CHAPTER I

INTRODUCTION

This chapter explains the introduction which is accompanied by background, research questions, research objectives, research significance, research scope.

A. Background

Digital era, the use of social media platforms such as TikTok has become an innovative tool in education, especially in improving students' English speaking skills. Short videos based on creative content allow students to practice spoken English, especially in composing and delivering descriptive texts in a more interactive and engaging way. the ability to communicate effectively is becoming increasingly important with the use of language. Language plays an important role in every aspect of human life as a means to convey opinions and arguments to others. the ability to communicate effectively is becoming increasingly important with the use of language. Language plays an important role in every aspect of human life as a means to convey opinions and arguments to other parties. therefore, language skills are highly prioritized to understand the content of the conversation (Nuha et all., 2022).

Globalization demands adequate interaction skills. most human actions in communication including political, social, legal, and educational actions are strongly influenced by language. In communicating, each nation has a different culture and character that affects daily activities. For someone to communicate well, adequate language skills are needed, in this case, English as an international language (Magdalena, et all., 2020). english is an international language that is widely used around the world for various communication purposes. english must be expressed appropriately so as not to cause misunderstanding between the speaker and the listener. therefore, English requires special tools to be easily

applied in communication which can be obtained from the learning process (Mutiatun & Alami, 2023).

Learning is a task to make someone learn and discover their potential. according to (Sapti et al., 2019) english learning can be done with interesting methods to increase student interest and achievement. One of them uses audio visuals in the form of TikTok videos which are used to help in learning languages. One of them is the oral descriptive text method. one of the best media that is very helpful is the TikTok video. The TikTok video helps In the process of teaching and learning, instructors and students. The TikTok video presents real models and situations in the classroom so that it can help students learn English, especially in oral descriptive text (Chandra, 2023).

Many students often feel less confident when speaking in English, as they are afraid of making mistakes or not being able to construct sentences correctly, so they tend to avoid opportunities to speak in public. students face various challenges in mastering English speaking skills, such as lack of vocabulary limitations, and minimal opportunities to practice speaking. Traditional teaching methods that tend to be monotonous are also often ineffective in motivating students to actively participate and practice speaking. TikTok is a video-based social media platform that allows users to create and share short videos. TikTok's popularity among the younger generation opens up opportunities to utilize it as an innovative learning tool. With its interactive and fun characteristics, TikTok can increase students' motivation to learn and practice speaking English (Inayah et al., 2020).

Previous research has shown that the use of digital and social media in language learning has a positive impact on student engagement and motivation (Fadhilah, n.d. 2024). the use of TikTok videos as learning media can help improve students' speaking skills, particularly in oral descriptive text. Students are more motivated to practice speaking spontaneously and creatively, thanks to the interactive and easily accessible short video

format. TikTok, as a very popular digital media, has the potential to have the same or even greater impact, due to its highly engaging and interactive nature. Values that provide benefits for students to learn creatively, uniquely, and fun, but still pay attention to the value of character education(Syah et al., 2020). in the context of learning theory, the use of TikTok can be linked to connectivity theory which emphasizes the importance of connection and interaction in the learning process.

In addition, the use of tiktok videos as learning media also makes students train their long-term memory by imagining images of people, places, objects, and so on that will be described. thus, the application of the use of videos in improving students' speaking skills in oral descriptive text is an important and relevant step in improving the quality of education. After observing students and English teachers at the school, the obstacle faced by MTsS DDI Takkalasi students is that they find it very difficult to describe something in English. some students also do not know what the tiktik application is because some students live in dormitories. therefore the author is very interested in conducting research with the title "improving students' English speaking skills in oral descriptive text using tiktok videos". In order to increase the attractiveness of English learning and students' speaking ability in describing something in English.

B. Research Question

In this part, the research formulates a research quastion namely "Is there any improvement on students' English speaking ability in oral descriptive text after taught using tiktok video"?

C. Objective Of The Research

Based on the formulation of the problem to find out whether there is an improvement in students' English speaking ability in oral descriptive text after being given treatment using tiktok video?

D. Singnificance Of The Research

This research is expected to be useful for the teaching and learning process of english, especially for the following class seven MTsS DDI Takkalasi students

1. For teachers

    By using daily in activities videos as learning media In other words, the researcher anticipates that educators will be inspired and open new insights regarding the use of digital media as learning media. In addition, teachers can also have more choices in choosing effective speaking learning media to improve students' speaking skills.

2. For students

    By using daily in activities video as speaking learning media, students get a different atmosphere and experience in learning speaking, they can have fun while learning speaking and it will be effective in improving their English speaking ability.

3. For the curriculum

    Researchers hope that by using learning media in the form of daily in activities videos, it can facilitate student learning in a simple way, especially in improving students' English speaking skills.

4. For Researchers

    This research can be a reference and material for consideration in compiling research that has similarities with this research.

E. Scope Of The Research

The scope of the study is limited to the contents and activities

1. In terms of discipline, this study covers liguistic aspects with a focus on self-efficacy and students' English speaking ability.

2. By content, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences.

   They explain and clarify their answers using basic sentence structure and verb students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

3. By activity, this research ed collect and analyze data from students' speaking assessments through discussing tiktok daily in activities videos, to then evaluate and see if there is an increase in students' ability to oral descriptive text videos.

CHAPTER II

LITERATURE REVIEW

A. Some Related Research Findings

There are several studies that have conducted research using videos, the findings are as follows

a. (Ersan et al., 2022), Stated that the use of video blogs to teach speaking can improve students' speaking skills in terms of acceptable pronunciation, correct grammar, and appropriate vocabulary. students applied Vlogs in learning to speak for two meetings each cycle, and the results of the application of the use of Vlogs showed that students were more enthusiastic in learning to speak and most students were able to improve their speaking skills well. The results showed that students' learning achievement increased from the beginning of learning to the end of cycle II.

b. (Harahap et al., 2023), The researcher discusses the results of his research which include the results of students' speaking skills after the application of video blogs and questionnaires distributed to 33 students of class XI APHPi regarding the use of video blogs as a medium to improve students' speaking skills.TikTok is a social media platform that can be used as a teaching tool to entertain students, increase their knowledge, and disseminate educational content. TikTok is popular among EFL students. Many people think English is difficult and compulsory. English is commonly referred to as a workplace skill. Many organizations want English-speaking personnel. Communication is key. The results showed that students' speaking ability improved from the first cycle to the second cycle.

c. (Wamnebo et al., 2018), Based on the results of the above research on the use of video clips to improve students' speaking skills. After applying the method, the skills improved and this is evidenced by the change in individual student scores from pre-test to post-test.the results prove that the use of video Based on the above results, the researcher hopes that this study

will provide benefits for a better English language teaching and learning process. The researcher would like to provide some suggestions that are expected to be useful for students, teachers, and researchers. Students of class X IPA2 SMA Negeri 1 Namlea should understand more about describing a person, place, and thing in descriptive text using video, because through this method, you will be able to improve your speaking skills and be able to talk about descriptive text.

