

**THE EFFECT OF TIKTOK APPLICATION TOWARDS  
STUDENTS' SPEAKING SKILL**  
(An Experimental Research on *Cause and Effect* Material at the Eleventh  
Grade of SMA Negeri 2 Kuok)

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for Getting  
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**Written by:**  
**FEBY YOLANDA**  
**NIM:1788203050**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION  
UNIVERSITY OF PAHLAWAN TUANKU TAMBUSAI  
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## **APPROVAL SHEET**

Thesis Entitled:

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Arranged by:

**Name : Feby Yolanda  
NIM : 1788203050  
Study Program : English Language Education**

Bangkinang, April 2021

Approved by:

**Advisor I**

**Advisor II**

**Lusi Marleni, M.Pd**

NIP TT. 096.542.115

**Vitri Anggraini Hardi, M.Pd**

NIP TT. 096.542.172

Known by:

**Faculty of Education  
Dean**

**English Language Education  
Head**

**Dr. Nurmalina, M.Pd**

NIP TT. 096 542 104

**Dr. Masrul, M.Pd**

NIP TT. 096.542.081

## **APPROVAL EXAMINATION SHEET**

**Declared passed after being defended in front of the examiner team English  
Language Education Study Program  
Faculty of Education  
University Pahlawan Tuanku Tambusai**

**A Thesis Title : The Effect of Tiktok Aplication Towards Students'  
Speaking Skill**

**Name : Feby Yolanda  
NIM : 1788203050  
Study Program : English Language Education  
Addmission Date : 31 July 2021**

### **Team**

**Name**

**Signature**

1. Lusi Marleni, M.Pd

(.....)

2. Vitri Anggaraini Hardi M.Pd

(.....)

3. Dr. Wida Rianti, M.Pd

(.....)

4. Putri Asilestari, M.Pd

(.....)

## PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul "*The Effect of Tiktok Application Towards Students' Speaking Skill*" ini dan seluruh isinya benar-benar karya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan tersebut, saya siap menanggung resiko apabila dikemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini, atau ada klaim dari pihak lain terhadap karya saya.

Bangkinang, April 2021  
Penulis

**FEBY YOLANDA**  
**NIM. 1788203050**

## ABSTRACT

**Feby Yolanda.**      **The Effect of Tiktok Application Towards Students’  
2021:                    Speaking Skill (An Experimental Research on Cause  
                              and Effect Material at the Eleventh Grade of SMA  
                              Negeri 2 Kuok)**

The experimental research was conducted at the Eleventh grade of SMAN 2 Kuok. This research aims to find out the effect of using TikTok application towards students’ speaking skill in academic year 2021/2022. This research was quasi experiment research. It involved 48 students of two class, XI Science as the experimental class using TikTok application as media and control class using Book as media. The data were obtained by using pretest and posttest. Pretest was given to both the classes before the treatment and posttest of both the class were anlysis of the research showed that the average students using t-test anlysis. Based on the data analysis the research showed that the averege students posttest in experimental class were 70 and control class has average students posttest 66. Ho was rejected and Ha was accepted. It can be concluded that there was the effect of using TikTok application toward students’ speaking skill at the Eleventh grade of SMAN 2 Kuok.

**Keywords:** *Effect, Tiktok application, Speaking Skill*

## ABSTRAK

**Feby Yolanda.  
2021:**

**The Effect of Tiktok Application Towards Students' Speaking Skill (An Experimental Research on Cause and Effect Material at the Eleventh Grade of SMA Negeri 2 Kuok)**

Penelitian eksperimen ini dilaksanakan di kelas sebelas SMAN 2 Kuok. Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh penggunaan aplikasi TikTok sebagai media terhadap kemampuan berbicara siswa di kelas XI pada tahun ajaran 2021/2022. Penelitian ini merupakan penelitian quasi experimental. Penelitian ini melibatkan 48 siswa dari dua kelas, kelas IPA sebagai kelas eksperimen dan kelas IPS sebagai kelas kontrol. Kelas eksperimen diajar menggunakan TikTok sebagai media dan kelas kontrol diajar menggunakan buku sebagai media. Data diperoleh dengan menggunakan pretest dan posttest. Data pretest dan post test dari kedua kelas dianalisis menggunakan uji T. Berdasarkan data analisis penelitian menunjukkan bahwa rata-rata nilai posttest siswa dikelas eksperimen 70 dan rata-rata hasil posttest di kelas control adalah 66. Perbedaan nya 4.  $H_0$  ditolak dan  $H_a$  diterima. Dapat disimpulkan bahwa terdapat pengaruh penggunaan aplikasi TikTok sebagai media terhadap kemampuan berbicara siswa pada kelas XI SMAN 2 Kuok.

**Keywords:** *Pengaruh, Aplikasi TikTok, Kemampuan Berbicara*

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Bangkinang, April 2021  
Researcher

**FEBY YOLANDA**  
**NIM. 1788203050**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Language is a tool that can be used to communicate with others. Every country has its own language. People need global or international languages to communicate with different countries. English is one of the global / international languages used by people in the world, especially in Indonesia. In Education setting, Indonesia, the development of English is rapidly growth. Many people learn English is not only in formal education, but also in informal education. It is proved by the growth of the number of courses that offer English language instruction in some places. Learning English as a Foreign language in Indonesia is not easy because it is not Indonesia native language.

There are four skills in English namely listening, speaking, reading and writing. Meanwhile, speaking is one the four skills in English. It is a process of communication by using oral form, it is not only for reading or writing, but also for expressing the ideas and opinions based on Baharuddin cites in (Perdana and Rianti 2021). Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share

information to other through communication. According to (Dionar and Adnan 2018), state that speaking is the core of language learning. There is an assumption that successfulness in language learning is discovered by accomplishing acquisition in speaking. According to Leong and Ahmadi cites in (Dionar and Adnan 2018), speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist.

Speaking is the hardest skill to understand. For example, many adult Japanese speakers cannot distinguish the pronunciation between /A/ and /E/ sounds in English despite years of school education or immigration to an English speaking country, according to Takagi cites in (Zhang and Cheng 2011). Meanwhile, according to Bahar cites in (Andi and Arafah 2017), states that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse. Therefore, human being will use this skill if they want to express everything that they have in their mind. Therefore, the correct way of speaking will ensure the success of interaction among people.

Based on the preliminary study on March 5, 2021 at SMA Negeri 2 Kuok, researcher has obtained information that most students understand English lessons, but when they are to give an opportunity to express the ideas, they prefer to be silent, than speak up because of the lack of vocabulary they have to express their ideas. The students need time to think about what they

want to say. They are motivated to speak English without thinking much by the teacher, but they remain silent. Passive participation was found in the class. It is about three people were active. Other students were passive. There are four students who could give their response in talking about Cause and Effect.

It was reported from interview that the teacher asked the students to do the assignments and sometime make summarize. The teacher never use social media as teaching media especially TikTok application. It will gave different atmosphere in teaching and learning process .

