

**INCREASING STUDENTS' MOTIVATION IN SPEAKING SKILL  
THROUGH TIKTOK**

**SKRIPSI**

*Submitted in Partial Fulfilment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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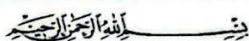
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11 Nov 2024	revisi discussion about problem of research	
12 Nov 2024	revisi chapter V	
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#### PERNYATAAN KEASLIAN ARTIKEL



Saya yang bertanda tangan dibawah in:

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Dengan ini menyatakan bahwa artikel saya yang berjudul "Increasing Students' Motivation in Speaking Skill through TikTok". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhamamdiyah Sumatera Utara

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

Medan, November 2024  
Hormat saya  
Yang membuat pernyataan,



Willy Satria Jurendi

## ABSTRACT

**Willy Satria Jurendi. 2024. "Increasing Students' Motivation in Speaking Skill through TikTok". English Education Department Faculty of Teacher Training and Education Muhammadiyah University, North Sumatera Utara. 2024.**

This study aimed to determine the potential of using TikTok to increasing students' motivation in speaking skills. This research used the Pre-Experimental method. This research consisted of three stages : pre-test, treatment, and post-test. The population of this research at the tenth grade Students of SMK Budi Agung Medan in academic 2024 and the researcher took a sample taken from class X AK consisting of 23 students. The data for this research was obtained through speaking tests (to determine students' speaking skills). The researcher chose one class with the aim of giving all students the opportunity to practice speaking in TikTok without feeling shame and fear. The researcher wants to make all students participate in speaking. This study concluded that using Tiktok can increasing Students' Motivation in Speaking Skill. In which data showed that  $t_{test}$  (24.769) was higher than  $t_{table}$  (2.079). It indicates that using Tiktok effectively teaches in teaching speaking skills of students in class X AK. The analysis of students assignment results shows that the creating videos speaking in English and uploading them to TikTok involves Intrinsic Motivation, where students enjoy the creative process and the existing challenges. In addition, Extrinsic Motivation plays a role when the assignment is accompanied by grades or appreciation from the teacher, encouraging students to produce the best videos to achieve high grades. This research can pave the way for further research to develop teaching methods that integrate social media, especially TikTok as a teaching tool. This strategy can include practical guidelines for teachers on how to utilize TikTok as a creative and interactive teaching medium.

**Keywords :** *Increasing, Motivation, Speaking Skills, TikTok*

## ABSTRAK

**Willy Satria Jurendi. 2024. "Increasing Students' Motivation in Speaking Skill through TikTok". Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Pendidikan Universitas Muhammadiyah, Sumatera Utara. 2024.**

Penelitian ini bertujuan untuk mengetahui potensi penggunaan TikTok untuk meningkatkan motivasi siswa dalam keterampilan berbicara. Penelitian ini terdiri dari tiga tahap : pre-test, treatment, dan post-test. Populasi penelitian ini adalah siswa kelas X SMK Budi Agung Medan tahun ajaran 2024 dan peneliti mengambil sampel yang di ambil dari kelas X AK terdiri dari 23 siswa. Data untuk penelitian ini diperoleh melalui tes berbicara (untuk mengetahui kemampuan berbicara siswa). Peneliti memilih satu kelas dengan tujuan memberikan semua siswa kesempatan untuk berlatih berbicara di TikTok tanpa merasa malu dan takut. Peneliti ingin membuat semua siswa berpartisipasi dalam berbicara. Penelitian ini menyimpulkan bahwa penggunaan Tiktok dapat meningkatkan Motivasi Siswa dalam Keterampilan Berbicara. Dimana data menunjukkan bahwa  $t_{test}$  (24.769) lebih tinggi dari  $t_{table}$  (2.079). Ini menunjukkan bahwa penggunaan TikTok efektif mengajar dalam mengajarkan keterampilan berbicara siswa di kelas X AK. Hasil analisis tugas siswa menunjukkan bahwa membuat video berbicara dalam bahasa Inggris dan mengunggahnya ke TikTok melibatkan Motivasi Intrinsik, dimana siswa menikmati proses kreatif dan tantangan yang ada. Selain itu Motivasi Ekstinsik berperan ketika tugas disertai dengan nilai atau apresiasi dari guru, mendorong siswa untuk menghasilkan video terbaik untuk memperoleh nilai tinggi. Penelitian ini bisa membuka jalan bagi penelitian selanjutnya untuk pengembangan metode pengajaran yang mengintegrasikan media sosial, khususnya TikTok, sebagai alat pengajaran. Strategi ini dapat mencakup panduan praktis untuk guru mengenai cara memanfaatkan TikTok sebagai media pengajaran kreatif dan interaktif.

**Kata Kunci :** *Meningkatkan, Motivasi, Keterampilan Berbicara, TikTok*

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Public speaking skills are a vital component of communication prowess, (2021) influencing an individual's success across various domains of life. In the realm of education, public speaking isn't just an academic objective; it's also an essential skill for social interaction, career development, and active participation in society. However, many students still face difficulties in increasing their speaking skills. This is due to several factors, including lack of motivation, low self-confidence, and limitations in practicing speaking actively.

According to Lailinajiyah (2023) Motivation is the primary means of encouraging someone, whether physically or mentally, to engage in an activity. Motivation derives from the word "motif" which is used to gently encourage or compel someone to carry out a particular activity in this case, learning. Motivation in the sense that develops in society is often equated with 'enthusiasm', and learning outcomes are results achieved by an individual in developing his abilities through a process carried out with efforts using his cognitive, affective, psychomotor and mixed abilities to gain an experience. Over a relatively long period of time so that an individual experiences a change and the knowledge from what is observed either directly or indirectly will stick with him permanently. Learning motivation can arise as an intrinsic factor of the desire and desire for success as well as the impulse of the need for learning and hopes and dreams. The extrinsic factors are rewards, a supportive environment and fun and exciting activities.

Widyastuti (2020) stated that the student's low motivation and the less capable of attracting students' interests are probably factors causing less exciting learning speech skills. Seeing from the message management activities or learning materials, the strategy applied by the teacher is negotiated as an expository learning strategy. This strategy is realized by the use of lecture methods that dominate learning. The opportunity of the student to speak is very limited and the opportunity is not maximized by the student. The use of lecture methods in speech learning results in students being passive and less enthusiastic about learning. This is evident from the minimal involvement of students in expressing their ideas or opinions in learning. Preliminary survey results also show that teachers do not use media in learning speech skills. The criteria for assessing speech skills are not even clearly formulated. So, the assessment of speech skills is subjective. This leads to student saturation which results in students being less concentrated so that the material is not delivered properly. Students seem passive and reluctant to speak. In fact, when asked to stretch hands to answer the teacher's questions, no student did. Riris Nurkholidah Rambe et al (2023) stated that learning speaking skills seems to be still a long way from the goal that has been targeted by the teacher. Teachers are being charged for improving their professionalism in learning speaking skills. Teachers have a duty to choose a learning strategy that is appropriate to the current circumstances and to consider every aspect in the choice of learning strategy so that the learning objectives can be achieved optimally. Teachers are less likely to use innovative and creative learning methods during the learning process. Less innovative teaching methods make learning very boring. Teacher is supposed to



take advantage of innovative and enjoyable methods that will help students become more active and creative in learning.

The use of social media platforms like TikTok has penetrated the everyday lives of teenagers and young adults, becoming a major platform for sharing short-form video with diverse creative content. TikTok offers users the opportunity to express themselves, practice creativity, and engage with a global audience. In the context of education, the potential of TikTok as an innovative learning tool remains largely unexplored. They stated Yuspan Bempa et al., (2022) Through TikTok, students can practice increasing speaking skills by creating video content, such as storytelling, vlogs, and dialogs, which can then be shared with their friends to get feedback. The Tik Tok app is a Chinese social network and music video platform that launched in September 2016. The app allows users to create their own short music videos. During the first quarter of 2018, TikTok consolidated itself as the most downloaded app with 45.8 million downloads. That number beat other popular apps like YouTube, WhatsApp, Facebook Messenger, and Instagram.

They stated Fitri et al., (2022) has shown that the TikTok application can be utilized as a viable learning media. To begin with, the TikTok application meets the learning needs of students. The TikTok application attracts learners because of its strangeness and has many features that can be realized into learning. In the end, the TikTok application is proportional to the progress of development and the encounters and interactions of students who are an era connected and close to the digital world, especially gadgets. Therefore, it is crucial to consider how the use of TikTok in public speaking education can affect students' motivation to actively participate in the learning process. Understanding the factors that motivate students

in the context of TikTok usage can provide valuable insights for educators to design effective learning strategies. The use of TikTok in learning is expected to boost student' motivation as the platform offers a more interesting and relevant way to their lives. Besides, it also provides opportunities for students to interact and share experiences with the wider community, so that they can learn from each other and enrich their speaking skills (Zaeriyah, 2022).

### **1.2 Identification of the Problem**

Based on the research background, the research problems were identified as follows :

1. Lack of students' motivation to increase speaking skills
2. Lack of using of TikTok applications as learning media

### **1.3 Scope and Limitation of the Study**

This research focused on the use TikTok to increasing students' speaking skills in learning strategies. This decision to maintain the coherence and relevance of the research for more effective and creative use of TikTok.

### **1.4 Formulation of The Problem**

Based on the problems in the background of the study, the research problems were formulated as follows :

1. Did the use TikTok increase students' motivation in speaking skills?
2. How could TikTok be effectively integrated into learning strategies to increasing students' motivation in speaking skills?

### **1.5 Objectives of the Study**

The main objective of this research is to explore the potential of using TikTok to increasing students' motivation in speaking skills. By understanding how TikTok

can influence students' motivation, this research aims to provide valuable insights for educators in designing more effective learning strategies.

### **1.6 Significance of the Study**

This research offers several significant benefits to various stakeholders in the field of education and students' skill development. The significance could be described as following :

1. For educators, this research will provide valuable insights into the potential use of TikTok in improving students' speaking skills. With a better understanding of how TikTok can influence students' motivation, educators can design more effective and engaging learning strategies.
2. For students, this research will directly benefit students. By using TikTok as a learning tool, students' can engage in a more engaging and enjoyable learning experience, which in turn can increase their motivation to develop their speaking skills. This can help them feel more confident and adept at communication.
3. For the next researcher, This research also has the potential to contribute to advances in educational technology more broadly. By demonstrating the effectiveness of TikTok as a learning tool, this research can encourage the development and implementation of similar technology in other educational contexts, opening up opportunities to improve the quality of learning around the world.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

In the context of research aimed at enhancing students' motivation in speaking skills through the use of TikTok, the theoretical framework becomes a crucial foundation for understanding how this intervention can have an impact.