d. (Suadi, 2020), Stating the purpose of this study is to identify whether the use of video recordings of students' conversations as learning materials can increase their confidence in speaking, correct deficiencies in speaking, and overall improve their English speaking ability. there is an effective improvement in students' speaking skills by using video recordings of students' speaking. This finding can be an alternative media for English educators (lecturers, teachers, tutors) to teach speaking, especially for 1st semester students of English Department at STAIN Mandailing Natal. The conclusion is that the use of video recorded conversations can improve students' speaking skills because they are more courageous, motivated, and interested in expressing English the way they want.

e. (Mandasari & Aminatun, 2019), The reported objective of this study is to determine students' attitudes towards vlogging activities in improving students' speaking skills. the results of the findings and discussion above, it can be concluded that students have a positive attitude towards video blogs in improving students' speaking skills. It helps students understand English materials, improves language learning achievement, motivation, creativity, student engagement, provides interesting activities, efficient learning, effective learning, leads independent learning, confidence, and critical thinking. For further discussion, the application of vlogs as a web-based media provides ample opportunities for debate. This can come from the idea of the implementation and evaluation process to minimize errors from students.

f. (Anggraini, 2021), This study is an action research that aims to improve students' speaking skills by using YouTube media. discusses how YouTube as a learning media can improve students' speaking skills. During the Covid 19 pandemic, formal schools are still conducting the learning process online and only courses are allowed to learn face-to-face because the number of students in one class is smaller, therefore this research was conducted at the Easy English course. The speaking ability of students at the Easy English course is still low, especially at the children's level. English course students have difficulties in speaking ability. The students feel bored with the old method to improve their speaking ability. The results showed that students could improve their speaking ability by using YouTube videos with three cycles with increasing scores.

g. (Saleh 2021), Reported the objectives of this study are Evaluating students' progress in English speaking ability after interacting with the online robot application, Measuring changes in students' confidence in speaking English after using the application, Investigating students' preferences towards technology-based learning methods such as online robot application, Analyzing obstacles or challenges that may be faced in the use of online robot application in English learning. The results of the research conclusion are Students are motivated to speak in English because Mike will always guide students, Speaking has increased. because students get many new forms of expressions after chatting with Mike, Mike as a friendly and friendly online robot can make diligent students.

Based on some previous research to improve students' speaking skills, researchers can create teaching materials using several media so that students are able and understand media that can improve students' speaking skills and ability.

B. Some pertinent ideas

This section includes some related ideas or theories to better understand the objectives to be achieved by this research.

1. English speaking ability

a. Definition Of Speaking Ability

Speaking is one of the English language's skills or abilities that allows us to ask and respond to inquiries, voice our opinions, and comment on or reject those of others when they conflict with our own. speaking is widely known as the ability to share thoughts, ideas, and intentions with others using spoken language (Samad et al., 2017). in other words, speaking is the ability to use a particular language to communicate and express ideas orally in establishing and maintaining social relationships and exchanging information (Maming et al., 2023). oral language is a powerful learning tool. many studies have been conducted to test the most effective approaches, methods, and media in improving students' speaking ability.one of the most crucial language skills for pupils to master as a receptive ability is speaking. after acquiring receptive skills such as listening and reading, students should develop productive skills such as speaking and writing (Zaswita, 2022).

Factors that cause the state of English learning, especially speaking, to be concerning like this. First, students think that English is a difficult subject so that students have no motivation to learn it. Second, the teaching method designed by the teacher is only based on grammar (teaching language structure). Teachers only teach theories that are not clear in direction and use and lack speaking practice. So that even though they have studied English for years, they still cannot speak English fluently. Third, the basic knowledge of English owned by seventh-grade students is very lacking because they did not learn English in elementary school. So, for seventh-grade students, English is a new and strange thing according to (Fitrianita et al., 2017).

To facilitate speaking ability There are various ways to improve students' speaking skills to learn how to speak(Nurlaelah & Sakkir, 2020). including increasing vocabulary, recognizing simple English grammar, reading English writing, having conversations in

English, listening to English songs, watching English movies, and being happy with English.(Sari & Lestari, 2019)

1) Expand Vocabulary

Before we master English communication and grammar, we must have a vocabulary that is used every day in conversation. Here we recognize and master a little vocabulary to help facilitate our conversation. It will be difficult if we do not have the slightest basis on basic vocabulary that is commonly used daily.

2) Get to know English Grammar

Simple grammar in English may be difficult for us to master perfectly, but we don't have to bother learning English grammar in detail. The important thing is that we have a basic understanding of basic understanding of English grammar that becomes our capital to develop our English skills at a higher level.

Examples of simple grammar that we can learn are nouns, verbs, to be, adjectives, adverbs, personal pronouns, and simple tenses, such as simple present tense, continuous tense, past tense future tense, and so on. By knowing the basic grammar even a little, it can be used as enough capital to develop further skills.

3) Reading English Writing

Reading in this context refers to our enjoyment of written books, picture books, novels, comic books, periodicals, newspapers, and other English-language publications. Reading English-language texts, writings, and readings will help us comprehend and appreciate the text's message, plot, and content. Furthermore, we can expand our vocabulary to the point where reading becomes enjoyable and does not need to be forced.

4) Talking in English

If we do not practice our language in our regular conversations, it will become meaningless very rapidly. Speaking with others can boost our confidence, allow us to grow from our mistakes, and allow us to absorb knowledge from others.

5) English song listening

Making friends and listening to music in English is one of the best ways to rapidly become fluent in the language. We can perform the song as well. We can hear English words and sentences by listening to these tunes. We can hear English words and sentences by listening to these tunes. It is hoped that we will be able to sing it after hearing it. In addition to making us happy, the song subtly improves our speaking and listening skills. for our proficiency in English to improve. The important thing is to enjoy listening to and singing English music without feeling self-conscious.

6) Watch Films in English

Watching foreign films can be a fascinating way to improve our English language skills. We can learn to identify standard and nonstandard phrases, as well as lines uttered by foreign actors and actresses, by watching a movie. We can become more accustomed to the words, sentences, and idioms used by native speakers by watching Western films. It can also improve our speaking and listening skills.

7) Love English

We must first learn to enjoy the language before continuing to study English. The fundamental element needed for us to make learning English easier is whether we have an innate enjoyment and excitement for the language. for us to make it easier to learn English. With enthusiasm and pleasure, knowledge related to English may easily enter our memory. Important aspects of speaking: fluency, grammar, pronunciation, and vocabulary.

1. Fluency

Fluency refers to the ability to speak smoothly and naturally without many distracting pauses or errors.

2. Grammar

Grammar includes the rules and structures that govern how words and phrases are arranged to form correct and meaningful sentences.

3. Pronunciation

Pronunciation refers to the way a person pronounces words.

4. intonation

Intonation is the rise and fall of the voice when speaking.

2. Definition of Oral Descriptive Text

Oral descriptive text is text that describes something in oral form or directly by speaking. Very short and simple oral and written descriptive texts related to people, animals, and objects with attention to social functions, text structure, and linguistic elements (Safiri, 2021). Oral descriptions create word pictures of people, places, objects, and emotions by using a careful selection of details to give listeners the impression of being able to describe what they hear (Ciptaningsih et al., 2021). Most students are reluctant and shy to speak English in the English teaching and learning process for fear of making mistakes.