A teacher must think suitable and interesting media for students. According to (Ivers and Barron 2002) cites in (Asilestari 2018), multimedia refers to the use of several media to present information. Hopefully, the students will learn English easily especially for speaking skills. In this case, there is a recommended media called TikTok application. TikTok application is a Chinese social network and music video platform launched in September 2016 based on (Aji 2018). The application allows users to create their own short music videos. The majority of TikTok application users in Indonesia, themselves, are millennial children or commonly known as generation Z. Currently, based on (Dewanta 2020), TikTok is not only a media of entertainment but also as a media of education, especially those related to English language. There are many content creators who provide English learning content, such as speaking, pronunciation, vocabulary, grammar and common mistakes.

Based on (Yang 2020), TikTok application has many advantages. Seeing the various features that exist in TikTok application. It is very possible to be designed as a media for learning English language and literature. TikTok application can be used to teach four skills, namely listening, speaking, reading and writing skills integrated in it. For speaking skills, students can use the voice feature in this application and then communicate via the network. Likewise, by using the features in TikTok application students can play roles that prioritize student expression and creativity. TikTok application is also an effective media to use in teaching and learning, by using TikTok application, process teaching and learning is more efficient and effective, because with a short time the teacher only conveyed important things that could make it easier for students to understand the learning conveyed by the teacher.

The teacher's selection of media must adapt to the material so that students can understand the material well, based on (Aji and Ngumarno 2017). Referring to the description above, it can be define that TikTok application can be used as an effective learning media. First, TikTok application is an application that students need, because this application is a having fun media and make students' not boring when used as media in the teaching and learning process. Second, TikTok application attracts students because TikTok application is a new digital based learning media and has many features that can be implemented into learning.

Based on the explanation above, it is important to investigate a research on the use TikTok application in teaching English speaking skill. This research

will be taken at Eleventh grade of SMA Negeri 2 Kuok in academy year 2020/2021.

### **B. Formulation of the Problem**

The formulation of the problem is as follow: “Is there any significant effect on the use of TikTok application on the speaking skills at the Eleventh grade of SMA Negeri 2 Kuok?”

### **C. Purpose of the Research**

This research purpose to find out the effect of TikTok application towards students’ speaking skill the Eleventh grade of SMA Negeri 2 Kuok.

### **D. Significances of the Research**

This research is expected to give theoretical and practical significances. Theoretically, the result of this study is expected making the teacher to use TikTok application as media in teaching speaking, in order to make the classroom more attractive. While practically, the use of TikTok application as media in teaching and learning speaking can give the students a lot of opportunities to be creative and brave in their speaking skill and for the other researcher the writer hope this study can be a reference to other researcher who want to study about TikTok application as media towards students’ speaking skill.

### **E. Definition of Key Terms**

It is important for the researcher to make clear the terms used in the paper as these follows:

### 1. Effect

Effect is a result or condition produced by a cause, something that happens when one thing act on another. In this research, effect is defined as the result of teaching speaking by using TikTok application as media.

### 2. Speaking skill

Speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning. It covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. Based on Bahadorfar and Omidvar cites in (Zuhriyah 2017), say that speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the speaker. In addition purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in teaching learning process even in their daily life.

### 3. TikTok application

Based on (Aji 2018) TikTok application is a Chinese social network and music video platform launched in September 2016. TikTok is not only a media for entertainment but also as a media for education, especially those related to English. There are many content creators who provide English learning content, such as speaking, pronunciation, vocabulary, grammar and common mistakes.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Related Theories**

##### **1. Definition of Speaking**

Speaking is one of the basic language skills that have to be mastered by English Foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel according to (Gard & Gautam 2010) cites in (Susnawati, Marhaeni, and Ramendra 2019).

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, according (Marzuki, Jabu, and Basri 2018), state that speaking is considered as the most difficult skill among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. Furthenmore, based on (Mukminatien 1999) cites in (Hardi 2019),

speaking skill is complicated because it covers various language components (Grammar,vocabulary,pronounciation,and ect).

According to (Marleni 2018), states that speaking is an important skill in expressing idea in communication. Meanwhile, from (Chaney 1998) in (Efrizal 2012), speaking is the process of making and sharing meanings using verbal and non verbal symbols in different contexts. The main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking skill because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

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

## 2. Elements of Speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they must understand the elements involved in English speaking skill. According to Harris in (Andi and Arafah 2017), states as follows :

### a. Pronunciation

Pronunciation is what speakers concern with as it comprises rules to utter words accurately, according to (Harmer 2001) cites in (Nurani and Rosyada 2015).

### b. Vocabulary

According to (Hornby 1995) cites in (Asyiah 2017), defined vocabulary in three senses that,cover the total number of the words which make up a language, all the words known to a person or used in a particular book, subject, and etc. A list of words with their meaning.

### c. Grammar

Grammar is viewed as the most essential aspect of language learning for second language learners based on (Singh et al. 2017)

### d. Comprehensibility

According to (Cahyaningrum 2020), comprehensibility is a ability to understand, know or get the speakers' point to other.

### e. Fluency

According to (Fillmore 1979) cites in (Pratiwi 2018), fluency is the ability to fill the time by talking without stopping or making pause.

### **3. Components of Speaking Skill**

According to Vanderkevent in (Azlina, Elinawati, and Novitri 2015) there are three components in speaking:

#### **a. Speakers**

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

#### **b. Listeners**

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

#### **c. Utterances**

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

#### 4. Assessing Speaking Skill

According to (Brown 2004) in (Azlina, Elinawati, and Novitri 2015), indicator in assessing language teaching are:

**Table 2. 1**  
**Assessing Speaking Skill**

<b>Pronunciation</b>	
5	Equivalent to and fully accepted by educated native speaker.
4	Errors in pronunciation are quite rare.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
2	Accent is intelligible though often quite faulty.
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
<b>Vocabulary</b>	
5	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
<b>Fluency</b>	
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
1	No specific fluency description. Refer to other four language areas for implied level of fluency.

<b>Comprehension</b>	
5	Equivalent to that of an educated native speaker
4	Can understand any conversation within the range of his experience
3	Comprehension is quite complete at a normal rate of speech.
2	Can get the gist of most conversation of non-technical subjects.
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase

### **5. TikTok Application as Learning Media**

According to (I Wayan Santyasa 2007) cites in (Aji 2018) learning process contains five communication components, namely teacher, learning materials, learning media, students and learning objectives. Learning media used by the teacher must be arranged systematically, based on (Aji 2018). Without learning media, teaching and learning process is impossible, at least it requires one media to teaching and learning proces according to (Isroqm 2013) cites in (Aji 2018).

According Yusuf cites in (Mahnun 2012), states that the first thing teachers must do in effective use of media is to find and select media that meet children's learning needs and attract children's interests. Learning media in the form of TikTok application can be run on mobile devices based on Android and Ios. Learning media can operate anytime and anywhere. Learning media is included in the category of mobile learning based learning media. This is in accordance with the definition of mobile learning stated by O'Malley in (Setyadi 2017), which is a learning that learners do not stay in one place or learning activities that occur when learners make use of mobile technology devices.