##### **2.1.1 Theories of Motivation**

###### **a. Definition of Motivation**

Motivation is the drive that arises within a person, either consciously or unconsciously, to take action with a specific purpose. Another definition of motivation is the totality of impulses, desires, needs, and similar forces that direct behavior. Motivation is also defined as a mediating variable used to evoke certain factors within an organism. That which stimulates, manages, sustains, and channels behavior towards a single goal.

According to James O. Whittar (2022) he provides a general understanding of the term "motivation" in the field of psychology. It states that motivation is a state that activates conditions or provides encouragement to beings to behave in ways that achieve the goals prompted by that motivation.

According to Mc. Donald (2022) a motivation is a change in energy within a person marked by the emergence of "feeling" and preceded by a response to the presence of a goal. From the definition put forward by McDonald, it contains three important elements :

- a. That motivation initiates the occurrence of energy changes within each individual.

- b. Motivation is marked by the emergence of a person's feeling of affection.
- c. Motivation will be stimulated because there is a goal.

### **b. Motivation Learning Theory**

According to Filgona et al (2020) the theory of motivation in learning plays a fundamental role in understanding the driving forces behind students' engagement and persistence in learning activities. At its core, this theory posits that motivation is influenced by a complex interplay of internal and external factors. Internally, students are driven by their interests, desires, and aspirations, while externally, factors such as rewards, recognition, and feedback also shape their motivation levels. For instance, a student may be motivated to improve their speaking skills through TikTok if they have a genuine interest in the platform or if they perceive the potential rewards, such as gaining followers or positive feedback on their videos.

Moreover, the theory of motivation in learning emphasizes the importance of goal-setting and self-regulation in fostering sustained motivation. Students are more likely to be motivated when they have clear, achievable goals and the autonomy to pursue them. In the context of using TikTok for improving speaking skills, setting specific targets for creating and sharing videos can provide students with a sense of purpose and direction. Additionally, allowing them to monitor their progress and adjust their strategies accordingly can enhance their sense of control over their learning process, thus boosting motivation.

Furthermore, the theory suggests that the quality of the learning environment significantly impacts students' motivation. A supportive and conducive environment, characterized by positive relationships with teachers and peers, can



foster a sense of belonging and intrinsic motivation among students. In the case of utilizing TikTok, teachers can create a collaborative and encouraging atmosphere where students feel comfortable sharing their videos, receiving constructive feedback, and celebrating each other's successes. This social dimension of learning can greatly enhance students' motivation to engage actively in improving their speaking skills.

Additionally, the theory of motivation in learning underscores the importance of fostering a growth mindset among students. According to this perspective, individuals believe that their abilities can be developed through dedication and effort, rather than being fixed traits. Encouraging students to adopt a growth mindset can boost their confidence and resilience, leading to greater motivation to overcome challenges and persist in their learning endeavors. Through TikTok, students can experiment with different speaking techniques, learn from their mistakes, and gradually refine their skills, thereby reinforcing their belief in their capacity for improvement.

In conclusion, the theory of motivation in learning provides valuable insights into the multifaceted nature of motivation and its implications for educational practices. By considering the principles of this theory, educators can design effective strategies for utilizing TikTok as a motivational tool to enhance students' speaking skills. From fostering intrinsic motivation through meaningful goal-setting to creating a supportive learning environment that promotes growth mindset, integrating these principles into instructional approaches can empower students to become active and enthusiastic learners.

### **c. Intrinsic and Extrinsic Motivation Theory**

According to Razali et al (2020) Theory of Intrinsic and Extrinsic Motivation explores the factors influencing an individual's motivation in performing certain actions or activities. Intrinsic motivation relates to internal drives within the individual, such as the desire for satisfaction, personal achievement, or interest in a specific subject. On the other hand, extrinsic motivation pertains to external incentives, such as rewards, praise, or punishment. In the context of learning speaking skills through TikTok, both types of motivation can play significant roles in encouraging student participation.

Intrinsic motivation tends to play a more significant role in fostering student engagement and persistence in learning. When students feel involved in activities they enjoy or find interesting, they are more likely to be motivated to learn and improve their skills. In using TikTok to enhance speaking skills, students who enjoy the process of creating and sharing videos are likely to feel motivated to continuously develop their skills.

However, extrinsic motivation can also play a crucial role in motivating students, especially when provided effectively. Rewards, praise, or recognition for students' achievements can boost their motivation to engage in learning and achieve set learning goals. In the context of TikTok, rewards such as receiving many likes or positive comments on students' videos can serve as strong extrinsic reinforcers to encourage them to continue participating.

It is important to understand that intrinsic and extrinsic motivations do not always stand alone but often interact to influence individual behavior. For example, someone may start an activity due to extrinsic motivation, but over time, they may

develop intrinsic interest and satisfaction in performing the activity. In using TikTok as a learning tool, teachers can leverage both types of motivation simultaneously to stimulate student participation and motivation.

By understanding the roles of intrinsic and extrinsic motivation in learning speaking skills through TikTok, teachers can design appropriate strategies to motivate students effectively. By providing rewards and recognition for students' achievements and creating engaging and meaningful learning experiences, it is hoped that students will feel motivated to actively participate in learning and develop their speaking skills through the platform.

### **2.1.2 Theories of Speaking**

#### **a. Definition of Speaking**

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with others by using a language as a means, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with others without having any purpose. As people communicate, there must be a speaker and an interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and Marrow say "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear

and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible (Ferdian Sari & Wangi, 2020).

## **b. Component of speaking**

### **1. Fluency**

Fluency or speaking proficiency is the next part of the speaking skills components. Someone who is fluent in English will find it easier to communicate. Fluency can only be achieved through a combination of a rich vocabulary, good grammar mastery, accurate pronunciation, and self-confidence. Someone who is fluent in English will be able to engage in communicative and accurate speaking practice.

### **2. Accuracy**

Accuracy is the ability to use the target language with clear and comprehensible pronunciation, as well as specific grammatical and lexical precision. Accuracy is achieved to some extent by allowing students to focus on phonological elements, grammar, and avoiding errors in their spoken output.

### **3. Comprehensibility**

Comprehension refers to the ability to receive and interpret a series of communication activities.

## **c. Speaking Learning Theory**

There are several ways to resolve various discussions in the proposed learning process by seeking existing outcomes. If the issues related to a class involve

students, they may not be able to speak actively or agree to express their opinions in front of their peers. One way to address this problem is to create or develop a more engaging classroom culture by facilitating student-led classes and continuously teaching them, as well as encouraging students to ask questions and provide input in English. Providing positive feedback to students can help shape students who are capable of speaking. Another way to keep students motivated to speak more is by creating an engaging and active classroom.

Teaching students to speak a lot in English in class is one way to enhance their motivation to communicate in the language. If a teacher feels embarrassed to speak in English, “how can the teacher expect their students to overcome their fears of speaking English” don't worry if you're not completely fluent or if you don't have a perfect native accent that's hard to understand. As Murcia wrote, "We learn to speak by speaking," and that applies to both teachers and students. The more you practice, the more you will improve your own speaking skills and help your students enhance theirs.

### **2.1.3 Theoris of TikTok**

#### **a. Definition of TikTok**

TikTok is one of the fastest growing social media platforms in the world (Pardianti & S, 2022). The Tik Tok app is an application that went viral a while ago. The use of this one app is not only among ordinary people. The artists and youtubers even have a bunch of bonds using Tik Tok. The development of Tik Tok is indeed speedy, along with the speed of uploading video to the internet is also getting faster.





Figure 2.1.3 TikTok Logo (Source Google)

Tik Tok is an application that provides a variety of unique and exciting special effects. This feature can be used by all Tik Tok users very easily when creating short videos. So, Tik Tok is an application that adds effects to short videos created. Besides, the Tik Tok app has also gained a variety of music support from various singers around the world. Users can create videos accompanied by dance and free style according to what they want. Tik Tok indirectly encourages user creativity to make videos as interesting and unique as possible by leveraging the features available. The Tik Tok app also provides a variety of music backgrounds that users can use. They can create their videos by customizing the songs they want to make the video background.

**a. How to use the TikTok**

Here are the basic steps to use the TikTok application :

**1. Download and install**

- a) Open the App Store (iOS) or Google Play Store (Android).
- b) Find "TikTok" and download the app.
- c) Install the app on your device.

**2. Create Account or Log In**

- a) Open the TikTok app.

- b) Create a new account by registering using your email, phone number, or social media account.
- c) If you already have an account, log in with your account information.

### **3. Browsing Home (For You Page)**

- a) Once you're in, you'll see the videos on the porch.
- b) You can scroll up and down to watch videos uploaded by other users.
- c) The TikTok home page is called "For You Page" or "FYP" which displays content based on your interests and activity.

### **4. Watching Video**

- a) Tap the video to play it.
- b) You can like it by tapping the heart icon, comment by tapping the comment icon, or share by tapping the share icon.
- c) There are videos on TikTok that can be categorized into several types based on their content and communicative purpose, namely:

#### **1. Educational Video**

Contains informative content such as explanations of lesson material, study tips, and interesting facts.

#### **2. Entertainment Video**

Presenting humour, parodies, and sketches that are entertaining.

#### **3. Lip Sync and Dance Videos**

Featuring users who mimic songs or dance moves from popular trends.

#### 4. Video Vlog (Daily Life)

Showing the user's daily activities, including study routines and personal experiences.

#### 5. Motivational Video

Contains positive messages and emotional support to build self-confidence.

### 5. Searching for Content

- a) Tap the magnifier icon at the bottom to open the search page.
- b) Type a keyword, tag, or user name to search for a particular video or account.

### 6. Creating and Uploading Videos

- a) Tap the plus sign (+) at the bottom of the screen to start creating the video.
- b) Select the duration of the video (15 second, 60 second, or 3 minute).
- c) Record the video by pressing and holding down the recording button.
- d) You can add music, effects, text, and filters before uploading the video. Once you're done editing, tap "Next" and add description, tag, and select privacy settings.
- e) Lastly, click "Post" to upload your video.

