

**The Effect of Implementing TikTok Application with
Project-Based Learning on Student's Speaking Skills.**

(A Quasi-experimental of English Department students at
UIN Fatmawati Sukarno Bengkulu in Academic Year
2021/2022)

THESIS

Submitted as a partial requirements for the degree of *Sarjana
pendidikan (S.Pd)* in English Education Study Program
Tarbiyah and Tadris Faculty UIN FAS Bengkulu.



By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
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I hereby sincerely state that the thesis titled " The Effect of Implementing TikTok Application with Project-Based Learning on Student's Speaking Skills. (Quasi-Experimental Research of Second semester at English Department of UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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MOTTO

YOU'LL NEVER WALK ALONE

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DEDICATION

This thesis is dedicated to:

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ABSTRACT

MuhammadFebliyansyah,2022.The Effect of Implementing TikTok Application with Project-Based Learning on Students' Speaking Skill (A Quasi-Experimental at UIN Fatmawati Sukarno Bengkulu).

Advisor : 1. Dr.H.Ali Akbarjono, M.Pd., 2. Feny Martina, M.Pd

This study aims to determine whether there is an influence of the TikTok Application Method on students' speaking skill at English Department of UIN Fatmawati Sukarno Bengkulu. This research uses Quasi-Experiment method with non-equivalent design. The researcher decided to conduct experiment class and control class in second semester with a total of 39 students. In the process of collecting data, the researcher conducted a pretest and posttest . From the results of this study, the students' pretest of experimental was 56,00 and pretest control group was 58,80 and the posttest of experimental group was 75,47 and posttest of control class was 61,00 , which means that the posttest score was higher than the pretest score. So it can be concluded that the application of the TikTok Application with Project-Based Learning has a significant effect on students' speaking skill.**Keywords : *TikTok Application, Student speaking skill, Project-Based Learning.***

ABSTRAK

MuhammadFebliyansyah,2022. The Effect of Implementing TikTok Application with Project-Based Learning on Students' Speaking Skill (A Quasi-Experimental at UIN Fatmawati Sukarno Bengkulu).

Pembimbing : 1. Dr.H.Ali Akbarjono, M.Pd., 2. Feny Martina, M.Pd

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh dari Pengaplikasian aplikasi TikTok dengan Project-Based Learning terhadap penguasaan kemampuan berbicara siswa di Program Studi bahasa inggris kampus UIN Fatmawati Sukarno Bengkulu. Penelitian ini menggunakan metode Quasi-Eksperimen dengan desain non-Equivalent. Peneliti memutuskan untuk melakukan eksperimen di semester 2 dengan total siswa sebanyak 39 siswa. Dari hasil penelitian diperoleh nilai pretest siswa kelas eksperimen 56,00 dan nilai pretest kelompok kontrol 58,80 dan nilai posttest kelompok eksperimen 75,47 dan posttest kelas kontrol 61,00 yang berarti nilai posttest lebih tinggi dari nilai pretest. Sehingga dapat disimpulkan bahwa penerapan Aplikasi TikTok dengan Pembelajaran Berbasis Proyek berpengaruh signifikan terhadap keterampilan berbicara siswa.**Kata kunci : Aplikasi TikTok, Keterampilan Berbicara Siswa, Pembelajaran Berbasis Proyek).**

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu, 2022

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a tool for communicating orally in a language. It is the process of constructing and exchanging meaning (Cheney, 2009). The use of linguistic and non-linguistic symbols in various contexts. According to the preceding point of view, it is a tool used to communicate with others in order to achieve goals through the use of pre-existing symbols. It is a crucial auditory/oral skill. It entails making a systematic series of oral utterances to convey meaning.

Speaking instruction is a simple procedure. All over the world, commercial language schools hire uneducated people to teach conversation. Speaking is natural, but speaking in another language is never easy. Many students believe that effective language communication is the most important

priority, but this can lead to dissatisfaction. Some students believe that drinking coffee while doing something they can easily do in class is pointless. Teachers may feel guilty if they do not provide a clear learning outcome that can be used to justify teaching.

This suggests that the teacher is embarrassed about not being able to deliver excellent subject matter during the educational process. Many English teachers are aware of the difficulties that students face in class. Learning to speak results in the ability to speak well. The majority of faculty members were solely concerned with active students. Students are rarely encouraged to be creative.

In the educational process, lectures take precedence over other forms of communication. Some students with pessimistic perceptions may be afraid to speak because of the difficulty of speaking. Students have a habit of speaking loudly and aggressively in class. This is a manifestation of the "anxiety" psychological structure.

There is a fear of speaking, as well as an unpleasant emotional state. Several researchers from around the world have discovered anxiety. Many professionals have researched, debated, and learned specific etiquette. To address the issue of anxiety, several treatments have been widely developed.

Concerns about the educational process must be addressed. Horwitz and his colleagues Second language anxiety is a concrete situation anxiety structure that we created based on the innate linguistics of second language learners. Language anxiety, according to McIntyre, is "anxiety and harmful emotional reactions that occur when learning or using a second language."

(Widyasari et al., 2022)"Fearful learners will have low levels of verbal output and will be unwilling to express themselves in a foreign language," the study concludes. Language anxiety is a common issue for students on a daily

basis. In general, students face numerous challenges when learning a language.

Teachers frequently make mistakes in how to make English difficult for students, which causes concern when students use language in the classroom to interact with one another. Anxiety is a complex concept that is dependent not only on self-efficacy, but also on the assessment of capacity and comprehension of the threats inherent in a given situation.

Despite their significant impact on language learning, EFL teachers have been unable to identify and intervene with students who are anxious in speaking classes. As a result, anxiety is a thoroughly researched psychological condition. Speaking is comprised of numerous parts and functions. There have been numerous attempts to classify speech functions in human communication.

Speaking is divided into three parts, according to (Nur et al., 2016) speaking as an interaction, speaking as a

transaction, and speaking as an action. Each of these speaking behaviors differs in form and function, necessitating a unique learning strategy.

The term "conversation" refers to open debates. In other words, we're talking about information presented in front of an audience, like presentations, public announcements, and classroom speeches. Classroom presentations are essential components of the teaching and learning processes.

Through presentations, the instructor allows students to not only communicate their knowledge, but also exchange knowledge. We need a presentation because we need someone or a group of people to understand what we're saying. To speak in public, I must be comfortable in front of an audience.

A few students will struggle to present in front of the class because they lack confidence. Speech anxiety is a major issue in performance-based speeches. Teachers should explain why they are hesitant to confront students and

encourage them to present well in front of the class. As a result, speaking anxiety significantly impairs students' ability to speak, particularly during presentations.

Islamic University Fatmawati Sukarno Bengkulu was investigated because previous research had revealed a number of problems. As a result, the researcher is interested in attending this university. Preliminary Fatmawati Islamic University study Sukarno Bengkulu observations from interviews with public speaking teachers are used to determine qualifications. The students' English is deteriorating.

According to an interview with a few students at the Islamic University of Sukarno Bengkulu, the majority of students still believe that English classes are difficult. This is analogous to structured word pronunciation analysis, where arranging words with words is confusing and leads to less confidence in applying them to spoken language.

Students' interest in English subjects is dwindling. When the instructor explains the English subject, the majority of students do not pay attention, lack attention, lose concentration, or cheat. I'm not sure what I think about it; I'm just a teacher, and my house lacks student learning facilities. (February 1,2022, personal communication via WhatsApp)

During the lecture room presentation activity, the ecosystem can spontaneously alternate. The lecture room environment becomes more traditional and disturbing for the students as the presentation begins. When students are unable to answer questions from other students in the query and answer activity, they avoid participation in the lecture room and lose confidence. When students are unable to present their materials effectively, their ability to learn a foreign language suffers.(Zahra, February 02,2022, personal communication via WhatsApp)

Such problems can be detrimental to EFL students. Many students are hesitant to speak up, and some will almost

certainly remain silent due to a lack of confidence, prior knowledge of the topic, and a poor teacher-student relationship.

Students need coping strategies for class presentation anxiety. The most effective strategies will assist them in reducing their anxiety during the class presentation. If students do not use the most effective anxiety-reduction strategies, their academic performance will suffer.

According to the observations, students are generally passive during the learning process. As a result, conceptual mastery and eagerness to learn are declining. Based on the issues raised above, one alternative learning strategy for improving concept mastery and confidence is to use the learning media TikTok.

Based on the foregoing, the researcher conducted research titled **“The Effect of Implementing Tiktok Application with Project-Based Learning on Students’ Speaking Skills.”**

B. Identification problem

Based on the problems in the background, this study discovered some information about the English problem in the teaching and learning process. Problems with student speaking ability include:

- a. students having difficulty using grammar correctly while speaking
- b. students having difficulty using body language to gain attention
- c. the limited media of learning that can be easily updated and relevant to increase speaking ability
- d. students finding it difficult to have direct feedback and interaction between students and lecturer

C. Limitation of the Study

Based on the identification of the problem, the problem's limitation is the effectiveness of using TikTok media on students' speaking skills. Then, in the 2021/2022 academic

year, this research is only limited to 2nd Semester English education students at UIN Fatmawati Sukarno Bengkulu.

D. Research Question

The purpose of this research is to provide an answer to the question of speaking ability : Is there a significant effect of implementing TikTok with project-based learning on student's speaking skill?

E. Research Objectives

Concerning the formulation of the problem, the objectives of this study are as follows: The general objective of this study is to determine whether or not there is a significant effect of implementing TikTok with project-based learning on student speaking skill at UIN Fatmawati Sukarno Bengkulu 2nd semester students.

F. Significance of the Study

This research expects to provide important information for some elements, and the elements are for students of the English Education study program, as well as for future researchers of the same type. The study's findings should be useful not only theoretically, but also practically for:

1. Students

Using TikTok Media, students will have fun and enjoy the lesson. Media learning will benefit students if they have fun and enjoy it. This will motivate them to improve their public speaking skills.

2. Teachers

This study is expected to benefit all English teachers by providing new information and knowledge about new techniques for teaching speaking.

3. researchers

This study can also be used as a resource for future researchers interested in conducting additional research on teaching speaking ability via TikTok.

CHAPTER II

LITERATURE REVIEW

A. English Speaking Skill at College Student

1. The Definition of Speaking

According to the author in the previous chapter, oral fluency is one of the basic language skills that is more important than others because of its importance and use in communication. As a result, in order to provide clear information about what speech is, the author will explain the nature of speech. According to Jones, speaking is a form of communication, so it is critical that what you say is communicated as effectively as possible.