According to (Warini et al. 2020), there are already several TikTok users who create video content about English. Then follow their account and like each video, usually they will actively post videos. Take advantage of comments to ask. TikTok users always answer questions in the comments column or later via the next video post. If you are an English content creator, make videos that are unique and easy to understand so that in addition to attracting someone's interest in learning, TikTok users are also comfortable watching TikTok videos, don't forget to include English learning to explore even more.

## **6. How to Use TikTok Application**

The ways to use TikTok application according to (Hadi and Indriani 2021) are as follows:

### **a. Download TikTok Application**

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

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

### **b. Log in to TikTok Application**

Already have TikTok application, you have to enter or log in TikTok application account first. If you don't log in, then you might find it

difficult to save the recordings and edit videos on TikTok. Every video that you make will be automatically saved into your draft TikTok account. This is how to log in to TikTok application:

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

c. Record Video

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

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

d. Edit TikTok videos

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

- 1) Save the recording directly or you want to edit the recording first.

To edit it, TikTok prepares three editing features, namely editing music, sound and special effects.

- 2) Click save in the upper right corner.
- 3) Save the result by clicking draft.
- 4) Click post.

e. View recorded videos on TikTok

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

- 1) Access TikTok application and immediately select a symbol such as a planet.
- 2) TikTok will display all other people's videos. TikTok also displays every of the most popular videos.
- 3) Click on one of them or scroll down to find the video you want to watch.

## **7. Using Tiktok Application as Media in Language Teaching**

According to (Hadi and Indriani 2021), teacher need some preparation before teaching students using TikTok application.

- a. Teacher made four videos using TikTok application. One video contain an explanation of the cause and effect as material, while the four videos contain conversations about cause and effect as material
- b. Teacher shows the video to the students.
- c. Student see and take the knowledge about cause and effect.
- d. Teacher concludes the video which contains an explanation of the cause and effect.
- e. To show students' speaking skills, teacher give instruction students to duet with four videos that the teacher has made containing conversations about cause and effect.
- f. Teacher sees and assesses the results of the videos that students have.

## **B. Review of Related Finding**

There are related studies that have been done by many researcher about using TikTok application in teaching English:

1. (Hadi and Indriani 2021), this research entittle "TikTok as a Media to Enhancing the Speaking Skills of EFL Students' . This study aims to determine the improvement of students' speaking skills by storytelling about a person, object or place that you want to describe using TikTok application. The subjects in this study were 36 students of class VIII H SMP Negeri 164 Jakarta. The method used is descriptive qualitative method using classroom

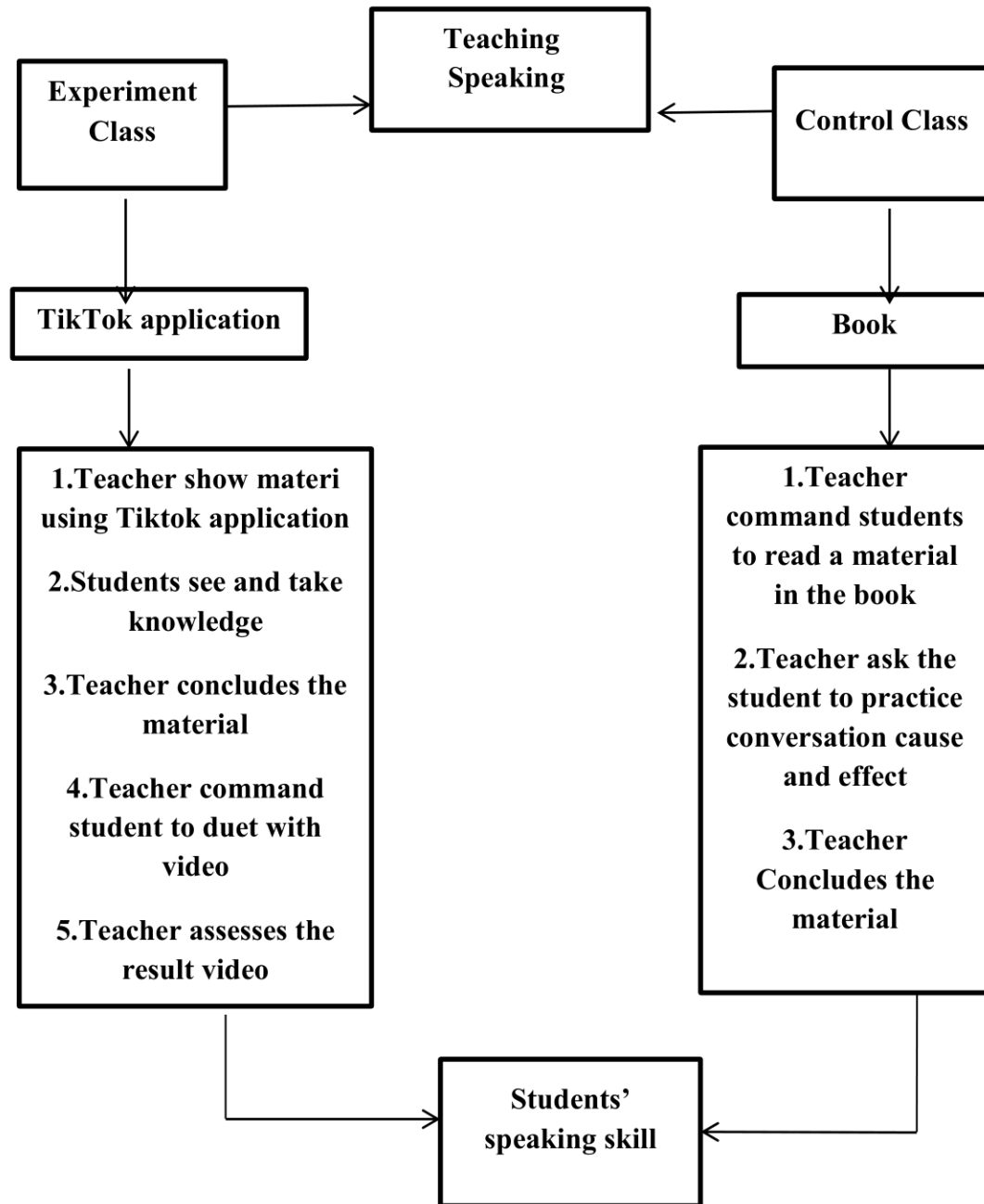
action research techniques. The researcher conducted 1 session for the pre test and 2 sessions for the post test. The results showed that using TikTok application as a media for speaking students could increase students' confidence in speaking English and also added new experiences for students in expressing their ideas freely on TikTok application. From the results of the pre test session, there were 15 students who scored between 30-40. The remaining 21 students got a score above 60. While in the post test session 1 there was an increase with a total of 22 students getting a score above 70. Then in the post test session 2 showed a very significant increase with the achievement of the highest student scores of 95 and the lowest of 70.