### b. Advantages of the TikTok application

From a positive point of view, the TikTok app has several advantages for teenagers, one of which is :

1. As one of the applications that can encourage creativity in creating a work.
2. An application to express its creativity in video making, the Tik Tok app itself is a platform to create videos with special and unique effects easily. Tik Tok also distributes a variety of music for video backgrounds, so users can create more interesting videos.
3. This TikTok app is also video and music-based, and can be used by teenagers or children to sharpen video editing skills, for more useful content.

**c. Disadvantages of the tik tok application**

From a negative point of view, the TikTok app has several disadvantages for teenagers, one of which is :

1. Making videos that are unreasonable, not even just teenagers, they involve little kids in making video touches for the response of a lot of netizens, daring to sing songs and acting adults.
2. There are a lot of videos that don't deserve to be bad examples of the behavior of teenagers and children today.
3. Uncontrolled TikTok content and a lack of understanding that not everything displayed is reality can affect adolescent thinking and lead to unrealistic expectations of life.
4. Excessive use of TikTok can lead to gadget addiction in teenagers. Hours of watching videos can interfere with learning, sleeping, and healthy physical activity.

### **b. Tik Tok Application as a Learning Media**

According to I Wayan Santyasa (2007: 3), the learning process contains five components of communication, namely the teacher (communicator), learning materials, learning media, students (communicatee), and learning objectives. Meanwhile, teaching materials are systematically organized materials or resources used by teachers and students in the learning process. Thus, learning media is an integral part of the learning system that cannot be separated. Without learning media, the teaching and learning process cannot take place at the very least, one medium is needed to convey the teaching material.

Yusufhadi Miarso (2012), states that the first thing teachers must do in the effective use of media is to search for, find, and select media that meets the learning needs of children, captures their interest, aligns with their developmental maturity and experiences, as well as the specific characteristics present in their learning group. These characteristics include the child's maturity, their background experiences, and the mental condition related to their developmental age.

In addition to the issue of student interest in media, the representation of messages conveyed by teachers should also be considered in the selection of media. There are at least three functions that operate together in the existence of media. First, the stimulation function that generates interest in studying and learning more about everything present in the media. Second, the mediation function, which serves as an intermediary between the teacher and the students. In this case, the media bridges communication between the teacher and the students. Third, the information function that presents the explanations the teacher wants to convey.

With the presence of media, students can grasp the information or explanations they need or that the teacher wishes to communicate.

Table 2.1.3 Features available in the TikTok application

Feature	Usage
Voice Recording	Recording voice through a device, then integrating it into a personal TikTok account.
Record Video	Recording a video through a device, then integrating it into a personal TikTok account.
Background sound	Adding background sounds that can be downloaded from the TikTok app's media storage.
Edit	Editing and refining the video draft that has been created.
Share	Sharing the video that has already been
Duet	Collaborate with other TikTok app users

Referring to the description above, it can be concluded that the TikTok application can be used as an effective learning media. First, the TikTok application meets students' learning needs. Second, the TikTok application attracts students' interest due to its novelty and has many features that can be implemented in learning. And lastly, the TikTok application is equivalent to the development of maturity and experience, as well as the characteristics of students who are part of the millennial generation, which is closely connected to the digital world, especially gadgets.

## 2.2 Previous Relevant Study

In this study, researchers took several previous studies that have relevance to researchers, namely :

1. Tan et al., (2022) "The potential of TikTok's key features as a pedagogical strategy for ESL (English as a Second Language)" classrooms has garnered significant interest among educators seeking innovative approaches to

language learning. TikTok, a popular social media platform known for short-form videos, offers several unique features that can be effectively utilized in ESL instruction. One key feature of TikTok is its brevity, with videos typically limited to a duration of 15 to 60 seconds. This short-form format presents an opportunity for language learners to engage with concise, bite-sized content that is conducive to quick comprehension and retention. Educators can leverage this feature to create or curate short language learning videos that focus on specific vocabulary, grammar structures, pronunciation, or cultural aspects of the English language. Another notable feature of TikTok is its user-generated content and interactive nature. Language learners can actively participate by creating their own videos, responding to prompts, or engaging in challenges, fostering a sense of agency and ownership in their learning process. This participatory aspect encourages students to apply language skills in authentic contexts, promoting active communication and creativity. Additionally, TikTok's multimedia capabilities, such as filters, effects, and soundtracks, offer opportunities for multimodal learning experiences. Educators can incorporate visual and auditory stimuli into language lessons, catering to diverse learning preferences and enhancing engagement. For example, students can create videos featuring dialogues, role-plays, or storytelling, integrating spoken language with visual cues for better comprehension. Furthermore, TikTok's social networking features facilitate peer interaction and collaborative learning. Students can share their videos, comment on each other's work, and engage in discussions, creating a dynamic learning community within the

classroom. Collaborative activities foster linguistic and cultural exchange, as students interact with peers from different backgrounds and proficiency levels, enriching their language learning experience. In conclusion, TikTok's key features offer a promising pedagogical strategy for ESL classrooms, providing opportunities for engaging, interactive, and multimodal language learning experiences. By harnessing the platform's strengths, educators can create dynamic and culturally relevant learning environments that motivate students to actively participate and progress in their language proficiency.

2. Yélamos-Guerra & García-Gámez (2022) “The utilization of TikTok in higher education as a motivating source for students” has emerged as an intriguing prospect in recent years. TikTok, a widely popular social media platform, offers a unique blend of entertainment and educational potential that can be harnessed to engage students in higher learning environments. One compelling aspect of TikTok is its highly engaging and visually captivating content. With its short-form videos and diverse range of topics, TikTok provides an accessible platform for educators to deliver content in a format that resonates with students. By incorporating educational content into TikTok videos, educators can capture students' attention and make learning more dynamic and enjoyable. Moreover, TikTok's interactive features, such as likes, comments, and shares, foster a sense of community and engagement among users. In the context of higher education, this social interaction can be leveraged to create a collaborative learning environment where students can share ideas, provide feedback, and collaborate on projects. By actively participating in discussions and engaging with peers,



students feel a greater sense of belonging and motivation to learn. Additionally, TikTok's algorithm-driven content recommendation system ensures that users are exposed to a diverse range of content tailored to their interests. Educators can leverage this feature to curate educational content that aligns with students' preferences and learning goals. By delivering personalized and relevant content, educators can enhance students' motivation and engagement with the material. Furthermore, TikTok offers educators a platform to showcase their creativity and innovation in delivering educational content. By experimenting with different video formats, visual effects, and storytelling techniques, educators can create compelling and memorable learning experiences that resonate with students. This creative freedom not only makes learning more enjoyable but also inspires students to explore new ideas and concepts. In conclusion, the use of TikTok in higher education as a motivating source for students presents exciting opportunities to enhance student engagement, foster collaborative learning, and deliver personalized educational experiences. By tapping into TikTok's interactive and creative features, educators can create dynamic learning environments that inspire students to actively participate and excel in their academic pursuits.

3. Hu & Du (2022) "The integration of TikTok in Mobile-Assisted English Language Learning (MAELL)" has become a subject of interest for educators seeking innovative methods to enhance language acquisition. This exploratory study aims to investigate the potential benefits and challenges associated with using TikTok as a tool for learning English as a second

language. One significant aspect of this study involves examining how TikTok's unique features, such as short-form videos, interactive content, and social networking capabilities, can be leveraged to facilitate language learning. By analyzing how students engage with TikTok's content and interact with their peers, researchers can gain insights into the platform's effectiveness in supporting language acquisition. Furthermore, the study seeks to explore the impact of TikTok on students' motivation and engagement in language learning activities. By surveying participants and conducting interviews, researchers can assess students' perceptions of TikTok as a learning tool and identify factors that contribute to their motivation and engagement levels. Moreover, the study aims to evaluate the pedagogical strategies employed by educators when integrating TikTok into language learning curricula. Researchers will examine how teachers design and implement TikTok-based activities, the types of content used, and the instructional methods employed to maximize learning outcomes. Additionally, the study will investigate potential challenges and limitations associated with the use of TikTok in MAELL. This includes issues such as privacy concerns, access to technology, and the appropriateness of content for educational purposes. By identifying these challenges, researchers can provide recommendations for addressing them and optimizing the use of TikTok in language learning contexts. In conclusion, this exploratory study seeks to shed light on the role of TikTok in Mobile-Assisted English Language Learning. By examining its benefits, challenges, and pedagogical implications, researchers aim to provide valuable insights for educators and

policymakers seeking to harness the potential of TikTok as a tool for enhancing language learning experiences.

4. Nugroho (2021) "Motivating Language Learners through Social Media: A Study on the Impact of TikTok Challenges" delves into the influence of TikTok challenges in fostering motivation among language learners. This study seeks to explore how TikTok's viral challenges can serve as effective motivational tools in language learning contexts. One significant aspect of this study involves examining the nature of TikTok challenges and their appeal to language learners. By analyzing the types of challenges prevalent on TikTok and their popularity among users, researchers can assess their potential to engage and motivate language learners. Furthermore, the study aims to investigate the impact of participating in TikTok challenges on students' language learning outcomes. By surveying participants and collecting data on their language proficiency, motivation levels, and learning experiences, researchers can assess the effectiveness of TikTok challenges in improving language skills and fostering a positive learning environment. Moreover, the study seeks to explore the role of social interaction and peer feedback in motivating language learners through TikTok challenges. By examining how students collaborate, share feedback, and support each other during challenge participation, researchers can identify the social dynamics that contribute to motivation and engagement in language learning activities. Additionally, the study aims to evaluate the pedagogical implications of incorporating TikTok challenges into language learning curricula. Researchers will examine how educators can leverage TikTok challenges to

enhance classroom instruction, promote student autonomy, and create meaningful learning experiences that align with language learning objectives. In conclusion, this study provides valuable insights into the potential of TikTok challenges as motivational tools in language learning. By examining their appeal, impact, and pedagogical implications, researchers aim to inform educators and practitioners on how to effectively integrate TikTok challenges into language learning environments to foster motivation and engagement among learners.

