

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' WRITING SKILL BY USING TIK-TOK
APPLICATION AT SMP MUHAMMADIYAH 4 METRO**

**By:
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NPM : 1801072023**



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTEMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M**

**IMPROVING STUDENTS' WRITING SKILL BY USING TIKTOK
APPLICATION AT SMP MUHAMMADIYAH 4 METRO**

Presented as a Partial Fullfilment of the Requirements
For the Degree of Sarjana pendidikan (S.Pd)
in English Education Department

By:
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NOTIFICATION LETTER

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To :
The Honorable the Head of Tarbiyah and Teacher Training
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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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NOTA DINAS

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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MUHAMMADIYAH 4 METRO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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APPROVAL PAGE

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RATIFICATION PAGE

No: 5530/1h-2A-1/D/PP-00-g/12/2022.

An Undergraduate thesis entitled: IMPROVING STUDENTS WRITING SKILL BY USING TIKTOK APPLICATION AT SMP MUHAMMADIYAH 4 METRO
Written by: Naziah Ayu Hidayati, Student Number 1801072023 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, November 30th 2022 at 10.00 – 12.00 a.m.

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Secretary : Indah Eftanastarini, M.Pd



The Dean of Tarbiyah
and Teacher Training Faculty



**IMPROVING STUDENTS' WRITING SKILL
BY USING TIKTOK APPLICATION
AT SMP MUHAMMADIYAH 4 METRO**

ABSTRACT

**By:
NAZIAH AYU HIDAYATI**

Writing is one of the four language skill that must be mastered by students. By writing, students get a lot of knowledge, information and everything they need in the learning process. However, they often neglect mastering this ability. This the researcher found in the eighth grade of SMP Muhamadiyah 4 Metro where students had difficulty to understanding English especiallyin writing, so this caused their learning outcomes to be low, to improve students' writing skills, researcher used the TikTok application in the learning process.The TikTok application is one of the interesting and easy-to-use learning media in the teaching and learning process, the purpose of this research is to find out whether the TikTok application can improve students' writing skill in learning English, especially writing.

The form of this research is classroom action research which is conducted in 2 cycles. Each cycle consists of planning, action, observation, and reflection. The object of this research is the students' writing ability. In collecting data, researcher used test, observation, and documentation. This research was conducted with an English class teacher of SMP Muhammadiyah 4 Metro, namely Mr. Abidin, M.Pd

The result of this study indicate that the TikTok application has a positive role in improving the writing skill of class VIII students at SMP Muhammadiyah 4 Metro. This can be proven based on their average scores starting from the pre-test to the post-test. The mean score of the students during the pre-test was 57.6 and post-test 1 was 68.7 to 78.7. This means that the use of the TikTok application in writing descriptive text can improve students' writing skill.

Key words : Writing Skill, TikTok Application and Classroom Action Research

**MENINGKATKAN KETERAMPILAN MENULIS SISWA
DENGAN MENGGUNAKAN APLIKASI TIKTOK
DI SMP MUHAMMADIYAH 4 METRO**

ABSTRAK

**Oleh:
NAZIAH AYU HIDAYATI**

Menulis merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan menulis, siswa mendapatkan banyak pengetahuan, informasi dan semua yang mereka butuhkan di dalam proses pembelajaran. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas delapan SMP Muhammadiyah 4 Metro dimana para siswa mengalami kesulitan berbahasa Inggris khususnya dalam pemahaman menulis, sehingga ini menyebabkan hasil belajar mereka rendah, untuk meningkatkan kemampuan pemahaman menulis siswa, peneliti menggunakan aplikasi TikTok dalam proses pembelajaran.

Aplikasi TikTok merupakan salah satu media pembelajaran yang menarik dan mudah digunakan dalam proses belajar mengajar, tujuan penelitian ini adalah untuk mengetahui apakah aplikasi TikTok dapat meningkatkan kemampuan menulis siswa dalam pembelajaran bahasa Inggris khususnya menulis.

Bentuk penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan menulis siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dokumentasi. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas VIII SMP Muhammadiyah 4 Metro yaitu Bapak Abidin, M.Pd

Hasil dari penelitian ini menunjukkan bahwa aplikasi TikTok memiliki peran positif dalam meningkatkan kemampuan menulis siswa kelas VIII di SMP Muhammadiyah 4 Metro. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa saat pre-test adalah 57,6 .dan post test 1 68,7 menjadi 78,7. Ini bearti penggunaan aplikasi TikTok dalam menulis teks deskriptif dapat meningkatkan pemahaman menulis siswa.

Key words : Writing Skill, TikTok Application and Classroom Action Research

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : NAZIAH AYU HIDAYATI
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Program Study : English Education (TBI)
Faculty : Tarbiyah and Teacher Training

It is believed that this undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, October 2022
The Writer



Naziah Ayu Hidayati
St. Number 1801072023

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : NAZIAH AYU HIDAYATI
NPM : 1801072023
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka..

Metro, Oktober 2022
The Writer



Naziah Ayu Hidayati
St.Number 1801072023

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ أَعَانَلَغَنِي لَمِين

“Never give up till it’s over if you fall and stumble down. Truly, Allah always beside you and always listen the stance people who have a problem. Allah is the lord of the world”. (Q.S. Al-Ankabut: 6)

DEDICATION PAGE

The undergraduation thesis would highly be dedicated to:

1. My beloved Parents Mr. Fisol and Mrs. Hatipah, who always give me support, give me pray and guidance to be success in my life, I love you and you are my spirit in my life.
2. My beloved sister Yuli Astini, and my beloved younger sister (Don't ever leave me because I need your support and thanks for your care).
3. My beloved husband Suhendra, S.Pd (Thank you for your help, always give me support, give me pray to finish my graduate). I love you.
4. My sponsor Mrs Aisyah Sunarwan, M.Pd and Mr. Andianto, M.Pd (Thank you It will not be real without your assistance).
5. My beloved friends especially in TBI'2018 thanks for all your support, help, care, and thanks for your assistance, so that I could finish my graduate thesis.
6. My Headmaster and English teacher at SMP Muhammadiyah 4 Metro
7. My Almamater IAIN Metro is the best, English Education Departement is Excellent.

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In the name of Allah, the most gracious, the most merciful. All praise is due to Allah SWT, the Lord of words without his grace and blessings, none of this would be possible. Thank you also for the idols of our lives, perfect humans, Prophet Muhammad SAW. The writer is very grateful for the chances he has given her to accomplish an graduate thesis.

This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: "IMPROVING STUDENTS' WRITING SKILL BY USING TIKTOK APPLICATION AT SMP MUHAMMADIYAH 4 METRO"

The writer would like to extend her gratitude for the rector of IAIN Metro, Dr. Siti Nurjanah, M. Ag, the leader of Tarbiyah Department Mr. Andianto, M. Pd. In this occasion the writer sincerely addresses her deepest thanks to Mam Aisyah Sunarwan, M. Pd as the Sponsor, who has constantly given their endorsement, time, and guidance so that the writer could finish an undergraduate thesis.

Finally, the writer realizes that this ungraduate thesis is still imperfect. Therefore critique and suggestion are needed to build up this ungraduate thesis to be better. The writer hopes that the result of the research can be beneficial al of us properly.

Metro, October 2022
The Researcher



Naziah Ayu Hidavati
St.Number 1801072023

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CHAPTER I

INTRODUCTION

A. Background of the Study

According to the oxford dictionary English means the language, originally of English, now spoken in many other countries and used as a language of internasional communication throughout the world, as a means for a long time.

Language is basic components in any language, emphasizing on the importance of knowing what the writer wrote to write a good essay. Because the majority of knowledge is published in English, Indonesians must have a strong command of the language in order to compete on a global scale. Therefore, the importance of learning English has become a curriculum constant in education, it is known from elementary school until university to learning English.¹

At the very least, there are language skills that language learners strive to acquire, which comprise four skill: listening, reading, speaking, and writing. The notion is separated into two categories: receptive skill (hearing and reading), and productive skill (speaking and writing). All language learners must learn receiving and productive skill, the skill of writing explains an activity expresses ideas to others presented in written media, writing that we

¹ Putri Zayana,"The Correlation between Grammar Mastery and Writing Ability"*Consortium of Asia Pasific Education University*(2016): 219-220

can think critically and improve memory. Writing is a fundamental English skill.²

The researcher do the Pre-survey on March 23th 2022 by interviewing the English teacher. The teacher explain that it English writing activities Student's have difficulty to understanding the material. They Understanding the topic given by the teacher but are confused to developing ideas from the topic.

Beside that the researcher conducted a pre-test also asks the student to write a paragraf about describe the characteristics of friends, the result as follows:

Table 8
The Result of Students' Score in Pre-Test

No.	Name Students'	Grade	Categories
1.	ANW	60	Incomplete
2.	AAPY	45	Incomplete
3.	ANA	50	Incomplete
4.	APSN	45	Incomplete
5.	BFT	50	Incomplete
6.	CT	70	Complete
7.	CWA	55	Incomplete
8.	DAA	55	Incomplete
9.	DAY	65	Incomplete
10.	FS	65	Incomplete
11.	FSA	34	Incomplete
12.	FZA	55	Incomplete
13.	FA	65	Incomplete
14.	IS	70	Complete
15.	IBS	55	Incomplete
16.	MRA	50	Incomplete
17.	NAA	75	Complete
18.	NS	65	Incomplete
19.	PL	45	Incomplete
20.	QHR	55	Incomplete
21.	SO	70	Complete
22.	SA	70	Complete
23.	UYF	55	Incomplete

² Yuzahana Desma, "Improving Student's Writing Skill in Descriptive Picture at grade VIII of SMPN 15 Bengkulu Processing of I", *Internasional Conference on The Teaching of English and Literature* 1, no.1 (2020): 94-101

Total	1324
Average	57,6

Source: The result of pre-test on march 23th, 2022

Tabel 2
The Percentage of the Students' Writing Score

No.	Grade	Explanation	Frequencies	Percentage
1.	<70	Incomplete	18	78%
2.	>70	Complete	5	22%
TOTAL			23	100%

Based on the exam results of certain kids, who had scores below 60, it may be determined that eighth-grade pupils' writing is still poor.

The student's problem were difficulties to write certain words corectly and confused about developing the ideas, they have stag to the next sentence. They have limited vocabulary, because they use the same vocabulary. They also cannot write well because lack of writing skill especially in using grammar,

For example: They do not know the difference between past tense and present tense. Beside that, the students have low motivation and low confidence to expressing their ideas in writing.

TikTok can develop students' creativity in making videos with features that have been provided and packaged well in a short time. The variety of content available on TikTok about education, entertainment, fashion and beauty, food and so on. So that the TikTok application is not only as entertainment but also functions as an application that can used as learning media in supporting the learning process.

In this era of globalization, the majority of Indonesian people use technology, technology is an important thing in daily life. Based on data from Kominfo, the number of internet users has reached 64 million people with 10 million TikTok users. TikTok application of 50% can improve students' learning abilities, not boring to learning and help students be more creative in expressing their ideas. Reinforced by Vernom's concept that it is necessary to involve video technology in learning.³

The purpose of this research is to use the TikTok application as a learning media writing at the junior high school level. Research and Development focuses on the steps of how to use TikTok media in teaching writing. So that the researcher conducted a study entitled "Improving Student's Writing Skill by Using TikTok Application at SMP Muhammadiyah 4 Metro".

B. Problem Identification

Based on the explanation of the difficulties discovered in the backdrop of the study, the researcher recognized the students' problems of the eighth grade of Muhammadiyah 4 Metro Junior High School, which include:

1. Students have difficulties to write certain words correctly
2. Students have difficulties to developing ideas
3. Students have limited vocabulary.
4. Students have low grammar mastery.
5. Students are unmotivated to write properly in English.

³ Bahri almaidahh, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia", *jurnal Indonesia Sosial Sains*3, no.2, (2022):1120-1130.

C. Problem Limitation

Based on the identification above, the researcher focuses on the problem that students have difficulties to write certain words correctly and developing ideas. Researcher use the TikTok application as an interesting learning media. Therefore, this study entitled “Improving Students' Writing Skill By Using the TikTok Application at SMP Muhammadiyah 4 Metro”.

D. Problem Formulation

After the limitation of the problem, the researcher formulates the problem as follows: "Can the use of TikTok application improve the students writing skill at SMP Muhammadiyah 4 Metro"?

E. Objective and Benefits of Study

1. Objective of the study

The objective of this study is to improve students' writing skill and there learning activities by using TikTok application at SMP Muhammadiyah 4 Metro.

2. Benefits of the study

Expectations, benefits of the study is not only for the research but also for students, the teacher, and next writer.

a. For the Students

- 1) To enable students to be motivated in writing English.
- 2) To enable students to use the TikTok media as a reference for learning English.

b. For the Teacher

- 1) To help teacher in solving students' problems in writing skill.
- 2) To help the teacher to know the advantages and disadvantages of using TikTok application in order to teach writing skill more interesting and effectively.
- 3) The instructor may easily guide the students' to be involved in the writing process, and this media can inspire both the teacher and the students in the writing learning process.

c. For the next writer

- 1) This research could be the first reference to the ability to write students' English.
- 2) Researcher hope that the next writer can accomplish his research in improving student writing ability.

F. Prior Research

From previous research, several experts have considered. The first research was conducted by Emsy Fenny in 2021. There are similarities and differences between this research and the research conducted by Emsy Feni, in a journal entitled "Improving Students Listening Skills Using Tiktok at SMP Swasta Amalyatul Huda Medan" The similarities with the researcher are that they both use classroom action research and use TikTok application media as teaching media. The difference between other researchers is in the dependent

variable section, this study uses writing skills while Emsy Feni's research uses listening skill.⁴

The next researcher, Syaifuddin, has been completed in 2021, in a journal entitled "Students Perception to Ward The use of TikTok Video in Learning Writing Descriptive text at MAN 1 Gresik" this research has similarities and differences, the similarities from Syaafuddin's research are both using the TikTok application as a medium for teaching English writing to students. The difference is that Syaifuddin's research uses quantitative method and this study uses classroom action research.⁵

The last researcher, Almaidah Bahri has been completed in 2022, in a journal entitled "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris di Indonesia", this research has similarities and differences, the similarities from Almaidah's research are both using the TikTok application using qualitative research. The difference is that Almaidah's research for all skill English teaching.⁶

⁴ Feni Emsi Sp Br, " Improving Students Listening Skills Using TikTok at SMP swasta Amalyatul Huda Medan", *Journal Ilmiah Profesi Pendidikan*6, no.4 (2021): 650-656.

