A THESIS

**USING TIKTOK MINI-VLOG TO IMPROVE STUDENTS'
SPEAKING ABILITY AT DIGITAL CLASS
OF MAN 2 KOTA PAREPARE**
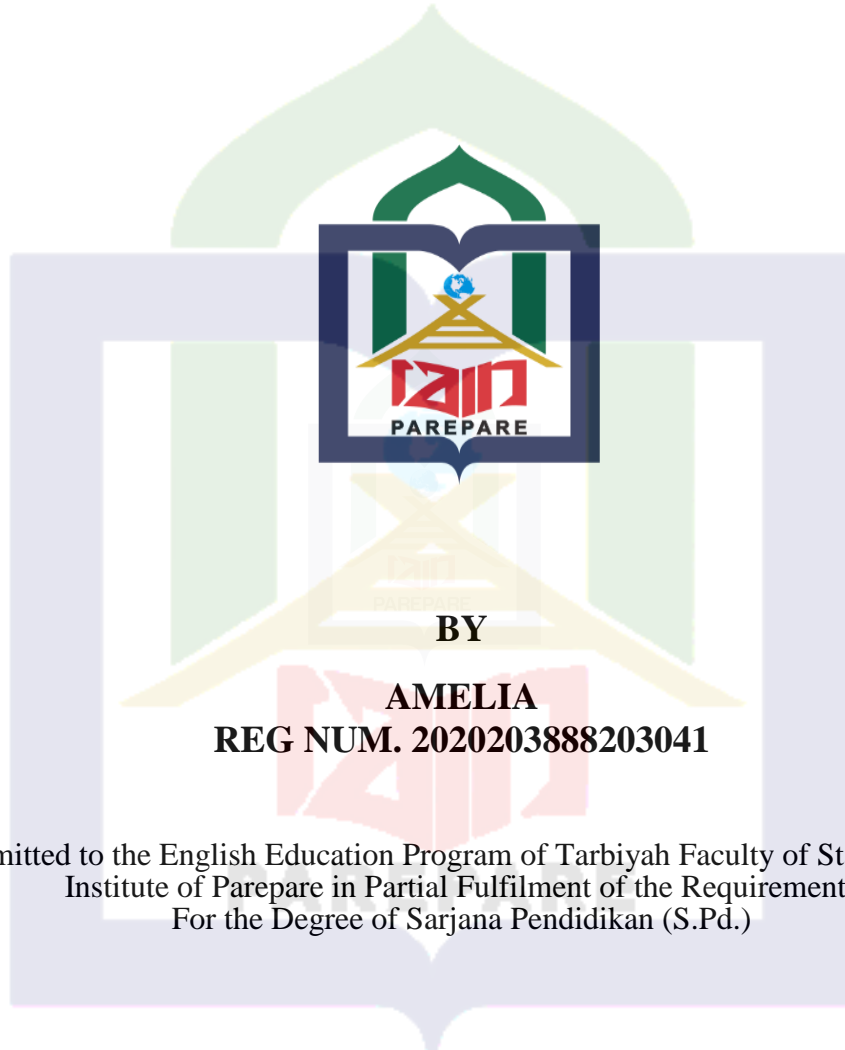
BY

**AMELIA
REG NUM. 2020203888203041**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

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OF MAN 2 KOTA PAREPARE

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AMELIA
REG NUM. 2020203888203041

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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2024

SUPERVISORY COMMISSION APPROVAL

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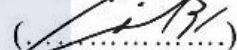
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بسم الله الرّحمن الرّحيم

الْحَمْدُ لِلّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَاسَّلَامُ عَلَى أَشْرَفِ ألْأنبِيَاءِ والْمُرْسَلِيْنَ وَعَلَى أَلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

</div>

Alhamdulillahi Rabbil Alamin, All praises be to Allah SWT. Who has given the writer good health, guidance, and strength in completing this Thesis. Salawat and Salam always be given to the last messenger, the great prophet Muhammad SAW. Who has struggled for our victory and become a good example for us last ever.

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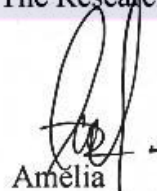Furthermore, the writer would like to say thanks and appreciate to:

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Parepare, 25 june 2024
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was coped, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Amelia: *Using TikTok Mini-Vlog To Improve Students' Speaking Ability At Digital Class Of MAN 2 Kota Parepare.* (Supervised by Dr. Magdahalena Tjalla.)

This study aims to improve students' speaking ability using the TikTok Mini-Vlog application in the Digital Class Of MAN 2 Kota Parepare. This study's results benefit teachers, students, and future researchers. Teachers find new ways to manage speaking classes, while students find enjoyable ways to improve their speaking skills. Additionally, future researchers can use this study as inspiration or a reference for their research.

This study uses a quantitative method with a pre-experimental approach. The population of this study is the Digital Class students Of MAN 2 Kota Parepare. The sampling technique used is purposive sampling with a sample of 34 Digital Class students. This research uses tests (pre-test and post-test). The duration of this study is one month with one meeting per week, totaling six meetings. This study uses descriptive analysis with the SPSS and Microsoft Exel application.

The results of the study showed that in the post-test, students' speaking skills improved with the categories of Very Good (6%), Good (91%), and Fair (3%). In the pre-test, students were only categorized as Good (29%), Fair (26%), and Poor (40%). The data obtained were processed using SPSS, and the T-Test value was -11.587, while the T-Table value was 1.962, indicating a significant improvement in students' speaking skills after using the TikTok Mini-Vlog application.

Keywords: Speaking Ability, TikTok Mini-Vlog, Digital Class

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet

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س	Sin	S	Es
ش	Syin	Sy	es and ya
ص	Shad	ṣ	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	ʻain	ʻ	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	ʼ	Apostrof

ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (ʼ).

2. Vocal
   a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

   b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
ـَيْ	Fathah and Ya	Ai	a and i
ـَوْ	Fathah and Wau	Au	a and u

Example :

كَيْفَ:Kaifa

حَوْلَ :Haula

3. *Maddah*

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Harkat and Letters	Name	Letters and Marks	Name
نَا /نَي	Fathah and Alif or ya	Ā	a andline above
يِْ	Kasrah and Ya	Ī	i andline above
يِْ	Kasrah and Ya	Ī	i andline above
وُ	Kasrah and	Ū	u and line

	Wau		above

Example :

مات :māta

رمى : ramā

قيل : qīla

يموت : yamūtu

4. *Ta Marbutah*

There are two transliterations for tamarbutah:

a. Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].

b. Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses thearticle al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example :

رَوْضَةُ الجَنَّةِ : *rauḍahal-jannahataurauḍatuljannah*

اَلْمَدِيْنَةُ الْفَاضِلَةِ : *al-madīnahal-fāḍilahatau al-madīnatulfāḍilah*

اَلْحِكْمَةُ : *al-hikmah*

5. *Syaddah(Tasydid)*

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ◌), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example :

رَبَّنَا	:*Rabbanā*
نَجَّيْنَا	: *Najjainā*
اَلْحَقُّ	: *al-haqq*
اَلْحَجُّ	: *al-hajj*
نُعْمَ	: *nu''ima*
عَدُوّ	: *'aduwwun*

If the letters ى bertasydid at the end of a word and preceded by the letter kasrahِّي,
then it is transliterated as the letter *maddah* (i).

Example :

عَرَبِيٌّ: 'Arabi (not 'Arabiyyor 'Araby)

عَلِيٌّ : 'Ali (not 'Alyyor 'Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters ال(*alif lam
ma'arifah*). In this transliteration guideline, the article of clothing is transliterated as
usual, al-, both when it is followed by shamsiah letters and qamariah letters. The
article does not follow the sound of the letter directly following it. The article is
written separately from the word that follows it and is connected with a horizontal
line. (-). Example :

اَلْشَمْسُ	: *al-syamsu (notasy- syamsu)*
اَلزَّلْزَلَةُ	: *al-zalzalah (notaz-zalzalah)*
الفَلْسَفَةُ	: *al-falsafah*
اَلْبِلَادُ	: *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (') only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif. Example:

تَأْمُرُوْنَ : *ta'murūna*

النَّوعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْثُ : *Umirtu*

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole. Example:

Fīẓilālal-qur'an
Al-sunnahqablal-tadwin
Al-ibāratbi 'umum al-lafẓlābikhusus al-sabab

9. Lafẓal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِيْنُ اللهِ	: *Dīnullah*
با االله	: *billah*

As for the tamarbutah at the end of a word that is attributed to lafẓal-jalālah, it is transliterated with the letter [t]. Example:

هُمْ فِيْ رَحْمَةِ اللهِ   : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (Al). Example:

WamāMuhammadunillārasūl

Inna awwalabaitinwudiʿalinnāsilalladhībiBakkatamubārakan

Syahru Ramadan al-ladhīunzilafihal-Qur'an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnuRusyd, ditulismenjadi: IbnuRusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulismenjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.   = *subḥānahūwata'āla*

saw.   = *ṣallallāhu 'alaihiwasallam*

a.s.   =   *'alaihi al- sallām*

H   = Hijriah

M   = Masehi

SM   = SebelumMasehi

l.   = Lahir tahun

w.   = Wafattahun

QS …/…: 4   = QS al-Baqarah/2:187 atau QS Ibrahīm/ …, ayat 4

HR   = Hadis Riwayat

Some abbreviations in Arabic:

ص   = صفحة =

دم   = بدون =

صلعم   = ﷺ =

ط   = طبعة =

ن   = بدون ناشر =

الخ   = إلى آخرها / إلى آخره =

جزء = ج

Some abbreviations used specifically in the reference text need to be explained,including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of etalia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Speaking is used to communicate and exchange information with people. Speaking is one of the basic language skills. This is considered the most important aspect of learning a foreign language. In the learning process, speaking becomes a very important skill for students to learn. They must realize that speaking skills are important in the world of education. As an interactional language, it must be learned by all students' at formal education institute such as at junior high school, senior high school moreover in university. According to Tarigan in 2008, speaking skills are a language skill that develops in a student's life, which is preceded by listening skills, and that is when speaking skills will be learned. Students' speaking skills begin to develop in students when they begin to practice listening to a conversation delivered by the person they are talking to.[1]

The process of learning to speak cannot be said to be an easy matter. Mastering speaking means we must be able to understand several aspects of speaking, such as vocabulary, sentence structure, pronunciation, and fluency in order to be understood. According to Destia Herlisyah in 2022 speaking is one of the most difficult skills that students must face. This is because students tend to be embarrassed to speak a foreign language when they feel they do not master the language.[2]

In the process of learning English, especially speaking, students face many difficulties. There are many reasons why students have difficulty speaking English,

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[1] Tarigan, Henry Guntur. *Berbicara Sebagai Keterampilan Berbahasa.* Bandung: Angkasa Bandung. h.3, 2008.

[2] Herlisya, Destia, Wiranto, Purna. *Having good speaking English through TikTok application.* Journal Corner of Education, Linguistics, and Literature, 2022, 1.3: 191-198.

one of which is a lack of self-confidence, this occurs because of the teacher's inability to build self-confidence. Therefore, teachers intend to implement interesting strategies that can involve students directly. To make students have a strong interest in the teaching and learning process, especially in learning speaking, good teachers choose effectively so that students are more interested in the lesson, for example using media or applications.

Media as one of the components in the teaching and learning process is used by teaching as a source to explain the materials to students. Since the existence of technology has given us a big influence in the educational field, there are many schools adopting technology as the sources in the teaching and learning process. In fact, technology has affected positively to the language teaching, especially in attracting the students' motivation in learning a language.

In addition, media in learning is also one of the supporting factors that can be used in learning. This can be achieved through employing various media to enhance and develop speaking skills as well as boost students' confidence. Media can also come in the form of applications which can facilitate students in understanding learning materials. It is in line with Oktaviani and Hasanudin in 2022, that applications can be an easily accessible alternative. The utilization of educational applications in the educational context is increasingly growing alongside advancements in information and communication technology, one of wich is the TikTok Application.[3]

In teaching and learning English, students can learn English through TikTok because many creators make English material content. By watching the video students can learn and understand English because they can learn by playing. TikTok is a popular entertainment application launched from Tiongkok

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[3] Oktaviani, Nisva Rizky; Hasanudin, Cahyo. *Meningkatkan minat keterampilan berbicara mahasiswa dengan aplikasi plotagon.* In: Prosiding Seminar Nasional Daring: Pendidikan Bahasa dan Sastra Indonesia,2022. p. 258-263.