There were the following improvements in the expression of simple oral descriptive texts(Ciawigebang & Kuningan, 2021):

1. increased students' skills in expressing simple descriptive texts,

2. students' ability to use acceptable spoken English with relatively correct pronunciation, generally fluent and using appropriate sentence structure,

3. increased students' courage in expressing simple descriptive text.

Oral descriptive text is oral delivery or speaking ability as well as the ability to pronounce articulation sounds or pronounce words to express, express, and convey thoughts, ideas, and feelings orally. Apart from the problem of students' speaking ability regarding descriptive text, students' attitudes and motivation towards speaking are still low. Most students are reluctant and embarrassed to speak English in the English teaching and learning process because they are afraid of making mistakes.

Structure of Descriptive Text

Although descriptive texts do not always follow a rigid structure, some common components can be found:

a. Introduction

Introduces the subject to be described and provides context to the reader.

b. Main Description

Describes the main characteristics of the subject, often beginning with an overview and followed by more specific details.

c. Additional Details

This section can include other relevant aspects, such as the atmosphere, conditions, or people's reactions to the subject.

d. Conclusion

A conclusion that summarizes the overall impression of the description and may give the author's personal views or interpretations.

3. Tiktok Video

In Indonesia, TikTok was the most popular online video application in 2020 with 30.7 million users (Nasiba, 2021). The emergence of this application in 2017 brought pros and cons from various parties. The cons are that the content in this video is not educational. In 2018 the Information and Communication Ministry Technology decided to block this application.

However, not long ago the Ministry of Communication and Information again opened access to the TikTok application. Reopening access to this application was carried out after the Ministry of Communication and Information Technology established a team to monitor the content contained in this application. This reopened access then becomes one of the references to create better content, especially educational content. better content, especially educational content, with the hope that interesting videos will increase enthusiasm for learning in children(E. Rahmawati, 2023).

TikTok has become a new trend and popular culture in Indonesia. Popular Culture is a culture that is favored by many people and is not tied to a particular social class. Popular culture is currently having a greater impact in the digital era due to easy access to information. This has a significant impact on the development of popular culture in a country. The millennial generation plays a big role in

The development of popular culture. Millennials are very active and intense with new technology, one of which is as a user of the TikTok application which makes it a popular culture in Indonesia. This advantage is one of the reasons for using TikTok as a medium for learning English vocabulary mastery (Hasiholan TP & Pratami R, 2020).

TikTok video, one of the recently popular applications, is a social media platform that can be used as a teaching tool because of its purpose, which is to entertain students, expand students' knowledge, and disseminate information in the field of education. TikTok is a trend that has taken the world by storm, especially among those learning English as a foreign language.

TikTok became famous among young people starting in mid-2020, coinciding with the start of the Covid-19 epidemic. TikTok, with its unique feature of being able to produce short videos quickly and its increasing appeal among Generation Z, can help students learn to speak in English during and after the Covid-19 outbreak, as stated by al., (2020).

Advantages of TikTok videos

    a. TikTok is famous for its short video formats, usually 15 seconds to 3 minutes long, which are highly engaging and easy to consume.

    b. TikTok's algorithm is very effective at displaying content that matches users' interests, thus increasing engagement and time spent on the app.

    c. The app is designed for ease of use, with intuitive video editing tools and a variety of interesting effects and filters.

    d. TikTok is a very powerful platform for creating trends and making content go viral quickly.

disadvantages of tiktok video

    a. Due to its focus on short videos and fast-changing trends, content on TikTok has a relatively short lifespan.

    b. While there are monetization programs, the earning options for creators are more limited compared to YouTube.

    c. The extremely powerful algorithm also means that users are often stuck in an "echo chamber," seeing very similar content over and over again.

    d. TikTok has faced some controversy regarding data privacy and user safety.

4. Youtube Video

YouTube is a web-based public-access platform in which videos are shared online such as through www.youtube.com, other webpages, mobile platforms, blog posts, and emails, which can be used by teachers to solve problems in teaching speaking. After watching videos from YouTube, it is expected that students should be able to generate speaking ideas, add new vocabulary, know how to pronounce them, and finally improve their speaking skills. In conclusion, the purpose of this paper is to show how using YouTube can help students enhance their speaking skills when presenting procedure text.

YouTube is a video-sharing website including video and TV clips, music videos, movie trailers, and other types of content like video blogging, short original films, and instructional videos, among other things. YouTube is a type of amusement in which a story is told through sound and a series of images that provide the impression of continuous movement. One of the media used to teach languages is YouTube. It is quite beneficial because it might increase student enthusiasm in studying. Students may become tired of the scenario in English class, therefore they require amusement, and YouTube is one of the most appropriate mediums in the present period. YouTube is the most popular and largest online video platform in the world, especially on the internet.

Currently, YouTube users of all ages, from children to adults, can be found all over the world. Users can use the site for free to upload videos, search for videos, watch videos, debate videos, and share video clips. It is accessed by millions of individuals every day. As a result, YouTube can be applied as a tool for learning English(Kusuma & Syam, 2022).

advantages of YouTube videos

a. YouTube supports videos of much longer duration, allowing for more in-depth and comprehensive content.

b. The YouTube Partner program allows creators to make money through ads, subscriptions, Super Chat, and more ways.

c. After Google, YouTube is the second-largest search engine, so videos can be found easily through search.

d. YouTube has a wide variety of content ranging from entertainment, education, tutorials, vlogs, and more, reaching a wide range of audiences.

disadvantages of YouTube videos

a. Videos on YouTube often require more time and effort in terms of production, editing, and uploading.

b. The YouTube algorithm can be challenging for creators to understand and utilize effectively, especially for those just starting out.

c. YouTube has strict copyright rules, which often leads to videos being removed or demonetized.