2. (Kusuma and Dian 2020), this research is entitled "The Attractiveness of TikTok as a Media for Learning English Online" TikTok is an application for creating and sharing content that is favored by the majority of millennials and generation Z in 2020. This study aims to describe the phenomenon of the widespread use of social media as a learning media English online. This study uses a qualitative method with an inductive approach. The data was collected with documentation from online videos. The research findings show that there are five types of lessons from online video TikTok that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts.
3. (Anggi E Pratiwi 2021), this research entitle "Utilizing Tiktok Application as Media for Learning English Pronunciation". This study aims to learn how a TikTok application can become a media of learning for the pronunciation

skill of students. Subject of this study was the university's English education student Suryakencana. The total number of respondents was eight persons of five regular class students and three non regular class students. The data collection device was done with observation and questionnaire. The data in this study was analyzed by qualitative. From this research shows that the respondents had a positive attitude toward a TikTok application as a video aid while learning through TikTok application used it as an English language learning strategy to help and enhance literacy and speaking skills. In addition, respondents expressed a strong desire to use a TikTok application to watch and understand all the content associated with basic English skill.

Based on the description above, it can be seen that there are difference and similarity between previous researchers and this research. The difference is the three previous researchers used qualitative methods. While this research uses quantitative methods with quasi experimental design. The similarity is that researchers use the same media in this research. The aims of this research was to find the effects of students' speaking skill using TikTok application as media.

### C. Conceptual Framework



**Figure 2.1**  
**The Effect of TikTok application towards students' speaking skills**

Sourced (Hadi and Indriani 2021)

Based on diagram above researcher took two classes as the sample of this research. One class as experiment group that be applied TikTok application as media to see the effect of students's speaking skill. While in control group the researcher not applied TikTok application as media in control class, the researcher only use a book as media for teaching and learning process. By using TikTok application in teaching speaking skill of SMAN 2 Kuok, it can be good media to help students in speaking. This media can be alternative media for teacher in speaking class which can gave effect and keep their speaking with english class.

#### **D. Hypothesis**

Hypothesis can be interpreted as a temporary answer to the research problem, until the data collected is proven.

Ho :There is no effect of Tiktok application as learning media on the students' speaking skill at SMA Negeri 2 Kuok.

Ha :There is an effect of Tiktok application as learning media on the students' speaking skill at SMA Negeri 2 Kuok.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This type of research is quantitative research. According to (Sugiyono 2014 ) cites in (Sari, Lusa, and Yusuf 2017), quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, data collection using research instruments, quantitative / statistical data analysis, with the aim of testing hypothesis that are has been established. This research is using experimental method. According to (Winarni 2011) cites in (Sari, Lusa, and Yusuf 2017), they states that experimental research is a study of manipulating stimuli, experimental conditions, then observing the effect of treatment.

This research is a research to determine differences in learning outcomes due to different treatments given two classes, namely experimental class and control class. The design used in this research is quasi experimental design. According (Sugiyono 2014) cites in (Sari, Lusa, and Yusuf 2017), quasi experimental design has a control group, but it cannot fully function to control external variables that effect the implementation of the experiment. In this research there are two variables used. The first is TikTok application as independent variable (X) that will be give the effect towards students' speaking skill as dependent variable (Y).

**Table 3. 1**  
**Research Design**

No	Group	Pre test	Treatment	Post test
1	Experiment	Speaking Test	TikTok Application	Speaking Test
2	Control	Speaking Test	-	Speaking Test

## B. Location and Time of the Research

This research will be conducted in eleventh grade of SMA Negeri 2 Kuok. Which is located on Al-Iman street, Transad in Kuok, Kampar Regency, Riau, (28554). This research will be conducted for 1 month in July 2021. The research schedule is shown in table 3.2 as follows:

**Table 3. 2**  
**Location and Time of the Research**

[illegible]

### C. Population and Sampel

#### 1. Population

According to (Sugiyono 2012) cites in (Barreiro and Albandoz 2011) population is a generalization which consists of objects/ subjects that have certain qualities and characteristics are determined by the investigator to be studied and then drawn conclusions. The total number populations are 46 students. The population of this research is the eleventh grade student at SMA Negeri 2 Kuok is shown by table 3.3 as follow:

**Table 3. 3**  
**Population of Research**

No	Class	Gender		Total Student
		Male	Female	
1	XI Science	13	10	23
2	XI Social	13	10	23
<b>Total</b>		26	20	46

#### 2. Sample

Sample is part of the number and characteristics of the population. If the population is large and it is impossible for the researcher to study everything in the population, because of limited funds, energy and time. One of the conditions is that sampling must be measured and representative according (Kuswana 2001) cites in (Barreiro and Albandoz 2011). The sample used in this study is total sampling technique. The experiment group is eleventh science consist of 23 students, and control class is eleventh social consist 23 students. Those as the sample of these research number 46 students.

**Table 3. 4**  
**Sample of Research**

No	Class	Group	Total Student
1	XI Science	Experimental	25
2	XI Social	Control	23
<b>Total</b>			48

#### **D. Instruments of the Research**

Speaking test will be conducted in both of experimental class and control class. Researcher started a test consisting of a pre test and post test. The test will be some instructions that make by the teacher based on material cause and effect. The instruction will be same between experiment and control class. In assessing the students' speaking skill. The researcher will use the rubric.

**Table 3. 5**  
**Speaking Assesment Test**

No	Name	Assesment Test					
		Pronounciation 1-5	Vocabulary 1-5	Fluency 1-5	Comprehention 1-5	Score	M a r k

Maximum score :  $4 \times 5 = 25$

The students's mark : maximum score 5

Final score :  $\frac{\text{total score}}{\text{maksimum score}} \times 100$

## E. Validity and Reability of the Test

### 1. Validity Test

According to Ancok cites in (Yusup 2018), validity shows the extent to which a measuring device measures what it wants to measure. Validity test is generally done by measuring the correlation between variables or items with a total variable score. Validity test should be done on every item of the statement in the validity test. The way to measure the construct variable is to find the correlation between each question and the total score using the pearson product moment correlation technique formula, as follows:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2] \cdot [n\sum y^2 - (\sum y)^2]}}$$

Description:

r = pearson's sense of validity

x = score of respondents' responses to each question

y = score of respondents' responses to all questions

n = number of numbers /subject

### 2. Reability Test

Reliability is an index that shows the extent to which a measuring device can be trusted or reliable if a measuring device is used more than once to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. Each measuring device should have the ability to provide consistent measurement results according Ancok cites in (Matondang 2014). Reliability test was carried out

on each research variable. How to find the amount of reliability using the Cronbach's Alpha method, the following formula is used :

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{M(k-M)}{k(S_t^2)} \right\}$$

Description :

$r_i$  = Instrument internal reliability

$k$  = Number of item instrument

$M$  = Average total score

$st^2$  = Total variation

#### **F. Technique of Collecting Data**

In this research to find out the effect of TikTok application towards students' speaking skill the researcher will be used speaking test. Researcher will use pre test and post test to take the students' speaking score. The test will be given to both of experimental and control group. Speaking test will be given to evaluate students speaking skill by using TikTok application. Therefore, this research will see the effect of TikTok application towards students' speaking skill at eleventh grade of SMA Negeri 2 Kuok.