China Year 2016 by Zhang Yiming in 2021.[4] TikTok established itself as the most downloaded application, exactly 45,8 million times. That number beats common application like YouTube, WhatsApp, Facebook Messenger and Instagram. According Adella Aninda 2021, the Tik Tok application can be used as a learning medium that is full of curiosity, intelligence, and inventiveness in learning. With various application features and able to accommodate in the learning process, as well as in its application, the use of the Tik Tok application can be actualized in learning media.[5] TikTok application can also make it easier for teachers and students to get information and students also feel happy learning because they have new one experience in learning English in an unconventional way. The use of the TikTok application in learning English is very interactive and effective to improve students' confident ability in speaking in English.[6]

According Yovita in 2022, The TikTok application is a new innovation as a learning medium for the world of education, especially English. Through the TikTok application students can learn various English materials at once such as vocabulary, speaking, listening, tenses, reading, and writing because the application presents interesting and fun audio, text, and visuals and various easy-to-use features so that students can watch and be creative by making videos in the TikTok application.[7] TikTok application is not only used as entertainment for students when playing with their friends, students use the TikTok application as a learning medium that can encourage student learning motivation.

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[4] Zhang, Z. Infrastructuralization of Tik Tok: Transformation, power relationships, and platformization of video entertainment in China. *Media, Culture & Society*, (2021). *43*(2), 219-236.

[5] Devi, A. A. Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran. *Jurnal Teknologi Pendidikan*, *1*(1), 2021.p.1-5.

[6] Zaitun, Z., Hadi, M. S., & Indriani, E. D. TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, *4*(1), 2021.p.89-94.

[7] Yovita, Y., & Purnamaningsih, I. R. Penggunaan aplikasi Tiktok sebagai inovasi pembelajaran bahasa Inggris di masa pandemi Covid-19. *Jurnal PAJAR (Pendidikan dan Pengajaran)*, *6*(3), 2022. p.861-868.

TikTok is a social media application that is currently viral among the public. TikTok is a social media that gives its users a lot of freedom to be creative in making short videos (Mini-vlog). This application provides easy special effects so that everyone can make good and interesting videos. The TikTok application has many benefits, especially for learning. The features in the TikTok application can be a learning medium, especially for improving speaking skills by making mini-vlog videos or what are known as video bloggers with a duration of 3 minutes. This application is in great demand because it has many interesting features such as music in the application, being able to broadcast live, interesting effects and filters, saving videos directly from the application and features for your page.

Basically on the pre- observation conducted by researcher observing the speaking learning process in the Digital Class of MAN 2 Kota Parepare, researcher found several issues from the students' aspect. The researcher found that the majority of students do not enjoy English. For them, English is one of the most difficult subjects in school. Besides feeling unfamiliar with the language, they also struggle with speaking and lack confidence when speaking in English. Sometimes they become lazy to speak because they don't know the words they want to convey. Another difficulty they face is the monotonous teaching process and the difficulty in changing students' paradigm that English is a difficult subject to learning.

Based on the facts above, researcher are interested in investigating whether there is an improvement in students' speaking ability by using TikTok Mini-Vlog. Does the use of using TikTok Mini-Vlog capture students' attention in learning English, particularly speaking skills, and whether TikTok can reignite the enthusiasm for learning and motivate students to enhance their speaking abilities.

Following the background described above, the researcher was interested in researching "*Using TikTok Mini-Vlog To Improve Students' Speaking Ability At Digital Class Of MAN 2 Kota Parepare".*

B. Research Question

Based on the given background, the researcher aims to formulate the problem in the following manner:

1. Is using TikTok Mini-Vlog able to improve speaking ability?
2. What are the obstacles of students Digital Class in using the TikTok Mini-Vlog?

C. Objective of the Research

The objectives of the study are as follow:

1. To find out wheter using TikTok Mini-Vlog can improve or not speaking ability.
2. To find out what are the obstacles students in Digital Class using TikTok Mini-Vlog

D. Significance of Research

The research holds significance in the following ways:

1. For The Researcher

Engaging in research on teaching and learning speaking with the TikTok Mini-Vlog provides reserach with valuable experience and knowledge. These findings can be utilized by future researcher who want to explore teaching speaking using the TikTok.

2. For The English Teacher

The significant of the research is to determine students ability using TikTok Mini-vlog, so that in the future teacher cand find out that TikTok Mini-Vlog is able to improve students speaking ability.

3. For The Students

Students will find new ways to improve speaking ability and they will more motivated and enjoy learning English.

CHAPTER II
REVIEW OF RELATED LITERATURE

A.   Previous Related Research Findings

Several researchers have conducted research and then published their findings with the aim of improving students' speaking. All those conducting the research are:

Zaitun, Muhammad Sofian Hadi, Emma Dwi Indriani in their research a "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's at Class VIII H SMP Negeri 164 Jakarta" concluded that application using appropriate methods and techniques can be used as an interactive learning medium that can improve students' speaking abilities. With the various features that the TikTok application has, it can be involved in English learning so that students can use the application in a positive direction. The TikTok application can also make it easier for teachers and students to get information and students also feel happy learning because they get new experiences in learning English in an unusual way. It can be seen from the results of this research that Class VIII H SMP Negeri 164 Jakarta uses the TikTok application in learning English which is very interactive and effective in increasing students' confident skills in speaking English with the students' scores showing a very drastic increase.[8]

Luluk Syifaul Fitriyah and Norma Ita Sholihah in their research a "Improving Vocabulary For Junior High School Students' Using TikTok Application" concluded that there is significant effect of TikTok application towards student's vocabulary mastery. It indicate a significant impact of the TikTok application on the vocabulary mastery of seven-grade students at MTs Mambaul Ulum Gumukmas. As a result,

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[8] Zaitun; Hadi, Muhammad Sofian; Indriani, Emma Dwi. TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 2021, 4.1: 89-94.

these findings confirm that the utilization of the TikTok application in vocabulary instruction had a significant and positive effect on the vocabulary mastery of seven-grade students at MTs Mambaul Ulum Gumukmas.[9]

Berlinda Mandasari, Dyah Aminatun in their research a "Improving Students' Speaking Performance Through Vlog" identify the effect of technology use on student performance. One technology that is currently popular is Vlog. This research develops an increase in student performance after learning English using Vlog. Participants in students majoring in English Education at the Indonesian Technocrat University. They took a Transaction Conversation course where they practiced English through vlogs. This research design is quantitative research where researchers use pre-test and post-test. The pre-test and post-test results were analyzed using descriptive statistics and inferential statistics (Mann-Whitney U). The results of the analysis are that there is a significant increase in student performance after learning English using Vlog.[10]

Rahma Julianti in her research "Exploring The Implementation of TikTok Video Project on Students' Speaking Performance" found it contains all the elements of a first-grade language; vocabulary, grammar, vocabulary, comprehension and fluency. Based on the students' observations and perceptions, this point of improvement was mainly due to the increased motivation and self-confidence shown by the students who were motivated to focus more, the increased effort to study, and the increased practice of presenting their best performance in TikTok. Students found speaking activities during TikTok videos fun and allowed them to practice speaking. As such, it directly addresses issues related to student reluctance to speak, including issues such as incompetence, shyness, anxiety, inhibition, and fear of embarrassment.

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[9] Fitriyah, L. S. "Improving Vocabulary Using TikTok Application." *English Language Teaching Journal*, 3(1), 2023. p.17-24.

[10] Mandasari, Berlinda, Aminatun, Dyah. *"Improving Students' Speaking Performance Through Vlog." English Education: Journal of English Teaching and Research*, 2020, 5.2: 136-142.

Therefore, the use of TikTok videos is very suitable for implementation in speaking lessons, especially for students with low motivation and self-confidence.[11]

Based on the results of previous research that has been referenced, there are fundamental differences between the research currently being carried out and previous studies. The main difference between the current research and previous research lies in the location where the research was carried out. Previously, previous research was carried out in the Jakarta, Kota Malang, Bandar Lampung and Makassar areas, while the current research is focused on the Kota Parepare area. Then, the difference is that previous research only applied the TikTok application as a learning media to improve students' speaking and vocabulary, whereas this researcher focused on improving students' speaking using the TikTok Mini-Vlog application as a learning media.

B. Some Pertinent Ideas

1. The Concept of Speaking

The concept of speaking consists of definition of speaking, components of speaking, and types of speaking.

a. Definition of Speaking

There are many definitions of speaking proposed by experts, speaking is an essential tool for communicating and it should be mastered by students. Brown; Burn & Joy in Novita Lestari stated that speaking is a very complex and dynamic skill that

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[11] Julianti, R. "Exploring The Implementation Of TikTok Video Project On Students' Speaking Performance." VERBA: *Journal of English Language Issues, Trends and Studies*, 1(3) 2023. p. 1-9

involves three processes, producing, receiving, and processing information in English.[12]

Syafiq et al. stated that one of the basic language skills that must be mastered by foreign English learners is speaking, because it is used in communication and must be practiced orally, besides that speaking also is used to establish several relationships, provide information, and negotiate as the part of communication[13].

In addition, Bahar defined as to say something from feelings and mind expressed through the sequences of sound (pronunciation), vocabulary, phrases and sentences (grammar) that contain meaning (pragmatic and semantic) to convey a particular function within a language.[14]

b. Aspects of Speaking

In speaking, some aspects must be fulfilled by the learners. It can be used as a measurement of whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation.

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonable fast speed of speaking and only a small number of pauses and "ums" or "ers". These signed indicate that speaker does not have a spend a lot of time searching for the

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[12] Lestari, Novia. Improving the speaking skill by vlog (video blog) as learning media: The EFL students perspective. *Best Practices in Education Management: Teaching, Learning and Research*, 2019. p. *89*.

[13] Ahmad Nur Syafiq et al., "Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19," Elsya : Journal of English Language Studies 3, no. 1 ,2021.: 50–55.

[14] Kaharuddin Bahar, *The Communicative Competences Based English Language Teaching Teaching Speaking Course with Communicate Langauge Teaching* (CTL) (Yogyakarta, Indonesia: Trust Media Press, 2013) p.16.

language items needed to express the massage. Fluency refers to able to communicate our ideas, without having to stop and thank too much about what speaker want to say. Fluency is hoped able to build students' confidence.

2. Comprehension

Comprehension is a student's competence to comprehend all the speaker says to them.

3. Grammar

Grammar is one components is speaking that should be known by students. To help them find the massage of the written or oral language, so they have a self confidence to practice their language with a good grammar they have. It is inline with explanation that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is correct way to again expertise in language and written form.

4. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our minds. Vocabulary is about the choice of a word that is used appropriately based on the context of speaking.

5. Pronunciation

Based on the definition, pronunciation is an important component of language. Therefore, it is necessary if the students have good pronunciation because if they have good pronunciation so their speaking will be understandable.[15]

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[15] Anita jati Laksana, "The Effectiveness of Using Chain Story Game in Teaching Speaking," 2008, 5–17.

c. Types of Speaking

Speaking skills is the ability to use the language in oral form. According to Brown, there are 5 basic types of speaking, those are:

1. Imitative Speaking

At the imitation level, it is clear what the students are trying to do. At this level, students simply try to repeat what was said to them in an understandable way and with some adherence to the pronunciation as conveyed by the speaker. It doesn't matter if students understand what they are saying or having a conversation. Its purpose is simply to reproduce what is said to them. One common example is the "repeat after me" experience in class.

2. Intensive Speaking

Intensive speaking is a level of speech that involves the production of a limited amount of language in a very controlled context. Examples are reading a passage aloud or giving direct responses to simple questions. Competence at this level is demonstrated through the achievement of certain grammatical or lexical mastery.