d. With so much content being uploaded every minute, users can be overwhelmed by the number of videos available, and it can be difficult for new creators to stand out.
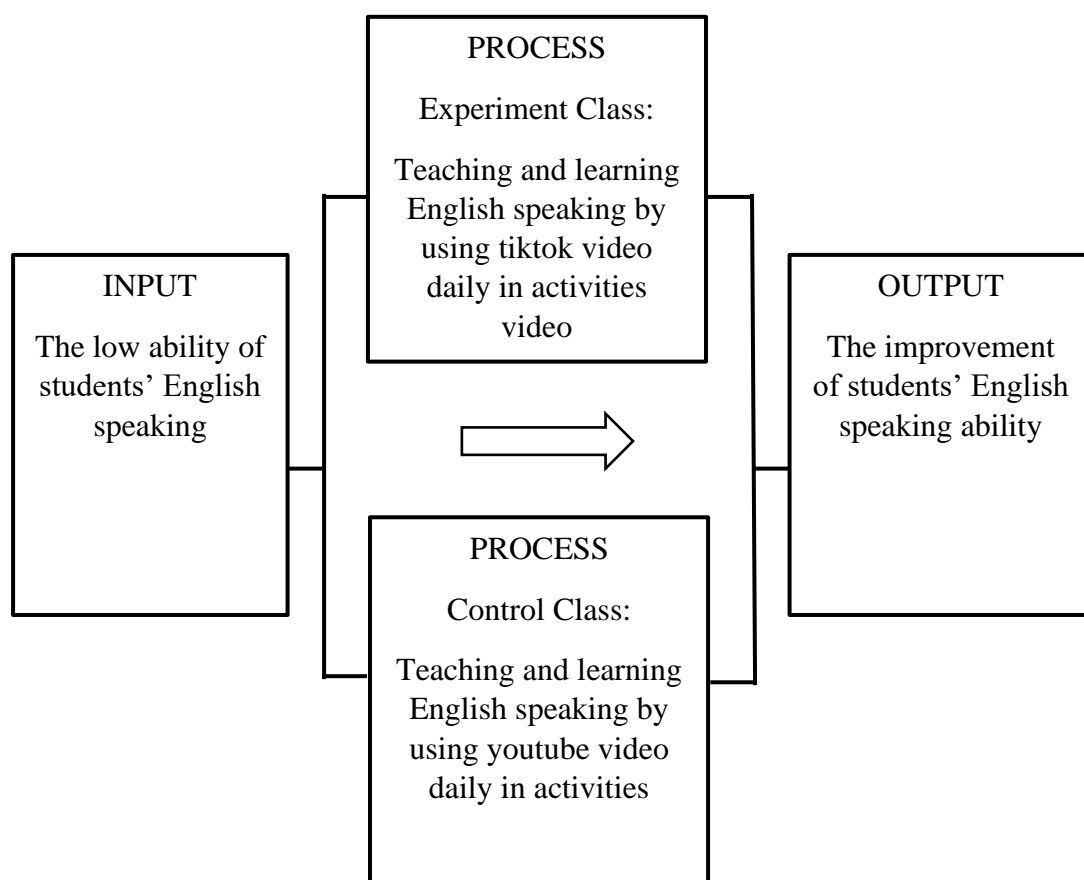
C. Conceptual Framework

Figure 2.1 Conceptual Framework

The conceptual framework shows how the initial state of students' English-speaking ability is low. It also shows how video is used as learning media to improve students' speaking ability. After going through various learning processes using video, then improving English speaking ability in oral descriptive text using video will increase.

a. Input

This section shows how the initial ability of each student who on average has a low ability category in speaking English. So from this basis, The investigator attempted to address the issue of low English speaking ability of seventh-grade students of MTsS DDI Takkalasi through a daily activities video.

b. Process

The experimental group and the control group are the two classes that the researcher used in this section. The identical speaking materials will be given to both classes by researchers. The experimental group use videos from TikTok as their learning medium, whilst the control group use videos from YouTube. Four meetings will be held by the researchers as part of this process: two for treatment, one for the post-test, and one for the pre-test.

c. Output

In this section, the researcher hopes that by using the daily activities video, the ability to speak English in oral descriptive text using videos of seventh-grade students of MTsS DDI Takkalasi will improve.

D. Research Hypothesis

Based on the literature review and conceptual framework discussed above, the researcher states the research hypothesis as follows:

1. Null hypothesis (H_0) : There is no significant difference on students' English speaking ability in oral descriptive text between the group who were taught by TikTok video and the youtube video

2. Alternative hypothesis (H_1) : There is a significant difference in students' English speaking ability in oral descriptive text between the group who were taught by TikTok video and youtube video.

CHAPTER III

METHOD OF THE RESEARCH

This chapter explains the method of the research which is accompanied by research method, research variables and operational definition, perticipants and sample, instrumentof the research, procedure of colleeting data and technique of data analysis.

A. Research Method

This study used the Quasi-Experimental research method. A quasi-experimental design is a method conducted by comparing two different groups or classes. In identifying groups or classes in the Quasi-experimental method, comparison groups and treatment groups must be balanced, comparable, and as similar as possible in terms of initial characteristics before the research is conducted. In the process, the comparison group and the treatment group will be given different treatments. Therefore, the research can be said to be successful if the researcher finds differences in results between the comparison group and the treatment group (White & Sabarwal, n.d.2022).

The quasi-experimental method has advantages including flexibility in research, skills in handling ethical issues, and relevance in the real world so these advantages can make research more accurate and not representative (Rohman, 2020). This research uses quasi-experimental methods in addition to the strength and accuracy of the data in the research process, also because researchers want to avoid excessive generalization practices. Although it cannot be denied that of course the quasi-experimental method also has shortcomings, these shortcomings can at least be minimized. Some experiments have proven that the quasi-experimental method can provide the best opportunity to get accurate and valuable results.

This research method describes the location and time of research, research design, research variables, operational definition, participants and samples, the procedure of collecting data, and the technique of data analysis.

1. **Location and Time of Research**

This research was conducted in one of the schools in the city of Parepare, precisely at MTsS DDI Takkalasi, Jl. Hm Tahir Dani No.21 Takkalasi, Balusu sub-district, Barru district.

2. **Research Design**

Following the previous discussion, the main objective of this study was to improve students' English proficiency in the oral descriptive text by using videos. To process the data and determine the results of the study, the researcher used quantitative methods. The type of research used in this study is a quasi-experiment with a pre-test/post-test control design. This design was used to compare the results of the control group and the experimental group. This study used one class divided into two groups consisting of 32 students, namely class VIIB.1 consisting of 16 students and experimental group VIIB.1 consisting of 16 students as a control group. According to Gay et al. (2012), the quasi-experimental design consists of a pre-test, treatment, and post-test with the following formula:

$$\text{Group 1} \quad O_1 \quad x \quad O_2$$
$$\overline{\qquad\qquad\qquad\qquad\qquad}$$
$$\text{Group 2} \quad O_1 \quad x \quad O_2$$

(Gay et al., 2012).

Where :

Group 1 : experiment group

Group 2 : control group

O_1 : pre-test

O_2 : post-test

X   : treatment of experimental class

There are several reasons why this study uses a pre-test and post-test quasi-experimental control design. First, quasi-experiments do not use randomization techniques in determining research objects (Gay et al., 2012). Therefore, this study used one class, namely class VIIB.1 as participants and ensured that students had the same knowledge competence before the study began. In addition, due to time and cost constraints, the use of a quasi-experimental design was appropriate in this study. This study has several meetings for the experimental group which aims to provide treatment in this case teaching students how to improve speaking skills by using daily activities videos. Therefore, it is expected that the use of daily activities video as a treatment can improve students' English speaking ability in oral descriptive text.

B. Research variables and Operational definition

1. Research Variables

There are two variables involved in this study, namely dependent and independent variables. The dependent variable is using TikTok videos and the independent variable is using YouTube videos in oral descriptive text.