⁵ Syaifuddin, "Students Perception to Ward The use of TikTok Video in Learning Writing Descriptive text at MAN 1 Gresik", *Journal of Research on English and Language Learning*2, (2021):16-21.

⁶ Almaidah Bahri, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris di Indonesia", *Journal Indonesia Social sains* 3, no.1, (2022):1120-1130.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Writing

1. Definition Concept of Writing

Concept is understanding mental picture of objects, processes, opinions (understanding), designs (ideals) that have been thought out. concept an idea or a principle that is connected with abstrack. The concept that everyone should have equality of opportunity. Write is to make letters or numbers on a surface, especially using a pen or a pencil. So it means Concept of Writing is proses design to make writing in order through ideas.

Writing is the act of expressing ideas an ideas through a series of words into sentences an sentence clusters because in the process of writing students use eyes, hands, and the ability to think together.

Writing is defined as the act of writing letters with a pencil. This signifies that someone is urged to jot down his ideas with a pencil. Writing can help someone enhance their writing skills. This means that we want quality writing, so we often practice writing. Has several writing strategies, namely planning, conceptualizing, revising and responding to student writing. This means that writing is a method used by teachers to help teach English writing to their students.¹

¹ Astika Yulis W,Sulistiyo Urip, "Teaching Writing Narrative Text Through Video:an Action Research at SMK Budi Luhur Tebo",*Jambi English Language Teaching Journal*2, no.2 (2017):17

Writing skills are a form of writing or ideas made by someone so that the message / information contained in it can be understood by others. The meaning of writing is a thought of ideas that someone poured through how to write them.²

Because writing is a creative activity, it is a process of teaching one's thoughts and discouraging them.³ The importance of writing for students, if students do not know how to express themselves in writing, their communication will not be good with others. Some professional communication is done in writing, such as questions, preliminary interviews, emails, job applications, reports, part of daily life.

2. Type of writing

a. Exposition

An exposition paragraph is a paragraph that has the purpose of explaining, defining, comparing, analyzing and illustrating which basically has a subject and a predicate.⁴

b. Descriptive

A descriptive paragraph is one that provides a detailed description of a person, location, or other thing so that the reader may understand the topic and author's experience.

² Aji Wisnu, "Aplikasi TikTok Sebagai Media pembelajaran Keterampilan Bersastra", *Jurnal Metafora* 8, no.2 (2022):155.

³ Hug Nguyen T, "Problema Affecting Learning Writing Skill of Grade II at Hong linh High School", *Asian Journal of Educational Research* 3, no.2 (2015):54-55.

⁴ Thomas s Kane, *Essentials Guide to writing*, (New York : Oxford university Press, 2000),6.

c. Narrative text

A narrative text is one that is both significant and chronologically cohesive. But there is also something complicated with the presentation of the story sequence as follows: opening the storyline until the final episode then spewing again and returning to the previous one.⁵

d. Persuasive

Persuasive writing is a written work of words used to persuade the reader that the author's content is accurate, and frees someone to express opinions and take action so that the results can increase trust, describe moods, feelings of happiness, joy, fear.

e. Argument

Argumentation is a pro/contrast text whose topic must be controversial for the public and has inductive and deductive causal reasoning models.

f. Report text

A report text is a text that tries to communicate information that occurs in phenomena such as living and non-living entities, as well as societal phenomena such as economic, political, and technical concerns.⁶

⁵Ibid, 7.

⁶Soraya grabiella Dinamika and Ridwan Hanafiah, "Syntactical Error Analysis on Report Text", *Journal of Applied Linguistic and Literatur* 4, no.2, (2019):120.

3. Proces of Writing

The writing process is about how a writer applies his writing method, the writing steps have 4 parts, namely planning preparation, editing, and the final draft as follows.⁷

a. Planning

Before a writer starts writing they plan in advance what to write then apply and try what will be written and must have the goal of delivering information according to the results of their thoughts using the chosen language.

b. Drafting

Drafts of writing that are referenced from the first version then edited will result in a number of drafts.

c. Editing

The editing process is the process of re-checking their writing from the draft that has been made so that the writing is free of grammatical, spelling, punctuation and word confusion errors.

d. Final draft

After the writers have finished editing of the draft they then make anything needed till the end of the version.⁸Based on the above explanation, it is argued that writing is a staged activity, and they offer an overview of the stages of the writing process as follows: Planning

⁷ Jeremi Harmer, *How to teach Writing*, (New York: Longman, 2004), 4.

⁸ Jeremi Harmer, *How to teach Writing*, New York: Longman, 2004), 5.

(deciding the topic), Compilation (write keywords), Editing (checking composition), Final draft (final writing process).

4. Indicator of Writing

a. Content

Content is a substance or idea that has a unity. The supporting content section generates an idea that comes from knowledgeable, assigned thesis experience, and substance. Another important factor is the idea, writing is meaningless if the writer doesn't think about anything. The content section favors the substance of the writing, such as the main idea, namely the group of statements presented by the author as the development of the subject. The body paragraph functions as a transition, emphasis, and restatement. Content is the process of how to develop ideas to relate to the topic. Example: The teacher gives the task of describing a favorite animal, and the students write down the pet cat.

b. Organization

The organization of material or ideas is referred to as organization. Coherence, which indicates content arrangement, is required. The writer must explain and make our idea obvious. As a result, the reader might effectively conclude numerous organizations. Organization implies that there is interaction between readers and authors. It refers to the logical arrangement of material (coherence). It's little more than a tangled mix of facts and thoughts put together. Even in early drafts, he may be striving for order, attempting to create

patterns in his material, and attempting to bring specifics of his subject into line with what is still a hazy sense of a purpose. Example: His name is Kevin angora, Kevin angora is my pet cat.

c. Vocabulary

The selection of words that correspond to the content is referred to as vocabulary. This is an essential part of language instruction. It begins with the notion that the writer wishes to convey himself as plainly and directly as possible. As a general rule, the primary objective should be clarity. This relates to the selection of words that correspond to the content. Italicizing or concealing words is preferable than using terms that reflect their meaning. Important vocabulary in writing which includes the ability to choose more descriptive words to help the reader imagine what the author is describing, being able to adapt the results of writing for the audience as simpler words for children and more complex words for students. Example : My cat has small eyes, thin body, and cute.

d. Language use

Language usage is the use of proper sentences. Refers to the application of grammatical patterns. This refers to combining, separating, and grouping ideas into words, phrases, clauses, and sentences in order to construct logical linkages within paragraphs. Language usage may be studied in a variety of ways, but the purpose of

language is the most obvious place to start. Which can be made as subtle as descriptive purposes.

Example: The use of good grammar by students like he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

e. Mechanic

Mechanics is the use of the mechanical aspects of language. This refers to the steps of arranging letters, words, paragraphs, related structures. Writers must pay attention to punctuation and the application of words in sentences. Example: It uses correct spelling, punctuation, capitalization like: His name is Kevin Anggora, Kevin Anggora is my pet cat.⁹

5. Assessment of Writing

The grading system for writing includes five indicators: content, organization, vocabulary, language usage or grammar, and mechanics. Here is the table concept of writing assessment with analytical scoring.¹⁰

Table 3
The Scoring of Writing

Writing	Score	Level	Criteria
Content	4 (30-25)	Excellent to very good	Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	3 (26-22)	Good to average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	2 (21-17)	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.

⁹ J.B Heaton, *Writing English Language Test*, (New York: Longman, 1998).146

¹⁰ Sara Cushing Weigle, *Assesing Wrotng*, (United States: Cambridge University Press 2002). 116

	1 (16-13)	Very poor	Some knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	4 (20-18)	Excellent to very good	Fluent expression, idea clearly stated / supported, succinct, well organized, logical sequencing, cohesive.
	3 (17-14)	Good to average	Somewhat choppy, loosely organized but main idea stands out, limited support, logical but incomplete sequencing.
	2 (13-10)	Fair to poor	Non-fluent ideas confused or disorganized, lacks logical sequencing and development.
	1 (9-7)	Very poor	Does not communicate, no organization, or not very enough to evaluate.
Vocabulary	4 (20-18)	Excellent to very good	Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	3 (17-14)	Good to average	Adequate range, occasional errors of word / idiom form, choice, usage, but meaning not obscured.
	2 (13-10)	Fair to poor	Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured.
	1 (9-7)	Very poor	Translation, minimal understanding of English vocabulary, idioms, word form, or insufficient to assess.
Language Use/ Grammar	4 (25-22)	Excellent to very good	Few faults in agreement, tense, number, word order/function, prepositions, articles, and pronouns, effective complex composition.
	3 (21-18)	Good to average	Constructions that are effective but simple. Minor issues in complicated formations, including multiple faults in agreement, tense, number, word order/functions, articles, pronouns, and prepositions, but meaning is seldom compromised.
	2 (17-11)	Fair to poor	Major issues with simple/complex formulations, frequent negation, agreement, tense, number, word order functions, articles, pronouns, prepositions, and possibly fragments, run-ons, deletions, meaning muddled or absurd.
	1 (10-1)	Very poor	Almost no command of sentence building rules, dominated mistakes, does not communicate, or does not assess adequately.
Mechanic	4 (5)	Excellent to very good	Few spelling, punctuation, capitalization, and paragraphing problems are present, but the content is not hindered.
	3 (4)	Good to average	Occasional spelling, punctuation, and capitalization problems, but the content is not hidden.
	2 (3)	Fair to poor	Frequent spelling, punctuation, capitalization, paragraphing, bad handwriting, and meaning that is muddled or obscured.
	1 (2)	Very poor	No command of norms, dominated by faults in spelling, punctuation, capitalization, paragraphing, and illegible or insufficient handwriting to grade.

Source: Cambridge University Press 2002.

B. Concept of TikTok

1. Definition of TikTok

TikTok is an audio video-based social media that is now widely available loved by generation Z. The TikTok app is a social network China-based music video was launched in early September 2016. TikTok gives its users access to make a short music video. Then TikTok all year round 2018 to 2019 declared as the most downloaded app with 45.8 million times, which beat the popular app others such as Instagram and Whatsapp.¹¹

TikTok has advantages that are liked by students with display interesting content and provide a forum for participants students who have a desire to make videos according to their creativity. Tiktok can develop students' creativity in making videos with features that have been provided and packaged well in a short time. The variety of content available on TikTok about education, entertainment, fashion and beauty, food and so on. So that the TikTok application is not only as entertainment but also functions as an application that can used as learning media in supporting the learning process in pandemic period.

Based on research stated 55.36% that TikTok can be applied as a medium learning that adapts to the relevance of the learning material. The use of TikTok as a learning medium makes it an unique and new trends in delivering teaching materials. Influence TikTok social media is able to

¹¹ Aji Wisnu N, "Aplikasi TikTok Sebagai Media pembelajaran Keterampilan Bersastra", *Jurnal Metafora*6, no.2 (2022): 148.

encourage students to be more express themselves through videos made by students by using filters that have been provided.

The results stated that the application of TikTok can be a learning media that supports policy independent campus for a technology-based 4.0 learning system. In addition, TikTok is easy to operate with the following features: support the development of students in distance learning.

TikTok is a social platform where user supload short loop videos containing various different content. It means social media platform that serves as an effective learning platform to support in the teaching and learning process, as well as an important instrument to factivism. The theme of the uploaded content can be about anything, entertainmen to reducation as desired.¹²

The communicator (teacher), material learning, learning media, communicant (students), and objectives learning are the five fundamental components of the learning process. While media learning is a tool, materials or instructional materials that have been developed methodically are employed in the learning process by teachers and students. Thus, the learning medium is a unified component of the learning system that cannot be separated. Learning is impossible without learning media: at the very least, a media for delivering educational contents is required. forward the first thing that the teacher must do in using effective learning media and mangkus is seek, find, and choose the appropriate media or meet the

¹²Ni Luh Warini,et.al,"Daya Tarik TikTok Sebagai Media Pembelajaran Bahasa Inggris Online",SINTESA, no.6(2020):27.

learning needs of children, can attract children's motivational interest, appropriate with the degree of maturity and experiences of children and are able to provide experiences, mental conditions related to his age.¹³

In the learning process, learning medium plays an important role. The use of learning medium helps teachers in delivering subject matter. The two main components that determine success in education are the components of teaching and learning media. The functions of learning media in the teaching and learning process are:

1. The material conveyed is not clear can be helped by using the media as an intermediary meaning in learning activities.
2. The complexity of teaching materials can be simplified by media assistance.
3. Learning media can represent what the teacher lacks to convey through certain words.
4. Abstract learning materials can be concreted from the learning media.

A mature learning planning process may be used to assess the success of curriculum implementation. One of them is selecting the appropriate learning media. The TikTok application for learning media may be operated on Android and iOS-based mobile devices. As a result, learning media may be accessed at any time and from any location. This type of learning media falls under the genre of mobile-based learning media. This is connected to the definition of mobile learning statement,

¹³Aji Wisnu N, "Aplikasi TikTok Sebagai Media pembelajaran Keterampilan Bersastra", *Jurnal Metafora*6, no.2 (2022): 149.

namely learning in which the learner does not just stay in one place or the implementation of learning occurs when the learner utilizes a mobile or mobile device or technology media.

2. Feature of Tik Tok

Table 4
The features are contained in Tik Tok app

Fitur	Can be related stories
Tik Tok app	You Will be write whatever stories
Usability Features	Any more featured like editing, sound ,music,stickers,fontwriting,Size Font etc
Record	Record Recording video via Device video, thenintegrated intopersonal Tik Tok account
Voice	You Will be using your voice or sound from Tiktok App
Background	Background (background sound),Add background sound, which can be downloaded from storage media
Editing	Edit Fix and edit the video draft, already made, Share the video, already
Collaborative	Duet Collaborating with Tik Tok App users other.