#### **G. Technique of Analysing Data**

Once all the raw data were obtained, the data were classified based on the instrument techniques used. Then, the obtained data were analyzed using Miles and Huberman model according (Sugiyono 2012) cites in (Mulyadi 2013). After collecting the data, the researcher gave the note to the assessor. Then the rater saw the students' speaking skill in the video and photo documentation then gave a score based on the speaking skill score rubric. Finally, the

researcher takes and calculates the scores from the assessors and analyzes the students' speaking skills whether speaking well or not based on the speaking skill component.

The data analysis was presented descriptively and explained in each step:

1. To find students' individual score:

$$X = \frac{R}{N} \times 100$$

Where:

X : Individual score

R : Total correct answer

N : Amount of test items

100 : Constant number

2. To find out the mean score (  $\bar{X}$  )

$$\bar{X} = \frac{X}{N}$$

Where:

$\bar{X}$  : Mean score

X : Total score

N : Number of students

3. Determining mean score of the experimental class:

$$M_x = \frac{\sum x}{N}$$

Where :

$M_x$  :Mean score of the experimental class

$\sum X$  :Total score of the students in the experimental class

$N$  :Total students in the experimental class

4. Determining mean score of the control class:

$$M_y = \frac{\sum y}{N}$$

Where:

$M_y$  :Mean score of the control class

$\sum y$  :Total score of the students in the control class

$N$  :Total students in the control class

5. To find out the t-test

$$T_{obs} = \frac{X_e - X_c}{S(X_e - X_c)}$$

Where:

$T$  : T-value (t-test)

$X_e$  : Average score of experimental group

$X_c$  : Average score of control group

After computing the t-test ( $T_{obs}$ ), the degree of freedom has to be found in order to determine if the t-score is significant. If the value t-calculated is smaller than t-table, there is significant or null hypothesis is rejected. Vice versa, if the value of t-calculated is bigger than value t-table, it means there is no significant or alternative hypothesis accepted.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings of the Research**

The implementation of the research was conducted on July 12,2021 to July 23,2021 at eleventh grade. The name of class are XI science and XI social in SMA Negeri 2 Kuok. This research used two classes XI science as experiment class by using TikTok application and XI social as control class by using Book as a media.

In this research the researcher wanted to know the different result between XI science by using TikTok application and XI social by using Book in teaching speaking skill of cause and effect as materi. In this research focused on the students' speaking skill at the SMA Negeri 2 Kuok . The researcher gave pretest and post test to the students by using 4 indicators of speaking skill. The indicators of speaking skill are pronunciation,vocabulary,fluency and comprehension.

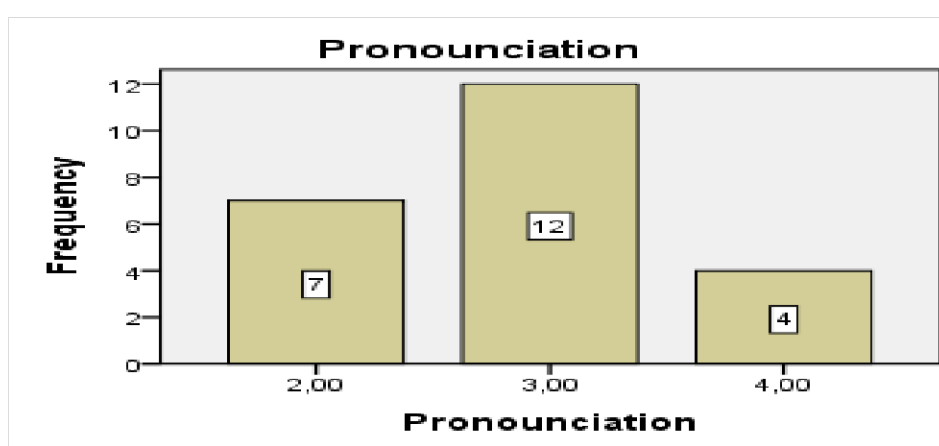
This research consisted of fourth meetings. The experimental class was XI science and control class was XI Social. In experimental class the research used TikTok application as a media in teaching learning process for four meetings and the last meeting as posttest to the students . In control class the research teach by using Book as a media for four meetings and the last meeting as posttest for students.

## B. The Data Analysis

### 1. Students' Speaking skill

Based on the data analysis the students pretest score of pronunciation is fair, it is show that in the following figure below:

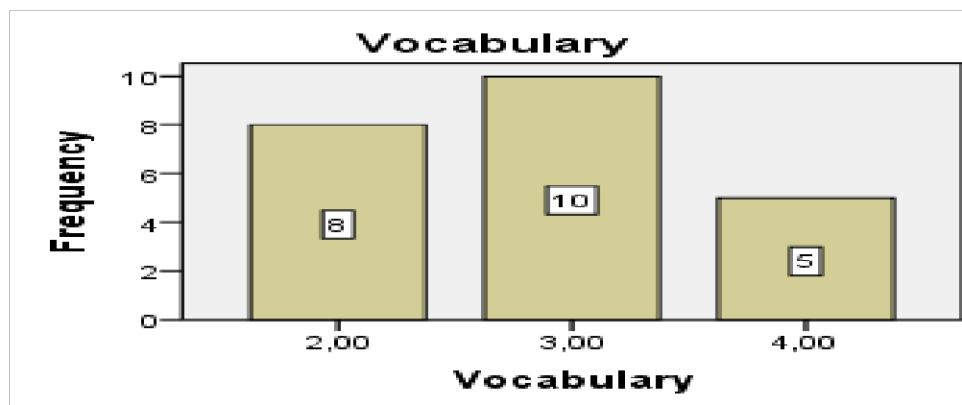
#### a. Pretest Score



**Figure 4. 1**  
**The Students Pretest of Pronunciation**

Based on figure 4.1 above, the highest score is 4, they are four students. The lowest score is 2 they are seven students. While most of the students got score 3 for pronunciation, they are twelve students. It can be concluded that, the students pronunciation at level fair and average score is 57,39.