5. Of & Education (2023) “Investigating Students’ Use of Micro-Learning on TikTok Mobile Application to Improve Their English Pronunciation : A Case Study” delves into the utilization of micro-learning techniques via the TikTok mobile application to enhance English pronunciation among students. This case study aims to explore the effectiveness of short-form, easily digestible content on TikTok in facilitating language learning, specifically focusing on pronunciation improvement. One significant aspect of this study involves examining how students engage with micro-learning content on TikTok to enhance their English pronunciation skills. By analyzing the types of content consumed, frequency of usage, and interaction patterns, researchers can assess the effectiveness of TikTok as a platform for delivering language learning content. Furthermore, the study aims to investigate the impact of micro-learning on students' pronunciation proficiency. By collecting data on students' pronunciation accuracy before and after engaging with TikTok micro-learning content, researchers can evaluate the effectiveness of this approach in improving pronunciation skills.

Moreover, the study seeks to explore students' perceptions and attitudes towards using TikTok as a tool for language learning. By conducting surveys, interviews, or focus group discussions, researchers can gather insights into students' motivations, preferences, and challenges when utilizing TikTok for pronunciation improvement. Additionally, the study aims to evaluate the pedagogical implications of integrating micro-learning on TikTok into language learning curricula. Researchers will examine how educators can incorporate TikTok micro-learning content into lesson plans, supplement traditional instruction, and address specific pronunciation challenges faced by students. In conclusion, this case study provides valuable insights into the use of micro-learning on TikTok as a means to improve English pronunciation among students. By investigating its effectiveness, impact, and pedagogical implications, researchers aim to inform educators and practitioners on how to leverage TikTok micro-learning techniques to enhance language learning outcomes.

### **2.3 Conceptual Framework**

The conceptual framework of this research comprises several essential components that support the understanding of how the use of micro-learning through the TikTok application can enhance students' proficiency in English pronunciation. Firstly, there is the independent variable, which is the utilization of micro-learning on TikTok, serving as the primary intervention in this study. This variable encompasses various aspects of students' learning experiences on the

platform, such as the types of content consumed, frequency of usage, and interaction with the material.

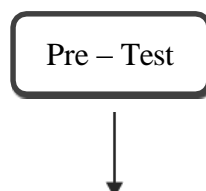
Next, there is the dependent variable, which represents the expected outcome of using micro-learning on TikTok, namely, the improvement in students' English pronunciation skills. This variable will be measured through pre- and post-intervention tests or evaluations, providing insights into how effective TikTok usage is in enhancing students' pronunciation abilities.

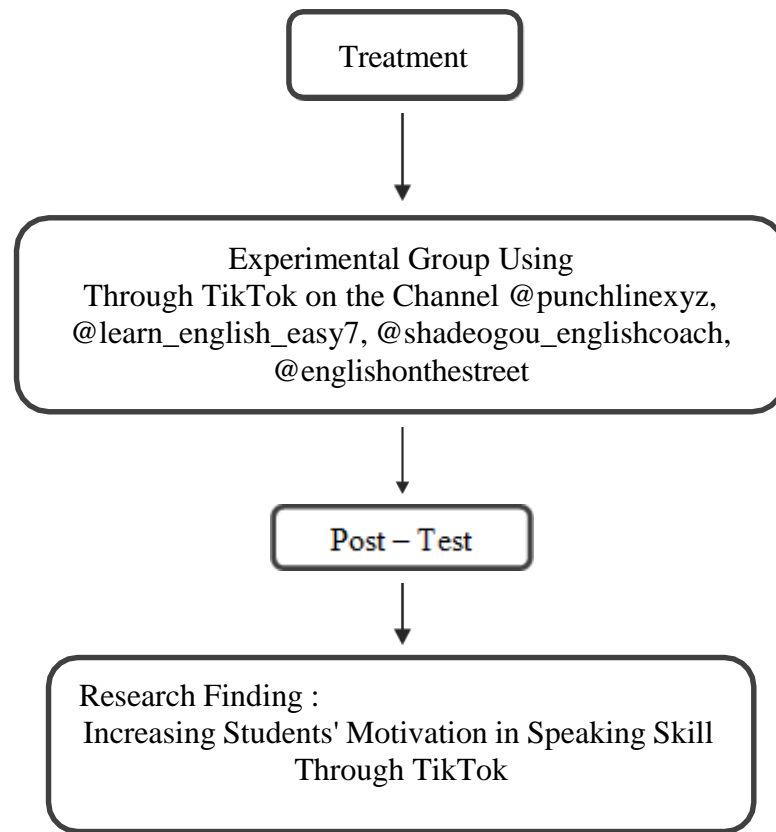
Additionally, there are moderator factors that may influence the relationship between the use of micro-learning on TikTok and the improvement of students' English pronunciation skills. These factors may include students' motivation levels, prior proficiency in English, and frequency of interaction with other learning materials outside TikTok.

The conceptual framework also includes mechanisms or processes that may occur in the use of micro-learning on TikTok to enhance students' English pronunciation skills. For instance, sound recognition processes, pronunciation practice, and feedback from other users can be essential mechanisms in students' pronunciation improvement.

Understanding this conceptual framework enables the research to design appropriate methodologies to test the relationships between the independent, dependent, and moderator variables. Furthermore, this framework can aid in interpreting research findings and providing insights into how the use of micro-learning on TikTok can be integrated into broader language learning practices.

Figure 2.3 Conceptual Framework





## 2.4 Hypothesis Research

A hypothesis is a temporary prediction, a temporary thesis that must be confirmed via scientific study. Based on the explanation from the theoretical framework and conceptual framework. The following is a statement of the study's hypothesis :

- a.  $H_a$  : The use of TikTok significantly increasing students' motivation in speaking skills.
- b.  $H_0$  : The use of TikTok has no significant influence on the motivation of students' in speaking skills.

## CHAPTER III

### METHOD OF RESEARCH

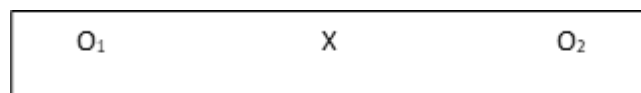
#### 3.1 Research Design

This research used quantitative methods with experimental methods, namely pre-experiment designs. Quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, and quantitative/ statistical data analysis, with the aim of describing and testing predetermined hypotheses. The experimental method is a research method used to investigate the causal relationship (influence relationship) between the variables studied. The experimental method is a quantitative research method used to determine the effect of independent variables (treatments) on dependent variables (results) under controlled conditions (Sugiyono, 2018).

The design of this research was a one-group pretest-posttest design, the researcher compared pre-test scores for speaking skills without the TikTok application to the post-test results after treatment using the TikTok application. Thus, the results of the treatment can be known more accurately, as they are compared to the situation before the treatment.

The design can be illustrate as follows :

Table 3.1 Pre-test and post-test pre-experimental research design





Notations :

$O_1$  : Students speaking ability of experimental group in pre-test

X : Treatment teaching speaking by using TikTok

$O_2$  : Students speaking ability of experimental group in post-test

### 3.2 Location of the Study

The location of this research was SMK Budi Agung in the academic year 2024/2025. This school is located at Platina Raya No.7, Titi Papan, Medan Marelan, Medan city, Sumatera Utara 20244. This location was selected by the researcher because there are issues with speaking skills at this school. This research was conducted starting in May 2024. The following is a timetable for the research plan and its implementation :

Table 3.2 Research Plan and Implementation

Activities	Month/Year 2024			Description
	May	August	October	
Preliminary Observation				Finished
Planning				Finished
Data collection				Finished

### 3.3 Population and Sample

In this part, the researcher describes the sample and population of the research :

#### a. Population

The population of this research was the tenth-grade year students of SMK Budi Agung acedemic year 2023/2024.

Table 3.3 List of Population

<b>Class</b>	<b>The Number of Students</b>
X MP-1	36
X MP-2	34
X AK	23
X BD	21
X DKV	28
TOTAL	142

### **b. Sample**

The researcher took one class as a sample, which was class X AK (Akuntansi) . It consisted of 23 students. There were 22 girls and 1 boy.

## **3.4 Research Variable**

According to Sugiyono (2018) a research variable is an attribute or property or value of a person, object or activity that has a certain variation that the researcher determines to be studied and then draws conclusions. Variables were divided into two, they were independent variable and dependent variable.

The variables in this research as follows :

### **1. Independent Variable**

Independent variable are conditions or characteristics that are manipulated by an experimenter in an attempt to answer their relationship to an observed phenomenon. The independent variable in this research is using the TikTok application as a learning tool.

## **2. Dependent Variable**

The dependent variable is an emerging, disappearing or changing condition or characteristic that is introduced, removed or changed independently. The dependent variable was the student' motivation in speaking skills.

### **3.5 Instruments of Research**

One of the most important activities in conducting research is how to obtain and collect the data needed : researchers have tried to apply some appropriate research tools. In quantitative research, the quality of research is related to the validity and reliability of the instruments, and the data collection quality is concerned with the accuracy of the methods used to collect the data. Instruments that are tested for their validity or reliability are not necessarily able to produce valid and reliable data, when such instruments are not used properly in data collection. Instruments in quantitative research can be tests, interview guidelines, observation guides, and questionnaires (Sugiyono, 2018).

In this study, the researcher used one type of instrument, namely a speaking skills test. Tests used in the pre-test and post-test, to measure the increase in speaking skills before and after the intervention using TikTok. The researcher will use these items as the pre-test and post-test, which includes three steps. Those are pre-test, treatment, and post-test :

#### **1. Pre-test**

Pre-test refers to a measurement or test given to a subject before experimental treatment. Pre-tests are tests given to students from an experimental group to measure their ability to speak before the treatment process. These tests are given

to know the basic competence of students and to know their knowledge before they receive treatment.

## 2. Treatment

Before having a post-test, the students get treatment. Treatment means that the researcher applied TikTok to teaching speaking. The research uses two meetings for treatment.

## 3. Post-test

A post-test is a measure of some attribute or characteristic that is assessed for participant in an experiment after treatment. Post-test are used to measure students ability after treatment process, to know their knowledge after they got treatment. Pre-test and post-test also have some application when they are conductin a classroom. The post-test is in a descriptive form using the TikTok app. The time is given according to the school's teaching schedule. These tests are used to evaluate students' abilities after they are given treatment.

### **3.6 Technique of Data Analysis**

Data that has undergone pre-test, treatment, and post-test has been analyzed in the following stages :

To analysis the data, the researcher also used the procedure as follow :

#### 1. Scoring Classification

The assessment criteria described by J.B. Heaton (2020) were followed by the researcher in analyzing the results, which include accuracy, fluency, and comprehensibility.