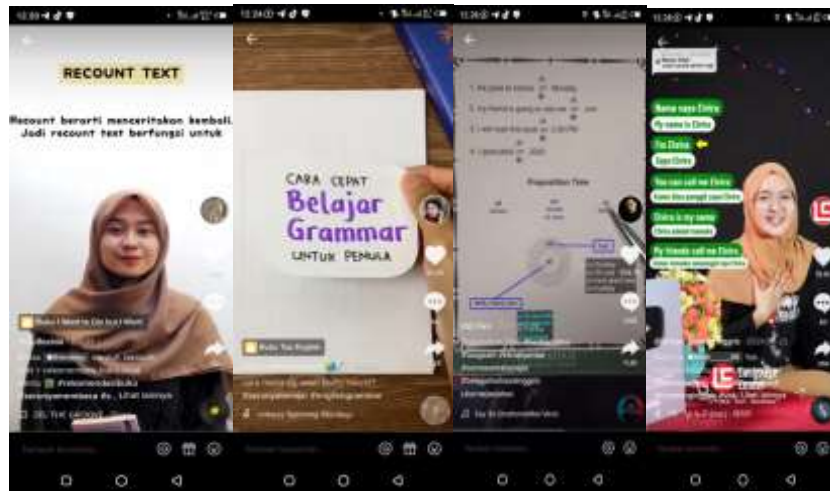
Source: Jurnal Metafora

Based on the foregoing, it is possible to infer that the Tik Tok application may be employed as an effective learning medium. First, the Tik Tok app satisfies the educational demands of participants. Both Tik Tok applications pique students' interest due to their novelty and abundance of features that may be integrated into instruction. Finally, the Tik Tok app is similar to the growth of maturity and experience, as well as the qualities of students of the millennial age, who are attached to and closely associated with the digital world, particularly electronics.¹⁴

¹⁴Ibid, 152.

Picture 1

The Content of Learning Video in TikTok Application



The content on TikTok is suitable for delivering grammar category material despite the limited duration provided, one of the things that makes TikTok users prefer to learn English, especially writing, is the interesting and clear voice intonation in delivering the material, the creativity of content creators (such as colored writing, stickers, supporting music) the subject presented is clearly specific and not boring.

3. Strength and Weakness of Using TikTok as Media in Learning Writing

a. Strength of Using TikTok as Media in Learning Writing

TikTok allows users to produce and share varied musical material for their own and others' entertainment via short musical videos. More than simply a fun diversion, the software encourages innovation and allows users to exhibit their musical abilities. Students are able to apply technology in learning.

b. Weakness of Using Tiktok as Media in Learning Writing

Weakness of using the TikTok application is that the delivery of material cannot be done only in one video because of the short duration, it is necessary to increase the duration for delivering the material. Another weakness is the large size of the application so it must adapt to the handphone.¹⁵

¹⁵ Almaidah Bahri, "Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Inggris di Indonesia", *Journal Indonesia Social sains* 3, no.1, (2022):1129.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

This research has two variables: independent and dependent variables. The independent variable in this study was using TikTok application media to improve students' writing skill so that they could be more creative in producing writing ideas. The dependent variable is writing skill. Among the 4 language skill, there is one skill that students need to master, such as writing skill so that students can make a sentence in writing.

B. Research Location

The researcher will perform classroom action research at SMP Muhammadiyah 4 Metro. This school is located in Jl. dr. Sutomo No. 35Purwoasri, Kec. Metro Timur, Kab. Kota Metro-Lampung.

C. Subject and Object of Research

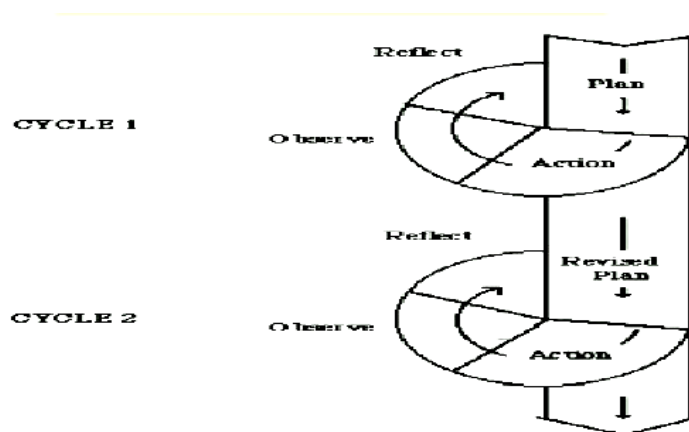
The subject of this present research is eighth grade student's of SMP Muhammadiyah 4 Metro, is in an intermediate position, a stable degree of adaptation. This is because class VIII is still in the stage of adjustment, a period of transition to the environment and the learning process. While the Object of this research is the student's writing skill at SMP Muhammadiyah 4 Metro.

D. Action Plan

Classroom action research is the best design for this study since it tries to tackle specific problems in the classroom using a strategic approach. Maintain that action research entails a self-reflective loop of: planning, acting, and watching the process and consequences of change, reflecting on these processes and consequences, and then planning, acting, and observing, reflecting.¹

Picture 2

The Action Research Spiral



Source : illustrates the spiral model by kemmis and Mc.Taggart

Here is a description of techniques used by the writer in classroom action research based on the design above:

1. Cycle 1

a. Planning

Every plan serves a purpose. The first step in accomplishing your goals is to plan. The following are the preparatory steps in planning. Here are steps the researcher prepared in planning:

¹Valsa koshy, *Action Research For Improving Practice*, (Gromwell Press2005) 4.

- 1) The lesson plan will be created by the researcher.
- 2) The content will be prepared by the researcher.
- 3) The observer created an observation sheet.

b. Acting

The researcher then conducted a pretest to determine the score. Students' writing comprehension is assessed using the TikTok Application media, followed by a posttest to determine the findings. Learners listen / read / watch some examples of short and simple descriptive text about objects from the material given on the application TikTok. Students pay attention to social functions, text structure and linguistic elements short and simple descriptive text about object.

Asking (Questioning) Asking, among other things, the difference between various texts or short and simple descriptive text sentences about objects in various contexts. Explore/ Experiment /Gathering Information (Exploring/Experimenting) Students read examples of short and simple descriptive texts about people, objects and animals from the TikTok application. Read the descriptive context by using the right language elements.

Associating (Associating) In pairs, students analyze descriptive texts with a focus on social functions, structures, and linguistic elements. Communicating/(Communicating/Networking) Students describe objects to introduce, in English, inside and outside

the classroom and the surrounding environment based on the context. Students write to express the experiences they have gained during learning, the things that are difficult and easy to learn and the strategies that have been implemented or will be done to address it.

c. Observing

The researcher watches till the completion of the teaching and learning activities and then analyses all activities to determine students' writing comprehension using the TikTok application media. The researcher asking students to watch the material given on the TikTok application and pay attention to examples of short and simple descriptive text about objects.

The teacher asking students to pay attention to social functions, text structure, linguistic elements, and the format of making descriptive text sentences about things. The researcher asking students to read/listen to some descriptive text from the material given in the TikTok application. The researcher ask students to read the text his descriptive use appropriate language elements.

d. Reflecting.

The writer evaluated on the actions in the first cycle based on observational data. The outcome was used to evaluate the following therapy.²

² Valsa koshy, *Action Research For Improving Practice*, (Gromwell Press 2005) 4.

2. Cycle 2

a. Planning

The first step in accomplishing your goals is to plan. Here are the steps that the writer planned:

- 1) The lesson plan was created by the researcher.
- 2) The content was created by the researcher.
- 3) The observer created an observation sheet.

b. Acting

The next step is to act. The implementation is concerned with the planning. In this stage, the researcher does the following activities:

- 1) Pre Teaching Activities
 - a) Praying and greeting the students.
 - b) Checking the attendant list.
 - c) Asking the students condition.
 - d) The researcher chose the appropriate material.
- 2) While Teaching Process
 - a) The researcher used the lesson plan.
 - b) The researcher demonstrated to the students how to connect concepts and convey ideas about the content using TikTok application media.
 - c) The researcher taught by using the TikTok application media.
 - d) The researcher asked the pupils to respond to material-related questions.

e) The researcher gave evaluation.

3) Post Teaching Activities.

a) The researcher asked the students to respond to several questions on the issue.

b) The researcher greeted the students.

c. Observing

The researcher monitors the process of teaching and learning activities in this stage, such as the activeness of students asking and answering teacher questions.

d. Reflecting

Through reflecting, the researcher are corrected and analyze the results of the researcher's actions, compares whether there is an improvement in writing, in the pretest and post-test, as well as reviews the need for the next cycle or enough.³

E. Data collecting Technique

In order to collect data, this technique consists to test of 2 types, Pre-test and Post-test which are explained as follows:

1. Test

a. Pre Test

Pre-test activities are carried out in the learning process before the application of TikTok media in preparation for teaching and learning.

³Valsa koshy, *Action Research For Improving Practice*,(Gromwell Press2005) 4.

Students are expected to be able to make their own paragraph based on their English writing skill.

b. Post-test

Post-test activities are carried out after the application of TikTok media in the learning process, if in the student learning process the average score in the pre-test is higher than the post-test, then the increase has occurred.

2. Observation

Observation is the ability of researchers to collect data obtained through the senses with a systematic collection method. In other words, observation is a process or action of someone observing something carefully to obtain or prove the authenticity of his research.

Thus, the researcher made observations beforehand on the students' English writing activities, to provide an overview to the researcher, in order to make it easier for the researcher to later carry out the process of implementing the strategies that have been designed, based on the notes on the implementation of classroom action research using the TikTok application media.

The data obtained by the researcher is in accordance with the information obtained from observations, the draft lesson plans are made as the basis for determining the activities of the next cycle.

3. Documentation

Documentation is a technique of collecting data obtained by someone from stored documents/archives such as notes, magazines, books, etc. To get some information researchers need documentation, such as:

- a. History of SMP Muhammadiyah 4 Metro
- b. The Vision and Mission of SMP Muhammadiyah 4 Metro
- c. Organizational structure of SMP Muhammadiyah 4 Metro
- d. The formation of teacher and official employees at SMP Muhammadiyah 4 Metro
- e. Condition of students of SMP Muhammadiyah 4 Metro
- f. The building of SMP Muhammadiyah 4 Metro
- g. Location sketch of SMP Muhammadiyah 4 Metro

F. Data Analysis Technique

Data examination the average of the pre-test and post-test scores will be used. Furthermore, to determine gain, the writer compared pre-test and post-test results. If any students did not succeed in cycle I, we would want to conduct cycle II.

The qualitative and quantitative data analysis techniques might be used in classroom action research. The examination of learning based on the average pre-test and post-test scores in cycle I and cycle 2. The following formula is derived from the average pre-test and post-test scores:

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

Notes:

X= Mean

X = Raw Score

Σ = sum of

N = Number of cases

X= The total number of students' scores

and the formula from the percentages score

$$P = \frac{\sum X}{N} \times 100$$

Notes:

P = Percentages N = Number of Cases

Σ X= The total number of students' score

G. Indicators of Success

In order to obtain a total score and raise the students' development as a result of the implemented therapies, the researcher compares the average and percentages of the pre-test and post-test.

This research is called succes if 80% of the students achieve 70 points and 75% of students are active in the learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro was established in 1984. Founded by a private institution belonging to the Muhammadiyah educational foundation, this school is located at dr. Sutomo Street No. 35 Purwoasri, East Metro Lampung. This school is still developing and has changed leadership several times. Currently, Mr. Agus Pujianto, M.Pd has the new mandate to become the principal of SMP Muhammadiyah 4 Metro City. The figure who became the first winner of the 2018 Metro City achievement principal is known as a dynamic and intelligent young figure, many achievements have been obtained at this school, and has been accredited B by the National Agency.

b. The Vision and Mission of SMP Muhammadiyah 4 Metro **Vision**

The Realization of Islamic Schools, Achievement, Creative and Beautiful

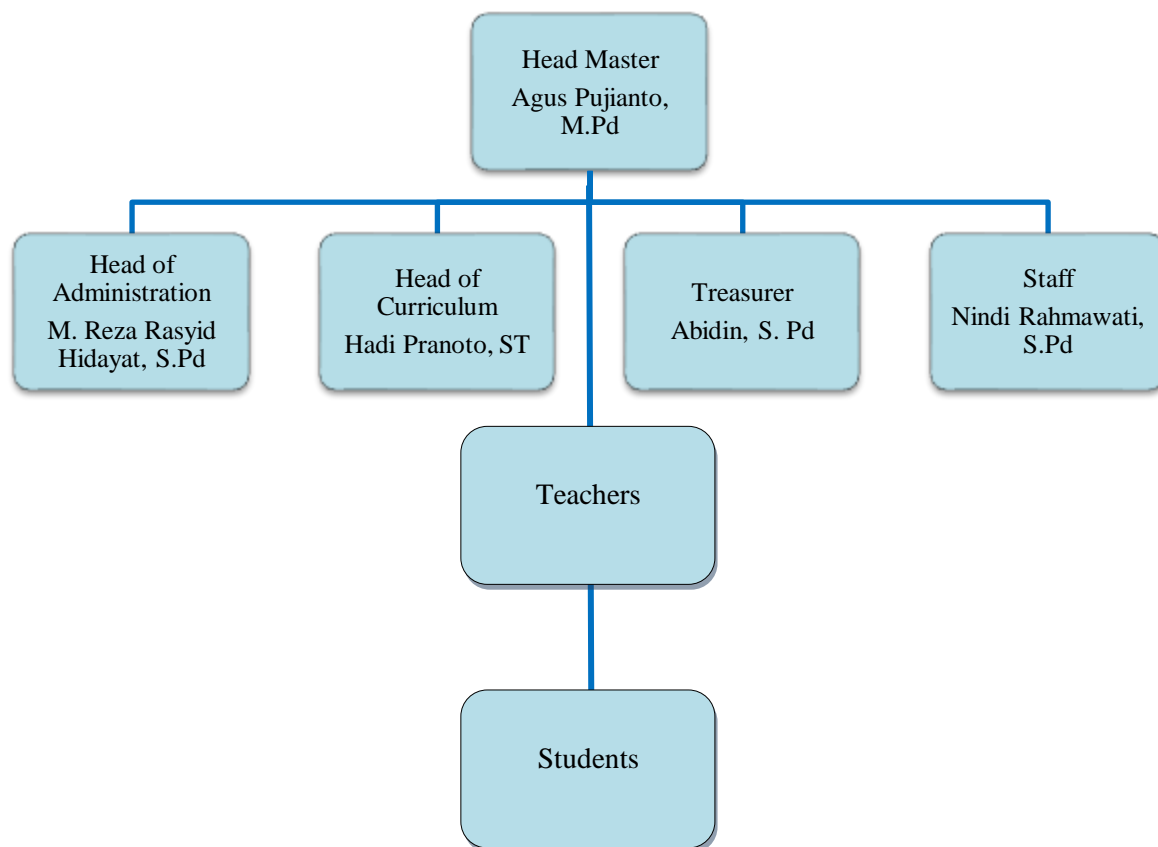
Mission

- 1) Creating a conducive school atmosphere to instill values islamic
- 2) Develop academic and non-academic potential on a regular basis and consistent
- 3) Optimizing coaching for school residents to create opportunities and seize opportunities quickly
- 4) Optimizing digital-based coaching and mastering foreign languages
- 5) Organizing education and learning to bring out creativity
- 6) Realizing the development of the school environment environmentally sound
- 7) Realizing the professionalism of human resources educators and education staff
- 8) Realizing the availability of representative educational facilities and infrastructure
- 9) Realizing administrative development school
- 10) Create a performance network with school committees, the business world and other institutions
- 11) Realize mastery of technology Information and Communication.