3. Responsive Speaking

Responsive speaking is a slightly more complex type than intensive but the distinctions are blurred, to say the least. At this level, dialogue includes simple questions with one or two follow-up questions. The conversation takes place at this point but the content is simple.

4. Interactive Speaking

The unique feature of interactive speaking is that it is usually more interpersonal than transactional. Interpersonal is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive

level. The challenge of interpersonal speaking is the context or pragmatics The speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate. This is much more complex than saying yes or no or giving directions to the bathroom in a second language.

5. Extensive speaking

Extensive communication is normally some sort of monolog. Examples include speech, story-telling, etc. This involves a lot of preparation and is usually not improvised communication.[16]

So from the 5 types of Speaking above, the researcher will focus on improving students' ability in the Extensive speaking type. This also adjusts to the application that will be used, where most of the features used are storytelling in the form of making mini-vlog.

2. The Concept of Learning Media

Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accepted students intact as well as attract students to learn more.[17]

Arsyad suggest that learning media are instruments, strategies, and approaches that are utilized to improve teacher-student interaction and communication during the teaching and learning process in schools.[18]

[16] Dhion Meitreya Vidhiasi, Akademi Maritim, and Nusantara Cilacap, "Assessing Speaking for Achieving Communicative Competence Through " Distress Call at Sea " Test At The Nusantara Maritime," no. March 2017 (2019).

[17] Andriani, Kiki, *Teaching media in efl classrooms: what are they and why select them.* Journal of Language Testing and Assessment, 2(1), 2022. p.87-97.

[18] Arsyad, Azhar. *Media pembelajaran, Jakarta: Pt.Rajagrafindo Persabda,* 2014.

Hasan's statement, learning media refers to all tools utilized as intermediaries or connectors between the information provider, specifically the teacher, and the recipients of information, namely the students. The primary objective of learning media is to stimulate students, fostering motivation and enabling them to actively engage in the learning process in a comprehensive and meaningful manner.[19]

a. Types of Learning Media

Teaching media encompasses many methods and assistance employed by educators and learners to achieve certain goals in education. The teaching media can be categorized in various ways. Mahajan categorizes media into seven distinct classifications, which include:

1) Graphic media

Relates to any form of printed media, encompassing a wide range of formats and materials. Various forms of visual media, such as books, photos, photographs, graphs, maps, posters, charts, and diagrams, serve as illustrative tools in educational environments.

2) Display Media

A type of board, such as a whiteboard, bulletin board, plaid board, or peg board, which serves the purpose of presenting information inside a confined group setting.

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[19] Hasan, Muhammad, Milawati, Darodjat, HarahapTuti Khairani, and Tasdin Tahrim. *Media Pembelajaran. Tahta Media Group*, (2021).

3) Three-dimensional media

Refers to a type of media that have a shape that extends in three dimensions. Examples of objects commonly used in academic studies include models, items and puppets.

4) Projected media

Refers to a form of media wherein messages are presented through the utilization of a projector. Examples of audiovisual materials commonly used in educational settings include presentation slides, pictures, the video recordings, and records.

5) Audio media

Refers to a form of media that is exclusively auditory in nature, hence limiting its reception to the sense of hearing. Examples of audio playback devices include radio, sound recordings, and records.

6) Video media

Encompasses the integration of auditory and visual components, exemplified by several mediums like televisions, smartphones, CDs, and computers.

7) Activity Media

Refers to various forms of media that are utilized for the purpose of facilitating specified activities. Examples of educational activities include educational trips, dramatizations, presentations, and role-playing.[20]

The impact of technology and media on education is very important. Modern technology such as computers, the internet, and telephones have influenced the

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[20] Mahajan, Gourav. "Multimedia in teacher education Perceptions & uses" *Journal of Education and Practice*, *3*(1), 2019. p. 5-13.

educational process. The use of technology in every aspect of education functions as a facilitator, enabling the organization and provision of teaching materials to students. Additionally, technology facilitates smooth communication between students and teachers by reducing travel time and distance. In the context of this research, technology influences one particular application which functions as a medium for teaching English. The application that is widely accepted is the TikTok application, which is one of the most famous applications nowadays with video bloggers or better known as Mini-vlog which are 3-5 minutes long which can train students to speak English and be more confident. The TikTok application category used in this research is Video media.

3. The Concept of TikTok Application

a. Definition of TikTok Application

Ichara Sinta claim that TikTok duet videos can increase students' motivation and involvement in the learning process as well as help memorize adjective vocabulary during the English vocabulary learning process. Teachers can also find these videos to use easily. Students can improve their adjective vocabulary memory by using TikTok duet videos as a learning tool rather than getting bored with the class method. TikTok duet videos can also be used as a learning tool when studying at home, as is currently the case. Apart from that, students' proficiency in English, especially in increasing vocabulary.[21]

As stated by Yohana Puspita Dewi, the use of appropriate strategies and tactics can be used as an interactive teaching tool to help students become more

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[21] Ichara Sinta, Z. Students' Experience in Vocabulary Memorizing of Adjective by Using TikTok Duet Video. *Cybernetics: Journal Educational Research and Social Studies*, 2022, p.40-52.

proficient speakers. TikTok can be used in English language teaching to encourage students to use this application in a constructive way because of the many features it has. Teachers and students can obtain information more easily with the TikTok application, and students will experience fun learning thanks to the new and unusual way they learn English. Research findings show that using the TikTok application to learn English is very interactive and successful in increasing students' self-confidence in their speaking abilities.[22]

b. Mini Vlog

Vlog is one innovation to provide a better teaching learning process, especially in speaking. The correlation with technology and social media makes it really fun to implement for students.[23] A vlog is a personal video recording that is published and updated frequently. These videos are usually uploaded on social media such as YouTube, Instagram, Facebook, TikTok and other social media applications that provide video features. So, private video recordings can be seen by many people. Vlog is imaginative content that uses audio-visual media, by talking in front of the camera telling something, talking about various tips, and sharing whatever is intellectual. Vlog is a component that becomes an online video forum that makes it easier for people to post content and make it a documentary film that can be seen and seen by many people heard that. Several of these videos are usually collected in one account and made into a documentary video that can be watched by many people. Vlog usually use language that invites viewers to be interested in seeing the content.

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[22] Dewi, Y. P. "The Use of Tiktok Application to Enchance Students' Speaking Skill." *Journal Corner of Education, Linguistics, and Literature*, *3*(2), 2023. p.92-99.

[23] Maulidah, I. Vlog: The mean to improve students' speaking ability. In *International Conference on English Language Teaching,* 2017. p. 12-15.

People who vlog are called vloggers. Tools that can be used to make vlogs can be a cellphone or camera. Well, now many people like that do vlogging because it's simpler. Known as mini vlogs because the duration of the videos tends to be shorter than those usually made by others. Apart from that, mini vlogs are mini video blogs that can be implementation as a strategy in learning to speaking.

c. The Procedures of Using TikTok Application

The initial procedure for starting to use the TikTok Application is as follows:

1) To access TikTok, students must visit Play store using a computer or   and download the TikTok application on their respective smartphones.
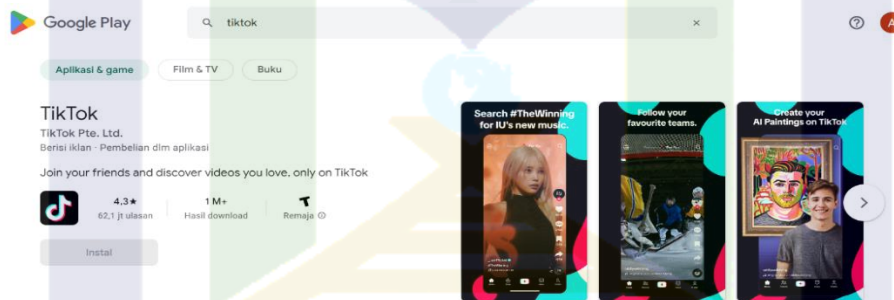
Picture 2.1 *Installation Application*

2) The next procedure involves students creating a TikTok account by logging in using their Google or Facebook account.
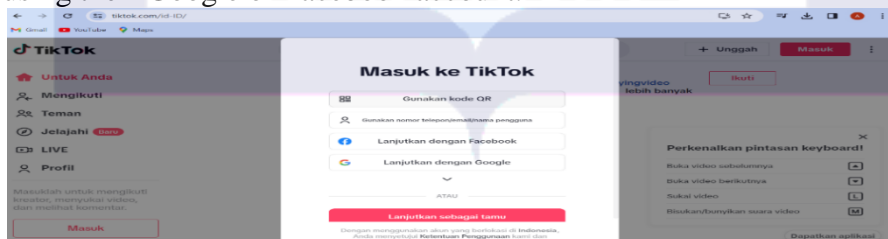
Picture 2.2 Log-in Account

3) Once their account is available, students can log in. Students can start using the TikTok application by selecting one of the features such as recording videos.
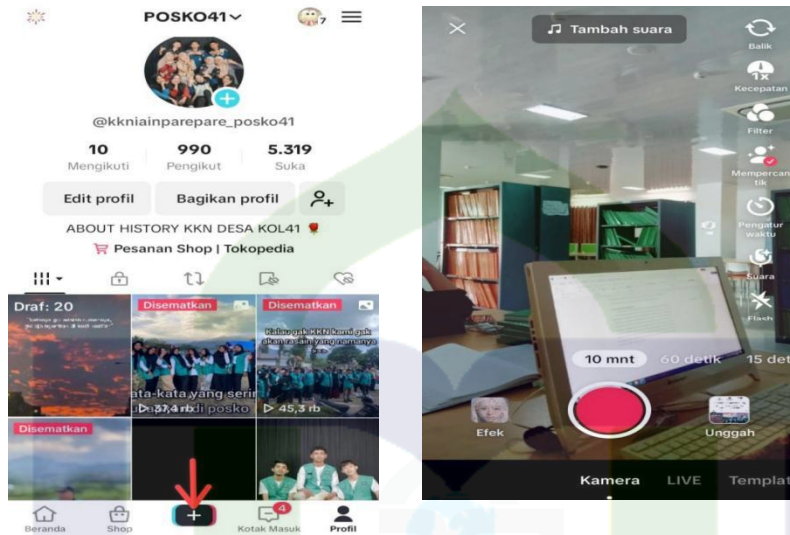
Picture 2.3 Account and Take Video

4) To create a new video:

  1. Tap + at the bottom of the screen.

  2. Upload content from your device's Library or use the TikTok camera.

  3. Add Sounds, Effects, Filters or other camera tools.

  4. Start your video by pressing the Record button.

  5. Record your content.

  6. Tap the checkmark.

  7. Make additional edits to the post page.

8. Post your video.

d. Mini-Vlog

Picture 2.4 Mini-Vlog
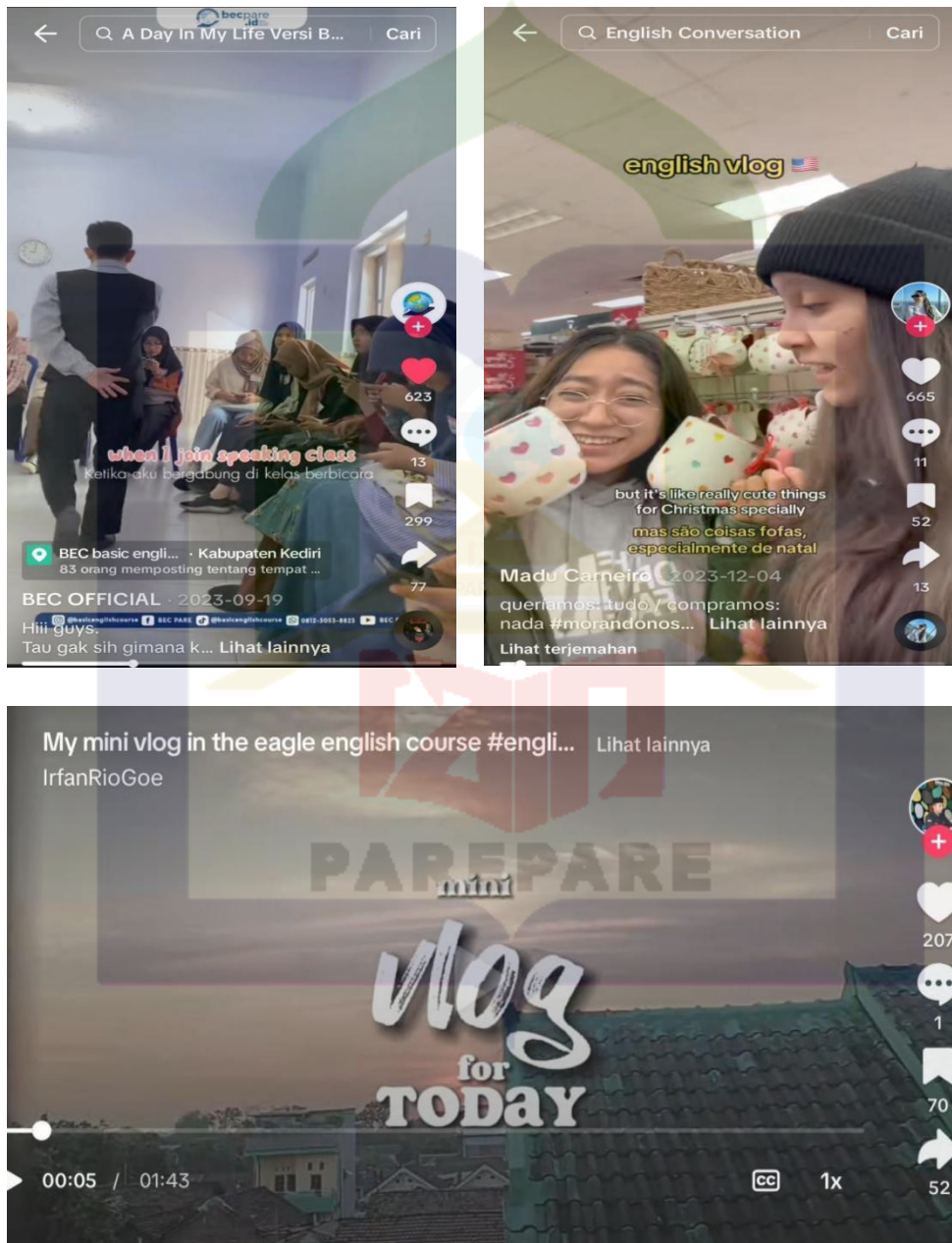
C. The Conceptual Framework
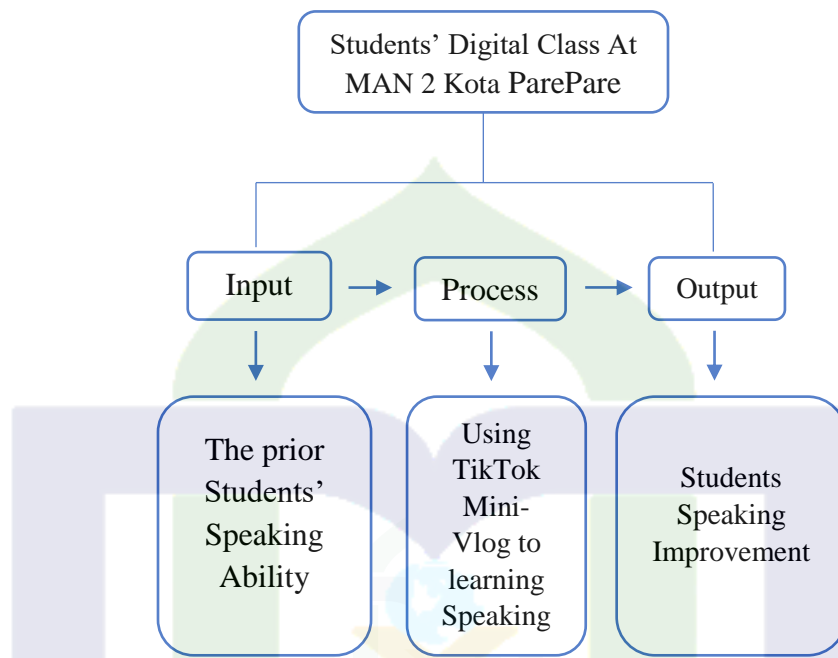
Picture 2.5 Conceptual Framework

Note :

1. Input: This relates to the use of speaking by researcher in the classroom environment.

2. Process: This means teaching speaking using the TikTok application in the form of a mini-vlog.

3. Output: This shows an increase in student speaking after their learning experience with the TikTok application.

D.   Hypothesis

Based on the conceptual framework above, the researcher formulated the following hypothesis:

H0: There is no significant difference between students' speaking ability before and after using the TikTok Mini-Vlog application in the Class Digital MAN 2 Kota ParePare.

H1: There is a significant difference between students' speaking ability before and after using the TikTok mini-vlog application in the Class Digital MAN 2 Kota ParePare.

E.   Variable and Operational Definition

This research contains two variables, namely the independent variable marked x, and the dependent variable marked y.

A. Independent variable (x)

The independent variable is what the experimenter hopes will influence another variable. The independent variable of this research is the use of the TikTok mini-vlog application for learning English.

B. Dependent variable (y)

The dependent variable is the variable that is influenced or influenced by changes in the independent variable. The variable examined in this research is the speaking ability of students in Digital Class MAN 2 Kota Parepare.

1. Operational Definition

In this section, the research was explained operational definition of variable that had been mention above variable of the research.

a. TikTok is an application that can improve students' speaking skills. Because TikTok has lots of short videos about English and also has features, for example making mini vlog videos with videos that are 3-5 minutes long. This feature is what I will use to give students a good opportunity to practice these skills by letting them talk for a few minutes in a structured manner. Apart from that, students will be more motivated to practice speaking English in everyday life through the use of modern technology such as computers, cellphones, social media and so on. Video making refers to activities where the camera can be a learning aid. Where students work together productively and utilize various languages both in the process and in the final product of making videos.

b. Speaking ability is the dependent variable in this research. The dependent variable is a factor that is influenced by other variables. The dependent variable is the target that will be changed or developed using the independent variable.

Each skill has a different level, and the speaking skill referred to in this research is Extensive speaking. This also adjusts to the application that will be used, where most of the features used are storytelling in the form of making mini-vlog, and researchers pay attention to 3 aspects of speaking: fluency, vocabulary and pronunciation.

CHAPTER III
RESEARCH METHOD

A. Research Design

For this research, the researcher was employed a pre-experimental research method involving a single group pre-test and post-test design. The objective was to examine the ability of teaching English speaking using the TikTok Mini-vlog in Digital Class students at MAN 2 Kota Parepare.

The formula is presented as follows:

$$0_1 \quad \text{X} \quad 0_2$$

Where:

0_1 : pre-test

X : Treatment

0_2 : Post-test[24]

B. Location and Duration of the Research

The location of research took place at MAN 2 Kota Parepare which is located in the Jl.Jendral Sudirman, Sumpang Minangae, West Bacukiki District, Parepare City, South Sulawesi Province. The researcher used quantitative research methods. The researcher chose this location because the use of digital media there has started to be actively used and also at that location students in Digital Class have not found the

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[24] Sugiyono, *Metode Penelitian Pendidikan Kuantitatf, Kualitatif, dan R&D,* (Bandung:Alfabeta, 2015)

best way to improve their speaking skills. As experimental research, needs several times to collect and analyze data. So researcher spent one month collecting and analyzing the data.

C. Population and Sample

1. Population

Population refers to all units or elements in a group that was used as a place a place for the application of research experiment.[25] Therefore the population in this study was Digital Class at MAN 2 Kota Parepare. The total population was 224 students divided into 9 classes.

of MAN 2 Kota Parepare in the academic year 2023/2024.

Table 3.1. The population of Class X MAN 2 Kota Parepare

No	Class	Number of students
1	X.1	34 Students
2	X.2	25 Students
3	X.3 Tahfidz	30 Students
4	X.4	21 Students
5	X.5	20 Students
6	X.6	22 Students
7	X.7	18 Students
8	X.8	20 Students
9	Digital Class	34 Students
The total of students		224 Students

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[25] Satishprakash Shukla "Concept of Population and Sample" *How to Write a Research Paper*, no. June (2020),p.1-6.

2. Sample

In this research, the researcher used a purposive sampling technique." According to Sugiyono in his book, the purposive sampling technique is a sampling technique based on data sources with certain considerations.[26] Therefore, using the technique of purposive sampling is seen as more suitable by the researcher, simply because it enables the inclusion of specific criteria necessary for addressing research concerns and obtaining more representative data. The researcher needed the Digital Class sample from MAN 2 Kota Parepare Because digital classes use technology-based learning media, unlike class in general and they will still be in the process of learning English. The researcher will use a Digital Class with 34 students as the sample.

D. The Instrument of the Research

The research instrument employed in this research was facilitation, which will provide a means to support the collection of data. The Researchers used a speaking assessment as a gauge. The speaking assessment that was used in the form of storytelling and researchers was to give students a choice of two different themes. The testing sessions were given for both for pre-test and post-test. The purpose of the pre-test is to evaluate the level of students' speaking skills before using TikTok Mini-vlog, while the post-test aims to gauge the extent of progress in speaking ability after using TikTok Mini-vlog

E. Procedure of Collecting Data

In collecting data, the researcher collect the data with the following procedures:

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[26] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

1. Pre-test (First Meeting)

To ascertain students' speaking abilities before being given treatment, researchers administered a pre-test. At the first meeting, the researcher introduced himself to the students and the students introduced themselves to the researcher. Before explaining the purpose and giving treatment to students, researchers measured initial abilities by students' storytelling. The themes used in the storytelling are as follows.

1) School Activities

2) Home Town

Treatment

After completing the pre-test, the researcher was administer the treatment to the students in the classroom over the course of several meetings. The researcher applied the process to each activity. The treatment was based on the following procedure:

a. Second meeting
   1) The researcher opened the class by greeting and praying before the study.
   2) The researcher gives motivation and information to the students before giving the material.
   3) The researcher gives an introduction to the students about speaking and TikTok Mini-Vlog to make students understand the method.
   4) The researcher asks questions about what students do before going to school. And the researcher explains about mini-vlog or as they know better, they are called (a day in my life).

5) The researcher explains the differences between mini-vlog in general which only contain Indonesian language blogger and mini-vlog that will be made later.

6) The researcher requested students to install the TikTok application using their smartphone, tablet, or Laptop.

7) The researcher operates in the utilization and control of application.

8) The researcher requested students to register for the TikTok application using their own account.

9) The researcher showed an example of a mini-vlog owned by one of the content creators in the TikTok application.

10) The researcher is going to finish the class.

b. Third meeting

1) The researcher opened the class by greeting and praying before the study.

2) The researcher gives motivation and information to the students before giving the material.

3) The researcher gives an introduction to the students about speaking and TikTok Mini-Vlog to make students understand the method.

4) The researcher gave directions to students to create a mini-vlog exercise in the school environment with a minimum video duration of 2 minutes.

5) The researcher was teaching students how to compose sentences that will tell about the contents of the students say.

6) The researcher was teaching how to use TikTok features such as adding background sound, using effects, using subtitles, adding musical instruments and how to upload mini-vlog videos on the TikTok application.

7) The researcher requested students to prepare a meeting video and then make a video with the theme "Wonderful Parepare or Daily Activities" with a minimum duration of 1-2 minutes.

8) The researcher is going to finish the class.

c. Fourth meeting

   1) The researcher opened the class by greeting and praying before the study.

   2) The researcher gives motivation and information to the students before giving the material.

   3) The researcher gives an introduction to the students about speaking and TikTok Mini-Vlog to make students understand the method.

   4) Students moved to voice their mini-vlog in English which had been presented at the previous meeting with the theme "Wonderful Parepare or Daily Activities" and added features that had been explained by the researcher.

   5) After completing the process that has been conveyed, the researcher was then displaying the results of the students' mini-vlog assignment in front of the class and the researcher saw how the students speaking English, and paid attention pronunciation and speaking fluency students in this mini-vlog.