## a. Accuracy

Table 3.6 Students' Rubric Scoring

classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation moderately influences by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. May basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastering any of the language skills and practice in course.

## b. Fluency

classification	Score	Criteria
Excellent	6	Speak without too great an effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.

Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

### c. Comprehensibility

classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification.
Average	3	The listener can understand a lot of what he said. But he must constantly seek classification. Cannot understand may of he or she speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he or she seems to have said.

*Heaton, J. B. Writing English Language Test. (New York Longman), p. 100*

### 2. Classification of students score

Based on the research above, the researcher also lists the rating classifications used to provide the grades obtained by students. The following is in the classification scale rating :

Table 3.6 The Classification Score of Test

Classification	Scale	Rating
Excellent	6	86-100
Very Good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very Poor	1	$\leq 25$

3. To find out the classification of scores for each student's pre-test and post-test components, the researcher converted the student's scores using the formula :

$$\text{Score classification of students} = \frac{\text{The gain score}}{\text{The maximum score}} \times 100\%$$

4. Looking for mean more and standard deviation the researcher used SPSS (Statistical Package For Social Sciences) software version 26.

Criteria hypothesis of acceptability :

$t\text{-table} \geq t\text{-count}$  : The rejected null hypothesis

$t\text{-count} < t\text{-table}$  : Received null hypothesis

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1 Findings

This section shows the analyzed data, which is tabulated statistically. Shows the percentage classification and standard deviation of student scores consisting of pre-test and post-test.

##### 4.1.1 Pre-Test

In this section the researcher displays the scores of the students' speaking skills in the pretest, as well as the mean scores and standard deviation of the students as a percentage of the student's speaking skill score. The author points out score in the table, then calculate the score with the help of SPSS 26.

Table 4.1 The Score of Students' Speaking Skills in the Pre-Test

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	2	2	2	33
2	RD 2	2	2	2	33
3	RD 3	1	2	2	28
4	RD 4	2	2	3	40
5	RD 5	2	2	2	33
6	RD 6	2	2	2	33
7	RD 7	2	2	2	33
8	RD 8	2	2	2	33
9	RD 9	1	2	2	28
10	RD 10	2	2	3	40
11	RD 11	3	3	3	50
12	RD 12	2	2	2	33
13	RD 13	1	2	2	28
14	RD 14	2	2	2	33
15	RD 15	2	2	3	40
16	RD 16	2	2	3	40



17	RD 17	2	1	2	28
18	RD 18	2	2	2	33
19	RD 19	2	1	2	28
20	RD 20	2	2	2	33
21	RD 21	2	2	2	33
22	RD 22	2	2	1	28
23	RD 23	2	2	2	33
TOTAL		44	45	50	774
		MEAN			33.65

Table 4.1 appears the scoring of students' speaking skills within the pre-test. The speaking skill has three viewpoints comprising accuracy, fluency, comprehensibility. In this segment, the researcher presented and tabulated the mean score of students' speaking ability one by one, as can be seen in the following tables:

#### **a. Accuracy**

To calculate the mean score of students' accuracy in the pre-test, the researcher used SPSS 26 to determine the measurement results and the level of accuracy. The following results are recorded in the table :

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	23	1	3	1.91	.417
Valid N (listwise)	23				

From table 4.2, it showed that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students accuracy in the pre-test is 1.91 and the standard deviation error is 0.417.

Table 4.3 The Rate Percentage Score of Students' Accuracy in Pre-Test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	1	4%
5	Poor	2	19	83%
6	Very Poor	1	3	13%
Total			16	100%

The table above shows that the score of accuracy there were 3 (13%) students got very poor score, 19 (83%) students got a poor score, 1 (4%) student got average score, and there was not students got excellent, very good, and good score.

#### **b. Fluency**

To calculate the mean score of students' fluency in the pre-test, the researcher used SPSS 26 to determine the measurement results and the level of fluency. The following results are recorded in the table :

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	23	1	3	1.96	.367
Valid N (listwise)	23				

From table 4.4, it showed that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students fluency in the pre-test is 1.96 and the standard deviation error is 0.367.

Table 4.5 The Rate Percentage Score of Students' Fluency in Pre-Test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	1	4%
5	Poor	2	20	87%
6	Very Poor	1	2	9%
Total			16	100%

The table above shows that for the score of fluency there were 2 (9%) students got very poor score, 20 (87%) students got a poor score, 1 (4%) student got average score, and there was not students got excellent, very good, and good score.

### c. Comprehensibility

To calculate the mean score of students' comprehensibility in the pre-test, the researchers used SPSS 26 to determine the measurement results and the level of comprehensibility. The following results are recorded in the table :

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehen sibility	23	1	3	2.17	.491
Valid N (listwise)	23				

From table 4.6, it showed that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students comprehensibility in the pre-test is 2.17 and the standard deviation error is 0.491.

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	5	22%
5	Poor	2	17	74%
6	Very Poor	1	1	4%
Total			16	100%

The table above shows that for the score of comprehensibility there were 1 (4%) students got very poor score, 17 (74%) students got a poor score, 5 (22%) students got average score, and there was not students got excellent, very good, and good score.

#### 4.1.2 Post-Test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow :

Table 4.8 The Score of Students' Speaking Skill in the Post-Test

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	5	4	4	72
2	RD 2	4	4	4	65
3	RD 3	3	3	3	50

4	RD 4	4	4	4	65
5	RD 5	4	4	4	65
6	RD 6	4	4	5	72
7	RD 7	4	4	4	65
8	RD 8	5	4	4	72
9	RD 9	3	3	3	50
10	RD 10	4	4	4	65
11	RD 11	4	5	4	72
12	RD 12	4	4	4	65
13	RD 13	3	4	3	61
14	RD 14	3	3	4	61
15	RD 15	4	4	4	65
16	RD 16	4	4	4	65
17	RD 17	3	3	3	50
18	RD 18	3	4	3	61
19	RD 19	3	3	3	50
20	RD 20	4	4	4	65
21	RD 21	4	4	4	65
22	RD 22	3	3	4	61
23	RD 23	3	4	3	61
TOTAL		85	87	86	1443
			MEAN		62.74

The table 4.8. In this section, the researcher also analyzed the average score of students' speaking ability one by one starting from accuracy, fluency, and finally comprehensibility :

#### **a. Accuracy**

To calculate the mean score of students' accuracy in the pre-test, the researcher used SPSS 26 to determine the measurement results and the level of accuracy. The following results are recorded in the table :

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	23	3	5	3.70	.635
Valid N (listwise)	23				

From table 4.9, it showed that the highest score of students is 5 and the lowest score is 3. Besides, it also indicates that the mean score of students accuracy in the pre-test is 3.70 and the standard deviation error is 0.635.

Table 4.10 The Rate Percentage Score of Students' Accuracy in Post-Test

No	Classification	Scale	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	9%
3	Good	4	12	52%
4	Average	3	9	39%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			23	100%

The table above shows that for the score of accuracy there were 9 (39%) students got average score, 12 (52%) students got a good score, 2 (9%) students got very good score, and there was not students got excellent, poor and very poor score.

### **b. Fluency**

To calculate the mean score of students' fluency in the pre-test, the researcher used SPSS 26 to determine the measurement results and the level of fluency. The following results was recorded in the table :

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	23	3	5	3.78	.518
Valid N (listwise)	23				

From table 4.11, it showed that the highest score of students is 5 and the lowest score is 3. Besides, it also indicates that the mean score of students fluency in the pre-test is 3.78 and the standard deviation error is 0.518.

Table 4.12 The Rate Percentage Score of Students' Fluency in Post-Test

No	Classification	Scale	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	1	4%
3	Good	4	16	70%
4	Average	3	6	26%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			23	100%

The table above shows that for the score of fluency there were 6 (26%) students got average score, 16 (70%) students got a good score, 1 (4%) students got very good score, and there was not students got excellent, poor and very poor score.

### c. Comprehensibility

To calculate the mean score of students' comprehensibility in the pre-test, the researcher used SPSS 26 to determine the measurement results and the level of comprehensibility. The following results are recorded in the table :

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	23	3	5	3.74	.541
Valid N (listwise)	23				

From table 4.13, it showed that the highest score of students is 5 and the lowest score is 3. Besides, it also indicates that the mean score of students comprehensibility in the pre-test is 3.74 and the standard deviation error is 0.541.

Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Scale	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	1	4%
3	Good	4	15	65%
4	Average	3	7	31%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			23	100%

The table above shows that the score of comprehensibility there were 7 (31%) students got average score, 15 (65%) students got a good score, 1 (4%) students got very good score, and there was not students got excellent, poor and very poor score.

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also presented the total mean score and standard deviation if in pre-test and post-test, then compare both of them.

The result presented in the descriptive statistics table as follow :



Table 4.15 The Mean Score and Standard Deviation of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	33.65	23	5.331	1.112
	posttest	62.74	23	6.936	1.446

The table 4.15 showed the mean score pre-test of students 33.65 and in the post-test were 62.74. The standard deviation error in the pre-test was 5.331 and 6.936 in the post-test. It means the use application TikTok improve the students' speaking skill.

Table 4.16 The Paired Samples Correlations of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	pretest & posttest	23	.606	.002

The table 4.16 was paired sample correlation of pre-test and post-test above presented that the correlation of the students ability before and after treatment 0.606. It means that there was a significant correlation between students' motivation in speaking skill by using TikTok before and after treatment.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-29.087	5.632	1.174	-31.522	-26.651	-24.769	22	.000

Table 4.17 The Paired Samples Test of Pre-Test and Post-Test

From table 4.17 the paired sample test, the researcher got data that  $t_0$  (count) = 24.769. df (degree of freedom) = 22 and  $t_{table}$  ( $t_{table}$ ) = 2.07961. Based on the result,  $t_0$  (count) was higher than  $t_{table}$  ( $t_{table}$ ),  $t_0 > t_{table}$ .

$$24.769 > 2.079$$

Based on the research result ( $t_0 > t_{table}$ ), where the  $t_{count}$  was higher than the  $t_{table}$ . It was concluded that there was a significant improvement students' motivation in speaking skills before and after using TikTok as a learning tool. Therefore, the researcher believes that utilizing TikTok was effective in increasing students' motivation in speaking skills among tenth grade students at SMK Budi Agung Medan.