c. The Organization Structure of SMP Muhamadiyah 4 Metro

The Organization Structure of SMP Muhamadiyah 4 Metro in the academic year of 2022/2023 can be shown in the following picture:

Picture 3

The Organization Structure of SMP Muhammadiyah 4 Metro**d. The Formation of Teacher and Official Employees at SMP****Muhammadiyah 4 metro**

Teachers and official employees at SMP Muhammadiyah 4 Metro for the academic year 2022/2023 has 15 teachers , it can be seen from the table below:

Table 5
The Teacher Data of SMP Muhammadiyah 4 Metro

No.	Name	Occupation	Subject
1	Agus Pujianto, M.Pd	Headmaster	-
2	Hadi Pronoto, S.T	Teacher	Social
3	M. Reza Rasyid H, S.Pd	Teacher	Fiqih and Quran Hadits
4	Rusparmi	Teacher	PPKN and Art
5	Abidin, M.Pd	Teacher	English
6	Mislan	Teacher	Akidah Akhlaq
7	Lathifa Turrohmah, S.Pd	Teacher	Arabic Language
8	Tri Widiawati, S.Pd	Teacher	Indonesian Language
9	Siti fatimah, S.Pd	Teacher	Informatic
10	Dian Verdiani, S.Pd	Teacher	Mathematic
11	Sri Utami, S.Pd	Teacher	Mathematic
12	Meli Nurmawati, S.Pd	Teacher	Mathematic
13	Rindi Citra Andini	Teacher	KMD and Lampung Language
14	Nouval	Teacher	Sports Education
15	Nindi Rahmawati, S.Pd	Teacher And Staff	PAK

Source: Documentation Teacher Data of SMP Muhammadiyah 4 Metro 2022

e. The Condition of Students

The Condition of students in SMP Muhamadiyah 4 Metro that can be identified, as follows:

Table 6
Number of students of SMP Muhammadiyah 4 Metro

No.	Class	Sex		Total
		Male	Female	
1.	VII	19	18	37
2.	VIII	8	15	23
3.	IX	23	11	34
Total				94

Source: Documentation of Data in SMP Muhammadiyah 4 Metro 2022

f. The Building of SMP Muhammadiyah 4 Metro

The building of SMP Muhammadiyah 4 Metro in the academic year of 2022/2023 that can be seen on the table below:

Table 7
List of building at SMP Muhammadiyah 4 Metro

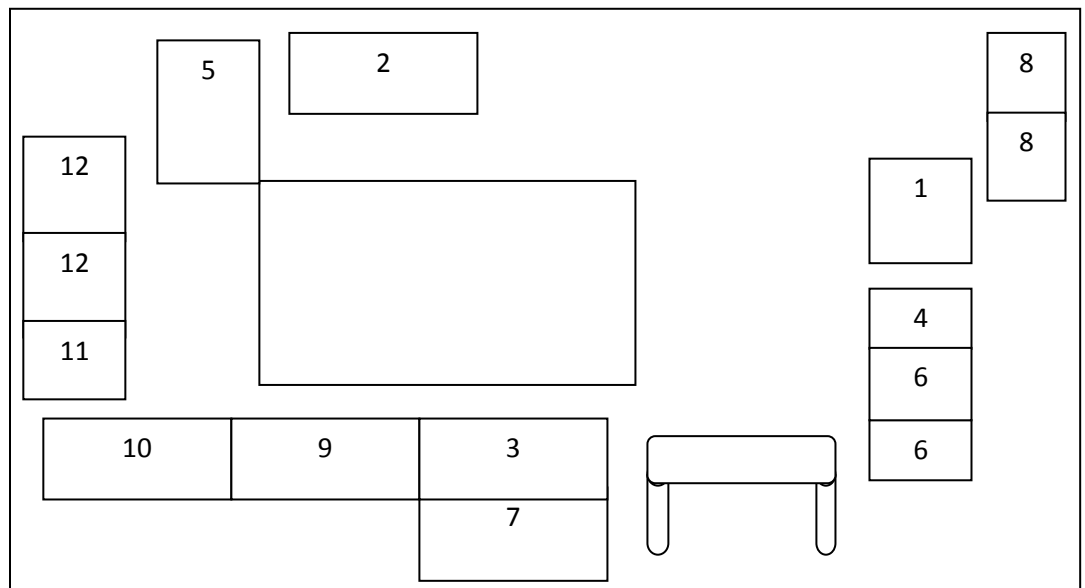
No.	Name of Building	Total	Explanation
1.	Classes	4	Available/ Good
2.	Library	1	Available/ Good
3.	Lab.of Science	1	Available/Good
4.	Teacher Room	1	Available/Good
5.	Mosque	1	Available/ Good
6.	Canteen	1	Available/Good
7.	Toilet	1	Available/Good

Source: Documentation of SMP Muhammadiyah 4 Metro

g. The location Sketch of SMP Muhammadiyah 4 Metro

Picture 4

The Location Sketch of SMP Muhammadiyah 4 Metro



Notes:

1. Administration Room and Headmaster Office
2. Library
3. Lab.of Science
4. Teachers Room
5. Mosque
7. Canteen
8. Toilet
9. Classroom of VII
10. Classroomof VIII
11. Classroom of IX
12. Hall

2. Description of Research Data

This research used Classroom Action Research (CAR), the purpose into improve the students activity and result of the study in SMP Muhammadiyah 4 Metro, the student used the TikTok application to improve students writing skills. This research conducted in pre-test and two cycles it is concerned Four steps in the every cycle: they were planning, action, observation, and reflection. These were research finding of cycle I and cycle 2 every step inside.

a. Pre-test activity

Researcher conducted a pre-test on Wednesday, March 23th, 2022 at 10.00-11.30. All of Students ready in class when it's time to Study. The researcher greets the students. The researcher informs the students that the researcher will conduct research in their class before conducting classroom action research. The researcher informed them that there would be a pre-test to determine the students' writing skill which was completed individually. The type of test carried out was a writing description text test about whatever they knew. In addition, the results of the students' pre-test were presented in the following table:

Table 8
The Result of Students' Score in Pre-Test

No.	Name Students'	Grade	Categories
1.	ANW	60	Incomplete
2.	AAPY	45	Incomplete
3.	ANA	50	Incomplete
4.	APSN	45	Incomplete
5.	BFT	50	Incomplete
6.	CT	70	Complete
7.	CWA	55	Incomplete
8.	DAA	55	Incomplete
9.	DAY	65	Incomplete
10.	FS	65	Incomplete
11.	FSA	34	Incomplete
12.	FZA	55	Incomplete
13.	FA	65	Incomplete
14.	IS	70	Complete
15.	IBS	55	Incomplete
16.	MRA	50	Incomplete
17.	NAA	75	Complete
18.	NS	65	Incomplete
19.	PL	45	Incomplete
20.	QHR	55	Incomplete
21.	SO	70	Complete
22.	SA	70	Complete
23.	UYF	55	Incomplete
Total		1324	
Average		57,6	

Source: The result of pre-test on march 23th, 2022

Table 9
Frequency of Students' Score in Pre-test

No.	Score	Frequency	Percentages	Category
1.	<70	18	78%	Incomplete
2.	>70	5	22%	Complete
Total			100%	

Source: The result of pre-test on march 23th, 2022

Based on the data above, it can be concluded that 18 students (78%) did not succeed and 5 students (22%) managed to achieve the Minimum Standar Criteria (MSC) in SMP Muhammadiyah of at least 70. There are more unsuccessful students than successful students. From the results of the pre-test, it was obtained an average of 57.6 so the results were not satisfactory. Therefore, the researcher used the TikTok application to improve students' writing skills.

b. Cycle 1

After analyzing and identifying the data from the pre-test, the researcher was determined to apply the TikTok application in teaching writing skills to overcome these problems. The implementation of classroom action research in cycle 1 was carried out from Monday, October 17th 2022 and Tuesday October 18th 2022, at eighth grade of SMP Muhammadiyah 4 Metro. There were 23 students who participated in this implementation. This cycle consists of planning, action, observing , and reflecting as follows:

1) Planning

At the planning stage, researcher and collaborator prepare several things related to the teaching and learning process as follows:

- a) Develop a lesson plan, prepare materials, instruments to be tested in the post-test cycle 1, and student activity observation sheets.
- b) Identify problems and find problems that cause problems from the beginning to the end of learning activities.
- c) Researcher also evaluate and measure students' mastery on the given the material.

2) Acting

a) The first Meeting

The first meeting was held on Monday, October 17th, 2022 at 10.00-12.30 for 2x45 minutes and was attended by 23 students. The meeting was opened by praying, greeting, checking the attendance list and asking about the condition of the students. At this meeting the class conditions were effective because the collaborator handed over the researcher to ensure the effectiveness of the students before the researcher conducted research in the classroom. Students give full attention and are ready to follow the learning time.

Before the researcher started the material, the researcher introduced the activity used in the learning process, then the researcher asked the students' understanding of the descriptive text material, the researcher said "Okay students, have you ever studied descriptive text?" Some students answered "Never" some "Forgot" and the rest were silent. "Today we will discuss together descriptive text". Then the researcher asked if all students brought cellphones, some students did not bring so that some grouped together, then the researchers gave videos of descriptive text material through the TikTok application, then students were asked to open their cellphones and focus on the video material provided, then the researcher reaffirmed their understanding, The researcher repeats the explanations contained in TikTok such as: Definition of descriptive text, Structure of descriptive text, Characteristics of descriptive text, Example of descriptive text. Next a student asked "Ma'am, is it okay to describe someone like an idol?" The researcher answered that of course there could be many examples of describing a person such as describing friends, fathers, grandmothers, older sisters, etc".

After finishing the students were asked to make a descriptive text, some students were less focused in the process of working on the task given by the researcher, they still had difficulty and were not confident in writing the text, they were confused to describe someone they wanted to write, besides the lack of students' desire in writing English texts such as male students use their cellphones not to open material, they instead focus on playing games on their cellphones so that they lose time to do assignments.

At the end, the researcher asked the students about the material given using the TikTok application, they answered "learning using a cellphone is fun but they have difficulty understanding the material because the material is in English". Then in this procedure the researcher closed the meeting.

b) The Second Meeting

The Second Meeting held on Tuesday October 18th 2022 for 2x45 minutes. After being given treatment, the researcher started by praying, greeting, checking the attendance list and asking the students' condition. The researcher continued the material for the last meeting with further explanations about the descriptive text of the TikTok application. Researcher do reciprocal by asking their

understanding. Then the researcher gave Post-test 1, in the form of questions about making descriptive text, given 60 minutes to answer the questions well. After finish the researcher closed the meeting.

c) Post-Test 1 activity

Post test 1 was held on Tuesday October 18th, 2022 for 60 minutes. After giving treatment, the researcher gave post test 1 in cycle 1 with the same task in the previous pre-test. The type of test is an essay test which consists of 1 item to make a descriptive text. The students' test results in the post-test I were better than the tests in the previous pre-test. In addition, the post-test 1 results of student are presented in the following table:

Table 10
The Students' Score in Post-test I

No.	Name Students'	Grade	Categories
1.	ANW	70	Complete
2.	AAPY	59	Incomplete
3.	ANA	60	Incomplete
4.	APSN	66	Incomplete
5.	BFT	68	Incomplete
6.	CT	84	Complete
7.	CWA	67	Incomplete
8.	DAA	69	Incomplete
9.	DAY	70	Complete
10.	FS	72	Complete
11.	FSA	59	Incomplete
12.	FZA	70	Complete
13.	FA	70	Complete

14.	IS	77	Complete
15.	IBS	70	Complete
16.	MRA	67	Incomplete
17.	NAA	80	Complete
18.	NS	65	Incomplete
19.	PL	64	Incomplete
20.	QHR	68	Incomplete
21.	SO	74	Complete
22.	SA	71	Complete
23.	UYF	60	Incomplete
Total		1580	
Average		68,7	

Source: The result of post-test on October 18th, 2022

Table 11
Frequency of Students' Score in Post-test I

No.	Score	Frequencies	Percentage	Category
1.	<70	11 Students	47,8%	Incomplete
2.	>70	12 Students	52,2%	Complete
Total		23 Students	100%	

Source: The result of post-test on October 18th, 2022

The following formula is derived from the average pre-test and post-test scores:

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

Notes:

\bar{X} = Mean X = Raw Score

Σ = sum of N = Number of cases

ΣX = The total number of students' scores

From the results of the post-test cycle 1, it can be seen that the highest score was 84 and the lowest score was

59. So, the average post-test 1 score was 68.7. From table 10, there are 12 students who scored low below the Minimum Standar Criteria (MSC) and 11 students scored above the Minimum Standar Criteria (MSC). Then, based on the results of the post-test cycle I, it can be seen that target based on Minimum Standar Criteria (MSC) has not been reached.