When it comes to conveying meaning, how something is said is just as important as what it is said. "In this context, speaking is considered communication, so the speaker must be able to express themselves as effectively as possible in order to convey their message.

"In both first and second languages, speaking is a skill that deserves the same attention as literary skill," (Taufan, 2020). Many students are tested on this ability. It is also a great way to advance your social status, your career, and your company."

This implies that speaking is a valuable skill in our society, which should pique the interest of both teachers and students. Meanwhile, according to (Xiuwen & Razali, 2021), "speaking is done for a variety of reasons, including the expression of thoughts and opinions." To talk about and/or solve a specific problem, or to form and maintain a social relationship "friendship and romance Fluency, accuracy, and confidence in conversation are all desirable outcomes."

Speaking as a language skill becomes an important element for learners to master as a major tool of linguistic communication as a means of directly expressing our thoughts and opinions. Speaking is the process of using

speech to utter phonetic symbols in order to exchange information, knowledge, ideas, and opinions with others. Furthermore, because the two are intertwined, speaking cannot be separated from the aspect of listening.

2. The Elements of Speaking

Speaking is a complex skill that requires the simultaneous use of several different abilities, which often develop at different rates. When analyzing linguistic processes, four to five components are typically identified (Oseno Gudu, 2015).

- a. Pronunciation (including segmental features of vowels and consonants, stress and intonation patterns).

According to, in order to speak English fluently, students must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and use inconsistent speech

(Harmer, 2007). The speaker must be able to pronounce words as well as produce physical sounds that convey meaning. When it comes to pronunciation, second language learners frequently struggle to distinguish sounds in new languages that are not present in languages they already know.

b. Grammar

It goes without saying that certain grammar and vocabulary are required when speaking a foreign language (Martin Bygate, 1997). The study of sound and sound patterns, basic units of meaning such as words, and the rules for combining them to form new sentences is known as grammar.

As a result, grammar is essential in spoken language because the speaker cannot effectively

communicate in English unless the grammatical structure is understood.

c. Vocabulary

As we all know, the most important aspect of a language is its vocabulary. The vocabulary is made up of single words, set phrases, variable phrases, phrasal verbs, and idioms (Keith S. Falls, 2004). With a limited vocabulary, conversation is naturally difficult.

d. Fluency

Fluency is defined as the ability to speak continuously without pausing (David Riddell, 2001). Gower et al., on the other hand, define fluency as "the ability to continue speaking spontaneously." Fluent students can communicate their message using all of their resources and abilities, regardless of grammatical or other errors.

e. Comprehension

Comprehension is the final aspect of communication. Both speakers talk about how understanding one another helps people find the information they need. Understanding is defined as the ability to reason about a subject or to know exactly what a situation is like.

B. Speaking ability

1. Definition of speaking ability

"Speaking ability" is composed of two words: speaking and ability. It is revealed one by one to avoid misunderstandings about the meaning of speaking ability. Speech is the ability to make sounds or words to express or convey thoughts, opinions, or desires. The ability of a potential force is the ability to do something physically or mentally. This explanation could be interpreted as a

combination of ability and speech. That is, the ability to tune sounds to express or convey the thoughts, opinions, and desires of others.

Djiwandono (Munir, 2005, p. 16) defines speaking as "an activity in which the thoughts and feelings that arise from a message or idea are verbally expressed in order to give a speech."

Brown (Florez, 1999) defines speech as an interactive process of meaning construction that involves the generation, reception, and processing of information. Speaking can occur in linguistic and nonverbal communication, as well as in information exchange.

Speech, as previously defined, is a productive ability to construct meaning that includes the generation, reception, and processing of information using common

linguistic or nonverbal signs. People take turns speaking according to the speaking principle, and each language has a specific socially written phrase. Speaking abilities are defined in this study as students' ability to benefit from self-efficacy in conversation and communication by using English fluently.

It is used in spoken language to convey meaning. Every day in class, students must practice speaking English. Bandura, Barbaranelli, Caprara, and Pastorelli are of the opinion that (1996),

- Limitation Speaking requires some live audience exposure. When asked to speak a foreign language in class, students frequently hesitate. Concerned about making a mistake, fearful of being criticized or losing face, or simply

embarrassed that their speech is drawing attention

- Nothing more to say Students frequently complain about forgetting what to say, even when they are not inhibited. You have no reason to express yourself besides feeling bad about what you're saying.

- Participation is completely inadequate and uneven. If everyone wants to hear, only one participant can speak at the same time, and there isn't enough time in large groups for everyone to speak. This problem is exacerbated by the tendency of some students to take the initiative while others say little or nothing.

- Using mother tongue In classes where all or some of the students are native speakers who prefer to speak in their native

language. You feel less "vulnerable" when you speak in their native language because it is easier and because speaking in a foreign language seems unnatural. When speaking in small groups, it can be difficult to get students to stick with the language they're learning in some classes, especially if they're disorganized or unmotivated.

- Vocabulary deficit Students are unable to construct good sentences word for word. The information provided by the teacher influences the problems that arise in the classroom. Many factors can influence a student's ability to speak. As a result, each aspect of spoken language has distinct characteristics, such as pronunciation, grammatical features for tense analysis, fluency, and vocabulary. For example, the

errors that students make in everyday speech are not all the same. Needless to say, there is inhibition, low and unequal participation, native languages such as Acehnese, English as a non-native foreign language, and, finally, a lack of vocabulary.

C. Anxiety and Speaking English

1. Speaking Anxiety

Language characteristics have their own terminology. The terms alert and foreign language alert are frequently interchanged. Foreign language anxiety is a fear of learning and using a foreign language. According to (Brown, 1997), this is a threat to the future of foreign language learning and is meaningless.

Foreign Language Problems'
Conceptual Foundations (Horwits, 1986).
Building on these anxieties, the preoccupation

with the foreign language manifests itself in the form of communication, concerns, and negative evaluations. Communication anxiety is a type of shyness characterized by apprehension or fear of communicating with others.

According to Jason S. Wrench, communication anxiety is a person's fear or anxiety associated with actual or anticipated communication with another person or people. Communication awareness is important in reducing foreign language anxiety because interpersonal relationships are important in foreign language classes. In foreign language classes, students must communicate in their target language by speaking and listening.

Another common fear associated with learning a foreign language is the fear of receiving

negative feedback Fear of negative evaluations was defined by Horwitz (1986) as "fear of others" evaluations, avoidance of evaluation situations, and the expectation that others will evaluate them negatively.

When it comes to learning a foreign language, students are often afraid of receiving negative feedback from their peers and teachers, who are the only proud speakers in the classroom. Horwitz and Cope, on the other hand, believe that foreign language anxiety is more than just academic performance anxiety related to learning a foreign language. They also proposed that "language anxiety as an individual set of self-awareness, beliefs, emotions, and behaviors associated with classroom language learning stems from the

uniqueness of the language learning process" (Passer and Smith, 2009).

Based on the above description, the researcher can conclude that English speaking skills are important in college. Speaking Ability refers to the ability that students use in terms of self-efficacy in conversation and communication by using English fluently in this study. As a result, students can speak and communicate effectively in front of a class and a large group of people.

In which,english speaking skills at college have some indicators such as: a.producing sounds (using intonation,stressed,etc), b.correctly using grammar, c.assessing audience characteristics (interest level and differences in perspectives), and d.using

gestures and body languages to attract audience attention.

D. TikTok Application with Project-Based Learning

1. Definition of TikTok

TikTok is a social network that is used as a learning environment due to its large user base, extensive features, and rich content. TikTok is a video-based social networking platform founded in 2016 by Zhang Yiming and owned by ByteDance. This application, However, TikTok was also blocked by the Indonesian government in July 2018. The app was blocked at the time because it contained a lot of negative content. After a week, however, the TikTok app was re-sold on the App Store and Google Play Store. Naturally, it began as a collaboration between TikTok and the Ministry of Women's Rights and Child Protection.

TikTok, as previously stated, is a video-based social network. From there, you can record a 15-second video with a special filter and use songs that are currently popular. You can also share videos from other apps, such as Twitter or Instagram. For some reason, such applications are extremely popular among teenagers. The main reasons for using social networking apps were four: entertainment, communication, information provision, and academic activities (Yang, 2020).

According to the text above, the researcher can conclude that "academic" has gradually become a major factor in this contexts to improve learners' language proficiency. Take, for example, Tik Tok, where language-learning videos were ranked second among the most popular knowledge-sharing videos in

2019. In fact, numerous studies have looked into the effects of using social media to help language learners improve their language skills and proficiency. However, only a few studies have looked into the viability of using Tik Tok to learn English.

1. Advantages of TikTok

As a result of the time these young people spend on TikTok, it must be considered in its educational function (Syah, R 2020). TikTok research into potential educational applications has resulted in success in science education in schools in Indonesia and India. TikTok, according to previous related research findings, has helped provide a platform for people to share knowledge and educate themselves about innovative technologies. A learning mode that

increases young people's learning motivation and interest. (Xu LU, 2019).

Tiktok can also guarantee a number of interactive events for students and teachers via short videos. The video, divided by science teachers, employs a colorful image and digital technology to connect complex scientific theories to everyday life. Connections to everyday life scores are brighter, and educational materials are being created more dynamically (SYAH, R 2020). As a result, professors' chest dispositions and training activities among young people can help improve these students' training motivations. Tiktok can provide English teachers and English teachers or some English media innovatively in English, and some English media can provide short videos in English in English on their platform. There is a procedure. Meanwhile,

students can use TikTok videos to create their own digital oral presentations in English. Teachers and other TikTok users can leave comments in this case, allowing students in this group to improve their English communication skills through comments.

Instead of traditional classes, short short videos and integrated TikTok can help teach EFL undergraduate students and can teach huge knowledge with digital material banks for banking materials to explore English. Furthermore, TikTok plays an important role in acquiring the competence of communication in English during the pandemic and modern digital era, as well as technology and transmission. Furthermore, young EFL students can watch short videos of TikTok's English education materials and improve their communication skills

in English. Obviously, the use of Tikes can help us communicate more dynamically and enjoyably.

E. Project-Based Learning

1. Definition of Project-Based Learning

Project-based learning is a type of student-centered learning that is based on three constructivist principles. Learners actively participate in the learning process and achieve their objectives through social interaction and knowledge and understanding sharing. (De Graaff & Kolmos, n.d.)