2. Operational definition

This study aims to measure the effect of using video as a learning medium in improving students' English language skills in oral descriptive text. TikTok daily activities video is a type of TikTok video that many people even everyone who has a cellphone use the TikTok

application. with a duration of 10 to 60 seconds with several interesting features to use, in improving students' English language skills so that with this tiktok video, researchers are interested in choosing the tiktok video. the independent variable in this study is the use of TikTok video as a learning medium, while the dependent variable is the level of students' speaking ability in delivering oral descriptive text in English.

a. The independent variable in this study is TikTok video as a learning media. In this case, the tiktok video with a duration of ten to sixty seconds, As for the TikTok daily activities video. about activities at home, activities after waking up in the morning, activities before school, and activities during the week.

b. The dependent variable is the improvement of student's English speaking ability in oral descriptive text by using videos so that students can understand the sounds and pronunciation in English. because students who are at this level have very basic English ability. The understanding and use of English is only about common vocabulary and simple sentences.

C. Participants and Sample

1. Participant

   The population of this research were the seventh-grade students of MTsS DDI Takkalasi in the 2023-2024 school year consisting of one class and a total population of 192 students.

2. Sample

   In this researcher used the purposive sampling technique to get one class from the population, namely the experimental class and the control class. the number of samples is 32 students, where VIIB.1 as an experimental class consists of 16 students and VIIB.1 control class consists of 16 students.

D. Instrument of the Research

The instrument of this research is a speaking test. This speaking test is used to determine the student's English speaking ability in oral descriptive text by using video. At the pretest stage, students were be asked to introduce themselves by the researcher, to find out the students' initial speaking ability within two minutes, then the posttest was given to students at the final stage to find out how much the students' speaking ability had improved after meeting four times. So the researcher asked students to introduce themselves again. the time given for this test is three minutes. by conducting pretests and posttests on students, researchers can determine students' speaking abilities in oral descriptive texts.

E. Procedure of Collecting Data

In this case, researchers used student data through pre-test and post-test. data collection procedures are as follows.

a. Pretest

The pre-test is a test given to students at the beginning of the study. This pre-test aims to determine students' initial knowledge and speaking ability before being given treatment. The test that was given in the form of oral descriptive text is introducing yourself. After being given an example of self-introduction, students are guided to come forward to the front of the class one by one. and the researcher assessed it using the prepared speaking assessment rubric. The estimated time used for the Pre-test is 2 x 45 minutes and is supervised by the researcher.

b. Posttest

After providing treatment, the researcher conducted a post-test to determine the improvement of students' speaking ability. The post-test is carried out based on the treatment

given, where students are given a video of daily activities again. then alternately come forward to describe what has been shown. then the researcher was again assessed based on the speaking assessment rubric that had been prepared. the estimated time used for the Post-test is the same as the time used in the Pre-test, which is 2 x 45 minutes.

c. Treatment

After giving the pre-test, the researcher was given the treatment. In this study, the researcher conducted four treatments with an allocation of 2x45 minutes for each treatment. the research applied Tiktok videos in the form of oral descriptions in the experimental class. While in the control class, the research applied YouTube videos in the form of speaking ability and exemplified.

1. Group Experiment

   Research treatment for students in four meetings

A. Meeting 1- 4

   1) The researcher explained the purpose of the study

   2) Researchers learn about oral descriptive text

   3) The researcher gave an example of oral description by introducing themselves

   4) Students work on questions about oral descriptive texts

   5) The researcher asked students to describe themselves by introducing themselves

   6) The researcher was shown the 10-minute video of TikTok's daily activities and asked students to re-describe the video that has been shown.

The difference lies only in :

  1) Show different tiktok videos in each meeting

    a. first meeting: activities at home

    b. second meeting: activities after waking up in the morning

    c. third meeting: activities before school

    d. fourth meeting: activities during the week

  2) Group division for each meeting

2. Group Control

  The researcher taught the treatment to students in 4 meetings

A. Meeting 1-4

  1) The researcher explained the purpose of this study

  2) The researcher introduces the class by explaining the oral descriptive text

  3) The researcher gave an example of oral description by introducing themselves

  4) Students work on questions about oral descriptive texts

  5) The researcher asked students to describe themselves by introducing themselves

  6) The researcher showed a video of daily activities on YouTube with a duration of 10 minutes and asked students to re-describe the video that has been shown.

  The difference only lies in

  1) Showing a different YouTube video every meeting

    a. First meeting: let's study together

    b. Second meeting: activities before going to school

    c. Third meeting: activities before going to job

    d. Fourth meeting: activities aisyah nurul tasyah as a university student

  2) Group division for each meeting

F. Technique of Data Analysis

1. Test

To answer the first research question, the data collection of this study was a test. The test was in the form of a collection of questions about English speaking skills of oral descriptive text using videos of class VII at MTsS DDI takkalasi which was used to determine students' abilities. this test consists of two tests, the first is pre-test and the second is post-test. before analyzing the data, the researcher first collected the data and analyzed it by using the following procedures.

3.1 Speaking Assessment Rubric:

Aspect	Definition	Score
Fluency	Very smooth.	5
	Fluent	4
	Fluent, but there is hesitation.	3
	There is hesitation.	2
	Difficult to produce words	1
Grammar	Grammatically correct, good understanding throughout.	5
	Grammatically mostly correct, good understanding.	4
	Grammatically correct to a small extent, Lacks understanding of meaning.	3
	Grammatically all utterances are difficult to understand.	2
	Grammatically incorrect, cannot be understood.	1
Pronunciation	All utterances are correct.	5
	Most of the utterances are correct.	4
	A small part of the utterance is correct.	3
	Almost all utterances are incorrect.	2
	All utterances are incorrect.	1
Intonasi	The stress/rhythm of all words, phrases and sentences is correct.	5
	Pressure/rhythm is mostly correct.	4
	The stress/rhythm is correct to a small extent.	3
	The stress/rhythm of all words is incorrect.	2
	No stress/rhythm.	1

(E. A. Rahmawati, 2016)

2. The formula used to determine student scores is:

$$P = \frac{N\ Score}{Max\ Score}\ x\ 100$$

Where:

p = Student's Score

N Score = Student's Correct Answer

Max Score = Maximum score that can be obtained by students

(Gay et al., 2012)

In the table below, the researcher made a student assessment table during the pre-test and post-test assessment in order to obtain the following data:

Table 3.2 Student's assessment Score

No	Name	Assessment Aspect				Value
						Score
		fluency	Grammar	pronoun	Intonation	$\frac{N\ Score}{20}\ x100$
1	S1					
2	S2					
3	S3					
4	S4					
5	S5					

Caption :

S1 : Students 1   S3 : Students 3

S2 : Students 2   S4 : Students 4

a. To classify student scores, researcher used the following classification:

Table 3.3 Category of Students' Score

No	Categorization	Score
1	Very Good	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	0-40

(Inggriyani & Fazriyah, 2018)

a. To calculate the average score between the pre-test and post-test results of the experimental and control groups, researchers used the following formula:

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

(Gay, 20012)

Where:

X: The Mean Score

$\bar{x}$: The Sum of all Score or value

N: total number of students

b. To determine the improvement of students' speaking, researchers used the percentage technique

$$P = \frac{x2 - x1}{x2} x100\%$$

Where:

P   = Percentage

x1 = Pre-test mean score

x2 = Post-test mean score

<div align="right">(Gay,2012)</div>

c. In order to calculate the Sum of Square, the researcher utilized the following formula :

$$SS = \sum x^2 - \left(\frac{\sum x}{n}\right)^2$$

Where:

SS   = Sum of Square

$\sum x^2$ = The sum square of the sum score

$\sum x$ = The sum of all square

n   = The number of subjects

<div align="right">(Gay et al., 2012)</div>

d. To determine the improvement of students' speaking, researchers used the percentage technique:

$$P = \frac{x2 - x1}{x2}x100\%$$

Where:

P   = Percentage

x1 = Pre-test mean score

x2 = Post-test mean score

<div align="right">(Gay et al., 2012)</div>

e. To find the Degree of Freedom (df) of the test, the researcher utilized the following formula:

$$df = n_1 + n_2 - 2$$

Where:

Df   = Degree of Freedom

n₁   = The number of subject experiment class

n₂   = The number of subject control class

(Gay et al., 2012)

f. To calculate the standard deviation, researchers used the formula:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where:

SD = Standard deviation

$\sum x^2$ = Sum of all deviations after squaring first

N = Number of Class

(Gay et al., 2012)

g. To determine the significant difference between the pre-test and post-test scores, researchers used the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 + 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t   = Test of significant difference

$\bar{X}_2$ = Mean of Experimental Class

$\overline{X}_2$ = Mean of Control Class

SS_1 = Sum of the Score Experimental Class

SS_2 = Sum of the Score Control Class

n_1 = Total Sample of Experiment Class

n_2 = Total Sample of Control Class

(Gay et al., 2012)

5. Criteria for testing hypothesis

In testing the research hypothesis, researchers used a one-tailed test hypothesis with a significance level of 0.5 and degrees of freedom df $= (N_1 + N_2) - 2$. Researchers formulate the statistical hypothesis as follows.

$$H_1 : \mu_1 \neq \mu_2$$

$$H_0 : \mu_1 = \mu_2$$

(Syariah & Ilmu, n.d. 2012)

Where :

H_0 : null hypothesis

H_1 : alternative hypothesis

μ_1 = mean score of students taught oral descriptive text by using video tiktok

μ_2 = mean score of students taught oral descriptive text by using video youtube video

The results of the calculation of pre-test and post-test of students' ability in oral descriptive text using video, the researcher uses the definition of acceptable hypotheses as follows:

a. H_1 is accepted and H_0 is rejected if the t-table value is not greater than the t-test.who were taught by tiktok video can improve significanthy.

b. H_0 is accepted and H_1 is rejected if the t-table value is greater than the t-test.who were taught by tiktok video can not improve significanthy.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researchers analyzed the pre-test and post-test data. the pre-test was used to measure students' initial speaking ability. and the post-test was used to measure students' speaking ability after being given treatment through the TikTok video method.

A. Findings

In this section, researchers ed showed the process between the teaching method using TikTok video media and the teaching method using YouTube Videos. Therefore, in this section, the analysis of students' scores and values from the Pre-test and Post-test in the experimental and control classes will be presented.

1. Experimental group

The students in the experimental class were taught to speak using the TikTok video application. Before entering into the treatment, the researcher first conducted a pre-test to find out the students' initial ability to speak. In the pre-test, researchers asked students to introduce themselves. More detailed steps have been explained in the previous chapter. After the pre-test was completed, then the researcher formed several groups to display the TikTok video, and each group came forward to perform oral descriptive text.

In the first treatment, the researcher explained oral descriptive text using tiktok video and explained what a TikTok video was because some students did not use TikTok because they lived in a dormitory. Fortunately, several students are familiar with the TikTok application so it is quite helpful and makes it easier for researchers to explain and provide understanding to students after several explanations about TikTok and oral description, the researcher gives a pre-test for several groups who have been pre-tested that given a TikTok

video entitled activities at home. After all that, the researcher informed the title of the video at the next meeting.

For the second treatment, the researcher changes the division of groups and displays a TikTok video with the title of activities after waking up in the morning. after that, each group representative goes up to describe the video that has been given. After the second treatment session is over, as usual, the researcher informs the theme of the material at the next meeting.

For the three treatments, the researcher changes the division of groups and displays a TikTok video with the title of activities before school. after that, each group representative goes up to describe the video that has been given. After the three treatment sessions are over, as usual, the researcher informs the theme of the material at the next meeting.

In the fourth treatment, researchers used the same method as the second and third treatments. What is different is the title of the TikTok video and the division of groups, wherein the fourth treatment the researcher chose the title of the TikTok video, namely activities during the week. In this session, the researcher gave directions and instructions to students to complete the tiktok video and create an oral descriptive. After the fourth treatment session is complete, students are asked to introduce themselves in the post-test session.

Figure 4.1 Experimental group for pre-test
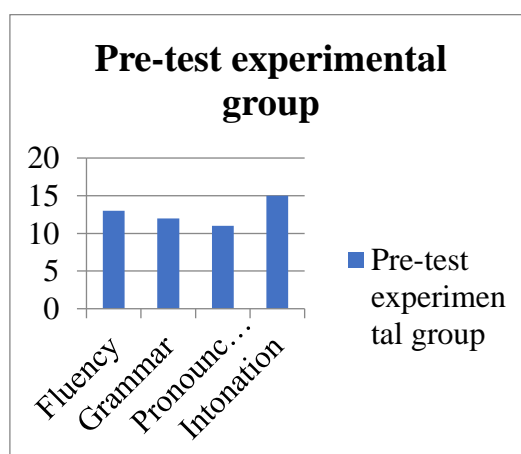
Based on the results of analyzing student scores on four aspects of speaking, namely, fluency, grammar, pronounciation, intonation. it can be seen that the score on the intonation aspect is 15.65% higher while the pronoun aspect is 11.25% lower than the other aspects.

Figure 4.2 Experimental group for post-test
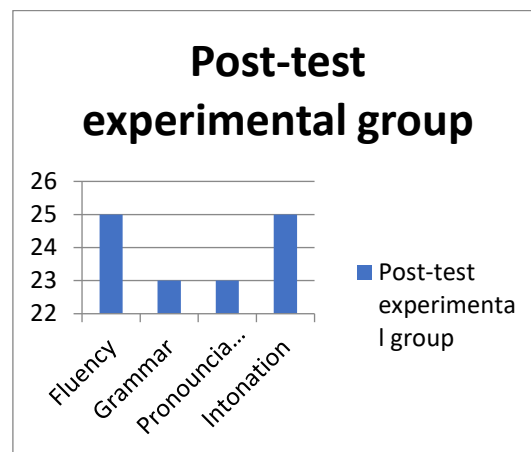
Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, and intonation, it can be seen that the scores on the aspects of fluency and intonation are equivalent to the scores that have been summed up in the post-test assessment of 25%.

The table below shows the Overall Score Comparison between the Experiment group and the Control group.