3) Observing

In this phase, observations were carried out by researcher and collaborator, namely Mr. Abidin, M.Pd as an English teacher at SMP Muhammadiyah 4 Metro and as an observer of the situation in the classroom at each meeting in cycle 1, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially descriptive text by using TikTok application. While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in learning would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) Paying attention of teacher's explanation.
- b) Asking/answering teacher's question.
- c) Being active in the class.

d) Doing the task given by the teacher.

The result of the students' learning activities are presented on the following table:

Table 12
The Students' Learning Activities Observation in Cycle 1

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	ANW	✓	✓	✓	✓
2.	AAPY		✓		
3.	ANA	✓	✓		
4.	APSN	✓			
5.	BFT	✓	✓	✓	
6.	CT	✓	✓	✓	✓
7.	CWA	✓			
8.	DAA	✓			
9.	DAY	✓	✓	✓	✓
10.	FS	✓	✓	✓	✓
11.	FSA	✓			✓
12.	FZA	✓			✓
13.	FA	✓	✓		
14.	IS	✓	✓	✓	✓
15.	IBS		✓	✓	
16.	MRA				✓
17.	NAA	✓	✓	✓	✓
18.	NS	✓	✓		
19.	PL	✓			✓
20.	QHR		✓		
21.	SO	✓	✓		✓
22.	SA	✓	✓	✓	✓
23.	UYF	✓			✓
TOTAL		19	15	9	16

Source: The students' learning activities in cycle 1

Table 13
The Frequency of Students' Learning activity in cycle 1

No.	Student's Activities	Frequency	Percent age
1.	Paying attention to the teacher's explanation	19 Students	82%
2.	Asking/ answering the teacher's question	15 Students	65%
3.	Being active in class	9 Students	39%
4.	Doing the task given by the teacher	16 Students	69%
The Average Percentage		63,75%	
Total Students		23 Students	

Source: The result of students' activities in cycle 1

From the result of post-test in cycle 1, it can be seen in the first meeting and second meeting in cycle 1. There are 19 students (82%) who paying attention to the teacher's explanation. 15 students (65%) who Asking/answering the teacher's question, 9 students (39%) were able to Being active in the class. and 16 students (69%) were Doing the task given by the teacher. Average of student learning activities in the cycle 1 of 63,75%.

4) Reflecting

In this phase, the writer analyzes student achievement and progress based on the test scores they get. In this phase, The researcher also discusses the results of the implementation action and decide whether the action should be continued or not. From the data and observations, it could be seen that some students still have difficulty in making descriptive texts. Because of that, based on the results of Post-test 1, the researcher decided that need to continue to cycle 2 because the researcher only a few students made significant progress. Based on the results of the previous cycle, the writer must proceed to the next cycle (Cycle 2) by doing some not only about student activities but improvement as well everything that supports the teaching and learning process.

The result of the students' learning activities are presented on the following table:

Table 14
The Comparison Between Pre-test and Post-test I

No.	Name Initial	Pre-Test	Post-Test I	Improving	Explanation
1.	ANW	60	70	10	Improved
2.	AAPY	45	59	14	Improved
3.	ANA	50	60	10	Improved
4.	APSN	45	66	21	Decreased
5.	BFT	50	68	18	Improved
6.	CT	70	84	14	Improved
7.	CWA	55	67	12	Improved
8.	DAA	55	69	14	Improved
9.	DAY	65	70	5	Improved
10.	FS	65	72	72	Improved
11.	FSA	34	59	25	Improved

12.	FZA	55	70	15	Improved
13.	FA	65	70	5	Improved
14.	IS	70	77	7	Improved
15.	IBS	55	70	15	Improved
16.	MRA	50	67	17	Improved
17.	NAA	75	80	5	Improved
18.	NS	65	65	-	Decreased
19.	PL	45	64	19	Improved
20.	QHR	55	68	13	Improved
21.	SO	70	74	4	Improved
22.	SA	70	71	1	Improved
23.	UYF	55	60	5	Improved
Total		1324	1580		
Average		57,6	68,7		
High Grade		75	84		
Low Grade		34	59		

Source: The result of writing test between pre-test and post-test I

Table 15

The Comparison of Students' Frequency of Pre-test and Post-test I

No.	Score	Pre- Test	Post-Test I	Category
1.	<70	18 Students	11 Students	Incomplete
2.	>70	5 Students	12 Students	Complete
Total		23	23	

Source: The result of writing test between pre-test and post-test I

c. Cycle 2

Based on the result of cycle 1, was not success enough, in order that in the phase need to be held to cycle 2 again to repair to the weakness in the cycle 1. The step of the cycle 2 as follows :

1) Planning

Based on the learning activities in cycle 1, the process in cycle 2 was focused on problems. In the previous cycle there were several weaknesses. Researcher and collaborator plan new lesson plans to choose descriptive texts that are more interesting and easy to understand, prepare student activity observation sheets, identify problems, motivate students to be more enthusiastic about learning and find the causes of problems at the beginning and the last of learning activities. Evaluation and post-test II were also prepared to get achievements at the end of the cycle 2.

2) Acting

a) The first Meeting

The first meeting was held on October 24th, 2022 for 1×40 minutes. This meeting began with prayer, greetings, checking the attendance list and asking students' condition to motivate students to be more enthusiastic about learning. the activity was continued by applying the new lesson plans, the researcher emphasized the structure of the descriptive text, the goal was for them to get a better understanding, the researcher gave time for students to pay attention to the writing material in the TikTok application, then the researcher explained more about descriptive text, after the researcher finished, ask students to give examples

of descriptive text topics about a person, thing, animal, or place. At this stage students are very active in participating in learning. They are enthusiastic in participating in the learning process as seen from their activeness in class.

b) The Second Meeting

The second meeting was held on Tuesday, October 25th, 2022 at 10.00-12.30 followed by 23 students. The researcher started the lesson by greeting, praying, checking the attendance list and asking the students' condition, motivating students to be more enthusiastic in learning English. The activity was continued by providing further explanations about the descriptive text in the TikTok application.

In addition, in teaching writing descriptive text using the TikTok application, students first open the application and listen to videos of descriptive text about someone, pets, objects and places. The researcher re-explained the descriptive text material, then the researcher gave post-test 2, Choose one of the topics below and write a descriptive Text, choose on the Topic bellow! Someone, My Pet, Thing or Place.

At this stage, students actively participate in learning as seen from their desire and motivation in writing

descriptive text, this meeting is getting better than the previous meeting.

c) Post-Test II Activity

Post- Test II was held on Tuesday October 25th, 2022. This meeting is used for post-test II at the end of cycle 2 for 60 minutes. The researcher gave a post-test to student. In this meeting, most of the students can practice good writing. This can be seen from the results of post-test II. That the results of student scores in post-test II can be seen in following table:

Table 16
The Students' Score in Post Test II

No.	Name Students'	Grade	Categories
1.	ANW	84	Complete
2.	AAPY	65	Incomplete
3.	ANA	60	Incomplete
4.	APSN	70	Complete
5.	BFT	86	Complete
6.	CT	90	Complete
7.	CWA	85	Complete
8.	DAA	85	Complete
9.	DAY	85	Complete
10.	FS	73	Complete
11.	FSA	65	Incomplete
12.	FZA	85	Complete
13.	FA	85	Complete
14.	IS	73	Incomplete
15.	IBS	81	Complete
16.	MRA	70	Incomplete
17.	NAA	90	Complete

18.	NS	85	Complete
19.	PL	80	Complete
20.	QHR	80	Complete
21.	SO	85	Complete
22.	SA	84	Complete
23.	UYF	65	Incomplete
Total		1811	
Average		78,7	

Source: The result of post-test II on October 25th, 2022

Table 17

The Frequency of Students' Score in Post-Test II

No.	Score	Frequencies	Percentage	Category
1.	<70	6 Students	17,4%	Incomplete
2.	>70	17 Students	82,6%	Complete
Total		23	100%	

Source : The result of post-test II on October 25th, 2022

The following formula is derived from the average post-test scores:

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

Notes:

X = Mean X = Raw Score

Σ = sum of N = Number of cases

X= The total number of students' scores

The formula from the percentages score

$$P = \frac{\sum X}{N} \times 100$$

Notes:

P = Percentages

N = Number of Cases

ΣX = The total number of students' score

From the results of the post-test cycle 2, it can be seen that the highest score is 90 and the lowest score is 60. So, the average score of the post-test is 78,1 . From table 13, there are 6 students who scored low below the Minimum Standar Criteria (MSC), 17 students scored above from Minimum Standar Criteria (MSC). Then, based on the results of the post-test cycle 2, it can be seen that based on the target on Minimum Standard Criteria (MSC) has improving students' writing skills using the tiktok application.

3) Observing

At this stage the researcher and collaborator made observations, including: Observing Student Activities, and observing teacher activities.

a) Student Activities

At this stage, students are more enthusiastic about following the instructions and doing assignments, in the observations made in the second cycle the results are higher than the first cycle. It can be seen in the following table:

Table 18
The Students' Learning Activities Result in Cycle 2

No.	Name	The Indicators of Students' Learning Activity			
		Paying attention to the teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	ANW	✓	✓	✓	✓
2.	AAPY		✓		
3.	ANA	✓			
4.	APSN	✓	✓		✓
5.	BFT	✓	✓	✓	
6.	CT	✓	✓	✓	✓
7.	CWA	✓	✓	✓	✓
8.	DAA	✓	✓	✓	✓
9.	DAY	✓	✓	✓	✓
10.	FS	✓	✓	✓	✓
11.	FSA				✓
12.	FZA	✓	✓	✓	✓
13.	FA	✓	✓	✓	✓
14.	IS	✓	✓	✓	✓
15.	IBS	✓	✓	✓	✓
16.	MRA	✓			✓
17.	NAA	✓	✓	✓	✓
18.	NS			✓	✓
19.	PL	✓	✓	✓	✓
20.	QHR	✓	✓	✓	✓
21.	SO	✓	✓	✓	✓
22.	SA	✓	✓	✓	✓
23.	UYF	✓		✓	✓
TOTAL		20	18	18	19

Source: The result score of students' learning activities in cycle 2

Table 19
The Frequency of Students' Learning activity in cycle 2

No.	Student's Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	20 Students	86%
2.	Asking/ answering the teachers' Question	18 Students	78%
3.	Being active in class	18 Students	78%
4.	Doing the task given by the teacher	19 Students	82%
The Average Percentage:			81%
Total Students			23 Students

Source: The result score of students' activities in cycle 2

The table above showed that the students' activity in cycle 2 was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 86%, then, the students ask/answer the question from the teacher 78% and the students active in the class 78%, and the students able do the task 82% . Based on the result above, the researcher indicated that learning process in cycle 2 was successful because the students' activity got percentage 81%.

b) Teachers' note

From the observations in cycle 2, most of the students actively participated in the learning and practiced well, most of the students were interested in participating in the learning.

4) Reflecting

From the result of learning process in cycle 2 the researcher analyzed that generally by using TikTok application, the writing text ability would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post-test I grade and post-test II grade could be compared on the following table:

Table 20
The Comparison Between Post-Test I and Post Test II

No.	Name Initial	Post-Test I Grade	Post Test II Grade	Improving	Explanation
1.	ANW	70	84	14	Improved
2.	AAPY	59	65	6	Improved
3.	ANA	60	60	-	Improved
4.	APSN	66	70	4	Improved
5.	BFT	68	86	18	Improved
6.	CT	84	90	6	Improved
7.	CWA	67	85	18	Improved
8.	DAA	69	85	16	Improved
9.	DAY	70	85	15	Improved
10.	FS	72	73	1	Improved
11.	FSA	59	65	6	Improved
12.	FZA	70	85	15	Improved
13.	FA	70	85	15	Improved
14.	IS	77	73	4	Decreased
15.	IBS	70	81	9	Improved

16.	MRA	67	70	3	Improved
17.	NAA	80	90	10	Improved
18.	NS	65	85	20	Improved
19.	PL	64	80	16	Improved
20.	QHR	68	80	12	Improved
21.	SO	74	85	11	Improved
22.	SA	71	84	13	Improved
23.	UYF	60	65	5	Improved
Total		1811	1580	-	
Average		78,7	68,7	-	
High Grade		90	84	-	
Low Grade		60	59	-	

Table 21
The Frequency of Students' Score in Post-Test II

No.	Score	Frequencies	Percentage	Category
1.	<70	6 Students	17,4%	Incomplete
2.	>70	17 Students	82,6%	Complete
Total	23	100%		

d. Interpretation

Writing will be more interesting and easy to understand if the right strategy is used. During the research process, the researcher observed that students were interested in the material and explanations given by the teacher. The researcher assumes that teaching writing using the TikTok application can improve the ability to write descriptive text.