It is a type of inquiry-based learning in which the learning context is provided by genuine questions and tasks within real-world practices, resulting in meaningful learning experiences. (Wurdinger, Haar, Hugg, & Bezon).

According to BlumEnfeld,Fishman,Krajcik, Marx, and Soloway,'students need the opportunity to resolve the truthful issues that will asking and refining questions, designing and conducting investigations, gathering, analyzing, and interpreting information and data, drawing conclusions, and reporting findings.' (2000).

Other pedagogical approaches, including those that can be disclosed, have a clear relationship with project-based learning. The participants are committed to working together to achieve a common goal. When interacting with the project, students may have difficulty exiting the driver in response to the driver's questions. The main distinction is that students in problem learning should focus primarily on curriculum, whereas students in project-based learning should only focus on project-based learning. (Blumenfeld et al., 1991).

Project-based learning is also compared to other educational practices such as experiential learning and collaborative learning. It has been argued that the freedom and challenge that students experience as a result of solving problems that arise during the design and construction of their projects leads to high levels of student engagement (Wurdinger et al, 2007) because of the cognitive challenge as well as the strong affective, ethical, and aesthetic dimensions that form part of a well-designed project. (Wrigley, 2007).

2. Characteristics of Project-Based Learning

a. Centrality

The PBL project is not an afterthought in the curriculum. This criterion can be interpreted in two ways. To begin, a project is a curriculum designed for this specific function. In PBL, a project is a central learning strategy. Through projects, students are

exposed to and learn about key concepts in their field of study. Project work may occasionally adhere to traditional teachings in such a way that it provides examples, examples, additional practice, or practical application of material originally taught in another manner. However, these application projects are not PBL instances, according to this criterion. Second, due to the centrality criterion, projects in which students learn something outside of the curriculum (additional projects) are not examples of PBL, no matter how appealing and appealing they are.

b. Driving question

PBL projects are centered on questions or problems that "force" students to confront (and struggle with) their discipline's core concepts and principles. This criterion is misleading. The project definition (for students) "should be written in such a way that links between activities and basic conceptual knowledge that

can be developed can be established." p. 274) (Barron, Schwartz, Wai, Moore, Petrosino, Zeck, Bransford, and Vanderbilt's Cognitive and Skills Group, 1998). This is usually accomplished by asking a "leading question" (Blumenfeld et al., 1991) or posing a vaguely defined problem (Stepien and Gallagher, 1993). A project-based learning environment can be built around a subject cluster or at the crossroads of two or more disciplines, but this does not define a project. The problems that students face, as well as the activities, products, and activities in which they invest their time, must be "constructed to serve important intellectual purposes" (Blumenfeld et al., 1991).

c). Constructive investigations

Students are encouraged to conduct constructive research through projects. Investigation, knowledge acquisition, and decision-making are all part of the research process. Design, decision-making, problem-

solving, discovery, or model-building can all be part of the research process. To be considered a PBL project, the project's main activity must include knowledge transformation and construction. (by definition new understandings, new skills) on the part of the learner (Bereiter & Scardamalia, 1999). If the main activities of the project are not difficult for the student or can be completed using previously learned information or skills, the project is an exercise rather than a PBL 4 project. According to this criterion, a simple service project, such as gardening or cleaning a riverbed, is a project but not a PBL project.

d). Autonomy

The students are at the center of the project. PBL projects are typically not teacher-led, scripted, or packaged. Hands-on Training and Practice Brochures are problem-focused and necessary components of the curriculum, but they are not PBL examples. PBL

projects have either a predetermined outcome or do not follow a predetermined path. PBL projects give students far more autonomy, choices, unsupervised work hours, and responsibilities than traditional educational projects and projects.

e). Realism

Various publications emphasize the importance of student collaboration, reflection, redrafting, and presentations. Projects are becoming more realistic and less academic. Projects include elements that provide college students with a sense of authenticity. These characteristics can include the topic, the tasks, the roles that students play, the context in which the task's work is completed, the collaborators who work with students on the task, the goods that can be produced, the target market for the task's products, or the standards by which the goods or performances are judged. Gordon (1998) distinguishes between instructional and state-of-

the-art demanding situations, as well as real-life demanding situations PBL consists of genuine (no longer simulated) issues or questions and answers that can be implemented. (Thomas,2000)

PBL is distinguished by the design of the final product, "Concrete Artifact," which employs video, new understanding, knowledge, and attitudes. Photographs, sketches, reports, models, and other artifacts were collected (Holubova, 2008). It contributes to students' conceptual knowledge for systematic documents and education and aids in the promotion of self-regulation training. Students learn independent laws from citizens, planners, and institutions, and develop cooperation skills through social learning and internal motivation, so practicing the selection factors during training at their own level is a good idea (Bell, 2010). From primary and

secondary schools to higher education, as well as a variety of training steps and other stages of training.

3. Steps in Project-Based Learning

When conducting PBL, there must be some direction to keep the research on track. These are the nine steps for implementing PBL that were published in the book *Teachers as Classroom Coaches* by Andi Stix and Frank Hrbek in October 2006. The steps are as follows:

a. Setting the Stage with Real-Life Examples

Jordan created the conditions for students to study the arch bridge with the assistance of a school science teacher. He explained that the main benefit of this design is that there is a large aisle for the ship's aisle. For ongoing military operations and trade carried to every corner of the empire, the Roman transportation system was a top priority. Jordan demonstrated to his students the differences between arch bridges and the

primitive structures that existed before they were invented.

b. Taking on the Role of Project Designers

Jordan assigned the student to the role of engineer in a Roman company with his goals in mind. He explained that they were commissioned by the emperor but had to build the model out of paper. Each group of 2-3 students must compete against other groups to meet specific specifications and build heavy bridges.

c. Discussing and Accumulating Necessary Background Information

Students investigated the arch bridge and discovered that the central keystone was critical for evenly distributing weight on both sides. They recognized the benefits of the Roman arch bridge over the post-lintel design, which did not provide enough clearance for those passing beneath. The weight is

evenly distributed through the arch bridge's keystones, increasing the structure's reliability and adding stability and security. Jordan and his students established construction parameters, including strict limits on the length of the bridge and the roads above it.

d. Negotiating the Criteria for Evaluation

Jordan and his students decided to evaluate the project by asking the following questions:

- Did the group use the Roman Arch concept to design and build the bridge?
- Did the "engineer" try to keep costs as low as possible?
- Could the bridge withstand the weight?

Students realized that because the criteria were well-defined, they might need to be revised in the future.

e. Accumulating the Necessary Materials

The students decided to construct the arch bridge out of paper or soft balsa wood, as well as glue or tape. Jordan instructed them to purchase all necessary supplies from the dummy store and record the costs on the expense sheet. A piece of paper depicting a rock, for example, costs "\$ 1,000." A tablespoon of glue, representing cement, costs \$ 2,000. Jordan reminded his students that the materials used in ancient Roman construction were very expensive. The students decided that the cheapest bridge that could support the most weight would be the winner.

f. Creating the Project

Until the final design was decided, students in each group worked on preliminary sketches and graphic organizers. Jordan coached and moved from group to group to coach the students' work during this phase. In doing so, he posed the following COACH question to himself.

- Do students have a firm grasp on the assignment?
- Does each student have a distinct role within the group?
- Are students cooperating and cooperating carefully?
- Do the students' resources correspond to their overall level of understanding?
- Are there any groups that make mistakes that impede their work because of heightened emotions?

Jordan's coaching role was given a clear purpose during the process. Students used their intellect to solve problems and achieve higher levels of learning, inspired by coaching questions and the GOPER model.

g. Preparing to Present the Project

Each group of students prepared for the final stage by debating whether they needed to rehearse the

presentation or write a display card. They were also aware of the following:

- Who designed and constructed the arch bridge?
- The cost of materials
- What factors contributed to their designs being aesthetically pleasing?
- What they thought made their design unique.
- What made the arch bridge strong enough to withstand the weight that was placed on it?

h. Presenting the Project

During this stage, students become aware of how their displays meet the standards of assessment. The teacher-instructor observes how enthusiastically they present their projects. Mr. Jordan's elegance featured each organization's arch bridge to the elegance, explaining how the layout was achieved. Testing one bridge at a time, weight was placed on top of it to determine how much

pressure the bridge could withstand without collapsing. On the day of the competition, not a single scholar was absent.

i. Reflecting on the Process and Evaluating the Process

In this simulation, students discussed what they liked about running in pairs or small groups, as well as how one student's idea could spawn every other student's idea. They talked about what they liked about the materials and what they found frustrating. Students shared their reflections to see what they had in common and what became unique to each pair or character personally. They went over the evaluation standards and discussed how well they were met.

Researchers can conclude from the above definition that project-based learning, which is rooted in constructivism and collaborative / collaborative learning, strongly and theoretically supports successful achievement (Grant, 2002). As a result, because the

first statement of PBL is a productive method, researchers can improve students' speaking skills. Furthermore, the PBL model employs a collaboration strategy, which can be interpreted as a teamwork strategy that can be utilized and collaborated with the learning media TikTok application.

F. Using TikTok in Project-Based Learning

Determine the purpose of the project and divide students into groups in this context. Presenting vocabulary related to the theme, repeating vocabulary sounds and expressions about, and copying the vocabulary heard related to the theme are all indicators of competency attainment in the material. The goal of this project is to boost students' confidence in creating English learning videos based on daily activities using the TikTok app. Following the presentation of the objectives, the students were divided into groups of 5 to 6 students each. Second, create a schedule for project implementation.

Three meetings are planned for the project. The first meeting instructed students on how to use the TikTok features that were used to create the video. The second meeting focused on project development implementation, with teacher oversight throughout the process. The third meeting included a viewing of a video of the students' project. Third, carry out project development. The project implementation takes two hours of lessons, and the students choose locations in several quiet areas around the school. The video was watched in groups, with each person taking turns mentioning the vocabulary that had been determined.

Based on the above description, the researcher can conclude that TikTok is a learning media. In this context, TikTok could provide short videos of English language learning material shared by English teachers, English educators, or some English native-speakers in its platform for youngsters to learn in an innovative mode.

TikTok with PBL includes the following indicators:

- a. The media can be easily updated or brought up to date,
 - b. pertinent to the learning objectives
- The available internet material is downloaded, and d. the interaction design of students, teachers, and learning materials
- There is a handbook and an e-learning glossary available.