   6) The researcher is going to finish the class.

d. Fifth meeting

   1) The researcher opened the class by greeting and praying before the study.

   2) The researcher gives motivation and information to the students before giving the material.

   3) The researcher gives an introduction to the students about speaking and TikTok Mini-Vlog to make students understand the method.

   4) The researcher was shown a mini-vlog and students will observe the video.

   5) The researcher was given direction to students to tell the story again about the mini-vlog contained without looking at the text.

   6) The researcher is going to finish the class.

2. Post-test (Six meetings)

After providing treatment, the researcher gave a post-test to students to assess the results of the treatment and measure students' speaking ability through storytelling

practice. The theme to be used in the Post-Test activity was " Daily Activities " or " Parepare Wonderful"

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation have been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.

1. Interview

The interview is one of the research projects which is a process to obtain information by way of question and answer between the researcher and the subject under study. The researcher will do interview to collect the data from students who become respondents in this research. The researcher conduct face to face interview with the respondent. The researcher will interview students as subject of this research in the class. The steps will to do in an interview are introducing yourself, conveying the purpose of the interview, starting the interview, then taking notes or recording during the interview process.

2. Descriptive Analysis

The method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting infrential analysis.

 a) Scoring the students' correct answer of pre-test and post-test by

Table 3.2 The Measurement Rubrics of Speaking

Aspect	Score	Indicators
Fluency	5	Natural delivery, only occasional

	4	halting when searching for appropriate word/expression. Student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	3	Slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	2	Students speak so little that no "fluent" speech can be said to occur.
	1	Answer nothing right.
Vocabulary	5	Professional vocabulary adequate to discuss all interest.
	4	Professional vocabulary adequate to discuss special interest.
	3	Choice of words recently accurate.
	2	Vocabulary is limited to basic personal and survival areas.
	1	Vocabulary is inadequate for even the simplest conversation.
Pronunciation	5	Very good pronunciation.
	4	good pronunciation.
	3	Fair pronunciation.
	2	Poor pronunciation.
	1	Very poor pronunciation.

$$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

Data analysis used descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand. The analysis used with descriptive statistics was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

b) Classifying the score of students by using the following scale:

Table 3.3 Classifying the score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor [27]

(*Score: Suharsimi Arikanto, 2013;281)*

c) Percentage of students' speaking ability score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

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[27] Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara, 2011),p.245*.

To find out the average score following formula :

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

Where :

$\overline{x}$: Mean Score

$\sum x$: The total number of the students score

N : The number of student

c) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}} \text{, where SS} = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where : S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student [28]

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

d) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\overline{x}1 - \overline{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

28 Ph. D I .... Ph.D, Prof. Muhammad Adnan Latief, M.A., "Metode Per .... ıelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

Where :

t	: Test of significance
$\overline{x}1$	: Mean score of Pre Test
$\bar{x}2$	: Mean score of Post Test
SS_1	: Sum square of Pre Test
SS_2	: Sum square of Post Test
n_1	: Number of students' of Pre Test
n_2	: Number of students' of Post Test
1	: Constant number
2	: Number of class [29]

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

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[29] Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

CHAPTER IV
FINDINGS AND DISCUSSION

The focus of this chapter is the results that have been collected previously, data analysis and research discussion. through the analysis of the data, it produces findings that will be explained through the use of data analysis techniques which will be discussed in detail below.

A. Findings

After conducting the research, the researcher applied two tests, namely the pre-test given before getting treatment and the post-test given after getting treatment. Based on the post-test results, the researcher could answer the questions in the previous chapter about whether after being given treatment through the use of the TikTok Mini-Vlog strategy, there was a significant increase in students' speaking ability at MAN 2 Kota Parepare.

1. Students using TikTok Mini-Vlog to improve speaking ability

a. Students' Speaking Ability before using TikTok Mini-Vlog

The finding that identifies students' speaking ability before treatment is the Pre-test. There are two theme choices about "School Activities and Home Town" that will tell a story by students. The Pre-test is given to determine students' speaking ability before using TikTok Mini-Vlog on Digital Class students at MAN 2 Kota Parepare. This research analyses the data facilitated by SPSS used to calculate.

1. Pre-Test Score

The following are the results of the table speaking pre-test scoring and the classification of the scores obtained as a measure of student's initial abilities before receiving treatment.

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Table 4.1 Students' Speaking Score and Classification in Pre-test Activity

NO	NAME	TOTAL POINT	MAX. POINT	SCORE	CLASSIFICATION
1	AAAK	8	15	53	POOR
2	AAH	8	15	53	POOR
3	AZR	10	15	66	GOOD
4	AIR	8	15	53	POOR
5	AMH	8	15	53	POOR
6	ASR	9	15	60	FAIR
7	CRP	10	15	66	GOOD
8	FA	7	15	46	POOR
9	FMM	8	15	53	POOR
10	FAD	7	15	66	GOOD
11	FAF	9	15	60	FAIR
12	LC	9	15	60	FAIR
13	MAB	9	15	60	FAIR
14	M	8	15	53	POOR
15	MAFS	5	15	53	POOR
16	MNK	6	15	40	POOR
17	MRAK	10	15	66	GOOD
18	MRA	9	15	60	FAIR
19	MTBF	9	15	60	FAIR
20	NS	10	15	66	GOOD
21	NA	11	15	73	GOOD
22	NFY	8	15	53	POOR
23	NIB	10	15	66	GOOD
24	NF	10	15	66	GOOD
25	NSH	11	15	73	GOOD
26	PDKM	8	15	53	POOR
27	RS	7	15	46	POOR
28	RAA	7	15	46	POOR

29	ZM	8	15	53	POOR
30	ZTA	6	15	40	POOR
31	NMA	10	15	66	GOOD
32	NH	9	15	60	FAIR
33	WKA	9	15	60	FAIR
34	NAJ	9	15	60	FAIR

Based on the table above, students' speaking scores and classifications in the Pre-test show that many students' speaking abilities in the pre-test activities were in the POOR category.

After knowing the student's speaking score and classification on the pre-test, we can find out the frequency of classification scores by looking at the following table:

Table 4.2. The Rate Percentage of the Frequency of the Pre-Test.

No.	Classification	Score	Score Frequency of Pre-test	Percentage of pre-test
1	Very Good	80-100	0	0%
2	Good	66-79	10	29%
3	Fair	56-65	9	26%
4	Poor	40-55	15	44%
5	Very Poor	≤39	0	0%
	Total		34	100%

Based on the data analysis above, before students used TikTok Mini-Vlog to improve their speaking ability, only 10 students (29%) received the GOOD category. 9 students (26%) fell into the FAIR category, while 15 students (44%) fell into the POOR category.

b. Students' Speaking Ability after using Tiktok Mini-Vlog.

After carrying out the treatment, the researcher measured the students' speaking ability as material to compare students' speaking abilities before and after the students were given treatment. As in the pre-test activities, the total points that have been obtained by students are then converted into scores, and the classification of each student is determined. Therefore, the following table presents the conversion of student points into scores and their classification.

2. Post-Test Score

The results of data analysis of students' speaking ability after using TikTok Mini-Vlog in Digital Class can be explained below :

Table 4.3. Students Speaking Score and Classification in Post-test Activity.

NO	NAME	TOTAL POINT	MAX. POINT	SCORE	CLASSIFICATION
1	AAAK	11	15	73	GOOD
2	AAH	11	15	73	GOOD
3	AZR	11	15	73	GOOD
4	AIR	10	15	67	GOOD
5	AMH	10	15	67	GOOD
6	ASR	11	15	73	GOOD
7	CRP	11	15	73	GOOD
8	FA	9	15	60	FAIR
9	FMM	10	15	67	GOOD
10	FAD	10	15	67	GOOD
11	FAF	11	15	73	GOOD
12	LC	11	15	73	GOOD
13	MAB	11	15	73	GOOD
14	M	11	15	73	GOOD
15	MAFS	10	15	67	GOOD
16	MNK	10	15	67	GOOD
17	MRAK	11	15	73	GOOD
18	MRA	11	15	73	GOOD

19	MTBF	11	15	73	GOOD
20	NS	11	15	73	GOOD
21	NA	12	15	80	VERY GOOD
22	NFY	11	15	73	GOOD
23	NIB	11	15	73	GOOD
24	NF	11	15	73	GOOD
25	NSH	12	15	80	VERY GOOD
26	PDKM	11	15	73	GOOD
27	RS	11	15	73	GOOD
28	RAA	11	15	73	GOOD
29	ZM	11	15	73	GOOD
30	ZTA	11	15	73	GOOD
31	NMA	11	15	73	GOOD
32	NH	11	15	73	GOOD
33	WKA	11	15	73	GOOD
34	NAJ	11	15	73	GOOD

Based on the table above about students' speaking scores and classifications in the Post-test, it shows that after undergoing treatment, there was an improvement in speaking ability and 31 students (91%) are in the GOOD category.

After knowing the student's speaking score and classification on the post-test, we can find out the frequency of classification scores by looking at the following table:

Table 4.4. The Rate Percentage of the Frequency of the Post-Test

No.	Classification	Score	Score Frequency of post-test	Percentage of post-test
1	Very Good	80-100	2	6%
2	Good	66-79	31	91%
3	Fair	56-65	1	3%
4	Poor	40-55	0	0%
5	Very Poor	≤ 39	0	0%
Total			34	100%

After giving the treatment and conducting a post-test on the results after using TikTok Mini-Vlog to improve speaking ability, the results obtained showed that 2 students (6%) get a score in the " VERY GOOD" category, 31 students (91%) received the "GOOD" category and there was only 1 student (3%) who still are in the "FAIR" category.

c. Significant changes in speaking ability of Digital Class at MAN 2 Kota Parepare.

The following are the findings of the Descriptive Analysis of Research Data.

The descriptive statistical test aims to provide an overview or description of data seen from the mean, standard deviation, maximum, and minimum values. The following are the results of descriptive analysis testing in Table 4.5.

Table 4.5. Descriptive analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PreTest	34	40	73	57.71	1.440	8.394
PostTest	34	60	80	71.97	.631	3.680
Valid N (listwise)	34					

According to the data presented in the table above, a comprehensive analysis shows that there is a significant difference between the pre-test score and the post-test score after the implementation of the specific treatment. Specifically, the mean score before the treatment was 57.71. while the mean score after the intervention increased to 71.97. This interesting finding shows a marked difference between the performance before and after the use of the TikTok Mini-Vlog. These results indicate the undeniable role of this strategy in improving students' speaking ability.

a. T-Test Independent

   Independent sample T-test is a method used to compare two groups of means from two different (independent) samples. In principle, the independent sample T-test test functions to find out whether there is a difference in the mean between the 2 populations by comparing the two sample means.

Table 4.6 T-test Paired sample test

					Paired Samples Test					
			Paired Differences						Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	One-Sided p	Two-Sided p
Pair 1	Pretest – Posttest	-14.265	7.179	2.716	-1.231	16.769	11.587	33	.000	.000

Source: SPSS 26 Output Data

   Based on the data collected, the resulting t-count value is -11.587. To determine the significance of this value with a confidence level of 95% or 0.05, we compared it with the critical value from the t-distribution table. The degree of freedom (df) used was 33, corresponding to the number of samples minus one (34 - 1 = 33). In the t-distribution table, the relevant critical value is 1.692.

From this comparison, the statistically significant t-count value is -11.587 $\leq$ 1.692. Thus, because the t-count value is negative, if the t-count value is negative

    a. t-count $\leq$ t-table means H_o is rejected, and H_1 is accepted (Affected)

    b. t-count $\geq$ t-table means H_o is accepted, and H_1 is rejected (No effect)

In this analysis, the t-count value was obtained as -11.587 compared to the critical t-value of 1.692, indicating a significant increase in speaking ability acquisition of Digital Class at MAN 2 Kota Parepare after using the TikTok Mini-vlog.

Furthermore, based on the paired sample test table, the significance value (2-tailed) is .000 with the following conditions:

    a. If Sig. $\leq$ 0.05, which means there is an improvement.

    b. If Sig. $\geq$ 0.05, which means there is no improvement.