1) Result of Students Learning

Here were a recapitulation of student improvement data during the teaching and learning process from pretest up to post-test II presented:

a) Result of Students' Pre-Test

In this phase, the researcher measured the students' ability by conducting a pre-test before the treatment was carried out, the researcher obtained data through an essay test to make a descriptive text for 60 minutes. Conducted on March 23 2022. The results of the pretest showed that some students had difficulties when doing the test. Based on table 8 the average number of students is 23 students who have not reached the Minimum Standar Criteria (MSC) of 79 as many as 18 people and 5 students who have passed.

b) Result of Students' Post test I

In this activity, the researcher conducted post test 1 to determine the ability to write descriptive text after carrying out the treatment on Tuesday, October 18 2022. Based on table 8 the average number of students was 68.7 indicating that most students had not reached a Minimum Standar Criteria (MSC) of 70. At this stage There are 12 students who passed the Minimum Standar Criteria (MSC). And it was concluded that most of the students failed to achieving the material.

c) Result of Students' Post-Test II

At this stage the researcher continued to cycle II because the post test score I in the previous cycle did not meet Minimum Standar Criteria (MSC), which was only 52.2 who reached the Minimum Standar Criteria (MSC), the researcher presented post-test II, after being given treatment. The researcher obtained data through a test in the form of a descriptive text essay test which was completed for 60 minutes, held on Tuesday, October 25, 2022. Based on the table for 15 students the average was 78.7 indicating that most students had reached a Minimum Standar Criteria (MSC) of 70. In this activity 17 students of 23 students 82.6% of students graduated from Minimum Standar Criteria (MSC) and the research was successful.

2) Comparison of Score in Pre-test, Post-Test I in cycle I, and Post-Test II in Cycle 2

Table 22

The Comparison of the Writing Skill Pre-Test , Post-Test I in and Post-Test II

No.	Student's Activities	Score			Explanation	
		Pretest	Post-test 1	Post-test II		
1.	ANW	45	70	84	70	Increased
2.	AAPY	45	59	65		Increased
3.	ANA	50	60	60		Increased
4.	APSN	45	66	60		Decreased
5.	BFT	50	68	86		Increased
6.	CT	70	84	90		Increased
7.	CWA	55	67	85		Increased
8.	DAA	55	69	85		Increased

9.	DAY	65	70	85	Increased
10.	FS	45	72	73	Increased
11.	FSA	34	59	65	Increased
12.	FZA	55	70	85	Increased
13.	FA	65	70	85	Increased
14.	IS	45	77	73	Increased
15.	IBS	55	70	81	Increased
16.	MRA	50	67	65	Increased
17.	NAA	75	80	90	Increased
18.	NS	65	65	85	Increased
19.	PL	45	64	80	Increased
20.	QHR	55	68	80	Decreased
21.	SO	65	74	85	Increased
22.	SA	50	71	84	Increased
23.	UYF	55	60	65	Increased
Total		1324	1580	1811	Increased
Average		57,6	68,7	78,7	Increased
Complete					

Table 23
The Frequency of Students' Score in Post-Test II

Interval	Pre-test		Post-Test I		Post-Test II	
	F	P	F	P	F	P
<70	18 Students	78%	11 Students	47,8%	6 Students	17,4%
>70	5 Students	22%	12 Students	52,2%	17 Students	82,6%

Source: The Result of Post-test II on october 25 2022

From the increase in pretest to posttest in the first cycle, it was known that there was an increase, but because the student's score had not reached the Minimum Standar Criteria (MSC), the researcher decided to continue in the second cycle by giving the test in the same way as in the first cycle but with a different lesson plan. It can be seen that there was an increase from their average value in the pretest from 57,6 to 68.7 in

the post test 1 and 78.7 in the post-test II. This means that students reach the target of 80% of students getting a score of 70 or 80. Then the increase in scores can be seen in the following picture:

Based on the results of observations, it can be seen that the teaching and learning process in cycle 2 good activities. Because 16 students are able to realize a score of more than 70 or 90% of all students, even though there are 6 students who have not reached the Minimum Standar Criteria (MSC). Can be concluded that based on the results of post-test II the researcher has achieved the specified target and this research has been completed.

3) The Result of Students' Observation Sheet

The following are the result of the observation sheet during the learning process obtained by the researcher, the learning outcomes can be seen in the following table:

Table 24
The Percentage of Students' Learning Activities in Cycle I and Cycle 2

No.	Student's Activities	Cycle I		Cycle 2		Improving
		F	p	F	p	
1.	Paying attention to the teacher's explanation	19 Students	82%	20 Students	86%	Improved
2.	Asking/ answering the teachers' Question	15 Students	65%	18 Students	78%	Improved
3.	Being active in class	9 Students	39%	18 Students	78%	Improved
4.	Doing the task given by the teacher	16 Students	69%	19 Students	82%	Improved
The Average Percentage						Improved

Source: The result of the students' activity in cycle I and cycle 2 of class VIII grade students at SMP Muhamadiyah 4 Metro

Based on the data above, it can be explained as follows:

a) Paying attention to the teachers' explanation

Student learning activities in paying attention to the explanations delivered by the teacher through the TikTok application media from the first meeting to the next increased, in the first cycle 82%, and in the second cycle 86%. Increase 4%.

b) Asking/ answering the teachers' question

The students who asking/answering question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 13%, from cycle I 65% and cycle 2 78%.

c) Being active in classroom

Students who are active in the class In the first cycle 39% and the second cycle 78% has improved 39%. Based on these data, it can be concluded that the students feel comfortable and active in the learning process because some students show good improvement when using the TikTok application in the learning process from cycle I up to cycle 2.

d) Doing the task given by the teacher

The students who had done the task were increased. This can be seen in the first cycle of 69% and the second cycle of 82%, an increase of 13%. Then, based on the explanation of cycle I and cycle 2, it can be concluded that the use of TikTok applications improves the ability to write descriptive texts. There was a Grade average progress from 57.6 to 68.7 and to 78.7.

From table 21, it can be seen that there was an increase in the average score and the number of students who passed the test from pre-test, post-test I to post-test II. In the table above, the average score on the pre-test is 57.6 and only 5 students or (22%) passed the test meanwhile, in post-test I, there were 12 students or (52.2%) who passed the test with the indicator that the students scored 70 with an average of 68.7. And in post-test II there were 17 students or (82.6%) who passed.

From this explanation, the researcher concluded that this research was successful and could be stopped in cycle 2 because the indicator of student success in obtaining a score of 70 was 82,2%.

B. Discussion

The researcher chose to use the TikTok application in improving the ability to write descriptive text. This technique is used to organize and develop students' ideas and make students more active in writing skill in learning English. There is an increase in student learning activities by using the TikTok application. Therefore, hopefully it will be useful in learning activities.

Based on the explanation of cycle I and cycle 2, it can be shown that the use of the TikTok application can improve the ability to write descriptive text. There was progress from students who scored >70 from pre-test 78% or 18 students, post-test I 47.8% or 11 students and post-test II to 17.4% or 6 students. It can be seen that there is an increase in the students' completeness scores and the total scores of students who pass at least from pre-test, post-test I to post-test II.

In addition, the Minimum Standar Criteria (MSC) is 70 in this study, in post-test I there were 12 students or 52.2% who passed the test with an average of 68.7 and post-test II there were 17 students or 82.6% who passed the test with an average of 78.7. From this explanation, the researcher concludes that This research was successful and could be stopped in the second cycle because the success indicator was achieved by 82,2% of students who scored >70 .

The result of student activity in cycle I and cycle 2 increased. Paying attention to teacher explanations from 82% to 86%, asking/answering teacher

questions from 65% to 78%, being active in class from 39% to 78%, doing assignments given by the teacher from 52% to 81%. The result of student activities in cycle I and cycle 2 an increase in student learning activities from 59.5% to 81%

CHAPTER V

CONSLUSION AND SUGESSTION

This section discusses all the data collected in classroom action research, the researcher get some conclusions and some suggestions that support the results of this study.

A. Conclusion

Based on the result of the study, the researcher concluded that the use of TikTok application media as a special medium in learning English subjects was proven to improve English writing skill in VIII grade students of SMP Muhammadiyah 4 Metro. The increase in students can seen from the average score of students from 57,6 to 68.7 and finally 78,1. So, the increase in student scores in cycle I to cycle 2 is 10 points. It is clear that the score increased significantly from pretest to post test 2. From the students' test results, it is known that cycle 2 is higher than cycle I, meaning that by using the TikTok application improve students' writing skill in the descriptive text learning process.

B. Suggestion

Based on the result of the research conclusions above, the researchers suggest the following:

1. For Teacher

- a. A TikTok application can be used as method to teach writing skill
- b. Teachers are advised to use the TikTok application to improve English learning
- c. TikTok application as a reference for learning English, especially writing skill so that students can be motivated and not feel bored to receive the material taught by the teacher well

2. For students

- a. The students are advised to be more active in learning English, especially writing skills.
- b. The students are advised to improve their writing skills by using the TikTok application as a technique to absorb material.
- c. Students are advised to be confident and should continue to practice writing in class.

3. For Headmaster

Headmaster must support the learning process by preparing the necessary facilities and instruments.

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APPENDICES

The Teacher Data of SMP Muhammadiyah 4 Metro

No.	Name	Occupation	Subject
1	Agus Pujiyanto, M.Pd	Headmaster	-
2	Hadi Pronoto, S.T	Teacher	Social
3	M. Reza Rasyid H, S.Pd	Teacher	Fiqh and Quran Hadits
4	Rusparmi	Teacher	PPKN and Art
5	Abidin, M.Pd	Teacher	English
6	Mislan	Teacher	Akidah Akhlaq
7	Lathifa Turrohmah, S.Pd	Teacher	Arabic Language
8	Tri Widiawati, S.Pd	Teacher	Indonesian Language
9	Siti fatimah, S.Pd	Teacher	Informatic
10	Dian Verdiani, S.Pd	Teacher	Mathematic
11	Sri Utami, S.Pd	Teacher	Mathematic
12	Meli Nurmawati, S.Pd	Teacher	Mathematic
13	Rindi Citra Andini	Teacher	KMD and Lampung Language
14	Nouval	Teacher	Sports Education
15	Nindi Rahmawati, S.Pd	Teacher And Staff	PAK

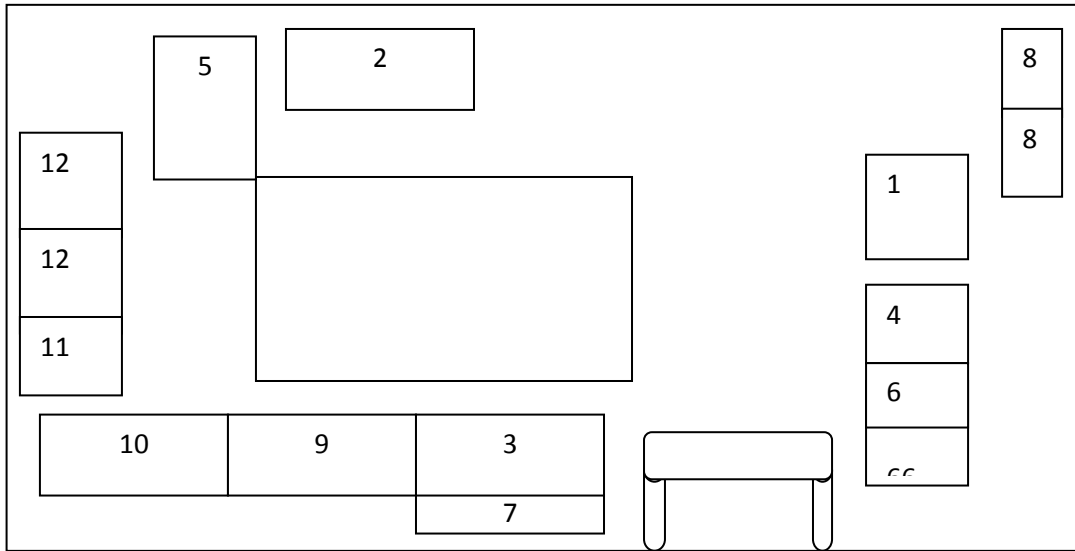
Sources: Documentation The of Condition The Teachers at SMP Muhammadiyah 4 Metro in academic year of 2022/2023

List of building of SMP Muhammadiyah 4 Metro

No.	Name of Building	Total	Explanation
1.	Clases	4	Available/ Good
2.	Library	1	Available/ Good
3.	Lab.ofSains	1	Available/Good
4.	Teacher Room	1	Available/Good
5.	Mosque	1	Available/ Good
6.	Kantin	1	Available/Good
7.	Toilet	1	Available/Good

Source: Documentation of Building at SMP Muhammadiyah 4 Metro 2022/2023

The Location Sketch of SMP Muhammadiyah 4 Metro



1. Administration Room and Headmaster Office
2. Library
3. Lab.of Science
4. Teachers Room
5. Mosque
6. Classroom
7. Canteen
8. Toilet
9. Classroom of VII
10. Classroomof VIII
11. Classroom of IX
12. Hall

SILABUS PEMBELAJARAN

Sekolah : SMP MUHAMMADIYAH 4 METRO

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : II (Dua)

Standar Kompetensi: Menulis

(Mengungkapkan makna dalam esai pendek sederhana berbentuk descriptive text).