### 1. Analysis of Students Assignment

Based on the research results conducted on the analysis of students assignment in class X AK at SMK Budi Agung Medan, the result is shown as follows :



Figure 4.1 Respondents 1

From figure 4.1 the respondents 1 she name is Nabilah Subhi in class X AK. The respondents showed 1 was able to complete the task well according to the instructions given. Respondents 1 showed good improvement in accuracy, fluency, and comprehensibility. However, respondents 1 still rely on texts when speaking in a foreign language, namely English.



Figure 4.2 Respondents 2

From figure 4.2 the respondents 2 she name is Nabila Al Fatira in class X AK. The respondents 2 showed was able to complete the task well according to the instructions given. Respondents 2 showed poor improvement in accuracy, fluency, and comprehensibility. However, respondents 2 still rely on texts when speaking in a foreign language, namely English.



Figure 4.3 Respondents 3

From figure 4.3 the respondents 3 she name is Aulia Rabilla in class X AK. The respondents showed 3 was able to complete the task well according to the instructions given. Respondents 3 showed good improvement in accuracy, fluency, and comprehensibility. However, respondents 3 still rely on texts when speaking in a foreign language, namely English.

## 4.2 Discussion

The research results show that the regular and structured use of TikTok can increase students' speaking competence in several aspects, such as accuracy, fluency, and comprehensibility. TikTok provides an authentic experience where students can be exposed to real language use. In this case, the use of TikTok has proven to have a positive impact on the development of students' speaking skills. In addition, TikTok has great potential as an effective learning tool in increasing students' motivation in speaking skills. The use of TikTok allows students to learn in a more interactive, creative, and enjoyable way, making them more motivated. Despite the challenges, the benefits gained from using TikTok in speaking learning

show that this social media can be integrated into the classroom to support the learning process.

Based on previous findings, the findings of this study indicate that the effective use of TikTok can increase students' motivation in speaking skills. This can be seen in the mean score of the students' pre-test was 33.65 and the post-test score of the students was 62.74. Data were analyzed using (tt) a standard significance of 5% with degrees of freedom (df) = 22, obtained  $t_t = 2.079$  and a standard significance of 0.05, the results of  $t_0$  (tcount) of 24.769 from this researcher gave an interpretation that  $t_0$  (tcount) was greater than  $t_t$  (ttable),  $24.769 > 2.079$ . This means that the use of TikTok is effective for increasing students' motivation speaking skill. This research similarity with previous research conducted by Ferstephanie & Pratiwi (2021), in this research entitled "TikTok Effect to Develop Students' Motivation in Speaking Ability" in tenth grade of SMA Kristen Kalam Kudus, Selatpanjang.

The findings from the analysis of student assignment in this study indicate that when students assignment on tasks making videos speaking in English and uploading them to TikTok, they engage in intrinsic motivation. Intrinsic motivation is a drive that comes from within the students themselves, based on their interests and personal satisfaction. Based on the analysis results obtained, students are motivated to complete the task because they feel happy or enjoy the creative process of making videos. The sense of satisfaction, pleasure, and challenges faced in creating the video can serve as internal motivation that make them interested in completing the task, and they might feel pleased when they successfully overcome shame or fear when speaking in English. However, students still tend to rely on

texts when speaking in English. In addition, if the assignment is accompanied by a certain grades or award from the teacher, then extrinsic motivation plays a role. In this context, students are motivated to make the best possible video in order to get a high grades or appreciation from the teacher.

The use TikTok can increase students' motivation in learning, especially in speaking skills. TikTok offers various features, such as short videos, music, filters, and editing options that make it easy for students to express themselves and convey messages in a creative and enjoyable way. The use TikTok allows students to gradually confront their shame and fear of public speaking, as they can create videos in an environment where they feel comfortable without the direct pressure from others. This can be an initial step to enhance their self-motivation in speaking. In addition, TikTok gives students the opportunity to observe how others speak in English, especially content from native speakers. This helps them learn new vocabulary, practice intonation, and understand the cultural aspects of the language. The presence of comment features and popular challenges on TikTok can also motivate students to engage actively. When students receive support or positive feedback from the audience, they are more motivated to continue practicing and improving their speaking skills.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the findings and discussion in the previous chapter, the researcher concludes as follows :

Using TikTok as a learning tool is effective in increasing students' motivation in speaking skills among tenth-grade students. It is proven by the result of the research shows that significant improvement between the students mean score of pre-test and post-test. It evidenced that the hypothesis ( $H_0$ ) was rejected and the hypothesis ( $H_1$ ) was accepted. This results indicate that the use of TikTok can effectively increase students' motivation in speaking skills.

The analysis of students assignment results show that the task of making a video speaking in English and uploading it to TikTok involves intrinsic motivation, where students feel happy and enjoy the creative process. The challenges in making videos serve as an internal drive that motivates them to complete the task. In addition, extrinsic motivation also plays a role when the task is accompanied by grades or rewards from the teacher, which encourages students to produce the best videos in order to achieve high grades or rewards.

#### **5.2 Suggestion**

Based on the result of the research, the researcher proposed suggestions as follows :

1. Suggest for the teacher, Teachers must realize that they need an interesting strategy in the learning process to increase students' motivation in learning. Especially for English teachers at SMK Budi Agung, they can apply strategies

by using the TikTok application in learning. Teachers can use learning media such as laptops and LCD projectors to make the display more attractive and look for teaching topics related to using the TikTok application so that students are more comfortable and can build student knowledge to increasing student motivation in speaking skills.

2. Suggest for the students, Students should actively participate in the learning process. Don't be shy and make mistakes in expressing ideas, especially when speaking. They should practice what they have learned from the teacher anywhere and anytime. They should also pay attention, be diligent, and serious during the learning process, and be active in asking questions when they do not understand the teacher's explanation.
3. Suggest for the next researcher, The next researcher who wants to develop this research in the future by using this strategy, this strategy can be used in increasing students' motivation in speaking skill through TikTok, and researcher can use this research as an additional reference for pertinent research certainly with different variables and condition.



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# APPENDIX

## **Appendix 1 : Lesson Plan**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah	: SMK Budi Agung
Mata Pelajaran	: Bahasa Inggris
Kelas	: X Ganjil
Skill	: Speaking
Alokasi Waktu	: 2x30 menit (2 pertemuan)
Tema	: Increasing Students Motivation In Speaking Skill Through Tiktok

#### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks transaksional dan interpersonal dalam konteks kehidupan sehari hari.

#### **B. Kompetensi Dasar**

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari hari dan melibatkan tindak tutur.

#### **C. Indikator**

Menentukan kata yang benar berdasarkan penuturan lisan.

#### **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat :

1. Siswa memahami speaking skill
2. Siswa meningkatkan kemampuan speaking skill berbahasa inggris
3. Meningkatkan motivasi siswa dalam speaking skill berbahasa inggris melalui aplikasi tiktok

#### **E. Nilai Karakter**

Jujur, percaya diri, teliti, dan memperhatikan dengan baik

#### **F. Materi Pembelajaran**

TikTok pada channel : @punchlinexyz, @learn\_english\_easy7, @shadeogou\_englishcoach , @englishonthestreet

#### **G. Metode Pembelajaran**

Speaking ability

#### **H. Langkah langkah pembelajaran**

<b>Tahap Kegiatan</b>	<b>Langkah – Langkah Pembelajaran</b>
<b>Kegiatan Pendahuluan (10 menit)</b>	<ul style="list-style-type: none"> <li>• Memberi salam dan mengajak peserta didik untuk mengawali kegiatan dengan berdoa</li> <li>• Mengecek kehadiran siswa</li> <li>• Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai</li> <li>• Apresiasi dan motivasi tentang pentingnya mempunyai keterampilan bahasa Inggris di era global dan menyampaikan keterkaitan dengan pembelajaran lainnya</li> <li>• Guru menyampaikan materi yang akan dipelajari yaitu tentang meningkatkan keterampilan berbicara (Speaking Skill) dalam bentuk ringkasan/rangkuman</li> </ul>

	melalui aplikasi Tiktok.	
<b>Kegiatan Inti (45 menit)</b>	Kegiatan Literasi	Peserta didik di beri motivasi atau rangsangan untuk memusatkan perhatian pada topik materi kemampuan berbicara dengan cara, melihat, mendengar, mengamati, membaca melalui aplikasi Tiktok
	Elaborasi	<ul style="list-style-type: none"> <li>• Menjelaskan kepada siswa tentang definisi kemampuan berbicara (Speaking Skill)</li> <li>• Meningkatkan motivasi siswa dalam keterampilan berbicara (Speaking Skill) melalui TikTok</li> </ul>
	Eksplorasi	Memberikan penggunaan aplikasi Tiktok sebagai alat pembelajaran yang relevan dan menarik untuk memotivasi siswa dalam keterampilan berbicara (Speaking Skill).
	Konfirmasi	Memberikan kesempatan kepada siswa untuk menanyakan hal yang belum dipahami terkait dengan keterampilan berbicara (Speaking Skill)
<b>Kegiatan Akhir (5 menit)</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran</li> <li>• Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran</li> <li>• Guru memberikan penghargaan (misalnya pujian atau bentuk penghargaan lain yang relevan kepada semua siswa karena mau berusaha)</li> <li>• Menugaskan peserta didik untuk membuat video berbicara (Speaking Skill) bahasa Inggris dan di</li> </ul>	

	<p>unggah melalui TikTok</p> <ul style="list-style-type: none"> <li>• Akhiri kegiatan pembelajaran dengan mengucapkan salam dan doa</li> </ul>
--	--

### **I. Media/alat, Bahan dan Sumber belajar**

Media/alat : Laptop, infocus, speaker

Bahan : Buku dan pulpen

Sumber : Tiktok dan internet

### **J. Penilaian Hasil Pembelajaran**

1. Penilaian pengetahuan berupa tes berbicara
2. Penilaian keterampilan berupa praktik berbicara (Speaking test)
3. Penilaian sikap dan hasil observasi dan diskusi