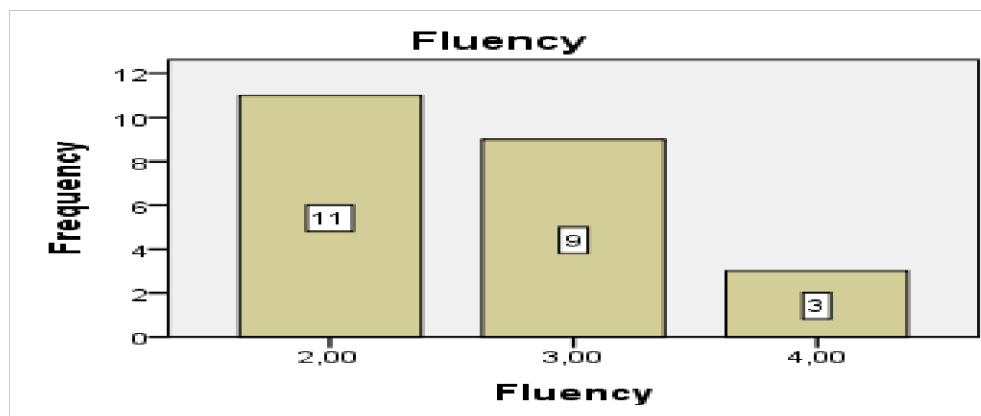
Based on the data analysis the students pretest score of vocabulary is fair, it is show that in the following figure below:



**Figure 4. 2**  
**The Students Pretest of Vocabulary**

Based on figure 4.2 above, the highest score is 4, they are five students. The lowest score is 2 they are eight students. While most of the students got score 3 for vocabulary, they are ten students. It can be concluded that, the students vocabulary at level fair and average score is 57,39.

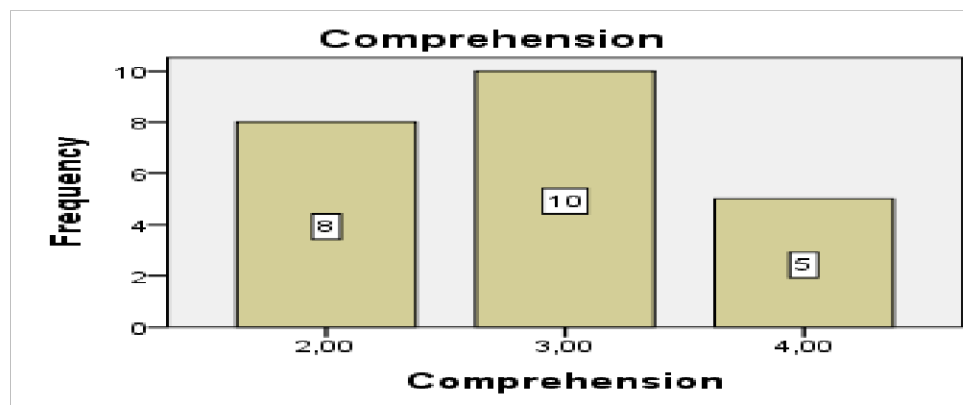
Based on the data analysis the students pretest score of fluency is fair, it is show that in the following figure below:



**Figure 4. 3**  
**The Students Pretest of Fluency**

Based on figure 4.3 above, the highest score is 4 they are three students. While most of the students got score 2 for fluency, they are eleven students. It can be concluded that, the students fluency at level fair and average score is 53,04.

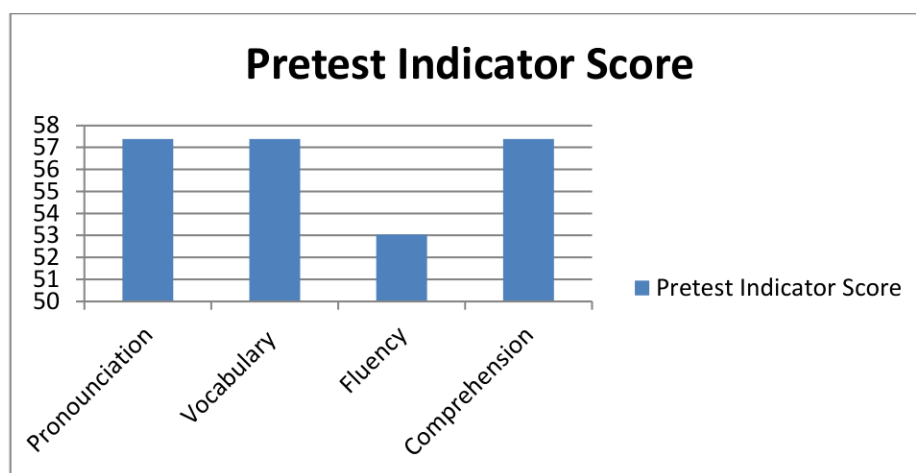
Based on the data analysis the students pretest score of comprehension is fair, it is show that in the following figure below:



**Figure 4. 4**  
**The Students Pretest of Comprehension**

Based on figure 4.4 above, the highest score is 4 they are five students. The lowest score is 2 they are eight students. While most of the students got score 3 for comprehension, they are ten students. It can be concluded that, the students comprehension at level fair and average score is 57,39.

Based on the data analysis the students pretest score is fair, it is show that in the following figure below:

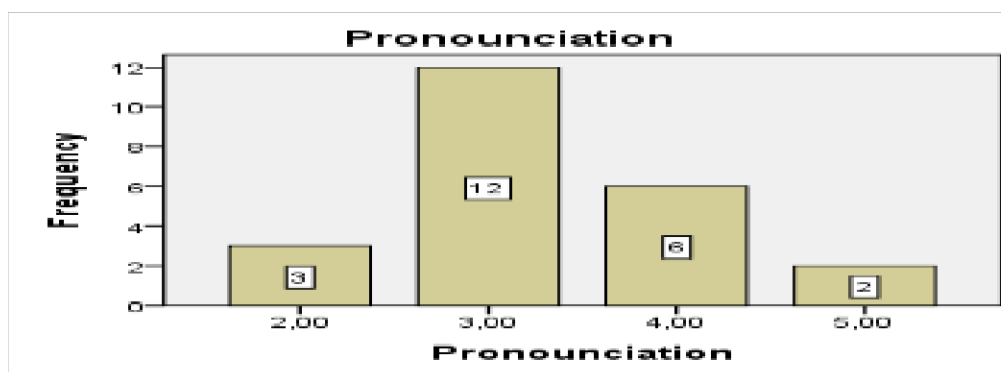


**Figure 4. 5**  
**The Indicator of Students Pretest Score**

Based on figure 4.5 above, the higher indicator are pronunciation, vocabulary and comprehension. Where students got average 57,39 in pretest. The lowest average 53,04 is fluency. It can be concluded that, in speaking, students can use fair pronunciation, vocabulary, fluency and comprehension indicators.