G. Previous Study

Researchers discovered the same thing in three previous studies. Anggi pratiwi's first research project (2020) is titled "Using the tiktok app as an English pronunciation learning tool." According to the findings of this study, respondents gave positive responses. According to the study, respondents have a strong desire to use the TikTok app to view and understand content. When it comes to basic English proficiency, there is a difference in approach. It was used qualitatively in this study, and the topic is pronunciation.

Improving the Speaking Skills of EFL Undergraduate Learners Through Project-Based Learning with Presentation (Ubaedillah,2021). According to the findings of this study, students' speaking technology improved significantly after project training. Furthermore, students use presentations to express their positive feelings about project training and improved conversations. The interview concluded that the practice of presentations, forest activities, and integrated technologies was beneficial to students' conversation technology. The collaborative learning environment is recognized as beneficial for improving students' technological performance. However, time constraints pose serious problems in research. More research is needed to contextualize the community in order to improve conversational skills. The introduction of project-based learning, which uses presentations to provide learners with authentic English context and

promote integrative thinking, is one example of learning semantics derived from outcomes.

Problems with Project Education and Student Liberation Perspective (Wood 2020). The assumption is that by using a structured project approach for planning, communication, and subsequent action, this problem will be successfully resolved. This research also suggests that the project is still in the works, so this structured condition should be approached as a result of an accident that recognizes the importance of adaptation and flexibility. In addition, the conclusions include a co-work environment based on participation and support, which allows students to respond to emerging issues and discrepancies. This article offers a few suggestions to project team students on how to improve their students' project work skills.

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assumption is that this problem will be successfully resolved by using a structured project approach for planning, communication, and subsequent action. This research also suggests that the project is in the process of being developed, so this structured condition should be approached as a result of an accident that recognizes the importance of adaptation and flexibility. Furthermore, the conclusions include a co-work environment based on participation and support, allowing students to respond to emerging issues and discrepancies. This article provides a few recommendations to project team students on how to improve their students' skills in the context of project work.

Al Arif Zam Zam (2019) EFL students are enthusiastic about using social media to learn English, claiming that it can boost their motivation and desire to speak and master the language. According to previous research, most English learners believe that using short

videos and integrated social media can help them improve their English communication skills through self-directed learning on popular topics discussed by English teachers.

Previous research at Indonesian schools and universities has shown that using Facebook to teach English can help EFL students improve their English skills at various levels, including four areas: reading, writing, speaking, and listening. of EFL students 'Belief in and willingness to use English as a mode of communication in online communities

When students master English communication skills, they are more likely to use other well-known social networking applications made in China, such as Instagram, WhatsApp, Twitter, WeChat, and Weiblog. It was discovered that there is motivation and interest not only in learning English in order to communicate in an

interesting and creative manner, but also in using English in a virtual environment.

H. Hypothesis

H1: TikTok has a significant impact on students' speaking abilities.

H0: Using TikTok has no significant effect on students' speaking ability.

The assumption of the hypothesis as follows:

1. If the t-test exceeds the t-table by 5%, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant difference between students' speaking abilities when using Tiktok media and students' speaking abilities when not using Tiktok media at UIN Fatmawati Sukarno Bengkulu 2nd semester students. Tiktok media can help students improve their public speaking skills.

2. If the t-test t-table is significant at 5%, the null hypothesis is accepted and the alternative hypothesis is rejected. It means that there is no significant difference between students speaking ability using TikTok and students speaking ability without using TikTok media at UIN Fatmawati Sukarno Bengkulu 2nd semester students. Tiktok media can help students improve their speaking skills. The use of Tiktok media to improve students' speaking skills is ineffective.

CHAPTER III

RESEARCH METHOD

A. Research Design

This is a quasi-experimental investigation. The researchers in this study used a quasi-experimental study design to investigate the impact of one variable on another (Nana, 2009: 19). To investigate research questions, exploratory studies typically use comparison or control groups (Mackey and Susan, 2005: 146).

Then, according to Sudaryanto (2003), there are three main characteristics of quasi-experimental studies. First, the independent variable is changed. Second, except for the independent variable, all variables are monitored or controlled, and the dependent variable is observed or measured as the influence of the independent variable.

Based on the assumptions stated above, this study has independent and dependent variables. The TikTok app is an educational tool used to reduce students' anxiety in public speaking classes, with speaking anxiety as the dependent variable. The independent variable has an effect on the dependent variable. Using the TikTok app reduces students' conversational anxiety, according to this study.

The experimental group will be taught using the TikTok application, whereas the control group will be taught using traditional methods such as jigsaw. The following is the experimental design:

Table 3.1

The Design of Experiment Method

Group	Pre test	Treatment	Post test
Experimental group	O ₁	X	O ₂
Control group	O ₃	X ₀	O ₄

Where : O_1 = pre test of experimental class

O_2 = post test of experimental class

X = treatment using action learning strategy

X_0 = no treatment

O_3 = pre test of control class

O_4 = post test of control class

B. Population and Sample

1. Population

The overall study subject is the population (Arikunto, 2002: 108). The term population refers to a subset of some collection property (Downy and Weardon, 2004: 25). This means that the population is made up of all of the students at the college. The population for this study consists of three classes at UIN Fatmawati Sukarno Bengkulu. There are a total of 62 students. The table summarizes the entire population.

Table 3.2

The population of the Research

No	Class	Population
1	A	19
2	B	21
3	C	22
	Total	62

2. Sample

According to (Arikunto, 2002: 183), a sample is a subpopulation or study population. The researcher will be the study's target specimen. Intentional sampling is a method of sampling that is done carefully. With intentional sampling, classes in both groups should have equal or nearly equal opportunities (Sudjana, 2005: 26). In

other words, the inquirer does not simply study what is available, but bases their decisions on which samples they believe will provide the necessary data.

Researchers selected populations 2A and 2B based on their goal setting approach: if the population is less than 100, then all of them should be accommodated as a class based on the second class of the available class UIN Fatmawati Sukarno. It is divided into two classes.

Table 3.3

The Sample of the Research

No	Group	Class	Male	Female	Total
1.	Experimental class	A	3	16	19
2.	Control Class	B	3	18	21

B. Data Collecting Procedure

To investigate the impact of the TikTok application on increasing interest in learning, the researcher would provide treatment, and conduct interviews.

1. Pre-test

The researcher evaluates the students' speaking abilities at this point. Experiment while maintaining control. Prior to beginning treatment, a preliminary test was administered to determine the students' level of language anxiety. As a result, the experimental and control groups start from the same place. These steps are computed using the SPSS 26.0 computer program.

2. Treatment

Following the distribution of the questionnaire, the researcher will individually treat each class. The Researcher will administer the Treatment four times,

with each meeting lasting 45 minutes. The TikTok application will be used to teach the experimental class, while traditional or traditional methods will be used to teach the control class. The same materials will be covered in both classes.

a. The Experimental Class

The steps in teaching English by using TikTok Application are: **First**, setting with Real-life Examples. In this step researcher explained how TikTok works in real-life and explained that TikTok can be used as a media for sharing daily story, activities, and media for learning. **Second**, Taking on the role of project designers. In this point, the researcher asks students to have a role model in TikTok for an example to them to imitating how they make a good video. **Third**, discussing and accumulating necessary background information. In this point, the researcher give an explanation why

TikTok as a media of learning is fit for collage students to decrease their anxiety in speaking especially speaking in english and give explanation to student what are feature in TikTok that they can be used for media of learning. **Fourth**, Negoitating the criteria for Evaluation. The researcher give criteria for good assignment there are 5 criterias in speaking (grammar, fluency, pronunciation, vocabulary,) and for video there are interesting presentation, interesting material, etc. **Fifth**, accumulating the necessary material, the researcher asks students to prepare some material such as handphone, mobile data plans, etc. **Sixth**, creating the project. The researcher asks students to make a video and upload to TikTok application for 1 week. **Seventh**, preparing to present the project. After upload the video, the researcher give students opportunity to watching other students

videos **Eight**,presenting the project.in this step,The reseacher asks student to download their video and presenting in front of class **Nineth**,reflecting on the process and evaluating the process.The researcher give some questions to student such “did TikTok app a good media for learning speaking?”,did student can adapting with TikTok application? And give chance to students to commenting to each student tiktok video.

b. Controll class

In control class,the researcher will compare the students achievement in learning english which will not treat TikTok appllication but conventional class with jigsaw,the step are :

First, Divide students into jigsaw groups of 5 – 6 people. This group should have differences in terms of gender,ability.**Second**, Appoint a student in

the group to be the group leader. In terms of In this case, the selected students are students who are considered more mature than other students in the school the group.**Third**, Divide the task/material into several 5-6 segments or sections.**Fourth**, Divide students into groups to study 1 segment each or part.**Sixth**, Give students time to learn what is theirs.**Seventh**, Forming expertise groups (expert groups) containing students who study the same material. Return students to the original group.**Eight**, Ask each student to present each segment or material they learn, and encourage other students to ask questions. Presentation in turns from 1 group to another, and the teacher or lecturer make observations. If there are group members who have difficulties.**Nineth**, At the end of the session give a quiz or test so that students realize that what learned is important and goes into the assessment.

3. Post Test

The final test is performed after both the experimental and control groups have been treated. Both the experimental and control groups take this final test. The final test will determine whether there is a significant difference in speaking ability between the experimental and control groups following treatment. It is also necessary to compare pre-test scores to test results to determine whether the results increase, equalize, or decrease. Finally, the SPSS 26.0 computer program is used to score the test results.

D. Research Instrument

The process of selecting or developing tools and measurement methods that are appropriate for the problem being evaluated is referred to as the instrument. Researchers use two instruments to collect data: speaking tests and documentation instruments.

1. Speaking test

In this study, pretest and posttest tests were used. The author administers an oral test to students to assess their knowledge of public speaking skills. The authors divided the scores into five categories because the test is oral: pronunciation, grammar, vocabulary, fluency, and comprehension. According to Heaton's rating (Heaton, 1999). The average is calculated by adding the scores of all the criteria and dividing them by 5. A pre-test is conducted prior to using the role-playing technique. In this case, post-testing is carried out following the use of the role-playing technique.