With a significance value (Sig.) of .000 $\leq$ 0.05, the pre-test and post-test results show significant changes. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates an increase in students' vocabulary acquisition after using the TikTok Mini-Vlog in English Learning.

2. Students' obstacles in using TikTok Mini-Vlog.

The researcher has conducted interviews to answer this research question. The first question in the interview was asked to get the answer to the second research question in this study. The results of interviews regarding What are the obstacles of students in Digital Class using TikTok are as follows:

a. *Researcher: " Do you often experience difficulties when uploading video mini-vlog in TikTok?*

Student 3 : " Yes, I often experience difficulties when uploading videos. Sometimes the upload   process is slow or fails, especially when the internet connection is unstable."

Student 7 : " There are also issues with the file size being too large, so I need to compress the video first."

Student 1 : " My first mini-vlog could not be uploaded or was blocked because it used music or content that violated the rules. For example, when I made a mini-vlog about "A Day in My Life," I accidentally showed a video of myself holding a sharp object like a knife to peel an onion."

Student 12 : " The video quality becomes blurry or less sharp after uploading."

From the interview statements above regarding the difficulties students experienced when uploading mini-vlog videos on TikTok, *Student 3* first answered that the video upload process was slow or often failed, especially when the internet connection was unstable. This obstacle is usually experienced by every student or other people using TikTok. To ensure a stable connection, one should use a fast and stable internet connection or upload videos during non-peak times. Then, *Student 7* mentioned the file size issue being too significant, so *Student 7* had to compress the video first. TikTok has a maximum video duration for uploads, with a maximum length of only 3 minutes. Therefore, when the video file size is too large, it should be cut into several parts to reduce the file size. *Student 1* mentioned that their mini-vlog video was flagged or blocked because it contained content violations, such as showing sharp objects like knives. It is important to note that TikTok often issues warnings about sensitive content like Student 1's video. Ensure the video does not display dangerous activities, and avoid using sharp objects or other risky activities. Finally, *Student 12* stated that the quality of the uploaded video became blurry. To achieve a clear, non-blurry video, make sure to upload the video in a format that supports high resolution and use the highest quality settings when recording and editing the video.

b. *Researcher : "Do you experience any difficulties editing the mini-vlog video?*

   Student 19 : "Some editing features may be difficult to use or understand, especially for beginners."

  Student 13 : " I have difficulty synchronizing the audio with the video perfectly, especially when using background music or sound effects."

Student 6 : " Although this app provides various video editing tools, I often have difficulty understanding how to use all its features. Adding effects, music, and transitions takes a long time to learn to create a good mini-vlog video."

Student 4 : " The time-consuming editing process can be a hindrance, especially if there is a deadline to meet."

Based on the researcher second interview question about whether students experience difficulties when editing their mini-vlog videos on TikTok, four students have responded to this question. Student 6 explained the difficulty of understanding how to use all the features, such as adding effects, music, and transitions. To master the features of TikTok, users should watch tutorials on YouTube about how to use editing features; this can be a very useful source for visual learning. Then, Student 13 explained that synchronizing audio with video perfectly, especially when using background music, is challenging. Users can utilize the Automatic Sync feature; some video editing apps have automatic synchronization for audio and video. This feature can help synchronize background music or sound effects with the video. Finally, Student 4 described how the time-consuming editing process can be a hindrance. Users often face delays in editing because the video files are too large, resulting in longer processing times for the video.

c. *Researcher : "Do you feel comfortable sharing mini-vlog content on TikTok?"*

   Student 9 : " Yes, I feel quite comfortable sharing mini-vlog content on TikTok. However, there are considerations that sometimes make me

hesitant, such as negative comments from other users that lead to bullying. However, I don't mind because the comment settings can limit who can comment on the video.

Student 20 : *" I must be careful when sharing mini-vlog videos to avoid violating TikTok community guidelines by displaying sensitive or risk content."*

Based on the researcher third interview question, the students answered that they did not feel any difficulty sharing their mini-vlog videos on TikTok, which could be seen by all TikTok users. However, they expressed concerns about negative comments, unconstructive criticism, or bullying, which could affect user comfort. Nevertheless, TikTok users could limit comments that lead to bullying, allowing them to remain comfortable with their shared videos. The students' next responses had to be careful when sharing mini-vlog videos to avoid violating TikTok community guidelines by displaying sensitive or risky content. To ensure users' videos remained safe and free from sensitive content warnings or being blocked by TikTok, they were advised not to share videos showing violence, whether against people or animals. They were also reminded to ensure their content did not contain hate speech, discrimination, or harassment against individuals or specific groups. Most importantly, they were instructed to avoid holding sharp objects while making videos.

d. Researcher : *"How did you overcome the challenges of attracting viewers with your mini vlogs on TikTok?"*

Students 8 : *" I tried to create unique and engaging content with themes that were trending or relevant to my audience."*

Students 13 : *" I used relevant hashtags and participated in popular challenges to increase the visibility of my content."*

Student 23 : *" I used viral music on TikTok to enhance the appeal of my videos. "*

Based on the interviews above about overcoming challenges in attracting viewers with mini-vlogs, first, *Student 8* explained that creating unique and engaging content with trending themes was one strategy to attract viewers' attention. Then, *Student 13* explained that using relevant hashtags was also a popular tactic to increase visibility; for example, hashtags like #trendingvideo or #ForYouPage could significantly boost viewer numbers. Lastly, *Student 23* explained that using viral music on TikTok could also enhance the appeal of the video. Adding background music or specific instruments to mini-vlogs could make them more engaging and increase viewer involvement.

e. Researcher : "What are the biggest challenges you face when creating mini-vlogs?"

Student 2 : "I had to come up with interesting ideas for each mini-vlog. Creativity must be consistently maintained to keep the content relevant and engaging."

Student 17 : " Inadequate equipment, such as a low-quality camera or poor microphone, can affect the quality of video and audio."

Student 9 : " I struggled to manage my time between creating content, editing, and handling other aspects of my personal life."

Based on the final interview question about the biggest challenges students face when creating mini-vlog, three main challenges identified are a lack of creative ideas, limited equipment, and insufficient time for creating and editing mini-vlog content. Using supporting equipment, such as proper lighting and other applications, is important to enhance the quality of mini-vlog videos. Even if the mini-vlog content is engaging, if the video quality is poor or decreases, it can affect viewer interest and make it less appealing on TikTok. Lastly, editing mini-vlog videos also required

several days to produce engaging and unique content, as well-edited videos could attract viewers and make the shared mini-vlog more interesting.

B. Discussion

This section discusses the findings in the previous section. The discussion section of this study provides an explanation of students' perceptions of the use of TikTok Mini-Vlog, which improves speaking ability and students' improvement after receiving treatment.

1. Students using TikTok Mini-Vlog to improve speaking ability

Discussing students' use of TikTok Mini-Vlog, the data analysis in this research showed that there was an improvement in students' speaking abilities. This was proved by the mean score of the pre-test being 57.71, while the mean score of the post-test was 71.97. This means that the mean score in the post-test activity was higher than the mean score in the pre-test. The benchmarks used by the researcher to measure students' speaking were the aspects of Fluency, Vocabulary, and Pronunciation.

As explained in the related literature, the speaking level used in this study is extensive speaking, so the assessment made to measure students' speaking ability is extensive speaking. Researcher chose Extensive speaking because they see the importance of speaking skills to maintain relationships in school. On the other hand, extensive speaking is the most important basis for students in digital classes to interact and communicate with their friends and teachers to share information.

As for the research findings, most of the students (44%) got a poor level of speaking in the pre-test activity, then (26%) got a fair level, while the other students (29%) got a good level. In the post-test activity, students (3%) got a fair level, some other students (91%) got a good level, and other students (6%) got a very good level. This means that most of the students' speaking skills increased from a poor level to

fair and good levels. Furthermore, data analysis shows us the T-test and T-table values. The T-test result of this study is -11.587, while the T-table is 1.692. So the result means the T-test value is higher than the T-table value.

Therefore, based on the findings above, the use of TikTok Mini-Vlogs in improving students' speaking abilities proved that TikTok in learning had a significant influence on students' abilities in learning to speak. On the other hand, Digital Class students found a new way to learn English through technology because one of the obligations of the Digital Class was to master technology as a learning media and tool.

In this study, the TikTok application was used to improve students' skills, and this application certainly has an impact on improving students' speaking abilities. TikTok has many features and English learning videos that support the development of speaking, such as video playback, speaking practice, and others. The use of the TikTok application not only improves students' speaking skills but also motivates them to become more confident.[30] Apart from being a source of entertainment, TikTok can boost creativity in individuals or students. Students will be trained to be creative by following trends and editing the content they create, such as mini-vlogs about "A Day in My Life." Additionally, TikTok has a very positive impact, especially for students who are introverted or lack confidence. The use of the TikTok application can help improve students' understanding and facilitate interpretation.[31]

Based on the above data, it can be seen that the TikTok application can act as a learning media to train and become a speaking partner for students in speaking practice. Additionally, this application can also enhance students' self-confidence. This is also in line with the opinions of Rahma Julianti and Zaitun, who stated in their research that the use of TikTok in English language learning, especially in speaking,

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[30] Xiuwen, Zhai, and Abu Bakar Razali. "An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students." *Universal Journal of Educational Research* 9.7 (2021): 1439-1451.

[31] Herlisya, Destia, and Purna Wiratno. "Having good speaking English through Tik Tok application." *Journal Corner of Education, Linguistics, and Literature* 1.3 (2022): 191-198.

can improve students' speaking skills and significantly boost their confidence in learning English.

2. Students obstacles in using TikTok Mini-Vlog

Talking about the obstacles in using the TikTok application for students, TikTok is a very engaging application filled with entertainment content besides educational content. Therefore, students may easily get distracted and lose focus on the learning material. As stated by Alenda Aninda Devi in her research, TikTok is a very engaging and entertaining platform, which can cause students to be easily distracted. This can disrupt student concentration and reduce the effectiveness of learning.[32] The TikTok application also requires a stable connection to access and upload mini-vlog content, so students with limited internet access may face difficulties in learning. Not all students have adequate technological skills to effectively use TikTok features they may need additional guidance to edit videos or properly use the application's features.

Although there are some obstacles, research also shows that with the right strategies and wise use, TikTok can become an interactive and engaging learning tool. Students can use TikTok's creative features to make learning more effective.[33] TikTok can also encourage and express students' creativity in creating works, and it can help students hone their video editing skills to create more engaging learning content or other useful content.

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[32]Devi, Adella Aninda. "Pem anfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran." *Jurnal Teknologi Pendidikan* 1.1 (2021): 1-5.

[33] Susilo, Lana Anggita Oktaviera, and Reyvaldi Yuda Ismail. "Pemanfaatan Aplikasi TikTok sebagai Media Pembelajaran Teks Prosedur Kelas VII SMP." *Prosiding Seminar Nasional Pendidikan Bahasa Indonesia*. Vol. 1. No. 1. 2023.

CHAPTER V

CLOSING

A. Conclusion

Based on the description of the results of the data analysis, the researcher concluded that:

1. Speaking ability of students before using TikTok Mini-Vlog in Digital Class at MAN 2 Kota Parepare showed that most of the students 15 (44%) got a poor level, some other 10 students (29%) got a good level and other 9 students (26%) got fire level. Based on the data analysis above, the researcher presents descriptive statistics for students' speaking ability before using TikTok Mini-Vlog in Digital Class at MAN 2 Kota Parepare. According to the frequency data, students' speaking ability before using TikTok Mini-Vlog media is in the good enough category with a score of 57.71. Students need to practice their speaking more because as English students, speaking is very important and improved for the post test**.**

   Students' speaking ability after using TikTok Mini-Vlog in Digital Class at MAN 2 Kota Parepare students showed that there were 2 students (6%) who got a very good level, some other 31 students (91%) got a good level and other 1 students (3%) got fire level. The students' speaking ability after using TikTok Mini-Vlog was in a good category with a score of 71.97. The students still need to improve their practice in speaking.