### b. Posttest Score

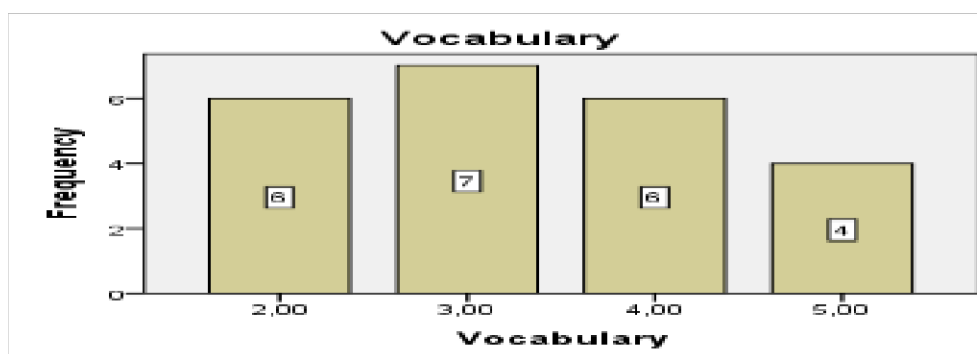
Based on the data analysis the students posttest score is good, it is show that in the following figure below:



**Figure 4. 6**  
**The Students Posttest of Pronunciation**

Based on figure 4.6 above, the higher score is 5, they are two students. The lowest score is 2 they are three students. While most of the students got score 3 for pronunciation, they are twelve students. It can be concluded that, the students pronunciation at level good and average score is 66,08.

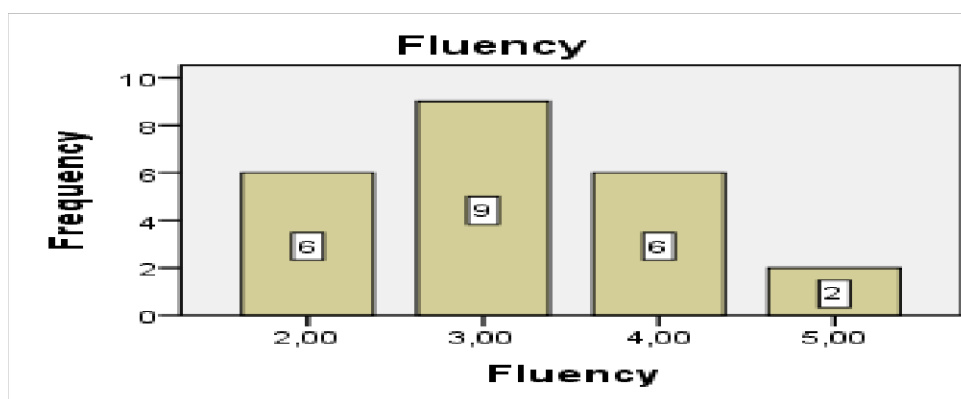
Based on the data analysis the students posttest score of vocabulary is good, it is show that in the following figure below:



**Figure 4. 7**  
**The Students Posttest of Vocabulary**

Based on figure 4.7 above, the higher score is 5, they are four students. The lowest score is 2 they are six students. While most of the students got score 3 for pronunciation, they are seven students. It can be concluded that, the students vocabulary at level good and average score is 66,69.

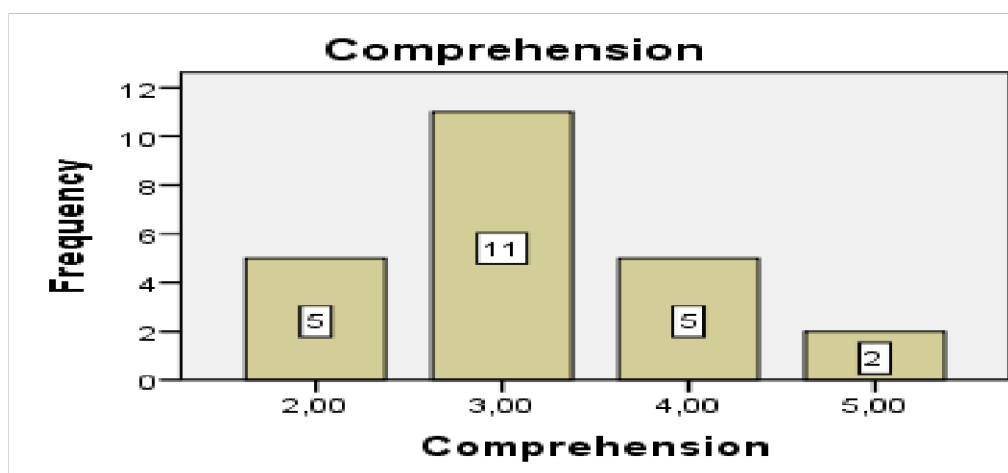
Based on the data analysis the students posttest score of fluency is good, it is show that in the following figure below:



**Figure 4. 8**  
**The Students Posttest of Fluency**

Based on figure 4.8 above, the higher score is 5, they are two students. The lowest score is 2 they are six students. While most of the students got score 3 for pronunciation, they are nine students. It can be concluded that, the students fluency at level good and average score is 63,47.

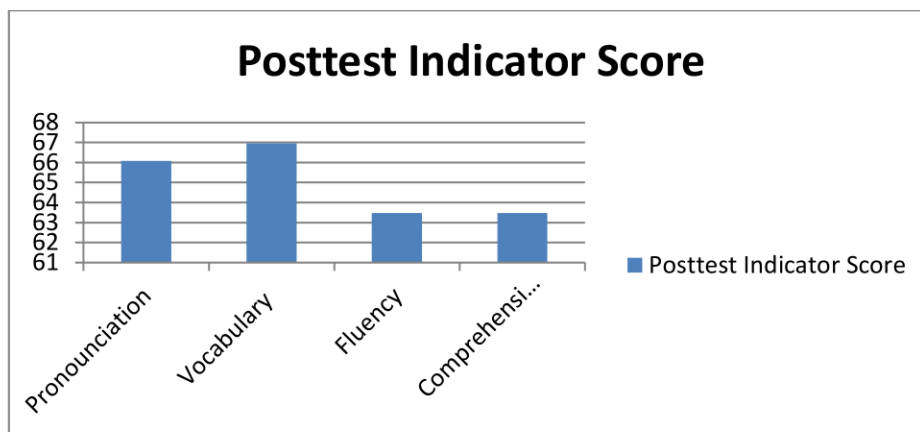
Based on the data analysis the students posttest score of comprehension is good, it is show that in the following figure below:



**Figure 4. 9**  
**The Students Posttest of Comprehension**

Based on figure 4.9 the higher score is 5, they are two students. The lowest score is 2 they are six students. While most of the students got score 3 for pronunciation, they are nine students. It can be concluded that, the students fluency at level good and average score is 63,47.

Based on the data analysis the students posttest score is good, it is show that in the following figure below:



**Figure 4. 10**  
**The Indicator of Students Posttest Score**

Based on figure 4.10 above, the higher indicator are vocabulary pronunciation. Where students got average 66,95 and 66,08 in posttest. The lowest average 63,47 are fluency and comprehension. It can be concluded that, in speaking, students can use good pronunciation, vocabulary, fluency and comprehension indicators.

## **2. The Data Analysis**

### **a. The Categorization of Experiment Class Pretest Score**

The purpose of pretest for the experimental class was to find out the students speaking skill score before the researcher gave the treatment. The results showed that the student has different level in speaking based on the score that has been collected. After the categorization of the speaking score of the experimental class from the formula the frequency were received, for "Fair" category resulting 13 students and 10 for "Good". In the form of percentage, the result

showed that "Fair" category reached 56,52%, for a "Good" category was 43,48 % considering the data above, it can be seen that for the student speaking skill in the pretest score from the experimental class, the score mostly on the fair level.