Table 3.4

Students' Speaking Skill Rubric

No.	Criteria	Rating Scores		Description
1	Pronunciation	5	(95-100)	Has few traces of foreign language.
		4	(85-94)	Always intelligible, though one is conscious of definite accent.
		3	(75-84)	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	(65-74)	Very hard to understand because of pronunciation problem, most
No	Criteria	Rating Scores		Description
				frequently be asked to repeat.
		1	Below 65	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	(95-100)	Make few (if any) noticeable errors of

				grammar and word order.
		4	(85-94)	Occasionally makes grammatical errors or word order errors that do not, however obscure meaning.
		3	(75-84)	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	(65-74)	Grammar and word order errors make comprehension difficult, must often rephrase sentence.
		1	Below 65	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	(95-100)	Use of vocabulary and idioms is virtually that of native speaker.
		4	(85-94)	Sometimes use inappropriate terms

				and must rephrases ideas because of lexical and equities.
		3	(75-84)	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	(65-74)	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Below	Vocabulary limitation so extreme as
No	Criteria	Rating Scores		Description
			65	to make conversation virtually impossible.
4	Fluency	5	(95-100)	Speech as fluent and efforts less as that of a native speaker.
		4	(85-94)	Speed of speech seems to be slightly affected by language problems.

		3	(75-84)	Speed and fluency are rather than strongly affected by language problems.
		2	(65-74)	Usually hesitant; often force into silence by language limitations.
		1	Below 65	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	(95-100)	Appears to understand everything without difficulty.
		4	(85-94)	Understands nearly everything at normal speed, although occasional repetitions.
		3	(75-84)	Understand most of what is said at slower-than-normal speed with repetitions.

		2	(65-74)	Has great difficulty following what is said. Can comprehend only „social conversation“ spoken slowly and with frequent repetitions.
		1	Below 65	Cannot be said to understand even simple conversational English.

To find out the final score of speaking test,the reseacher summed up the score of each aspect and multiplied it by 4. Therefore,the possible highest score is $(5+5+5+5+5) \times 4 = 100$ and the possible lowest score is $(1+1+1 +1+1) \times 4 = 20$

Table 3.5

The classification of Student's Score

The Range of Score	Category Score	
85-100	Excellent	A
75-84	Very Good	B
56-74	Good	C
<55	Poor	D

2.Observation

Observation is a difficult process. A systematic process of recording and paying attention to the phenomena being studied. This observation technique is based on direct research observations. The observations in this study seek to learn more about students and the teaching-learning process.

D. The Technique of Data Verification

The writer used the T-test to determine the differences in student scores from the pre-test and post-test in the experiment and control classes. Before calculating hypothesis testing, the researcher first calculated students' writing scores using J. B Heaton's Analytical Scoring Rubric, and then measured normality and homogeneity.

1. Normality Test

The normality test will be performed on two classes: experimental and control. It is used to determine whether the data from both sample groups under consideration is normally distributed or not. The Lilliefors test (by significant 0,05) is used in this study to determine the normality of the data.

$$x^2 = \frac{(f_i - f_h)^2}{f_h}$$

Symbols Explanation:

$\chi^2 =$ Chi Square test

$f_h =$ Expected Score

$f_i =$ Observed Score

Normality test has two criteria, which are;

1. If $L_{table} > L_{observe}$, then the data distribution is normal
2. If $L_{table} < L_{observe}$, then the data distribution is not normal.

After the normality test indicates that the data is distributed normally, the homogeneity test is required. It is used to determine the degree of similarity between

two conditions or populations. This study employs the Barlet test on Riduwan with a significance level of $= 0.05$, $db1 = (N1 - 1)$ and $db2 = (N2 - 1)$.

$$F = \frac{\text{The biggest varian}}{\text{The smallest varian}}$$

The smallest varian

Terms homogeneous:

If $F_o \leq F_t$, then H_o is accepted (homogeneous) and H_a rejected.

If $F_o \geq F_t$, then H_o is rejected (not homogeneous) and H_a accepted.

a. Hypothesis Test

The T-Test is used by the researcher for The Hypothesis Test to determine whether there are differences between two variables in this study. After obtaining the t-score, the

writer compares it to the T-table using the manual calculation formula described by Sudjiono in his book, as follows:

$$t_o = \frac{M1 - M2}{SE_{M1 - M2}}$$

$$SE_{M1 - M2}$$

t_o = The score of “t observe”

M1 = Mean of the difference of experimental class

M2 = Mean of the difference of controlled class

b. Formulation of the Effect Size

In order to assure whether the effect of the treatment was strong, Cohen’s formulation on Muijs was adopted as follows :

$$d = \frac{M1 - M2}{\text{pooled standard deviation}}$$

pooled standard deviation

$$\text{Pooled Standard Deviation} = \frac{(SD1 + SD2)}{2}$$

After obtaining the results, it can be interpreted based on the

Criteria :

0–0.20 = weak effect

0.21–0.50 = modest effect

0.51–1.00 = moderate effect

>1.00 = strong effect

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter the researcher will present the results of the findings and discussions of the research at UIN Fatmawati Sukarno Bengkulu to answer research questions. The results of observations and interviews conducted at UIN Fatmawati Sukarno Bengkulu and will be discussed as follows:

1. Description of English Education Study Program

State University for Islamic Studies of Fatmawati Soekarno Bengkulu is one of Islamic university in a Bengkulu Province. This college is a further development of the IAIN Raden Fatah, which was later converted into a State Institute for Islamic Studies Bengkulu. Currently,

State University for Islamic Studies of Fatmawati Soekarno Bengkulu has four faculties with a total of 24 Study Programs for the Strata-1 and five Study Programs for the Strata-2 (Master) Program. The four faculties include: faculty of Islamic Economics and Business, Sharia faculty, Ushuluddin, Adab and Da'wah, and Tarbiyah and Tadris faculty. The faculties with the highest number of students is the Tarbiyah and Tadris faculty with nine study program, one of them is English Education Study Program.

The English Education Study Program stood up in 2010 and gained accreditation five years later with B accreditation. The number of lecturer currently teaching in English Education Study Program was 17 lectures with Strata-2 (Master) and Strata-3 (Doctor). Furthermore, the number of active students currently recorded is 590 students with 17 classes from one until seventh semester.

Here is the vision and mission of English Education Study Program.

2. Vision and Mission

a). Vision

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

b). Mission

- 1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.
- 2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national scores.
- 3) Carry out research and innovation in the field of English language education that can be utilized by stakeholders and carry out education that has high

dedication and commitment to the community in the dissemination and implementation of English language education

- 4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of developing and increasing the professionalism of educators in the field of English.
- 5) To organize English language education and teaching in an integrated, entertaining, effective and efficient manner

B. Results

This chapter discusses the results of a speaking ability test given to second semester students at UIN Fatmawati Sukarno Bengkulu's English Department. The results of this study were obtained through data analysis, as described in Chapter III. The conclusion was as follows:

1. The Results of Speaking Test

This section describes and analyzes the test before and after treatment. Pre and post tests were given to students in the experimental and control groups. The pre-test was given to students prior to the experiment, and the post-test was given at the end of the experiment.

a. The description of pre test and post test scores in experimental class students' pre test and post test in experimental class

The total score of the students' pre-test and post-test in the experimental class would be shown graphically in the appendix, along with the progress of each student.

Table 4.1

**Description of pre-test and post-test in the
experimental class**

Descriptive statistics

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Nilai Mahasiswa Kelas Eksperimen (Post-Test)	75.47	19	8.296
	Nilai Mahasiswa Kelas Eksperimen (Pre-Test)	56.00	19	11.314

The mean (Mean) and standard deviation scores for Experimental Class (Pre-Test) and Experimental Class Student Scores in Experimental Class (2A) (Post-Test). According to the table, the mean (average) Experimental Class Student Score (Pre-Test) is 56.00, with a standard deviation of 11.314, whereas the mean (average) Experimental Class Student Score (Post-Test) is 75.47, with a standard deviation of 8.296.

Figure 4.1

Graph for pre-test and post-test scores in experimental class

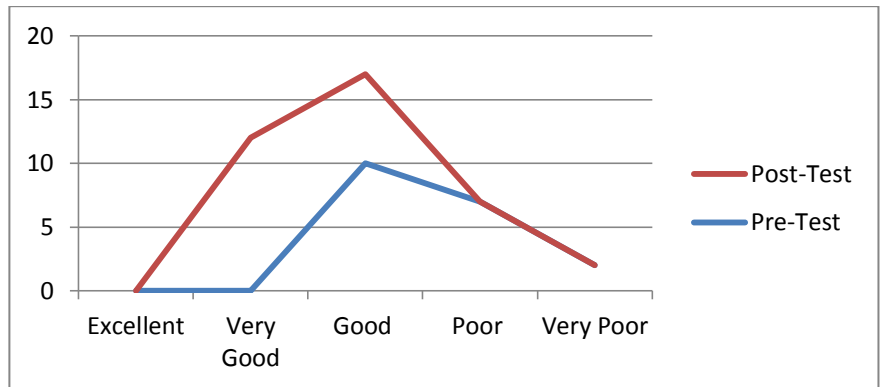


Figure 4.1 shows that the post-test score was higher than the pre-test score. This means that implementing the TikTok App can help students improve their public speaking skills.

a. The distribution of pre-test and post-test scores in the experimental

Table 4.2

The distribution in Experimental Class

Score interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
85-100	Excellent	0	0	0	0
75-84	Very Good	0	0	12	63,15
60-47	Good	10	52,6	7	36,84
40-59	Poor	7	36,8	0	0
0-39	Very Poor	2	10,5	0	0

According to table 4.2, there were 0 students in the excellent category, 0 students in the very good category, 10 students in the good category, 7 students

in the poor category, and 2 students in the poor category. During the post-test, 0% of students scored excellent, 12% scored very good, 7% scored good, 0% scored poor, and 0% scored very poor.

b. The Description of Pre-Test and Post-Test in the Class Control

Table 4.3

Description of Pre-Test and Post-Test Scores in the Control Class

Descriptive statistics

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Nilai Mahasiswa Kelas Kontrol (Post-Test)	61.00	20	11.599
	Nilai Mahasiswa Kelas Kontrol (Pre-Test)	58.80	20	10.471

The mean and standard deviation scores for the Control Class (Pre-Test) and Control Class (Post-Test)

student scores in the control class (2B). The Control Class Student Score (Pre-Test) has a mean (average) score of 58.80 and a standard deviation of 10.471, while the Control Class Student Score (Post-Test) has a mean (average) score of 61.00 and a standard deviation of 11.599.