Table 4.1The experimentalgroup speaking ability score on the pre-test and post-test

| No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	0	0	0	**0**
2	Good	71-85	0	0	15	**93,75**
3	Fair	56-70	0	0	1	**6,25**
4	Poor	41-55	13	81,25	0	**0**
5	Very poor	0-40	3	18,75	0	**0**
	Total		16	100	16	**100**

The table above shows that most of the students' scores in the experimental class were classified as very poor scores before treatment. 13 (81,25%) out of 16 students were classified as poor grades. 3 (18,75%) out of 16 students were classified as very poor grades. After the treatment, most of the students' scores were classified as good, as many as 15 (93.75%) out of 16 students were classified as good. A total of 1 (6,25%) out of 16 students are classified in the Fair value category.

Based on the explanation above, it can be seen that most of the students' scores before being given the treatment were classified as Fair. Although some students managed to get into the Good classification, none of the students managed to get into the Very Good classification. After the researchers gave the treatment using tiktok video, most of the students' scores were classified as Good Score. However, we can also see that some students made it into the Good score classification, and on the other hand, we can also see that some students are still in the Fair score classification.

2. Control group

The method used by researchers in the control class is almost the same as the method used in the experimental class. In the control class, Pre-test and Post-test sessions were also conducted, where researchers divided students into several groups. The Pre-test was conducted at the first meeting while the Post-test was conducted at the last meeting. The difference was that students in the control class were taught to speak by using YouTube videos. Another thing that distinguishes is the title of the video shown and the division of groups at each meeting, whereas, in the control class, each meeting is given a different video. In the first meeting, the theme of the video given was "morning activities", in the second meeting, the theme of the video given was "activities before going to the office" and in the third meeting the theme of the video given was "aisyah's activities as a student". After that, at the fourth meeting, the theme of the video given was "family activities", and the researcher conducted a post-test, of course, it had been delivered and explained at the previous meeting.

Figure 4.3 Control group for pre-test
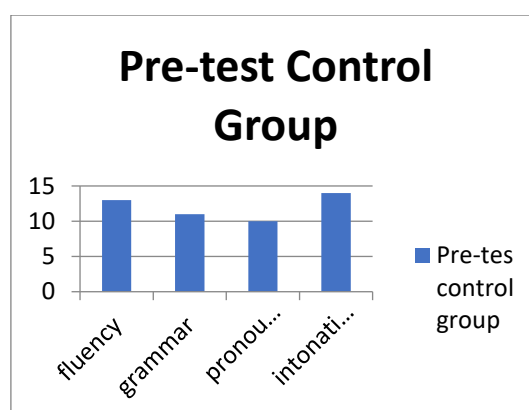
Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, and intonation, it can be seen that the score on the intonation aspect is 14.37% higher while the pronunciation aspect is 10% lower than the other aspecFigure

4.4 control group for post-test
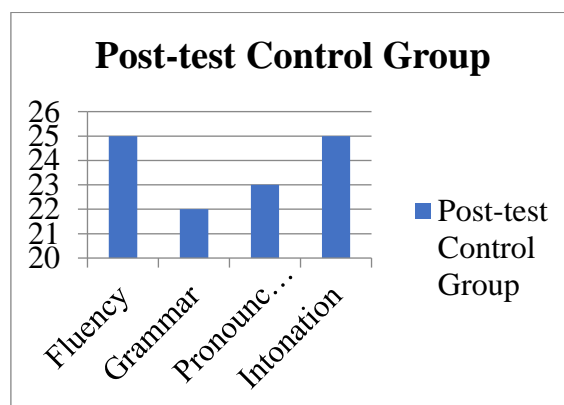
Post-test Control Group

Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, intonation, it can be seen that the scores on the aspects of fluency and intonation are equivalent to the scores that have been summed up in the post-test assessment of 25%.

The researcher scored the students' speaking ability using the formula proposed by Gay and the speaking assessment rubric compiled in (E. A. Rahmawati, 2016) writing. Student scores are described as follows:

Table 4.2 The control group speaking ability score on the pre-test and post-test

			Pre-test		Post-test	
No	**Classification**	**Score**	**F**	**%**	**F**	**%**
1	Very good	86-100	0	0	0	**0**
2	Good	71-85	0	0	1	**6,25**
3	Fair	56-70	0	0	15	**93,75**
4	Poor	41-55	5	31,25	0	**0**
5	Very poor	0-40	11	68,75	0	**0**
	Total		16	100	16	**100**

The table above shows that most of the student's scores in the Control class were classified as sufficient before treatment. A total of 5 (31,25%) out of 16 students were classified poor grades and 11 (68,75%) out of 16 students were classified as having very poor grades. After the treatment, most of the students' scores were still classified as sufficient, as many as 15 (93.75%) out of 16 students were classified as deficient, as many as 1 (6,25) out of 16 students were classified as good, students were classified in the good score category.

From the explanation above, we can see that most of the students' scores before being given the treatment were classified as fair, and after being given the treatment without using YouTube video most of the students' scores were still classified as fair. Even so, we can still see an increase even though it is very small when compared to the increase in the Experimental Class.

3. The Mean Score and Standard Deviation of the Pre-Test and Post-Test

The result of the mean Score and Standard Deviation of Students' Pre-test and Post-test Score are presented by the following table:

Table 4.3 The Mean score and Standard deviation of Students' Pre-test and Post-test (Experimental Group)

The test of Experimental group	Mean Score	Standard Deviation
Pre-test	41,05	**5,81**
Post-test	77,25	**6,81**

The table fabelous shows that the students' speaking scores in the experimental class have increased because the score of the mean score on the Post-test (77,25) is higher than the pre-test score (41,05).

Table 4.4 The Mean score and Standard deviation of Students' Pre-test and Post-test (Control Group)

The Test Of Control Group	Mean Score	Standard Deviation
Pre-test	39,25	**2,62**
Post-test	76,75	**3,92**

The table fabelous shows that students' speaking scores in the Control class have increased because the score of the mean score in the post-test (76,75) is higher than the score in the Pre-test (39,25).

To see more clearly the comparison of the average scores of the Pre-test and Post-test scores in the experiment class and control class, the researcher presents a comparison diagram as follows:

Figure 4.5 Mean Value Comparison Diagram
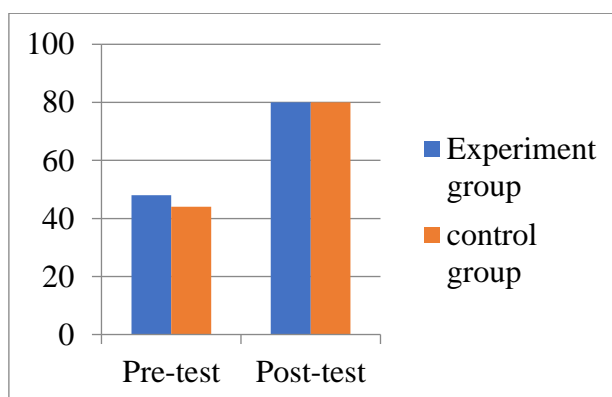
From the explanation above, it can be concluded that the speaking scores of students in the Experimental group and Control group have increased. The difference is that the highest score of students in the experimental class can enter the Good score classification compared to highest student score in the control class who can only reach the Good enough score

classification and most of them are still in the Fair score classification. This indicates that the improvement in students' speaking ability in the experimental class is higher than the improvement in the control class.