Kompetensi Dasar	Materi pelajaran	Kegiatan Pembelajaran	Indikator pencapaian kompetensi	Penilaian			Alokasi waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana Dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi	1. Materi berentuk teks Deskriptif 2. Tata Bahasa - kalimat sederhana	1. Tanya Jawab berbagai hal terkait tema / topik teks fungsional yang akan dibahas 2. Penguatan kembali kosa kata dan tata bahasa terkait	1. Melengkapi Rumpang teks fungsional pendek 2. Menyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks	Teks tulis	Essay	Please! Writen essay a describing something or a ceritain place	2x40 menit	Video yang relevan terkait topik Buku terkait materi

dengan lingkungan sekitar dalam bentuk teks deskriptif.	<p>3. Kosa Kata</p> <p>- kata terkait tema dan jenis teks</p> <p>4. Tanda Baca</p>	<p>jenis teks fungsional</p> <p>3. Menulis kalimat sederhana terkait jenis teks</p> <p>4. Menulis text fungsional pendek berdasarkan konteks</p>	fungsional pendek					
2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan	<p>1. Teks Berbentuk - Deskriptif</p> <p>2. Tata bahasa Kalimat</p>	<p>1 Review ungkapan ungkapan yang terkait jenis teks deskriptif.</p> <p>2. Menulis kalimat yang berdasarkan yang terkait jenis text deskriptif</p>	<p>1. Menusun kalimat menjadi teks yang bermakna dalam bentuk deskriptif</p> <p>2. Menulis teks esai dalam bentuk deskriptif</p>	<p>Teks tulis</p> <p>Teks tulis</p>	Essay	<p>Choose one of the titles below!</p> <ol style="list-style-type: none"> 1. My Pet 2. Family 3. Friend 4. Place 		<p>Video yang relevan terkait topik</p> <p>Buku terkait materi</p>

<p>lingkungan sekitar dalam teks berbentuk deskriptif.</p>	<p>sederhana</p> <ul style="list-style-type: none"> - Simple present tense - Simple Past Tense - Past Continuous Tense 3. Kosa kata <ul style="list-style-type: none"> - Kata terkait tema dan jenis text - Kata penghubung and then After that before dst 	<p>3. Membuat draf teks deskriptif</p>						
------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------	--	--	--	--	--	--

	before dst							
	4. Tanda Baca							

Karakteristik siswa yang diharapkan :

- Dapat dipercaya (Trust worthines)
- Rasa hormat dan perhatian (respect)
- Tekun (dilligence)

Mengetahui,
Guru Mata Pelajaran



Abidin, MPd

NIP:



Metro, Oktober 2022
Researcher



Naziah Ayu Hidayati

NPM:1801072023

Lesson Plan

School : SMP Muhammadiyah 4 Metro

Subject : English

Class/Semester : VIII / I

Time : 2 x 40 Minutes

Skill : Writing

Material : Descriptive Text

A. Standard Competence

The students are expected to be able to make a simple descriptive text based on their own word.

B. Basic Competences

Understanding to communicate correctly and reasonably in the context of descriptive text.

C. Indicators

1. Using Simple Present Tense to describe the general object in descriptive text.
2. Writing paragraph in the form of descriptive.

D. The Purpose of Learning

1. Students are able to use Simple Present Tense to describe the general object in descriptive text.
2. Students are able to write a simple descriptive text.

E. Teaching Learning Activities

Step	Teacher activities	Students activities	Time
a) Pre-Teaching Activities	(1) Praying and greeting the students. (2) Checking the attendant list. (3) Asking the students condition. (4) The researcher chose the appropriate material.	(1) The Students answer teacher's salam. (2) The Students give response about checking attendance. (3) The Students answer about condition. (4) The Students tell about	5 minutes

		daily activities	
b) While Teaching Process	<p>(1) The researcher used the lesson plan.</p> <p>(2) The researcher demonstrated to the students how to connect concepts and convey ideas about the content using Tiktok Application Media.</p> <p>(3) The researcher taught by using the Tiktok Application media.</p> <p>(4) The researcher asked the pupils to respond to material-related questions.</p>	<p>The students heard and respon about material.</p> <p>The students submit their works to the teacher.</p>	30 Minutes
c) Post Teaching Activities.	<p>(1) Teacher asks students to prepare for the next meeting.</p> <p>(2) Teacher greeted the students.</p>	The students heard and pray the instruction of the teacher.	5 Minutes

F. Learning Media and References

Media : Tiktok Application, Speaker Active

References : Video In Tiktok Application, Book English in focus.

G. Learning Method

CAR (Classroom Action Research)

H. Learning Material

- The Definition of Description Text

Text that describes a thing, person, animal or place

- Characteristic of Descriptive Text
 1. Using the simple present tense
 2. Using attribute verbs, such as be (am, is, are).
 3. Only focus on that one object

- The Purpose of Descriptive Text

Give a description of something in detail and focus on 1 object.

- Linguistic Elements
 1. Nouns related to people/things/places/animals
 2. Adjectives related to the nature of people/ animal/things
 3. The first form of the verb (present tense)
 4. Spelling and handwriting and printing are clear and neat
 5. Speech, word stress, intonation, when presenting orally.
 6. Reference word

- The Structure of Descriptive Text (generic structure):
 1. Identification is an introduction in the form of an overview general about a topic.
 2. Description is containing the special characteristics of the object, the place, or person described.

- Example of Descriptive Text:

No	Vocabulary	Spell	Artinya
1	Mother	Em-ou-ti:-eic-i:-a:r	Ibu
2	Beautiful	Bi:-i:-ei-yu:-ti:-ai-ef-yu:-el	Cantik
3	Family	Ef-i:-em-ai-el-wai	Keluarga
4	Fat	Ef-ei-ti:	Gemuk
5	Brown eyes	Bi:-a:r-ou-dabØlyu:-en i:-wai-i:-es	Mata coklat
6	Smile	Es-em-ai-el-i:	Senyum
7	Kind	Key-ai-en-di:	Murah hati
8	Friendly	Ef-a:r-ai-en-di:-el-wai	Ramah
9	Patient	Pi:-ei-ti:-ai-i:-en-ti:	Sabar
10	Care	Si:-ei-a:r-i:	Peduli
11	Clean	Si:-el-i:-ei-en	Bersih
12	Color	Si:-ou-el-ou-a:r	Warna
13	Lovely	El-ou-vi:-el-wai	Bagus
14	Sweet	Es-dabØlyu:-dabØl i:-ti:	Manis
15	Weight	dabØlyu:-i:-ai-ji:-eic-ti:	Berat
16	World	dabØlyu:-ou-a:r-el-di:	Dunia
17	People	Pi:-i:-ou-p:-el-i:	Orang
18	Curly	Si:-yu-a:r-el-wai	Keriting
19	Wife	dabØlyu:-ai-ef-i:	Istri
20	House	Eic-ou-yu:-es-i:	Rumah

My Mother

Hai friends, I have mother, she is Indonesian and her name is Husna. My mother is a beautiful person. She is not fat but weight is 60 kg and she has curly hair. Her eyes color is light brown and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much, she is the best mother in the world.

H. Evaluation

1. Technique : Skill-assessment
2. Type : Writing test
3. Instrument: Write a descriptive text based on the topic which you have gotten.
4. Scoring Standart :

No	Component of writing	Score			
		4	3	2	1
1	Content				
2	Organization				
3	Vocabulary				
4	Grammar				
5	Mechanics				
Total					

Content 4 (30-27) : Excellent

3 (26-22) : Very Good

2 (21-17) : Good

1 (16-1) : Poor

Organization 4 (20-18) : Excellent

3 (17-14) : Very Good

2 (13-10) : Good

1 (9-7) : Poor

Vocabulary 4 (20-18) : Excellent

3 (17-14) : Very Good

2 (13-10) : Good

1 (9-7) : Poor

Grammar 4 (25-22) : Excellent

3 (21-18) : Very Good

2 (17-11) : Good

Mechanic 4 (5) : Excellent

3 (4) : Very Good

2 (3) : Good

1 (2) : Poor

content (13-30), organization (7-20), vocabulary (7-20), Grammar (5-25) and mechanic (2-5).
So the total of the score of descriptive writing students is 100.

Metro, Oktober 2022

Mengetahui,
Guru Mata Pelajaran



Abidin, MPd

NIP:



Researcher



Naziah Ayu Hidayati

NPM:1801072023

Writing Skill Test

PRE-TEST

Subject/Sub Mater : English/Writing

Sub Subject Matter : Writing Spell in Descriptive Text

Name :

Class :

Instruction :

Please make the descriptive text about anything!

Answer :

.....

.....

.....

.....

.....

.....

.....

Writing Skill Test

POST-TEST 1

Subject/Sub Mater : English/Writing

Sub Subject Matter : Writing Spell in Descriptive Text

Name :

Class :

Instruction :

Choose one of the topics below and write a descriptive text based on the topic you have chosen!

1. My pet
2. Family
3. Friend
4. Place

Answer :

.....

.....

.....

.....

Writing Skill Test

POST-TEST II

Subject/Sub Mater : English/Writing

Sub Subject Matter : Writing Spell in Descriptive Text

Name :

Class :

Instruction :

Choose one of the titles below!

1. My pet
2. Family
3. Friend
4. Place

Please describe about your choice by writing down descriptive text!

Write the text at 60 minutes!

Answer :

.....

.....

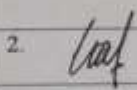

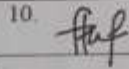
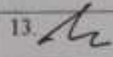
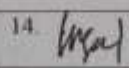
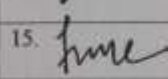
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ATTENDANCE LIST OF POST-TEST 1

CLASS : VIII

DATE : October 18th 2022

No.	NAME	SIGNATURE	
1.	AHMAD NUR WAHID	1. 	
2.	ANAS PRIMAYUDA		2. 
3.	AQILA NURUL AFIFAH	3. 	
4.	AMIRA PRUDENT S.N		4. 
5.	BAGUS FIRZATULLAH	5. 	
6.	CELLINA TASYANDRIA		6. 
7.	CHELSA WILYA RAHMA	7. 	
8.	DELVA ANGGUN APRILIA		8. 
9.	DHINITA AYUNDA Y	9. 	
10.	FARREL SAPUTRA		10. 
11.	FASYA SALMA AZIZAH	11. 	
12.	FAHIRA ZAHRA AMELIA		12. 
13.	FAIZA AZZAHRA	13. 	
14.	IRSYAD SALMAN		14. 
15.	ISABELLA SAPUTRI	15. 	
16.	M RIZKY AFFAN D		16. 
17.	NASHWA AZZAHRA A.	17. 	
18.	NASTITI SABELA		18. 
19.	PUTRI LESTARI	19. 	
20.	Q IBNI HYDAN RAFA H SS		20. 
21.	SERLY OKTAVIA	21. 	
22.	SYAHRUL UMAM		22. 
23.	VANKA YUSUF F	23. 	

CLASS : VIII
 DATE : October 29th 2022

No.	NAME	SIGNATURE	
1.	AHMAD NUR WAHID	1.	
2.	ANAS PRIMAYUDA		2.
3.	AQILA NURUL AFIFAH	3.	
4.	AMIRA PRUDENT S N		4.
5.	BAGUS FIRZATULLAH	5.	
6.	CELLINA TASYANDRIA		6.
7.	CHELSA WILYA RAHMA	7.	
8.	DELVA ANGGUN APRILIA		8.
9.	DHINITA AYUNDA Y	9.	
10.	FARREL SAPUTRA		10.
11.	FASYA SALMA AZIZAH	11.	
12.	FAHIRA ZAHRA AMELIA		12.
13.	FAIZA AZZAHRA	13.	
14.	IRSYAD SALMAN		14.
15.	ISABELLA SAPUTRI	15.	
16.	M RIZKY AFFAN D		16.
17.	NASHWA AZZAHRA A	17.	
18.	NASTITI SABELA		18.
19.	PUTRI LESTARI	19.	
20.	Q IBNI HYDAN RAFA H SS		20.
21.	SERLY OKTAVIA	21.	
22.	SYAHRUL UMAM		22.
23.	VANKA YUSUF F	23.	

THE STUDENTS' SCORE IN WRITING SKILL

PRE-TEST

SCHOOL : SMP Muhammadiyah 4 Metro

SUBJECT : ENGLISH

MSC : 70

CLASS : VIII

No.	NameStudents'	Score					Total Score
		Con	Or	Voc	Language use	Mec	
1.	ANW	19	12	13	14	2	60
2.	AAPY	13	10	10	10	2	45
3.	ANA	15	12	11	10	2	50
4.	APSN	13	10	10	10	2	45
5.	BFT	15	12	11	10	2	50
6.	CT	19	15	16	17	3	70
7.	CWA	15	13	12	12	3	55
8.	DAA	15	13	12	12	3	55
9.	DAY	19	15	16	15	3	65
10.	FS	19	15	16	15	3	65
11.	FSA	10	8	9	8	1	34
12.	FZA	15	13	12	12	3	55
13.	FA	19	15	16	15	3	65
14.	IS	19	15	16	17	3	70
15.	IBS	15	13	12	12	3	55
16.	MRA	15	12	11	10	2	50
17.	NAA	22	17	17	16	3	75
18.	NS	19	15	16	15	3	65
19.	PL	13	10	10	10	2	45
20.	QHR	15	13	12	12	3	55
21.	SO	18	15	17	17	3	70
22.	SA	19	15	16	17	3	70
23.	UYF	15	13	12	12	3	55
Total							1324
Average							57,6
The Highest							75
The Lowest							34

THE STUDENTS' SCORE IN WRITING SKILL

POST-TEST I

SCHOOL : SMP Muhammadiyah 4 Metro

SUBJECT : ENGLISH

MSC : 70

CLASS : VIII

No.	NameStudents'	Score					Total Score
		Con	Or	Voc	Language use	Mec	
1.	ANW	19	15	16	17	3	70
2.	AAPY	17	13	14	14	3	59
3.	ANA	19	11	14	14	2	60
4.	APSN	18	14	15	16	3	66
5.	BFT	18	15	16	16	3	68
6.	CT	25	18	17	23	3	84
7.	CWA	18	15	15	16	3	67
8.	DAA	19	15	16	16	3	69
9.	DAY	19	15	16	17	3	70
10.	FS	20	15	16	18	3	52
11.	FSA	17	13	14	12	3	59
12.	FZA	20	15	15	17	3	70
13.	FA	20	15	15	17	3	70
14.	IS	22	17	18	17	3	77
15.	IBS	20	16	16	15	3	70
16.	MRA	20	14	14	16	3	67

17.	NAA	26	15	14	21	3	80
18.	NS	19	15	16	15	3	65
19.	PL	18	13	14	16	3	64
20.	QHR	18	16	15	16	3	68
21.	SO	22	16	17	16	3	74
22.	SA	20	16	15	17	3	71
23.	UYF	19	12	13	14	2	60
Total							1580
Average							68,7
The Highest							84
The Lowest							59

