok as Learning Media

TikTok, a Chinese-origin music video platform, launched in September 2016. It has grown in popularity and is one of the most often downloaded applications. According to Byte Dance Advertising data, TikTok's user base in Indonesia will reach 92.07 million by 2022.

While TikTok is popular among school-aged children (students) and engages users interactively, it

is important to highlight that its appropriateness as a learning medium, particularly for English Language Learning, may vary. Although TikTok's interactive aspect draws kids' interest, its primary focus is on entertainment and short-form content rather than structured educational offerings. While educators can use it imaginatively, it may not meet all of the criteria for a specific educational learning tool for language learning.

TikTok, despite being predominantly an entertainment site, does offer some advantages when used as a learning medium. (1) TikTok can be used to meet audio-visual needs in language learning, especially for improving listening abilities. Through its platform, TikTok offers audio-visual content that can aid learners in improving their listening comprehension by exposing them to diverse accents, speech patterns, and colloquial language use; (2) TikTok can assist learners in processing words to effectively express intentions, ideas, thoughts, and emotions in a manner tailored to their needs; and (3) learners can use the edit feature on TikTok to present data, ideas, or impressions in a descriptive format for (4) For in-depth reading practice and extensive news consumption on TikTok, learners may benefit from dedicated news websites, articles, or apps that are specifically built for news reading and analysis.³⁰

TikTok can be a useful learning tool for numerous reasons. For starters, it meets students' learning needs by captivating their attention with its novelty and numerous characteristics that can be used into educational environments. Second, TikTok's

³⁰ Dewanta, A. (2020). Pemanfaatan aplikasi Tik Tok sebagai media pembelajaran bahasa Indonesia. *Jurnal Pendidikan Dan Pembelajaran Bahasa*, 9(2), 79–85.

features are well-suited to the developmental requirements and characteristics of millennial students, who are technologically savvy and enjoy interactive, visually appealing content. Its use can be tailored to their learning preferences and their familiarity with the digital realm, resulting in a more engaging and relatable learning experience.

However, the use of TikTok in learning must be supervised by the instructor in terms of selecting information that meets the needs of students in the classroom and paying attention to the quality of the content that students consume. Due to concerns about its content not being acceptable for children, reports and complaints from various users highlighted the inclusion of inappropriate and unpleasant information that is inappropriate for young viewers.

One of the most important tasks for teachers in effectively using media is to discover and select media that correspond with children's learning needs and pique their interest. TikTok, as a form of learning material, is available on mobile devices running Android and iOS operating systems. This flexibility enables learning to occur at any time and from any location, making it a type of mobile learning-based media that provides increased accessibility and convenience for educational purposes.

B. Hypothesis

Ha : The use of the TikTok video @Ongsquad is effective on students' speaking ability at SMP N 3, Bandar Lampung.

Ho : The use of the TikTok video @Ongsquad is not effective on students' speaking ability at SMP N 3, Bandar Lampung.

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