Figure 4.2

Graph for pre-test and post-test scores in control class

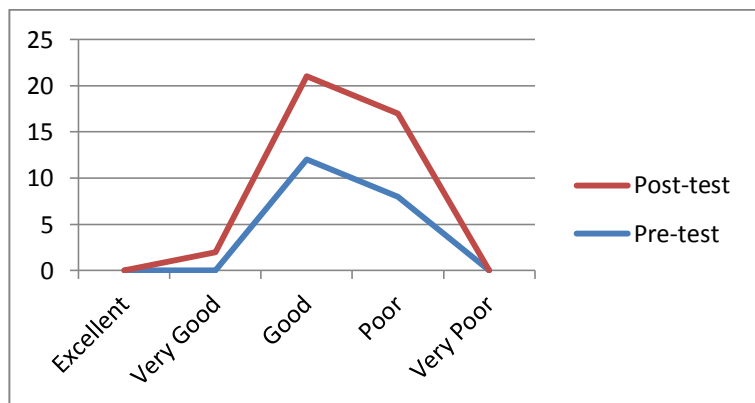


Figure 4.2 shows that the post-test score is higher than the pre-test score. As a result, the students' speaking ability score gradually improves.

Table 4.4

The distribution in Control Class

Score interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
85-100	Excellent	0	0	0	0
75-84	Very Good	0	0	2	10
60-47	Good	12	60	9	45
40-59	Poor	8	40	9	45
0-39	Very Poor	0	0	0	0

On the pre-test in the control class, there were 0(0%) students in the excellent category, 0(0%) students in the very good category, 12 (60%) students

in the good category, 8 (40%) students in the poor category, and 0(0%) students in the poor category, according to table 4.4. During the post-test, 0(0%) students were in the excellent category, 2(10%) students were in the very good category, 9(45%) students were in the good category, 9(45%) students were in the poor category, and 0(0%) students were in the very poor category.

C. Analysis of Data

Table 4.5

Test of Normality on Pre-Test Experiment, Post-Test Control, Post-Test Experiment, and Post-Test Control

1). Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Nilai Mahasiswa Kelas Kontrol (Pre-Test)	Nilai Mahasiswa Kelas Kontrol (Post-Test)	Nilai Mahasiswa Kelas Eksperimen (Pre-Test)
N		20	20	19
Normal Parameters ^{a,b}	Mean	58.80	61.00	56.00
	Std. Deviation	10.471	11.599	11.314
Most Extreme Differences	Absolute	.140	.129	.164
	Positive	.104	.119	.119
	Negative	-.140	-.129	-.164
Test Statistic		.140	.129	.164
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.189 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

a. The Result of Normality Data of Pre-Test and Post-Test Score

Smirnov normality test results for the control class student scores (Pre-Test), control class student scores (Post-Test), experimental class student scores (Pre-Test), and experimental class student scores (Post-Test) are summarized in the table above (Post-Test). The p-score (Sig.) for the control class (Pre-Test) student is 0.200, the p-score (Sig.) for the control class (Post-Test) student is 0.200, and the p-score (Sig.) is 0.200, according to the table. The Pre-Test score for the experimental class students was 0.189, and the Sig. p-score for the experimental class students was 0.102. Because all p scores were greater than 0.05, data on control class student scores (Pre-Test), control class student scores (Post-Test), experimental class student scores (Pre-Test), and experimental class student scores (Post-Test) were analyzed (Post-Test).

2). Hypothesis Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Mahasiswa Kelas Kontrol (Post-Test)	61.00	20	11.599	2.594
	Nilai Mahasiswa Kelas Kontrol (Pre-Test)	58.80	20	10.471	2.341

The table above describes the mean (Mean) and Standard Deviation (Std. Deviation) scores for the Control Class (Pre-Test) and Control (Post-Test) student scores. From the table, it is known that the score of the Control Class Students (Pre-Test) with an average score (Mean) of 58.80 and the Standard Deviation (Std. Deviation) score of 10.471, while the Control Class Student's Score (Post-Test) with a score of the average (Mean) is 61.00 and the Standard Deviation (Std. Deviation) is 11,599.

Paired Samples Test

Pair 1

Nilai Mahasiswa Kelas
 Kontrol (Post-Test) - Nilai
 Mahasiswa Kelas Kontrol
 (Pre-Test)

Paired Differences	Mean	2.200	
	Std. Deviation	3.778	
	Std. Error Mean	.845	
	95% Confidence Interval of the Difference	Lower	.432
		Upper	3.968
T		2.604	
Df		19	
Sig. (2-tailed)		.017	

The table above describes the results of the average difference test between Control Class Student Scores (Pre-Test) and Control Class Student Scores (Post-Test) using the Paired Samples t-Test. Paired Samples t-Test was used because the data of Control Class Student Scores (Pre-Test) and Control Class Student Scores (Post-Test) were normally distributed. From the table, it is known that the Paired Samples t-Test (t-count) test score is 2.604 and the t-table is 2.093 with a p-score of 0.017. Because the score of t-count > t-table or p score < 0.05, it is said that there is an

average difference between Control Class Student Scores (Pre-Test) and Control Class Student Scores (Post-Test).

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Nilai Mahasiswa Kelas Eksperimen (Post-Test)	75.47	19	8.296	1.903
	Nilai Mahasiswa Kelas Eksperimen (Pre-Test)	56.00	19	11.314	2.596

The table above describes the average (Mean) and Standard Deviation (Std. Deviation) scores for the Experimental Class Student Scores (Pre-Test) and Experimental Class Student Scores (Post-Test). From the table, it is known that the Experimental Class Student Score (Pre-Test) with an average score (Mean) of 56.00 and the Standard Deviation (Std. Deviation) score of 11.314, while the Experimental Class Student Score (Post-Test) with a the average (Mean) is 75.47 and the Standard Deviation (Std. Deviation) is 8.296.

Paired Samples Test

		Pair 1	
		Nilai Mahasiswa Kelas Eksperimen (Post-Test) - Nilai Mahasiswa Kelas Eksperimen (Pre-Test)	
Paired Differences	Mean	19.474	
	Std. Deviation	8.296	
	Std. Error Mean	1.903	
	95% Confidence Interval of the Difference	Lower	15.475
		Upper	23.472
T		10.232	
Df		18	
Sig. (2-tailed)		.000	

The table above describes the results of the average difference test between Experimental Class Student Scores (Pre-Test) and Experiment Class Student Scores (Post-Test) using the Paired Samples t-Test. Paired Samples t-Test was used because the experimental class student scores (pre-test) and experimental class student scores (post-test) were normally distributed. From the table, it is known that the Paired Samples t-Test (t-count) test score is 10.232 and the t-table is

2.101 with a p-score of 0.000. Because the score of $t\text{-count} > t\text{-table}$ or $p\text{ score} < 0.05$, it is said that there is an average difference between the Experiment Class Student Score (Pre-Test) and the Experiment Class Student Score (Post-Test).

3). Test of Homogeneity

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai Mahasiswa	Eksperimen	19	75.47	8.296	1.903
	Kontrol	20	61.00	11.599	2.594

The table above describes the mean (Mean) and Standard Deviation (Std. Deviation) scores for the Experimental Class Student Scores and the Control Class Student Score. From the table, it is known that the score of the experimental class students with an average score (mean) of 75.47 and the score of the standard deviation (std. deviation) of 8,296, while the score of the control class students with an average

score (mean) of 61.00 and the score of Standard Deviation (Std. Deviation) is 11,599.

Independent Samples Test

		Nilai Mahasiswa		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	3.299		
	Sig.	.077		
t-test for Equality of Means	T	4.461	4.499	
	Df	37	34.433	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	14.474	14.474	
	Std. Error Difference	3.244	3.217	
	95% Confidence Interval of the Difference	Lower	7.900	7.939
		Upper	21.047	21.008

The results of the Levene test (F test) homogeneity test of the experimental and control class student scores are shown in the table above, with a p score of 0.077. Because the p-score is greater than 0.05, the data on the

scores of the experimental and control classes are identical or homogeneous.

The table above also includes the results of the Independent Samples t-average Test's difference test between the Experiment Class Student Score and the Control Class Student Score. Because the experimental and control class student scores were normally distributed, the Independent Samples t-Test was used.

According to the table, the Independent Samples t-Test (t-count) score is 4.461, and the t-table score is 2.026 with a p-score of 0.000. It is stated that there is an average difference between the scores of the experimental class students and the scores of the control class students because the $t\text{-count} > t\text{-table}$ or p score 0.05, implying that using TikTok in combination with project-based learning has a significant effect on student speaking ability.

D. DISCUSSION

The total number of students in the class VIII population was 87, according to the findings of a study conducted at UIN Fatmawati Sukarno Bengkulu. This study includes 39 samples in total. The samples are separated into two groups: 20 from the control group and 19 from the experimental group. According to the study's results description, researchers in this study have several discussions, some of which are about how the TikTok Application affects students' speaking ability.

Both the experimental and control groups started out with the same level of communication ability. The researcher also demonstrated it by administering the pre-treatment test and indicating the initial level of speaking ability. The experimental group had a mean pre-test score of 56,00, while the control group had a score of 58,80. According to a statistical analysis, their pre-test speaking ability scores did not differ significantly.

Based on the research findings, the following interpretation is presented to improve the research score. First, after you have completed the post-test. The TikTok application had a statistically significant effect on students' speaking ability, according to the findings. The experimental class had a higher mean post-test score of 75.47 than the control class, which had a score of 61.00. It was discovered that the TikTok application had a significant impact on students' speaking abilities.

Second, TikTok Application on give students an opportunities to develop their speaking skills through a deeper understanding of conceptual knowledge, and they can easily convince with speaking and remember the words, by any of these strategies, the students would not feel bored in learning because they did not get the monotonous process of teaching and learning inclassroom, especially in learning speaking, which those who consider a challenging and boring lesson.

CHAPTER V

CONCLUSION

A. Conclusion

Based on research conducted at UIN Fatmawati Sukarno Bengkulu in the academic year 2020/2021, the researcher may conclude that using the TikTok application can improve students' speaking ability as evidenced by their grades. Furthermore, based on the reactions of the students to the teaching and learning activity. The student clearly enjoys using the TikTok application. It is demonstrated by their participation in class conversations and discussions, as well as their performance in front of the class, pronunciation, fluency, and speaking confidence.

Students were more engaged in the process of speaking, teaching, and learning. As a result, using the TikTok App as a teaching strategy can help students

improve and maintain their public speaking skills. According to the discussion in the previous chapter, using the TikTok application can help students overcome their fear of public speaking. The students' pre-test score was low, but their post-treatment score was higher than the pre-test score. A notable accomplishment was mentioned. The use of the TikTok app in the learning process increased students' enjoyment and relaxation in the speaking class. It can help students overcome their fear of public speaking. It can boost students' motivation and self-esteem.