2. The use of TikTok Mini-Vlog to improve the speaking ability students Digital Class at MAN 2 Kota Parepare shows the data of student results which obtained the value of t -11,587 < -1,692 which means there is a significant increase in the use of TikTok Mini-Vlog to improving the speaking ability in Digital Class at MAN 2 Kota Parepare. With the paired sample test the sig value. 000, so the sig value. 000 <0.05 so the pre-test and post-test results

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experienced significant changes. So that Ho is rejected and H1 is accepted. This shows that there is an increase in the pronunciation of students after applying learning using TikTok Mini-Vlog in learning English.

B. Suggestion

Based on the data above, suggestions are offered to :

1. English Teachers

Teachers are advised to do more teaching by integrating technology or media in learning activities and this can also make the class better.

2. For the students

Those already using TikTok Mini-Vlog in learning speaking, the researcher suggests continuing to utilize TikTok that has been used before to improve speaking ability. It is suggested for students to do more learning by using technology such as using TikTok application so that learning activities become more fun.

3. For the researchers

Future researchers are advised to conduct further research that can develop the use of Tiktok in the scope of research.

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APPENDICES
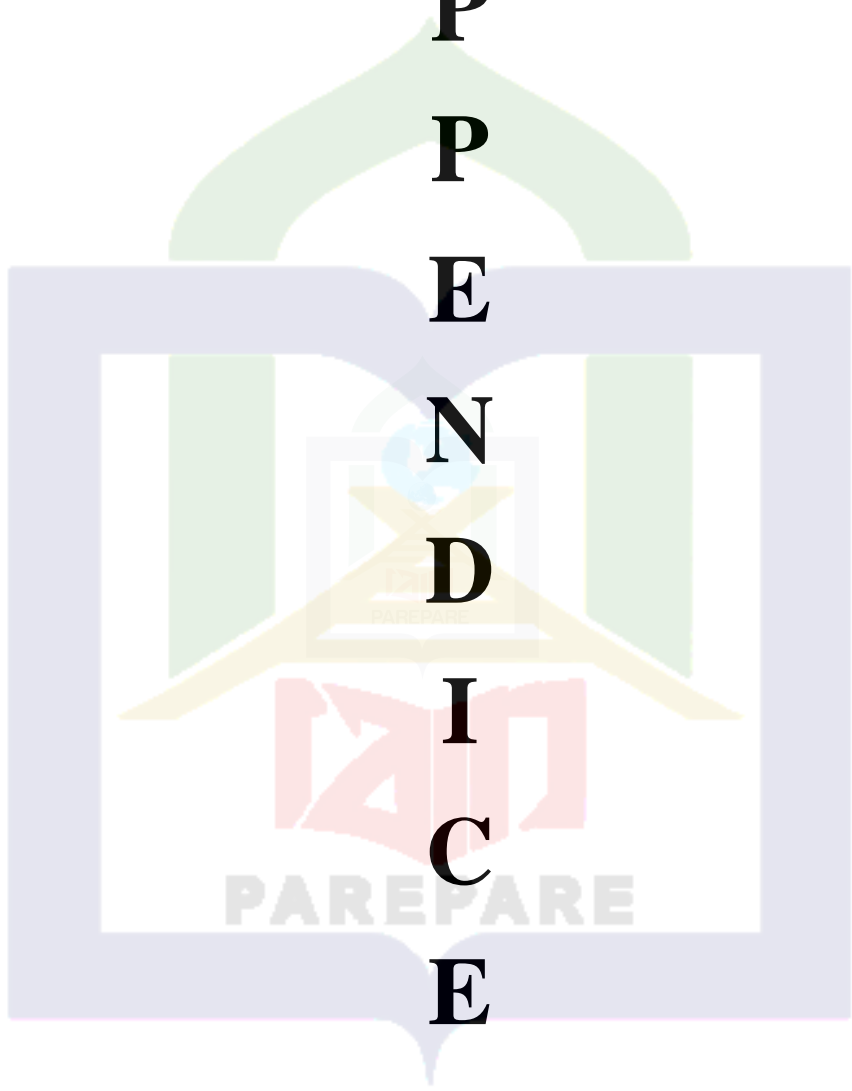
Appendix 1. Virtue of Consultant Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 831 TAHUN 2024
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2024;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2024, tanggal 30 November 2023 tentang DIPA IAIN Parepare Tahun Anggaran 2024;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 157 Tahun 2024, tanggal 22 Januari 2024 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2024.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2024;**
Kesatu	:	Menunjuk saudara; Dr. Magdahalena, M.Hum. Sebagai pembimbing bagi mahasiswa :

Nama : Amelia
NIM : 2020203888203041
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Tiktok Mini-Vlog To Improve Students' Speaking Ability at Digital Class Of MAN 2 Parepare

Kedua	:	Tugas pembimbing adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 08 Maret 2024
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Appendix 2. Researcher Permit Recommendation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor	: B-2247/In.39/FTAR.01/PP.00.9/05/2024	13 Juni 2024
Sifat	: Biasa	
Lampiran	: -	
H a l	: Permohonan Izin Pelaksanaan Penelitian	

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	:	AMELIA
Tempat/Tgl. Lahir	:	TAWAU, 12 Juni 2000
NIM	:	2020203888203041
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	DESA POLEWALI , KECAMATAN SUPPA ,KABUPATEN PINRANG

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

USING TIKTOK MINI-VLOG TO IMPROVE SPEAKING ABILITY STUDENTS' DIGITAL CLASS AT MAN 2 KOTA PAREPARE

Pelaksanaan penelitian ini direncanakan pada tanggal 13 Juni 2024 sampai dengan tanggal 29 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

V

Appendix 3. Permission Research

SRN IP0000502

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 502/IP/DPM-PTSP/6/2024

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **AMELIA**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **POLEWALI, KEC. SUPPA, KAB. PINRANG**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **USING TIKTOK MINI-VLOG TO IMPROVE SPEAKING ABILITY STUDENTS` DIGITAL CLASS AT MAN 2 KOTA PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MADRASAH ALIYAH NEGERI 2 PAREPARE)**

LAMA PENELITIAN : **20 Juni 2024 s.d 29 Juli 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **24 Juni 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
  Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSrE
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

Appendix 4. Statement has carried out research from MAN 2 Kota Parepare

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 2 KOTA PAREPARE
Jalan Jenderal Sudirman Nomor 80, Kota Parepare
Telepon (0421) 21483; faksimili (0421) 28179
E-mail: man2_parepare@yahoo.co.id

SURAT KETERANGAN PENELITIAN
Nomor: 743/MA.21.16.0002/PP.00.6/07/2024

Berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor: 502/IP/DPM-PTSP/6/2024, tanggal 24 Juni 2024, tentang Rekomendasi Penelitian, yang ditandatangani oleh Hj. St. Rahmah Amir, S.T., M.M. selaku Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare. maka yang bertanda tangan dibawah ini:

Nama	:	Dra. Hj. Martina, M.A.
NIP	:	196501011989032005
Pangkat/Golongan	:	Pembina Tk.1, IV/b
Jabatan	:	Kepala MAN 2 Kota Parepare

Menerangkan dengan sesungguhnya bahwa:

Nama	:	Amelia
Tempat, Tanggal Lahir	:	Tawau, 12 Juni 2000
Pekerjaan	:	Mahasiswa IAIN Parepare
Prodi	:	Pendidikan Bahasa Inggris
NIM	:	2020203888203041
Alamat	:	Polewali, Kecamatan Suppa, Kabupaten Pinrang

Benar telah melakukan penelitian di Madrasah Aliyah Negeri (MAN) 2 Kota Parepare mulai tanggal 20 Juni 2024 sampai dengan 29 Juli 2024, dengan judul **"USING TIKTOK MINI-VLOG TO IMPROVE SPEAKING ABILITY STUDENTS DIGITAL CLASS AT MAN 2 KOTA PAREPARE"**

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 18 Juli 2024
Kepala Madrasah Aliyah
Negeri 2 Kota Parepare

Dra. Hj. Martina, M.A.
NIP. 196501011989032005

Appendix 6. Students Score in Pre-test Activity.

NO	Name	Fluency	Vocabulary	Pronunciation	Total	Score
1	AAAK	3	2	3	8	53
2	AAH	3	2	3	8	53
3	AZR	4	2	3	10	66
4	AIR	3	2	3	8	53
5	AMH	3	3	2	8	53
6	ASR	3	3	3	9	60
7	CRP	4	2	4	10	66
8	FA	2	2	3	7	46
9	FMM	2	3	3	8	53
10	FAD	3	2	2	7	66
11	FAF	3	3	3	9	60
12	LC	3	3	3	9	60
13	MAB	3	3	3	9	60
14	M	3	2	3	8	53
15	MAFS	2	3	3	8	53
16	MNK	2	2	2	6	40
17	MRAK	4	2	4	10	66
18	MRA	3	3	3	9	60
19	MTBF	3	3	3	9	60
20	NS	4	3	3	10	66
21	NA	4	3	4	11	73
22	NFY	4	2	2	8	53
23	NIB	4	3	3	10	66
24	NF	3	3	4	10	66
25	NSH	4	3	4	11	73
26	PDKM	4	2	2	8	53
27	RS	3	2	2	7	46
28	RAA	3	3	3	7	46
29	ZM	3	2	3	8	53

30	ZTA	2	2	2	6	40
31	NMA	4	3	3	10	66
32	NH	3	2	4	9	60
33	WKA	4	2	3	9	60
34	NAJ	3	3	3	9	60

Appendix 7. Students Score in Post-test Activity.

NO	Name	Fluency	Vocabulary	Pronunciation	Total	Score
1	AAAK	4	3	4	11	73
2	AAH	5	3	3	11	73
3	AZR	4	3	4	11	73
4	AIR	4	3	4	11	73
5	AMH	4	3	3	10	67
6	ASR	4	3	3	10	67
7	CRP	4	3	4	11	73
8	FA	4	3	4	11	73
9	FMM	3	3	3	9	60
10	FAD	4	3	3	10	67
11	FAF	4	3	3	10	67
12	LC	4	3	4	11	73
13	MAB	4	3	4	11	73
14	M	4	3	4	11	73
15	MAFS	4	3	4	11	73
16	MNK	4	3	3	10	67
17	MRAK	4	2	4	10	67
18	MRA	4	3	4	11	73
19	MTBF	3	3	4	11	73
20	NS	4	3	4	11	73
21	NA	4	3	3	11	73
22	NFY	5	3	4	12	80
23	NIB	5	3	3	11	73
24	NF	4	3	4	11	73
25	NSH	4	3	4	11	73
26	PDKM	5	3	4	12	80
27	RS	4	3	3	11	73
28	RAA	4	3	4	11	73
29	ZM	4	3	3	11	73

30	ZTA	4	3	3	11	73
31	NMA	4	3	4	11	73
32	NH	4	3	4	11	73
33	WKA	4	4	3	11	73
34	NAJ	4	3	3	11	73

Appendix 8. Pre-test and Post-test Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PreTest	34	40	73	57.71	1.440	8.394
PostTest	34	60	80	71.97	.631	3.680
Valid N (listwise)	34					

Paired Sample T-test

		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pretest - Posttest	-14.265	7.179	2.716	-1.231	-16.769	-11.587	33	.000	.000

Source: SPSS 26 Output Data

Appendix 9. T-Table

d.f	t0.10	t0.05	t0.025	t0.01	t0.005
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763

29	1.311	1.699	2.045	2.462	2.756

30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	1.692	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690
46	1.300	1.679	2.013	2.410	2.687
47	1.300	1.678	2.012	2.408	2.685
48	1.299	1.677	2.011	2.407	2.682
49	1.299	1.677	2.010	2.405	2.680
50	1.299	1.676	2.009	2.403	2.678
51	1.298	1.675	2.008	2.402	2.676
52	1.298	1.675	2.007	2.400	2.674
53	1.298	1.674	2.006	2.399	2.672
54	1.297	1.674	2.005	2.397	2.670
55	1.297	1.673	2.004	2.396	2.668
56	1.297	1.673	2.003	2.395	2.667
57	1.297	1.672	2.002	2.394	2.665
58	1.296	1.672	2.002	2.392	2.663

XIV

| 59 | 1.296 | 1.671 | 2.001 | 2.391 | 2.662 |
| 60 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 |

Appendix. 10 Lesson Plan

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

</div>

Sekolah   : MAN 2 Kota Parepare

Mata pelajaran   : Bahasa Inggris

Kelas   : Kelas Digital

Waktu   : 120 Menit (pertemuan ke1)

A. Tujuan Pembelajaran

1. Peserta didik mampu berbicara
2. Peserta didik mampu menulis kalimat dari tema yang diberikan
3. Peserta didik mampu percaya diri
4. Meningkatkan kemampuan berbicara peserta didik.