**Table 4.1**  
**The Frequency of Pretest Experimental Class**

Pretest_Experiment_Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	13	56,5	56,5	56,5
	Good	10	43,5	43,5	100,0
	Total	23	100,0	100,0	

**b. The Categorization of Experiment Class Posttest Score**

To find out the students' speaking skill scores after being given treatment in the experimental class. In general the score is better than the pretest score. From the students' posttest scores, it can be seen that there is an effect in students' speaking scores. The data on the scores of experimental class students obtained after using the formula showed that the number of students who obtained the "Excellent" category was 2 students, then 3 students for the "Very Good", then 12 students for the "Good" and 6 students for the "Fair".

The results showed that the "Excellent" category was 8,70%, then the "Very Good" category was 13,04% than the "Good" category was 52,17% and the "Fair" category was 26,09% test scores from the experimental class, most of which were at a good level, showed an

increase in student scores after treatment using Tiktok application as media.

**Table 4. 2**  
**The Frequency of Posttest Experimental Class**

Posttest_Experiment_Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	8,7	8,7	8,7
	Fair	6	26,1	26,1	34,8
	Good	12	52,2	52,2	87,0
	Very Good	3	13,0	13,0	100,0
	Total	23	100,0	100,0	

**c. The Categorization of Control Class Pretest Score**

The frequencies were found after applying the formula in categorizing the student score and the result showed that the frequency of the "Fair" category was 14, than "Good " category was 9. Meanwhile, in term of percentage " fair" category reached 60,87% than "Good" category was 39,13% .It can be seen that for the student speaking skill in the pretest score from the control class , the score mostly on the fair level it can be seen on table below.

**Table 4.3**  
**The Frequency of Pretest Control Class**

Pretest_Control_Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	14	60,9	60,9	60,9
	Good	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

**d. The Categorization of Control Class Posttest Score**

In order to find out the student speaking skill scores after teaching and learning process in control class. The result of the posttest scores, it was used as comparison to the data of experimental class posttest measure the effectiveness of the media that the researcher used in this research . The data of the control class showed that the frequency of the "Fair" category was 10 than "Good" category was 13. For the percentage, fair category got 43,48% and good category was 56,52 %

**Table 4.4**  
**The Frequency of Posttest Control Class**

Posttest_Control_Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	10	43,5	43,5	43,5
	Good	13	56,5	56,5	100,0
	Total	23	100,0	100,0	

#### e. Validity of the Test

Based on interpretation of the validity item , the summary of the results,the calculation of validity pretest and posttest in experimental class that has been tested can be seen on the following table :

**Table 4.5**  
**The Result of Validity in Experimental Class**

Pretest			Posttest		
Indicator	Score	Category	Indicator	Score	Category
Pronunciation	0,303	Valid	Pronunciation	0,433	Valid
Vocabulary	0,517	Valid	Vocabulary	0,727	Valid
Fluency	0,513	Valid	Fluency	0,403	Valid
Comprehension	0,374	Valid	Comprehension	0,602	Valid

Based on the table above, the result of validity pretest and posttest in experiment class is as follows. All indicators are category valid. Vocabulary has the highest validity with a 0,517 and 0,727 validity. While the lowest validity is pronunciation with a 0,303 and 0,433 validity.

**Table 4.6**  
**The Result of Validity in Control Class**

Pretest			Posttest		
Indicator	Score	Category	Indicator	Score	Category
Pronunciation	0,396	Valid	Pronunciation	0,466	Valid
Vocabulary	0,531	Valid	Vocabulary	0,476	Valid
Fluency	0,312	Valid	Fluency	0,300	Valid
Comprehension	0,590	Valid	Cpmprehension	0,637	Valid

Based on the table above, the result of validity pretest and posttest in control class is as follows. All indicators are category valid. Comprehension has the highest validity with a 0,590 and 0,637 validity. While the lowest validity is fluency with a 0,312 and 0,300 validity.

**f. Reability of the Test**

To calculate the reliability of pretest and posttest scores in experimental and control class, the researcher used Cronbach Alpha Formula. The summary of calculation level the result instrument reliability, it can be seen based on the table below:

**Table 4.7**  
**The Result of Reability**

No	Test	r 11	Interpretation
1	Pretest Experiment	0,515	Enough
2	Posttest Experiment	0,677	High
3	Pretest Control Class	0,295	Low
4	Posttest Control Class	0,614	High

Based on the table above, it can be concluded that, the pretest in control class has the lower reliability than experimental class with 0.295 reability, it's mean a low interpretation, while the experimental pretest has 0.525 reliability with enough interpretation. Meanwhile, the experimental class has a higher posttest reliability than the control class, 0,677 reability with high interpretation while the reliability in the control class is 0.614 with high interpretation..

### **C. Discussion**

The purpose of this research is to find out the effect of TikTok application towards students speaking skill. As the result, the researcher found the average score of posttest in experiment class is 65 from 23 students. The highest score was 85 and the lowest score was 50. The highest categories score was excellent were 2 students. The lowest categories score was fair category were 2 students. It means the students speaking skill after implement TikTok application as media was categorized into good level.

Meanwhile, the total score posttest in control class is 60, the total number was 23 students. The highest score was 75 and the smallest score was 50. The highest categories score was good were 2 students. The lowest categories score was fair were 4 students. So, there is an effect for students. Where between experiment and control class after give treatment has a large change compared before give treatment. Moreover the experimental class more gave effect than the control class. It can be concluded there was a positive effect of using TikTok application as media in speaking skill at eleventh grade of SMA Negeri 2 Kuok. Teaching and learning activity in class runs effectively, because the researcher used the new strategy that had never been used by the teachers in SMA Negeri 2 Kuok.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of data analysis and discussion, it can be concluded that, TikTok application gave the positive effect towards students' speaking skill. After implementing at the XI Science of SMA Negeri 2 Kuok. The students speaking skill in experimental class is higher than control class. It can be seen in the data analysis that there are many students who got good score in the class with using TikTok application than the students in control class. As the result, the average in experiment class is 65 and the average control class is 60. The researcher concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there is an effect toward students speaking skill .

#### **B. Suggestion**

After conducting the research , the researcher gives several recommendations for the students , English teacher , and other researchers below:

##### **1. Suggestion for Students**

- a. The students' are hoped not to be shy in acting out their speaking skill.
- b. The students' are hoped often to use English in practical day such as talking with other friend for any place and any time.
- c. The students' should take much part in acting out.

**2. Suggestion for Teacher**

- a. The teacher should teach more often about speaking skill, so the students won't be nervous to speak especially in the front of the class.
- b. The teacher should give an interesting topic to build students curious and attention that related to the topic
- c. The teacher who deals with English teaching should put more attention
- d. on the students' learning process.

**3. Suggestion for the Next Researchers**

The further researcher can use the result of this study as reference to other researchers with different skills or subject.