B. Suggestion

In this section, the researcher would really like to make the following recommendations: to use the TikTok app to increase students' speaking abilities would be extremely beneficial for teachers. As a result, the teacher should indeed proceed to use Tiktok as a substitute instructional method for university students.

Learning strategies benefit students greatly because they make learning easier, faster, more enjoyable, and more effective. As a result, students are advised to use an appropriate TikTok application to better understand and enjoy the lesson.

The research area of the following researcher for the teaching and learning process is extremely broad. Other research on the students' use of the TikTok app is required. Another researcher could use TikTok to look into the effectiveness of specific English categories. Furthermore, the researcher suggests that other researchers investigate the differences between the TikTok app used by students in the acceleration class and students in the regular class. Finally, the author acknowledges that this study has flaws and errors. As a result, the author would appreciate any constructive suggestions for improving the research

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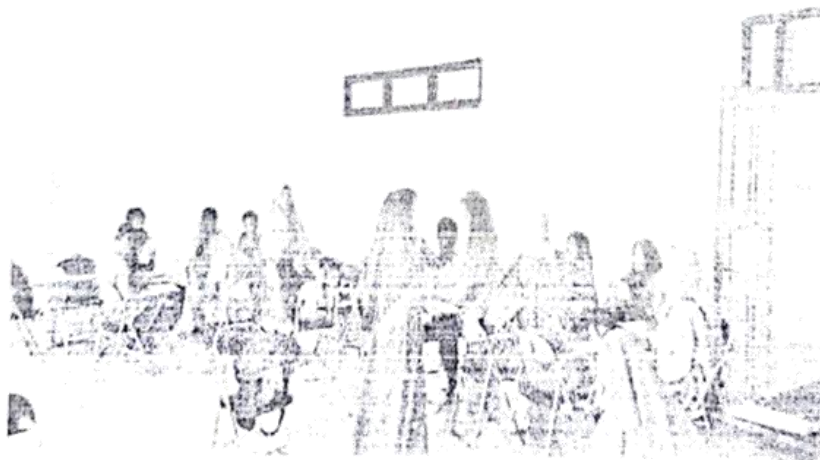
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FOTO PENELITIAN



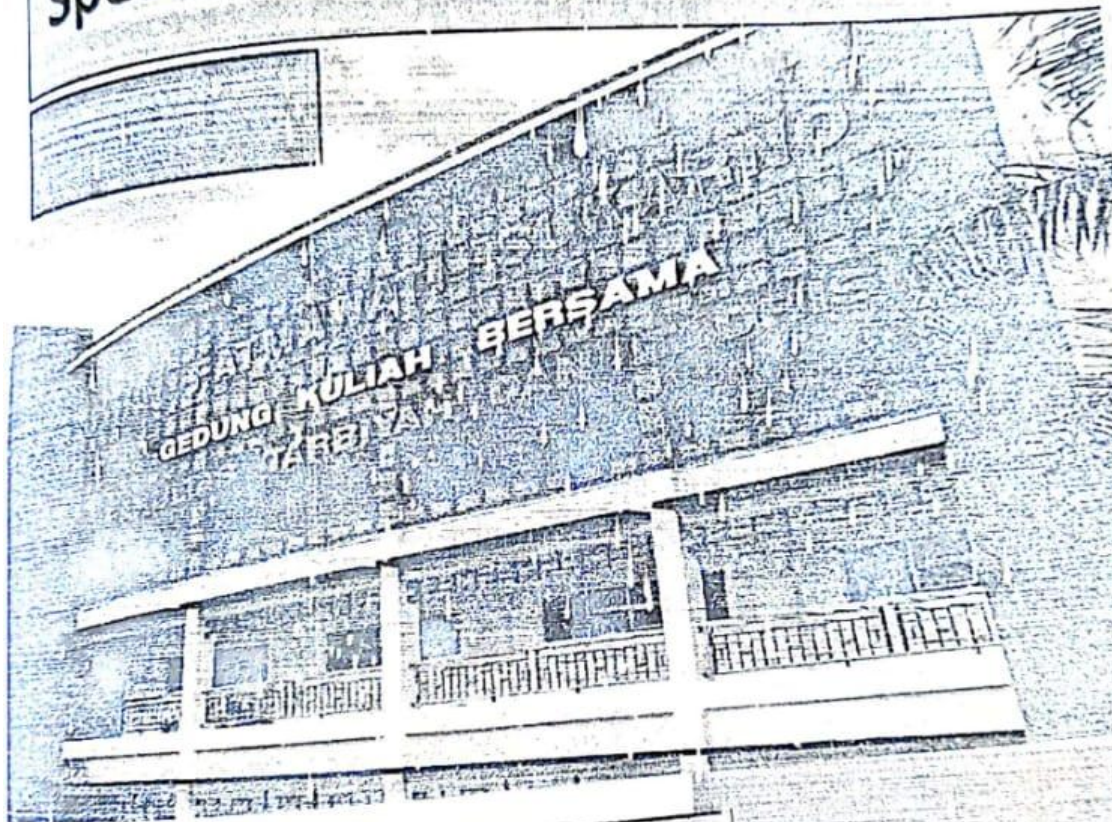
DAFTAR NILAI MAHASISWA

No	Control Class	
	Pre-Test	Post-Test
1	60	56
2	68	68
3	56	56
4	72	84
5	64	64
6	72	76
7	72	72
8	52	56
9	64	64
10	48	48
11	56	64
12	68	72
13	52	52
14	44	48
15	72	72
16	60	60
17	40	44
18	48	48
19	44	44
20	64	72

No	Experimental Class	
	Pre-Test	Post-Test
1	68	76
2	56	64
3	64	72
4	60	82
5	68	84
6	72	84
7	56	76
8	60	82
9	44	60
10	52	64
11	64	84
12	52	80
13	40	72
14	68	84
15	64	82
16	36	60
17	44	76
18	36	72
19	60	80



Bahan Ajar Perkuliahan public Speaking



Disusun oleh:

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UNIT I BUSINESS COMMUNICATION



Business communication is the process of sharing information between people inside and outside the company. There are several types of business communication, namely internal (between employees within the company) and external (company with outside parties). This one communication includes three things, namely upward communication, downward communication, and lateral communication.

1. Upward communication

Every communication made from someone whose position is still low to someone who has a higher position.

2. Downward communication

The type of communication carried out by someone in a higher position to someone with a lower position.

3. Lateral communication

Meanwhile, this type of communication is carried out between colleagues in one or different departments.

Business communication can be done orally or in writing. Therefore there are several methods of doing it.

Jessica : Of course. I am currently in the business field such as fashion boutiques. I just open a boutique in Singapore now.

UNIT 2 COLLEGE LIFE



Meeting New Students,

Anita : Hello, how are you doing?

Bryan : Pretty good , and you?

Anita : I'm doing great.

Bryan : That's great to hear.

Anita : So how long have you been going to PCC?

Bryan : I've been going here for a couple years now. You?

Anita : This is my first year.

Bryan : How do you like it so far?

Anita : It's all right.

Bryan : You don't like it?

Anita : I'll like it better once I finish my GE.

Bryan : That's exactly how I used to feel.

Making an Appointment with Your Professor,

Ryan : Professor, could I make an appointment with you?

UNIT 3

ENGLISH FOR ENTERTAINMENT

English gives access to more entertainment and more access to the Internet. Nowadays, many films, TV shows, books and music are published and produced in English. By understanding English, you won't need to rely on translations and subtitles anymore. Speaking English gives you Access to a World of Entertainment. Many of the world's top films, books and music are published and produced in English. Therefore, by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding.

Biography is the one genre that can open his eyes and hearts to people who have made a difference in the world. It can learn about lives and eras of both the past and present. Social/Language Function of Biography Text The social function of Biography text is to know a person's story about his/her life outside of any accomplishments. This person may be known for and to give lots of information easily and to educate the readers.

Generic Structure of Biography Text The followings are the structure of Biography text.

a. Orientation (Introduction)

It is the opening paragraph, gives the readers the background information of the person. Usually it contains narrated biodata such as full name, place, and date of birth.

b. Events

In events, it should be a chronological order. This stage is a part of the events experienced by the character. It contains an explanation of a good

UNIT 4 REPORTING EVENT OR INCIDENT

Event reporting involves producing a report after an event has concluded in order to assess whether the objectives of the event were met. An event report should also identify areas for future fine tuning and improvement. This is a key means by which organizations are able to make assessments as to whether changes in their operational procedure are needed. Event reports are sent to the sponsors of the event and should be tailored towards the needs and interests of the sponsor.

In preparing your event report, you should try to tailor the report to meet the specific needs and interests of each of the sponsors who will make up the audience. Prior to the event, you should create a tracking process that will allow you to record key information. When writing the report, boil it down to the key details. Discuss the three things that worked the best and then talk about three things that were the most surprising. Begin with an executive summary and include visuals in the report.

A live reporter, even under pressure, knows what the audience would want to know or ask out of a report. Here are tips on how to make a good live report:

1. Have your own notes
2. Talk to people in authority
3. When having a co-host, listen well to his thoughts and opinion and react accordingly
4. Do not lead the interviewee on
5. Keep a balanced opinion

The example of text report:

Big Whale

The blue whale is not only the biggest whale living today; the blue whale is the biggest creature ever to have lived on Earth. They are mind-bogglingly gigantic; much larger than any of the dinosaurs. Blue whales and the other ocean giants live their whole lives in seawater.