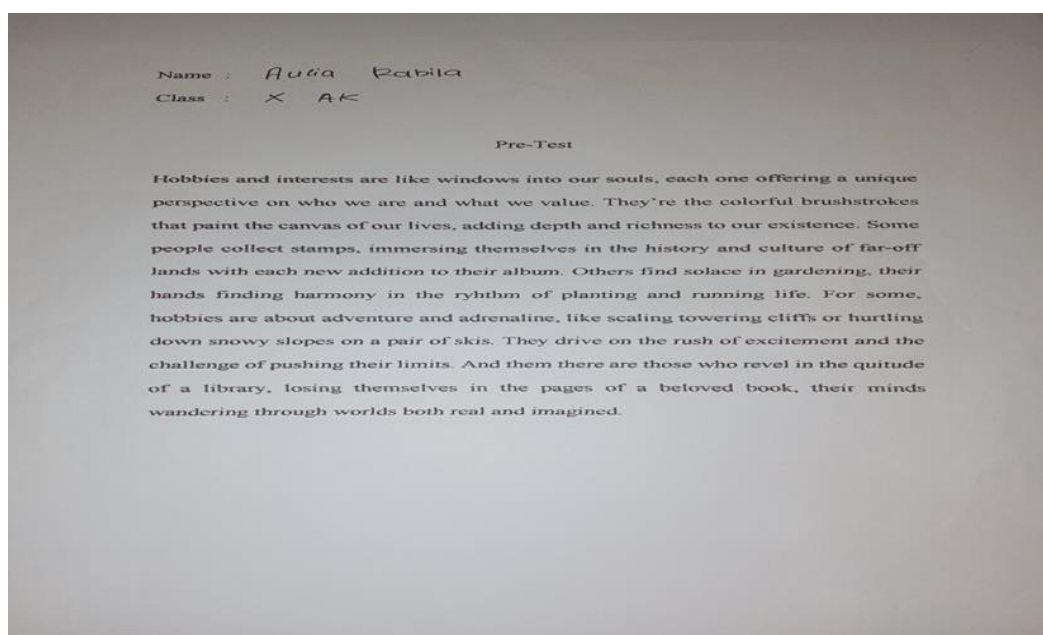
## Appendix 2 : Pre-Test Worksheet

Name :

Class :

### Pre-Test

Hobbies and interests are like windows into our souls, each one offering a unique perspective on who we are and what we value. They're the colorful brushstrokes that paint the canvas of our lives, adding depth and richness to our existence. Some people collect stamps, immersing themselves in the history and culture of far-off lands with each new addition to their album. Others find solace in gardening, their hands finding harmony in the rhythm of planting and running life. For some, hobbies are about adventure and adrenaline, like scaling towering cliffs or hurtling down snowy slopes on a pair of skis. They drive on the rush of excitement and the challenge of pushing their limits. And then there are those who revel in the quietude of a library, losing themselves in the pages of a beloved book, their minds wandering through worlds both real and imagined.



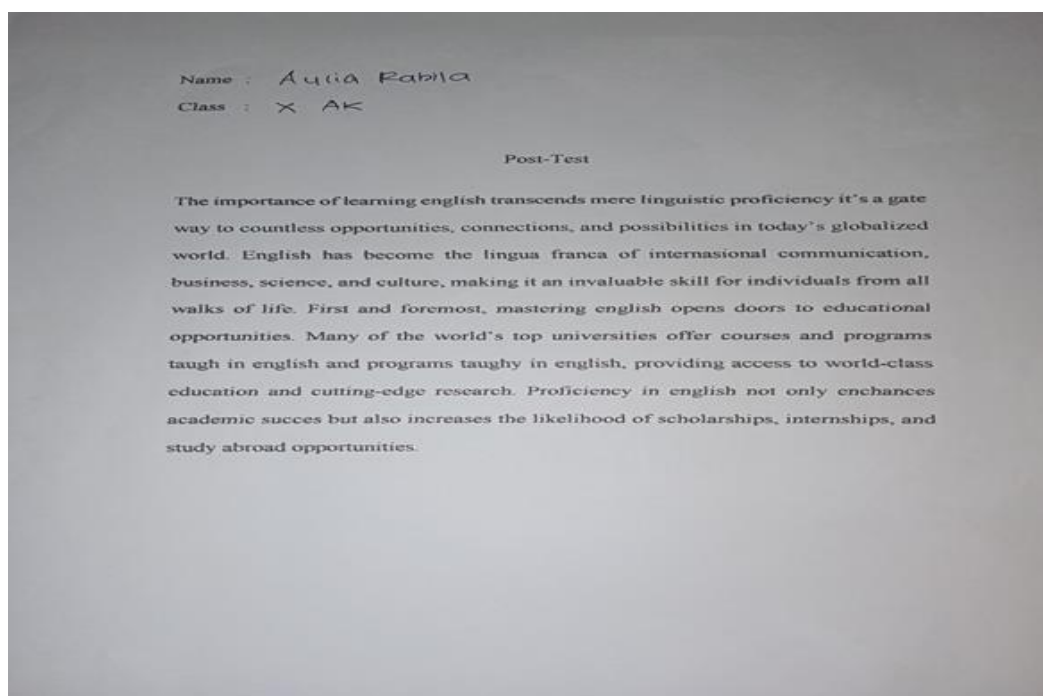
**Appendix 3 : Post-Test Worksheet**

Name :

Class :

**Post-Test**

The importance of learning english transcends mere linguistic proficiency it's a gate way to countless opportunities, connections, and possibilities in today's globalized world. English has become the lingua franca of internasional communication, business, science, and culture, making it an invaluable skill for individuals from all walks of life. First and foremost, mastering english opens doors to educational opportunities. Many of the world's top universities offer courses and programs taught in english and programs taughy in english, providing access to world-class education and cutting-edge research. Proficiency in english not only enchances academic succes but also increases the likelihood of scholarships, internships, and study abroad opportunities.



## Appendix 4 : Form K-1



FORM K 1

**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238**  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Ketua/ Sekretaris  
 Program Studi Pendidikan Akuntansi  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini

Nama Mahasiswa : WILLY SATRIA JURENDI  
 N P M : 2002050003  
 Program Studi : PENDIDIKAN BAHASA INGGRIS  
 Kredit Kumulatif : 135,0 SKS

IPK = 3,61

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul Yang Diajukan	Disahkan Oleh Dekan Fakultas
	Increasing Sudents' Motivation in Speaking Skill through Tik Tok	
	The Effect an Instagram-Mediated Project-Based Learning in Teaching Speaking Skill	
	The Use of Vocabullary on Writing Skills	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 06 Maret 2024

Hormat Pemohon,

WILLY SATRIA JURENDI

## Appendix 5 : Form K-2



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua Program Studi  
Pendidikan Bahasa Inggris  
Universitas Muhammadiyah Sumatera Utara  
Medan

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Willy Satria Jurendi  
NPM : 2002050003  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Increasing Students' Motivation in Speaking Skill Through Tik Tok**

Sekaligus saya mengusulkan/ menunjuk Ibu:

**Alfitriani Siregar, S.Pd., M.Ed**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, Juni 2024  
Hormat pemohon,

**Willy Satria Jurendi**

**Keterangan**

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua /Sekteraris Prodi  
- Untuk Mahasiswa yang bersangkutan

## Appendix 6 : Form K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1431/IL.3/UMSU-02/F/2024  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Willy Satria Jurendi  
N P M : 2002050003  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Increasing Students' Motivation in Speaking Skill through.

Pembimbing : AlFitriani Siregar, S.Pd., M.Ed.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 24 Juni 2025

Medan 17 Dzulhijjah 1445 H  
24 Juni 2024 M

Wassalam  
Dekan  
  
**Dra. H. Svamsuryudita, MPd.**  
NIDN : 0004066701



Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

**WAJIB MENGIKUTI SEMINAR**





## Appendix 7 : Form Lembar Pengesahan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Willy Satria Jurendi  
 NPM : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Increasing Students' Motivation in Speaking Skill trough TikTok

Sudah layak diseminarkan.

Medan, Juni 2024

Disetujui oleh  
 Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed.)

**UMSU**

Unggul | Cerdas | Terpercaya

**SURAT PERMOHONAN**

## Appendix 8 : Form Berita Acara Bimbingan Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Willy Satria Jurendi  
 NPM : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Increasing Students' Motivation in Speaking Skill trough TikTok

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
1 Maret 2024	Chapter 2 background of study	
4 Maret 2024	revision of background of study & identification / formulation of the problem	
6 Maret 2024	revision objective of the study & quantitative research	
7 April 2024	revision use tik tok application	
26 April 2024	Chapter III research design use quantitative research because qqq.	
16 July 2024	sample use draft male and female of students 10 PPS	
07 Aug 2024	Aca	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, Juni 2024

Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed.)

## Appendix 9 : Form Berita Acara Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 29 Bulan Agustus Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Willy Satria Jurendi  
 N.P.M : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Increasing Students' Motivation in Speaking Skill trough TikTok

No	Masukan dan Saran
Judul	
Bab I	Provide the gap, elaborate the research formulation based on research background
Bab II	Provide relevant theories based on the essential factors/elements of your research
Bab III	Elaborate each point by answering the questions what, how & why
Lainnya	Please check the writing system
Kesimpulan	<input type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

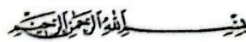
(Rita Harisma, S.Pd., M.Hum.)



## Appendix 10 : Form Lembar Pengesahan Hasil Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Willy Satria Jurendi  
 N.P.M : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Increasing Students' Motivation in Speaking Skill trough Tiktok.

Pada hari Kamis Tanggal 29 Bulan Agustus Tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Oktober 2024

Disetujui oleh:

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Alfitriani Siregar, S.Pd., M.Ed.)

Diketahui oleh  
 Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

## Appendix 11 : Surat Pernyataan



MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Willy Satria Jurendi  
 N.P.M : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Increasing Students' Motivation in Speaking Skill trough Tiktok.