4.5 Hypothesis Testing

In Hypothesis Testing, researchers use the t-table formula with the level of significance set at $\alpha = 0.05$

N	Test	t-test value	t-table value
16	Pre-test	**1,77**	2,042
16	Post-test	**3,37**	2,042

The table fabelous shows that the t-test value in the post-test (3.37) is higher than the t-table value (2.042). This shows that learning using tiktok video is effective in improving students' speaking ability.

B. Discussion

the theory related to this research is supported by the findings of previous research as follows:

In the great development of the world and times, almost all aspects of the problem require international communication where English is placed as an international language. English is an international language that is widely used around the world for various communication purposes. English must be expressed appropriately so as not to cause misunderstanding between the speaker and the listener. defined as "speaking".

Speaking also has another purpose, which is an activity that involves using language to communicate between members of society as a way of demonstrating one's language

proficiency. In other words, speaking is the ability to use a particular language to communicate and express ideas orally in establishing and maintaining social relationships and exchanging information (Maming et al., 2023)

The school environment, which is at the forefront of educating and teaching the new generation, especially in learning to speak English, must be able to build a good environment that allows students to learn to speak English well. A good English learning environment means a place where Students are able to voice their opinions and ideas. naturally, and can have the opportunity to interact with each other in practicing their speaking skills. When students can do everything naturally, they will feel it like a real life environment(Saleh, 2021)

But in reality, this is slightly contrary to what the researcher found during the observation. Where most students think that learning English, especially speaking, is difficult and not fun at all, but it turns out that teachers only teach theories that have no clear direction and usefulness and lack of speaking practice. So even though they have studied English for years, they still cannot speak English fluently(Fitrianita et al., 2017)

Based on the problems, researcher try to provide solutions by providing a choice of tiktok video learning media. Tiktok video, one of the most popular applications lately, is a social media platform that can be used as learning media because of its purpose, which is to entertain students, broaden students' horizons, and disseminate information in the field of education. TikTok is a trend that is becoming a trend in the world, especially among those who are learning English as a foreign language. Last but not least, this app is accessed through mobile phones which almost everyone has. Especially for students, being able to use their phones to learn how to speak is exciting.

In the first meeting, the researcher made observations, the researcher could see indications of anxiety and lack of confidence in students, for example, the researcher asked the

students for an English word that required them to answer it in English, and it was seen that most of them did not know English at all from the word I gave. Even when the researcher gave an unfamiliar or frequently mentioned word to them to answer in Indonesian, only a few students dared to speak and mention its meaning. After the researcher approached them, it turned out that the cause of all these problems was that there were several factors that caused the condition of English learning, especially speaking, to be concerning like this. First, Students believe that studying English is challenging. so they have no motivation to learn it. Second, the teaching method designed by the teacher is only based on grammar (language structure teaching). Teachers only teach theories that have no clear direction and use and lack of speaking practice. So even though they have studied English for years, they still cannot speak English fluently. Third, the seventh graders' basic knowledge of English is lacking because they did not learn English in elementary school. So, for seventh graders, English is new and strange to them.(Fitrianita et al., 2017)

After all these phenomena, the researcher conducted a series of treatments to help these students get a new choice of learning media, and they don't have to worry about being judged or ridiculed by other students because they can practice speaking using their cellphones. one of the positive things that really helped the research was that students, especially myself, were very easy to improve my English by watching short tiktok videos. has the ability to help students learn to speak in English during and after the Covid-19 outbreak, as stated by al., (2020). at this stage of the treatment, the researcher could also see and feel the level of enthusiasm of the students which increased compared to the first meeting. Simple things such as asking questions and giving opinions when asked about a topic can slowly be applied by them.

After doing all the treatments, there were some students who showed great progress in their speaking skills. However, on the other hand, it is undeniable that there were also some students

who were stagnant or even experienced a decline in their speaking skills. However, overall we can see an increase in students' speaking skills by comparing the Pre-test and Post-test scores. Therefore, based on the data analysis, the researcher can conclude that TikTok videos can improve the speaking skills of tenth grade students of SMAN 1 Parepare.

TikTok videos provide a new experience and atmosphere in learning to speak, giving the impression that learning to speak English is easy and fun. This statement is in line (Said Harahap et al., 2023) in their study entitled "Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang" which states that TikTok videos have a positive influence in improving students' speaking skills in a fun way. Although their study uses a different method from this study, the conclusion obtained is the same, namely that TikTok videos can improve students' speaking skills.

In line with this study,(Saleh, 2021) in his study entitled "Improving Students' Speaking Ability In English Lessons Using Online Robot Applications" said that learning to speak using mobile media is very motivating and influences students' creativity levels to show their best speaking abilities. In this study, researchers saw high enthusiasm from students when taught to speak using technology media.

Researchers can see the effect of using the Cake Application making students feel comfortable and interested in learning to speak. This is in line with the research of (Mandasari & Aminatun, 2019) titled "Uncovering Students' Attitude Toward Vlogging Activities In Improving Students' Speaking Ability" After they conducted interviews and gave questionnaires, most of the students' opinions showed that they felt comfortable and interested in learning to speak after being taught using TikTok videos. Although the method they used was different from the method the researcher used in this study, the results showed that TikTok videos had a positive effect on improving students' Speaking Skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This Chapter consists of two parts, conclusion and suggestion.

A. Conclusion

Based on the findings and discussion of this study, it can be concluded that improving students' speaking ability in oral descriptive text using TikTok videotapes. This is evidenced by the comparison between the Pre-test and post-test scores on the four components of the speaking assessment. Then we can also see that the t-test result on the Post-test is 3.37 higher than the t-table value (2.042). By correlating these results with the hypothesis test, it shows that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted. In addition, if the mean value of the post-test is correlated with the Score Classification, this shows us that the speaking ability of seventh-grade students of MTsS DDI Takkalasi has increased.

So, this shows that it can be stated that students who are taught using TikTok video learning media are more significant than students who are taught using YouTube videos. with this, it can be said that there is an increase in students' speaking skills concerning fluency, grammar, pronunciation, and intonation.

B. Suggestions

Based on the results of data analysis and conclusions, the researcher provides several suggestions related to this study, including the following:

1. For English Teachers

    a. TikTok videos are suitable for use as media in the learning process to improve students' speaking skills.

    b. TikTok videos can be a very appropriate choice to avoid monotonous media and learning methods.

    c. Before the teacher uses the TikTok video, it would be nice if the teacher first understands each video that will be given. This is because there is still a lack of teachers who apply and use this TikTok video as a learning medium.

    d. In implementing learning using TikTok videos, teachers must be wise in choosing themes or topics, which must be adjusted to the abilities and needs of students.

2. For Students

    a. Tiktok videos can be used to practice speaking easily, and fun and of course can be accessed only by using a cell phone.

    b. Speaking learning using TikTok videos should choose topics or themes according to needs.

3. For Further Researchers

    a. TikTok video is very suitable for use as research material, especially in the field of English, many choices and features can be used and researched.

    b. Future researchers can use other instruments or methods in using TikTok videos.

4. For Readers

    TikTok videos can be used as an option to improve English speaking skills.

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