B. Langkah Pembelajaran

<div align="center">

Kegiatan Pendahuluan (10 menit)

</div>

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.

- Guru menanyakan kabar dan mengecek kehadiran siswa.

- Guru menyampaikan tujuan pembelajaran yang ingin dicapai

- Guru memberikan apersepsi dan motivasi

<div align="center">

Kegiatan Inti (100 menit)

</div>

- Guru memberikan Pre-Test kepada siswa

- Guru memberikan 2 tema tentang "School Activites and Home Town"

- Guru menjelaskan kepada siswa untuk memilih salah satu tema Pre-test

- Guru memberikan kesempatan kepada siswa untuk menulis terlebih dahulu
  Tema yang siswa pilih sesuai pengalaman masing-masing

- Guru meminta masing-masing siswa untuk maju kedepan menceritakan Tema
  yang siswa pilih

- Siswa diberi durasi minimal 2 menit untuk berbicara sesuai Tema yang
  mereka pilih

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 2 Kota Parepare

Mata pelajaran : Bahasa Inggris

Kelas : Kelas Digital

Waktu : 120 Menit (pertemuan ke2)

A. Tujuan Pembelajaran

1. Melalui media video yang di sajikan peserta didik dapat mengetahui metode pembelajaran baru.
2. Peserta didik mampu menguasai Aplikasi yang diberikan.
3. Peserta didik mampu mengungkapkan cerita di Aplikasi TikTok .
4. Meningkatkan kemampuan berbicara peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. • Guru menanyakan kabar dan mengecek kehadiran siswa. • Guru menyampaikan tujuan pembelajaran yang ingin dicapai • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.

- Guru menjelaskan metode pembelajaran berbicara menggunakan Aplikasi TikTok Mini-Vlog kepada peserta didik.

- Guru menjelaskan salah satu contoh dari Mini-Vlog " A Day in My Life"

- Guru menjelaskan tentang perbedaan Mini-Vlog English dan Mini-Vlog pada umumnya.

- Guru meminta kepada siswa untuk menginstall Aplikasi TikTok di Handphone, Tablet atau Laptop.

- Guru meminta siswa Log in ke akun TikTok

- Guru meminta menampilan sebuah Mini-Vlog dari salah satu konten kreator TikTok.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 2 Kota Parepare

Mata pelajaran : Bahasa Inggris

Kelas : Kelas Digital

Waktu : 120 Menit (pertemuan ke3)

A. Tujuan Pembelajaran

1. Melalui media video yang disajikan peserta didik dapat mengetahui metode pembelajaran baru.
2. Peserta didik mampu menguasai Aplikasi yang diberikan.
3. Peserta didik mampu mengungkapkan cerita di Aplikasi TikTok.
4. Meningkatkan kemampuan berbicara peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.   • Guru menanyakan kabar dan mengecek kehadiran siswa.   • Guru menyampaikan tujuan pembelajaran yang ingin dicapai   • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

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• Guru menjelaskan materi yang akan di pelajari.
• Guru memberikan arahan kepada siswa untuk membuat tugas Mini-Vlog di lingkungan sekolah dengan durasi minimal 2 menit.
• Guru mengajarkan siswa menngunakan fitur yang ada di dalam aplikasi TikTok seperti efek, suara, subtittle, musik instrumen dll.
• Lalu guru akan mengoreksi tentang mini-vlog siswa apa saja kekurangannya
• Guru meminta siswa mempersiapkan sebuah video pekan depan dengan Tema " Wonderfull Parepare atau Daily Activities " dengan durasi minimal 1-2 menit.
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MAN 2 Kota Parepare
Mata pelajaran	: Bahasa Inggris
Kelas	: Kelas Digital
Waktu	: 120 Menit (pertemuan ke4)

A. Tujuan Pembelajaran

1. Melalui media video yang disajikan peserta didik dapat mengetahui metode pembelajaran baru.
2. Peserta didik mampu menguasai Aplikasi yang diberikan.
3. Peserta didik mampu mengungkapkan cerita di Aplikasi TikTok.
4. Meningkatkan kemampuan berbicara peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
• Guru menanyakan kabar dan mengecek kehadiran siswa.
• Guru menyampaikan tujuan pembelajaran yang ingin dicapai
• Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.

- Guru memberikan arahan kepada siswa untuk menulis kalimat tentang mini-vlog dari Tema pertemuan lalu.

- Guru meminta masing-masing siswa untuk mengisi suara di TikTok Mini-Vlog tentang cerita video siswa.

- Guru akan memberikan kesempatan kepada siswa untuk bertanya tentang tugas mini-vlog yang diberikan.

- Guru meminta siswa menuliskan kata yang sulit disebut.

- Guru mengajarkan cara penyebutan kosa kata yang benar berdasarkan mini-vlog yang siswa kerjakan.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAN 2 Kota Parepare

Mata pelajaran : Bahasa Inggris

Kelas : Kelas Digital

Waktu : 120 Menit (pertemuan ke5)

A. Tujuan Pembelajaran

1. Melalui media video yang disajikan peserta didik dapat mengetahui metode pembelajaran baru.
2. Peserta didik mampu menguasai Aplikasi yang diberikan.
3. Peserta didik mampu mengungkapkan cerita di Aplikasi TikTok.
4. Meningkatkan kemampuan berbicara peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
• Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.   • Guru menanyakan kabar dan mengecek kehadiran siswa.   • Guru menyampaikan tujuan pembelajaran yang ingin dicapai   • Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

- Guru menjelaskan materi yang akan di pelajari.

- Guru memberikan arahan kepada siswa untuk menulis kalimat tentang mini-vlog dari Tema pertemuan lalu.

- Guru meminta masing-masing siswa untuk mengisi suara di TikTok Mini-Vlog tentang cerita video siswa.

- Guru akan memberikan kesempatan kepada siswa untuk bertanya tentang tugas mini-vlog yang diberikan.

- Guru meminta siswa menuliskan kata yang sulit disebut.

- Guru mengajarkan cara penyebutan kosa kata yang benar berdasarkan mini-vlog yang siswa kerjakan.

Kegiatan Penutup (10 menit)

- Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.

- Guru memberikan umpan balik dan pesan moral dari pembelajaran.

- Guru memberikan penugasan kepada siswa.

- Guru menyampaikan materi pembelajaran berikutnya.

- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

      Sekolah   : MAN 2 Kota Parepare

      Mata pelajaran   : Bahasa Inggris

      Kelas   : Kelas Digital

      Waktu   : 120 Menit (pertemuan ke6)

A. Tujuan Pembelajaran

1. Melalui media video yang disajikan peserta didik dapat mengetahui metode pembelajaran baru.
2. Peserta didik mampu menguasai Aplikasi yang diberikan.
3. Peserta didik mampu mengungkapkan cerita di Aplikasi TikTok.
4. Meningkatkan kemampuan berbicara peserta didik.

B. Langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.   - Guru menanyakan kabar dan mengecek kehadiran siswa.   - Guru menyampaikan tujuan pembelajaran yang ingin dicapai   - Guru memberikan apersepsi dan motivasi
Kegiatan Inti (100 menit)

XXVI

• Guru menjelaskan materi yang akan di pelajari.
• Guru melakukan Post-Test pada pertemuan terakhir
• Guru meminta masing-masing siswa untuk memilih tema tentang " Daily Activites atau Parepare Wonderfull"
• Guru akan memberikan kesempatan kepada siswa untuk menulis kalimat terlebih dahulu sebelum post-test berlangsung.
• Guru meminta setiap masing-masing siswa maju kedepan untuk menceritakan sesuai Tema yang diberikan.
• Guru mengamati peningkatan berbicara siswa
Kegiatan Penutup (10 menit)
• Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
• Guru memberikan umpan balik dan pesan moral dari pembelajaran.
• Guru memberikan penugasan kepada siswa.
• Guru menyampaikan materi pembelajaran berikutnya.
• Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Appendix 11. Example mini-vlog content creator in TikTok

Ms. RedRose
@cekgu_ms.redrose2311

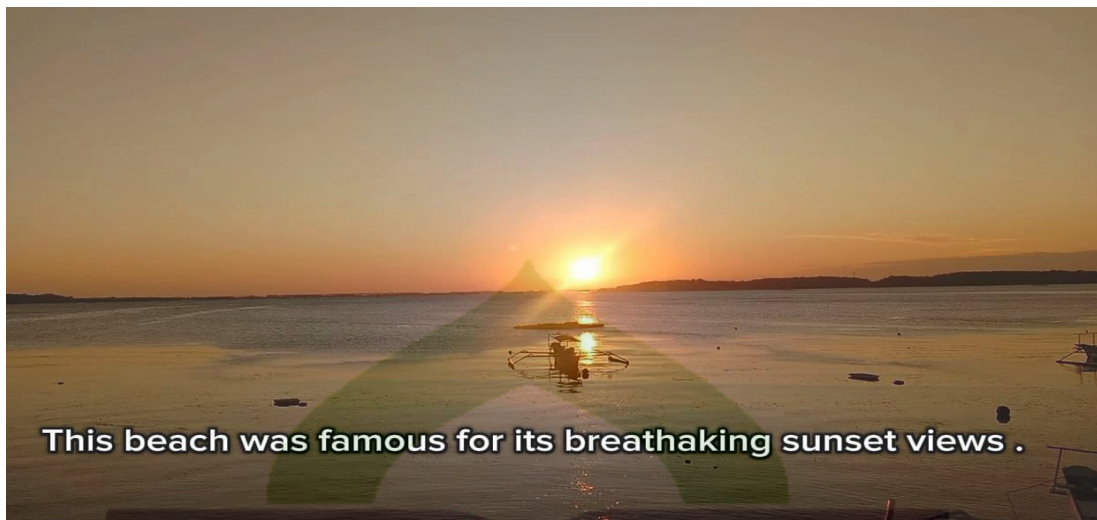**English Tutor**
@abcdsvv

Appendix 12. Documentations

Mini-Vlog Daily Activities about Opening Mini Chicken

Mini-Vlog Wonderfull Parepare about B.J Habibie and Ainun Eternal Love Monument.

Mini-Vlog Daily Activities about Sunset views

Mini-Vlog Wonderfull Parepare about Taman Cempae Kota Parepare

some people are playing football,
and some are jogging in the evening.

Mini-Vlog Daily Activities about Weekend

Digital Class

CURRICULUM VITAE

Amelia was born on June 12th 2000, in Tawau Sabah, Country Malaysia. She is the sixth Child from her parents' marriage, Andi Pangiu Hamid and Almh P. Ratna Arif. Her educational background began at Humana House 114 MMP1 Tawau in 2006, and graduated in 2012. Her junior high school was at SIKK (Sekolah Indonesia Kota Kinabalu Tawau Sabah) and graduated in 2015, then she continued her study at SMAN 10 Pinrang and graduated in 2020. She was enrolled and accepted in the English Education program Tarbiyah Faculty, State Islamic Institute of Parepare, in 2020. She participated in the KKN Reguler 2023 in Kabupaten Enrekang, Posko 41 Desa Kolai Kecamatan Malua. And carried out the PPL at Madrasah Aliyah Negeri 2 Kota Parepare. She was also the Coordinator of Human Resources in the HMPS PBI organization for the year 2021-2022. She complete her study with her undergraduate thesis on the title **"Using TikTok Mini-Vlog To Improve Students' Speaking Ability At Digital Class Of MAN 2 Kota Parepare".**