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2024  
 Hormat saya  
 Yang membuat pernyataan,

Willy Satria Jurendi

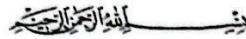
Diketahui oleh Ketua Program Studi  
 Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

## Appendix 12 : Surat Keterangan



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
 Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Willy Satria Jurendi  
 N.P.M : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Increasing Students' Motivation in Speaking Skill trough Tiktok.

benar telah melakukan seminar proposal skripsi pada hari Kamis Tanggal 29 Bulan Agustus  
 Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
 Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Oktober 2024

Ketua,

**Dr. Pirman Ginting, S.Pd., M.Hum.**

## Appendix 13 : Surat Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAH-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsu.ac.id](https://www.umsu.ac.id) [umsu.ac.id](https://www.umsu.ac.id) [umsu.ac.id](https://www.umsu.ac.id) [umsu.ac.id](https://www.umsu.ac.id)

Nomor : 2908/II.3/UMSU-02/F/2024  
Lamp : ---

Medan, 16 Rabiul Akhir 1446 H  
19 Oktober 2024 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMK Budi Agung  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Willy Satria Jurendi  
N P M : 2002050003  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Increasing Students' Motivation in Speaking Skill trough TikTok

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
Dekan  
  
Dra. Hj. Stamsuarnita, MPd.  
NIDN: 0004066701

**\*\*Penting!**



## Appendix 14 : Surat Balasan Riset



### SMK SWASTA BUDI AGUNG MEDAN

Jl. Platina Raya No. 7, Kelurahan Rengas Pulau, Kecamatan Medan Marelan, Kode Pos : 20255

NPSN : 10211253, NSS : 344076011056, NDS : G.17114202

Website : <http://smkbudiagungmedan.sch.id/>,

Email : smkbm\_budiagung@yahoo.com, Telp : 061 – 6852807,

Whatsapp : 081336243940

### SURAT KETERANGAN

Nomor : 362/ SMKS - BA /X /2024

Yang bertanda tangan dibawah ini :

**Nama** : Pandu Subroto, SE., S.Pd  
**Jabatan** : Kepala Sekolah  
**Unit kerja** : SMK Swasta Budi Agung Medan

Sehubungan dengan surat Nomor: 2908/II.3/UMSU-02/F/2024 Tanggal 19 Oktober 2024 dengan Hal Izin Riset dengan Judul “Increasing Students’ Motivation In Spealing Skill Trough Tiktok” yang dilaksanakan di SMK Swasta Budi Agung Medan, Maka dengan ini kami menerangkan:

**Nama Mahasiswa** : WILLY SATRIA JURENDI  
**NPM** : 2002050003  
**Program Studi** : Pendidikan Bahasa Inggris

Bahwa Nama tersebut diatas telah melaksanakan kegiatan penelitian yang dilaksanakan di SMK Swasta Budi Agung Medan

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 26 Oktober 2024  
 Kepala SMKS Budi Agung



SMKS BUDI AGUNG  
 Pandu Subroto, SE., S.Pd



## Appendix 15 : Berita Acara Bimbingan Skripsi



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama Lengkap : Willy Satria Jurendi  
 NPM : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Increasing Students' Motivation in Speaking Skill through TikTok

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
4 Nov 2024	revisi chapter I to part tense	
6 Nov 2024	revisi result about motivation	
7 Nov 2024	revisi discussion	
11 Nov 2024	revisi discussion about problem of research	
12 Nov 2024	revisi chapter V	
13 Nov 2024	revisi reference	
15 Nov 2024	revisi abstract	
17 Nov 2024	All Summary	

Diketahui oleh:  
Ketua Prodi

**Dr. Pirman Ginting S.Pd., M.Hum.**

Medan, November 2024  
Dosen Pembimbing

**Alfitriani Siregar, S.Pd., M.Ed.**

## Appendix 16 : Lembar Pengesahan Skripsi



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Willy Satria Jurendi  
 NPM : 2002050003  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : Increasing Students' Motivation in Speaking Skill through TikTok

sudah layak disidangkan.

Medan, November 2024

Disetujui oleh:  
 Pembimbing

**Alfitriani Siregar, S.Pd., M.Ed.**

Diketahui oleh:

Dekan

Ketua Program Studi

**Dra. Hj. Syamsuarnita, M.Pd.**

**Dr. Pirman Ginting, S.Pd., M.Hum.**

## Appendix 17 : Research Documentation

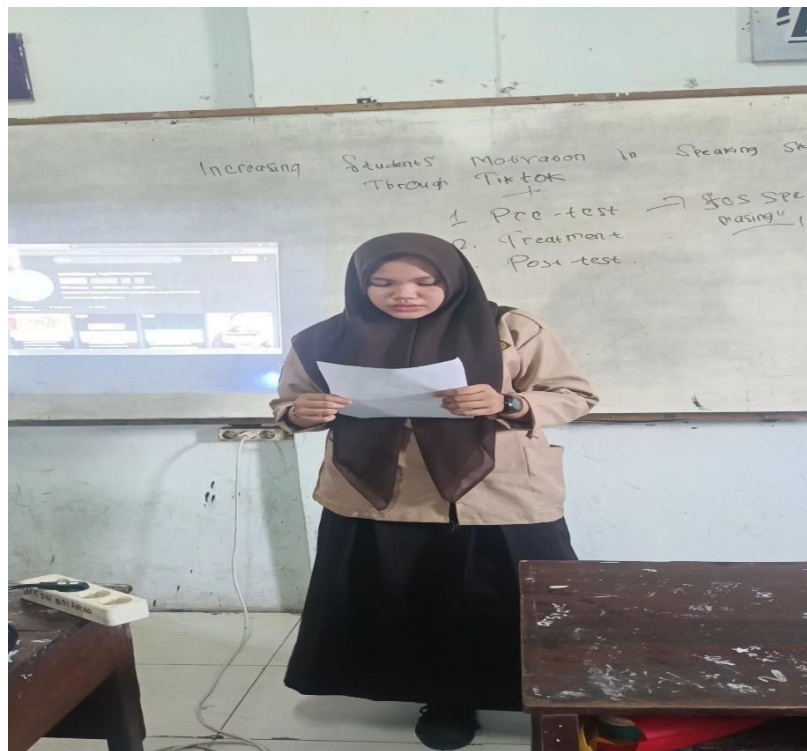


Figure 1 : Researcher Giving the Pre-Test



Figure 2 : Research Giving the Treatment



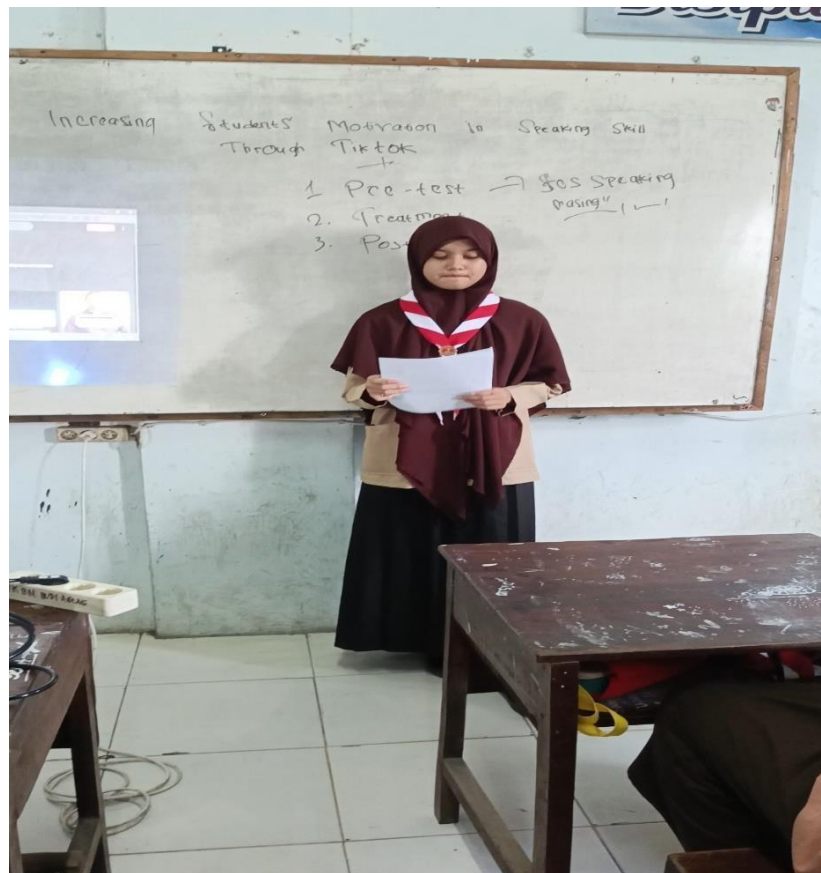


Figure 3 : Researcher Giving the Post-Test







Figure 4 : All Students of Class X AK SMK Budi Agung

## Appendix 18 : Cek Turnitin




### 14% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

#### Match Groups

-  **99 Not Cited or Quoted 13%**  
Matches with neither in-text citation nor quotation marks
-  **2 Missing Quotations 0%**  
Matches that are still very similar to source material
-  **6 Missing Citation 1%**  
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**  
Matches with in-text citation present, but no quotation marks

#### Top Sources

- 13%  Internet sources
- 3%  Publications
- 6%  Submitted works (Student Papers)

## CURRICULUM VITAE



**DATA DIRI**

**Tempat / Tanggal Lahir**  
Medan, 17 April 2000

**Jenis Kelamin**  
Laki-Laki

**Status**  
Belum menikah

**Kewarganegaraan**  
Indonesia

**KONTAK**

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 willysatria70@gmail.com

 Jln. Titi Pahlawan Lingk 06

**SOSIAL MEDIA**

Instagram : willyjar17

# WILLY SATRIA ZURENDI

### TENTANG SAYA

Saya seseorang fresh graduate, telah menyelesaikan sidang dan saat ini masih menunggu yudisium. Senang belajar hal baru dan mampu beradaptasi di lingkungan baru, disiplin, serta mampu berkomunikasi dengan baik terhadap rekan kerja dan klien.

### PENDIDIKAN

SI Pendidikan Bahasa Inggris Umsu	2020-2025
SMK Swasta Brigjend Katamso II	2016-2019
SMP Swasta Palapa Binjai	2013-2016
SD Islam Al-Huda	2008-2013

### PENGALAMAN KERJA

**Magang di Lucky Star Computindo**

- Memperbaiki Komputer dan Merakit Komputer
- Menjual Produk Komputer
- Melakukan tugas-tugas Administrasi

**Pekerja Potong Ayam**

- Menjual dan Memotong Produk Sesuai Kemauan Pelanggan
- Melakukan Pengantaran Produk Kepada Pelanggan
- Bertanggung Jawab Atas Kebersihan Produk dan Tempat Kerja

### Guru Magang di SMK Tritech Informatika Medan

- Mengajar dan Mendidik Kepada Siswa Kelas 10 hingga 12
- Merancang dan Melaksanakan Rencana Pembelajaran dalam Kelas
- Membuat Kurikulum Pembelajaran
- Mengevaluasi Pembelajaran Siswa

### KEMAMPUAN

- Keterampilan IT
- Keterampilan Mengajar
- Bahasa Indonesia (aktif)
- Bahasa Inggris (pasif)