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INSTITUT AGAMA ISLAM NEGERI
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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 5336 /In.11/F.II/PP.009/ 12/2020

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, S.Ag, M.Hum, M.Pd 197509252001121004	P I	Muhammad Febliyansyah 1811230053	TBI	The Effect of Using TikTok as Learning Media on Speaking Skill. (A Quasi-Experimental Case Study of College Students at IAIN Bengkulu in Academic Year)
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 15 Desember 2020

Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Muhammad Febliyansyah
NIM : 1811230053
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **The Effect of Using TikTok as Learning Media on Speaking Skill (A Quasi-Experimental Study at IAIN Bengkulu)** Menjadi : **The Effect of Implementing TikTok Application with Project-Based Learning on Students Speaking Skill (A Quasi-Experimental Study at UIN Fatmawati Sukarno Bengkulu)**Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Maret 2022
Disetujui oleh,

Pembimbing I

Dr. H. Al Akbarjono, M.Pd
NIP.197509252001121004

Pembimbing II

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002

Chh Koord. Prodi :
Yth Diberikan oleh setelah
perubahan judul 7/05/22



PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Muhammad Febliyansyah, NIM : 1811230053 yang berjudul **"THE EFFECT OF IMPLEMENTING TIKTOK APPLICATION WITH PROJECT-BASED LEARNING ON STUDENTS' SPEAKING SKILLS At UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 25 Maret 2022

Pukul : 08.00 s/d selesai

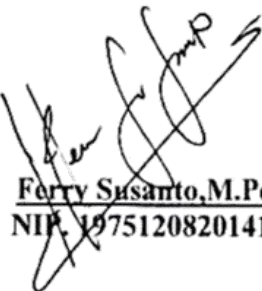
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 04 April 2022

Penyeminar I

Penyeminar II


Dr. H. Ali Arbarjono, M.Pd
NIP. 197509252001121004


Ferry Susanto, M.Pd
NIP. 197512082014111001



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SURAT KETERANGAN

Bengkulu, 14 April 2022

Nomor :-

Lampiran : 1 (satu) Exp Proposal

Perihal : **Surat Pengantar Permohonan Izin Penelitian Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:


Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Muhammad Febliyansyah
NIM : 1811230053
Asal Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini mengajukan permohonan agar dibuatkan Surat Pengantar /Izin Penelitian ke Mahasiswa TBI UIN Fatmawati Sukarno Bengkulu mulai 19 April s/d 31 Mei 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul *"The Effect Of Implementing Tik Tok Application With Project Based Learning On Students' Speaking Skills"* (A quasi-experimental study of English department students at UIN Fatmawati Sukarno Bengkulu in academic year 2021/2022).Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,
Koordinator Prodi TBI


Feny Martina, M.Pd
NIP 198703242015032002



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Nomor : 2021/Un.23/F.II/TL.00/04/2022

20 April 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Koordinator Prodi TBI UIN Fatmawati Sukarno
Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"The Effect Of Implementing TikTok Application With Project-Based Learning On Student's Speaking Skills (A Quasi-experimental Study Of English Departement Students At UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022)"*.

Nama : Muhammad Febliyansyah
NIM : 1811230053
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : Prodi TBI UIN FAS Bengkulu
Waktu Penelitian : 22 April s/d 06 Juni 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.



Dekan,

Mus Mulyadi



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SURAT KETERANGAN

Bengkulu, 09 Juni 2022

Nomor : -
Lampiran : 1 (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

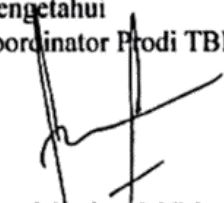
Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Muhammad Febliyansyah
NIM : 1811230053
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 22 April 2022 s/d 06 Juni 2022 dengan judul *"The Effect of Implementing TikTok Application With Project-Based Learning On Student's Speaking Skills (A Quasi-Experimental Study of English Department Students At UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022) "* Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002



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SURAT TUGAS

DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Nomor: 1071 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu at:

Nama Mahasiswa : Muhammad Febliansyah

NIM : 1811230053

Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kol untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kol dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Hengki Satrisno, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-
2	Zelvia Liska Afriani, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan de pendidikan b. Language skill, vocabulary, grammar, spe writing, reading c. Linguistics: psycholinguistics, sociolingu phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Heny Friantary, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubu dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa mengha dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan u dilaksanakan.



Bengkulu, 9 Maret 2022

Dekan,

Mus Mulyadi



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Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Muhammad Febliyansyah Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
NIM : 1811230053 Judul Skripsi : The Effect of Implementing TIK
Jurusan : Bahasa Application with Project-Based Learning
Program Studi : Tadris Bahasa Inggris on students speaking skills.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
i.	29 Feb 2022	BAB II	- supported theory - synthesis - indicators	
ii.	1 Maret 2022	BAB I proposal	- Data empiris - Indikator dijadikan acuan di background sesuai data empiris check again syntax error just in case of program. Review at background caption where the etc.	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,

Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Muhammad Febliyansyah Pembimbing II : Feny Martina, M.Pd
NIM : 1811230053 Judul Skripsi : The Effect of Implementing TikTok
Jurusan : Bahasa Application with Project-Based Learning
Program Studi : Bahasa Inggris on Student's Speaking Skills

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	10 Jan 2022	BAB I	- Perbaiki background - Perbaiki get problem	[Signature]
2	17 Jan 2022	BAB II, BAB IV	- Pengembangan materi TikTok, PBL, dll.	[Signature]
3	24 Jan 2022	BAB III	- Perbaiki step PBL	[Signature]
4	08 Feb 2022	BAB III	- Perbaiki hypothesis, step PBL	[Signature]
5	17 Feb 2022	BAB III	- Perbaikan step PBL	[Signature]
6	23 Feb 2022	Ace Sempasp	Ace Sempasp	[Signature]

Mengetahui,
Dekan
Dr. Agus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,
Pembimbing II
Feny Martina, M.Pd
NIP. 198703242015032002



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Website: www.uinfasbengkulu.ac.id

Nomor: 130 /Un.23/F.II/PP.00.9/03/2022

Lamp. : -

Perihal: Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr.H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Ferry Susanto, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 25 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Nanda Handayani (1711230096)	08.00-09.00 WIB	Students' Perceptions and Motivation Toward English E-Learning During the Covid-19 Pandemic
2.	Muhammad Febliyansyah (1811230053)	09.00-10.00 WIB	The Effect of Implementing TikTok Application with Project-Based Learning on Students' Speaking Skill
3.	Deanta Viomeika (1811230088)	10.00-11.00 WIB	The Effect of Using Miming Game Combined with Jumble Words Game on Students' Vocabulary Mastery
4.	Winda Putri Annisa (1811230082)	13.30-14.30 WIB	The Influence of The Mimicry Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery
5.	Hesy Dwi Fitriani 1811230066	14.30-15.30 WIB	The correlation Between Students' Motivation In Reading and Their Reading Comprehension Achievements in SMAN 1 Kota Bengkulu
6.	Eliza Dwi Utami (1811230023)	15.30-16.30 WIB	Student's Perceptions of the Use of Quiziz Application As An Assesment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 21 Maret 2022

Dekan,



Muy Mulyadi



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Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.uinbengkulu.ac.id

Nama Mahasiswa : Muhammad Febliyansyah Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
NIM : 1811230053 Judul Skripsi : The Effect of Implementing The
Jurusan : Bahasa Application with Project-Based Learning
Program Studi : Tadris Bahasa Inggris on Students' Speaking Skills.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Rabu, 15 Juni 2022	Chapter IV	Chapter IV a. elah is to comparative	
2	Kamis, 16 Juni 2022		Chapter elation to: regu non	
3	Jumat, 17 Juni 2022		to proses Morgan	

Bengkulu.

Pembimbing I

Mengetahui,

Dr. Mas Mulyadi, M.Pd
NIP. 197009142000031004

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



KEMETERIAN AGAMA REPUBLIK INDONESIA
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Website: www.uinbengkulu.ac.id

Nama Mahasiswa : Muhammad Febliyansyah Pembimbing II : Feny Martina, M.Pd
NIM : 1811230053 Judul Skripsi : The Effect of Implementing
Jurusan : Bahasa TikTok Application with Project
Program Studi : Bahasa Inggris Based Learning on students' soft
skills .

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	07 Juni 2022 Selasa	BAB IV	Tabel frequency	
2	Rabu, 08 Juni 2022	BAB IV	graphic post-test, pre-test	
3	Kamis, 09 Juni 2022	BAB IV	Perbaiki pengotakan	
4	Jumat, 10 Juni 2022	BAB IV	Tambah theory	
5	Senin, 13 Juni 2022	BAB V	Tambah suggestion and discussion	
6	Selasa, 14 Juni 2022	BAB V	Tambah teori	
7	Rabu, 15 Juni 2022	BAB V	Perbaiki grammar	
8	Rabu, 15 Juni 2022	Ace Mengajar	Ace Mengajar	

Mengetahui,
Dekan

Dr. Mas Mulyadi, M.Pd
NIP. 197005142000031004
REPUBLIK INDONESIA

Bengkulu,
Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002



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Website www.uinfasbengkulu.ac.id

Nomor : 2895 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Bengkulu, 15 Juli 2022

Kepada Yth.

1. Dr. Kasmantoni, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Dedi Efrizal, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 14 Juli 2022

Waktu : 13.30 s/d selesai

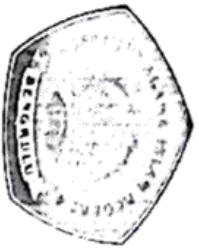
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No.	Nama/Nim	WAKTU (WIB)	Judul
1	Muhammad Febliyansyah 1811230053	13.30-14.30 WIB	The Effect of Implementing Tik Tok Application with Project-Based Learning on Students's Speaking Skill (A Quasi Experimental at English Department in UIN Fatmawati Sukarno Bengkulu)
2	Iren Aprilia Nurangka 1811230106	14.30-15.30 WIB	The Effect of Discovery Learning on Students' Writing Skills at SMAN 4 South Bengkulu. (A Quasi-Experimental at the Eleventh Grade of SMAN 4 South Bengkulu in Academic year 2022/2023)
3	Bela Elza Fitri 1811230140	15.30-16.30 WIB	The Effect of ELL Students' Integrative And Instrumental Motivation on Reading Skill (Pre-Experimental Study of Eight Grade Students at SMPN 06 Kota Bengkulu Acedemic Year 2022/2023)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

H. Mulyadi



Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

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KARTU HADIR SEMINAR P... OSAL SKRIPSI

NAMA MAHASISWA :
 NOMOR INDIK MAHASISWA :
 PRODI : TADRIS BAHASA INGGRIS

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2	Jumat, 23 April 2021		Nuranda Gush Pratomo	1711230055	An Analysis on the English Learner's Needs for Specific Purposes Students Majoring at SMK N 01 Kota Bengkulu	
3	Jumat, 23 April 2021		Lipriani Padlia	1711230023	Challenges on teaching online English Subject at new normal in Man Kaur Ragang	
4	Jumat, 23 April 2021		Saii Sarah	1711230052	Problems faced by English Teachers in learning using Google Classroom during the Covid-19 pandemic at SIKAN 5 Kota Bengkulu	
5	Jumat, 23 April 2021		Azzah Satandaga	1711230021	The Influence of Fiction Short Review or media on Reading Students' Ability (A Case Study) conducted at the development of the students of SMAN 03 Pagararum in the development of their reading skills	
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