Collaborator



Abidin, MPd
NIP



Metro,
The Researcher

2022



Naziah Ayu Hidayati
NPM: 1801072023

THE STUDENTS' SCORE IN WRITING SKILL

POST-TEST II

SCHOOL : SMP Muhammadiyah 4 Metro

SUBJECT : ENGLISH

MSC : 70

CLASS : VIII

No.	NameStudents'	Score					Total Score
		Con	Or	Voc	Language use	Mec	
1.	ANW	22	20	17	21	4	84
2.	AAPY	18	14	15	15	3	65
3.	ANA	19	15	14	14	3	65
4.	APSN	18	18	17	14	3	70
5.	BFT	28	17	17	20	4	86
6.	CT	28	19	18	21	4	90
7.	CWA	26	20	17	17	3	85
8.	DAA	26	20	16	20	3	85
9.	DAY	26	17	18	21	3	85
10.	FS	19	18	18	15	3	73
11.	FSA	20	15	15	12	3	73
12.	FZA	26	17	18	17	21	85
13.	FA	26	17	17	21	4	85
14.	IS	22	16	16	17	3	73
15.	IBS	25	16	16	21	3	81
16.	MRA	20	15	17	15	3	65

17.	NAA	27	18	16	24	5	90
18.	NS	26	17	17	16	4	85
19.	PL	26	17	17	17	3	80
20.	QHR	26	17	17	17	3	80
21.	SO	27	12	17	20	4	85
22.	SA	26	17	17	21	3	84
23.	UYF	20	15	15	12	3	65
Total							1811
Average							78,7
The Highest							90
The Lowest							60

Metro, 2022

Collaborator



Abidin, M.Pd

NIP

The Researcher

Naziah Ayu Hidayati

NPM: 1801072023

Indicator of Writing

Writing	Score	Level	Criteria
Content	4 (30-25)	Excelent to very good	Knowledge able, substantive, through developement of thesis, relevant to asseigned topic.
	3 (26-22)	Good to average	Some knowledge of subject, adequate, range, limited developmentof thesis,mostly relevant to topic, but lacks detail.
	2 (21-17)	Fair to poor	Limited knowledge of subject, little substance,inadequate development of topic.
	1 (16-13)	Very poor	Some knowledge of subject, non-substantive, not pertienent,or not enough to evaluate.
Organization	4 (20-18)	Excelent to very good	Fluent expressio, idea clearly stated / supported, succict, well organized, logical sequencing, cohensive.
	3 (17-14)	Good to average	Somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplete sequencing.
	2 (13-10)	Fair to poor	Non fluent ideas confused or discobbedcted, lacks logical sequencing and development.
	1 (9-7)	Very poor	Does not communicate, no organization, or not very enough to evaluate.
Vocabulary	4 (20-18)	Excelent to very good	Sophisticated range, effective word/ idiom CV choice and usage, word from mastery, appropriate register.
	3 (17-14)	Good to average	Adequate range, occasional errors of word / idiom form, choice, usage, but meaning not absured.
	2 (13-10)	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or absured.
	1 (9-7)	Very poor	Translation, minimal understanding of English vocabulary, idioms, word form, or insufficient to assess.
Language Use/ Grammar	4 (25-22)	Excelent to very good	Few faults in agreement, tense, number, word order/function, prepositions, articles, and pronouns, effective complex composition.
	3 (21-18)	Good to average	Constructions that are effective but simple Minor issues in complicated formations, including multiple faults in agreement, tense, number, word order/functions, articles, pronouns, and prepositions, but meaning is seldom compromised.
	2 (17-11)	Fair to poor	Major issues with simple/complex formulations, frequent negation, agreement, tense, number, word order functions, articles, pronouns, prepositions, and possibly fragments, runs-ons, deletions, meaning muddled or absured.
	1 (10-1)	Very poor	Almost no command of sentence building rules dominated mistakes, does not communicate, or does not assess adequately.
Mechanic	4 (5)	Excelent to very good	Few spelling, punctuation, capitalization, and paragraphing problems are present, but the content is not hindered.
	3 (4)	Good to average	Occasional spelling, punctuation, and capitalization problems, but the content is not hidden.
	2 (3)	Fair to poor	Frequent spelling, punctuation, capitalization, paragraphing, bad handwriting, and meaning that is muddled or obfuscated.
	1(2)	Very poor	No command of norms, dominated by faults in spelling, punctuation, capitalization, paragraphing, and illegible or insufficient handwriting to grade.

Ahmad Nw

* My mother *

my mother is very beautiful. she loves her very family. he was very patient. she has short hair, brown eyes. my mother carried about other people difficulties. she is a very strong wife. His sweet made me excited. He was a very longing person if he wasn't home. Thank you mom.

60.

70.

Ahmad Nur Wahid.

Deskripsi Text

My Friend

I have friend. he is Indonesian and his name is Farrel. he is a student in SMP Nuri. 4. Metro. he is a handsome person. He is not fat but weight is 37 kg and he has soft hair, his eyes color is black. He is not too kind person, he is very lovely friend, he like to helping his friend, his skin is brown. his skin color is brown, he was not too high he live in Metro Utara. he have 3 younger brother. his parent name is Herdad is Adi. her mom is I don't really know her name.

Cor : 20

O : 20

U : 17

L : 20

M : 9

70

84
Ahmad Nur Wahid

11. The lion and the mouse.

Once upon a time, a mouse got too close to a lion. The lion started to eat the mouse "spare me!" ~~etc~~ cried the mouse, "And someday I will repay your kindness!" The lion let the mouse go, although he couldn't imagine how such a tiny creature could ever help him. One net he roared in misery. The little mouse came to his rescue and ~~got~~ gnawed through the ropes holding the lion.

Con: 20

o: 20

v: 17

L: 21

M: 4

84

fahira zahra Amelia

DATE _____
PAGE _____

My Bestfriend

I have a bestfriend. She is Indonesian and her name is Farya. She is student of Junior High School 4 Muhammadiyah 4 Metro. She lives in 28 Metro north.

She is a cheerful person, she is not tall about 150 cm body and has an ideal body. She has black eyes. She is an innocent person and she always makes me laugh.

She like cats, in her house there are lots of cats.

She is a good person and I love her. She is my bestfriend.

con : 20

o : 15

u : 15

L : 17

m : 3

70

70

My Sister

I have an older Sister which name is Atika Tazkia Az-zahra she is usually called sis Zahra. She is a quiet person but sometimes it can be fun. She prefers to be at home.

Nama : Fatima ~~z~~ zahra Amelia

081575281849

fahira Zahra Amelia

My Skinny Cat

85

I have a skinny cat. It is a male cat.

I called him Loreng. I named him Loreng because his body has ~~three~~ three ~~stripp~~ stripes color of brown, black, and white.

His body is skinny. His back, head, and tail colors are brown and black. His leg colors are white and whisker. He also has soft fur. His eyes color is black.

He likes to eat salty fish. He also likes to play in the front yard. I wash him twice a day. I clean his cage once every four days. I also feed him twice a day.

Everyday I spend my time together with him. He is like a friend to me.

con: 28

o: 28

U: 18

L: 17

M: 4

85

Q / Bni Hydan Raza H.S

No. _____
Date: 6/8/20

I have a chicken it's a female chicken. Chicken my favorite animal. It has two short legs and two short arms with three fingers

Chicken a tame animal. they ~~are~~ usually have white fur, they have a sharp beak to find its prey, they also have one pair wings, but they can't fly in long time

Con: 16

O : 16

U : 15

Q : 26

r : 3

88

Q. 1801 Hydan Raza

No.

Date:

55.

my home is on the road of a rabbit,
my name is minimalis or big, in my
home there is 2 father, mother,
2nd sister, in my home there is
room to watching to my kitchen
and bedroom are simple and have
flower decorabus.

15

13

12

12

3

55.

Q. IBNI HYDAN PAPA HESS

nama = Raga



example : Descriptive text

I have mother she is ^{from} Indonesian and her name is Nurani she is a doctor in RS. Islamik rampung. Identification

she is a beautiful person. she is not fat but ^{her} weight is 60 kg and she has curly hair. Her eyes color is light brown. she is a very kind person. she is very lovely, friendly, ^{and} patient, and she loves to help people. she is a very good child. wife and mother. she likes her house to clean. she is so sweet and lovely.

I love my mother so much, she is the best mother in the world.

24

17

10

23

3

86

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE I

Subject : English

Class : VIII/Ganjil

School : SMP Muhammadiyah 4 Metro

No.	Student's Name	The Aspects that are observed			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	ANW	✓	✓	✓	✓
2.	AAPY		✓		
3.	ANA	✓	✓		
4.	APSN	✓			
5.	BFT	✓	✓	✓	
6.	CT	✓	✓	✓	✓
7.	CWA	✓			
8.	DAA	✓			
9.	DAY	✓	✓	✓	✓
10.	FS	✓	✓	✓	✓
11.	FSA	✓			✓
12.	FZA	✓			✓
13.	FA	✓	✓		
14.	IS	✓	✓	✓	✓
15.	IBS		✓	✓	
16.	MRA				✓
17.	NAA	✓	✓	✓	✓
18.	NS	✓	✓		
19.	PL	✓			✓
20.	QHR		✓		
21.	SO	✓	✓		✓
22.	SA	✓	✓	✓	✓
23.	UYF	✓			✓
TOTAL		19	15	9	16

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities

1. Payying attention of teacher's explanation= 82%
2. Asking and answering the teacher's question= 65%
3. Being active in class= 39%
4. Doing the task given by teacher= 52 %

Collaborator



Abidin, S.Pd
NIP

Metro, 2022

The Reseacher



Naziah Ayu Hidayati
Npm: 1801072023

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**CYCLE 2****Subject : English****Class : VIII/Ganjil****School : SMP Muhammadiyah 4 Metro**

No.	Student's Name	The Aspects that are observed			
		Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1.	ANW	✓	✓	✓	✓
2.	AAPY		✓		
3.	ANA	✓			
4.	APSN	✓	✓		✓
5.	BFT	✓	✓	✓	
6.	CT	✓	✓	✓	✓
7.	CWA	✓	✓	✓	✓
8.	DAA	✓	✓	✓	✓
9.	DAY	✓	✓	✓	✓
10.	FS	✓	✓	✓	✓
11.	FSA				✓
12.	FZA	✓	✓	✓	✓
13.	FA	✓	✓	✓	✓
14.	IS	✓	✓	✓	✓
15.	IBS	✓	✓	✓	✓
16.	MRA	✓			✓
17.	NAA	✓	✓	✓	✓
18.	NS			✓	✓
19.	PL	✓	✓	✓	✓
20.	QHR	✓	✓	✓	✓
21.	SO	✓	✓	✓	✓

22.	SA	✓	✓	✓	✓
23.	UYF	✓		✓	✓
TOTAL		20	18	18	19

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. Paying attention of teacher's explanation= 86%
 2. Asking and answering the teacher's question= 78%
 3. Being active in class= 78%
 4. Doing the task given by teacher= 82 %

Gollaborator



Abidin, S.Pd
NIP

Metro, 2022

The Reseacher



Naziah Ayu Hidayati
Npm: 1801072023

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE I

Researcher Activities	Good	Enough	Low
1. Pre-Teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓ ✓	✓	
2. While-teaching a. Informing the objective of learning b. Explaining the material using Tiktok Application c. Guiding the students to follow the lesson	✓ ✓ ✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓	✓	
Tick (✓) for each positive effect			

Metro, ~~Oktober~~ 2022

Collaborator



Abidin, S.Pd

NIP.

OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES

CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-Teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓ ✓ ✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material using Tiktok Application c. Guiding the students to follow the lesson	✓ ✓ ✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓ ✓		
Tick (✓) for each positive effect			

Metro, ~~October~~ 2022

Collaborator



Abidin, N.Pd

NIP.

DOCUMENTATION SHEET

No.	Documented Points	Avaiability
1.	Sylabus of English Subject	✓
2.	Lesson Plan	✓
3.	History of The School	✓
4.	Organization structure of The School	✓
5.	Condition of Teachers and official employers of SMP Muhammadiyah 4 Metro	✓
6.	Condition of Students of SMP Muhammadiyah 4 Metro	✓
7.	Location Scate of SMP Muhammadiyah 4 Metro	✓
8.	The Building of SMP Muhammadiyah 4 Metro	✓

Tick (✓) for each positive effect

Metro, ~~October~~ 2022

Collaborator



Abidin, Pd

NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4395/In.28/D.1/TL.01/10/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NAZIAH AYU HIDAYATI**
NPM : 1801072023
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 4 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING SKILL BY USING TIKTOK APPLICATION AT SMP MUHAMMADIYAH 4 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 03 Oktober 2022

Mengetahui,
Pejabat Setempat



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4396/In.28/D.1/TL.00/10/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 4
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4395/In.28/D.1/TL.01/10/2022, tanggal 03 Oktober 2022 atas nama saudara:

Nama : **NAZIAH AYU HIDAYATI**
NPM : **1801072023**
Semester : **9 (Sembilan)**
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 4 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING SKILL BY USING TIKTOK APPLICATION AT SMP MUHAMMADIYAH 4 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Oktober 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA
SMP MUHAMMADIYAH 4 METRO
TERAKREDITASI "B"

NSS : 202126102016 NPSN :10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kec. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : 40/ SMPM4/ 10/ 2022
Lampiran : -
Perihal : **Balasan Permohonan Izin Research**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan
Di –
IAIN Metro

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: **B-4396/In.28/D.1/TL.001/10/2022** berkenaan dengan izin research tertanggal 03 Oktober 2022 , maka dengan ini kami menenrangkan mahasiswa di bawah ini:

Nama : Naziah Ayu Hidayati
NPM : 1801072023
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENS WRITING SKILL BY USING TIKTOK
APPLICATION AT SMP MUHAMMADIYAH 4 METRO

Telah kami setuju untuk melakukan research/ survey di SMP Muhammadiyah 4 Metro.
Demikian surat ini kami sampaikan, dan atas kerja samanya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.



Metro, 17 Oktober 2022
Kepala SMP Muhammadiyah 4 Metro

Agus Pujianto
Agus Pujianto, M.Pd.
NBM. NBM.1042089



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-5237/In.28/J/TL.01/12/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP 4 MUHAMADIYAH
METRO LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **NAZIAH AYU HIDAYATI**
NPM : 1801072023
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS WRITING SKILL USING
APLICATION TIK-TOK AT SMP 4 MUHAMADIYAH METRO
LAMPUNG

untuk melakukan prasurvey di SMP 4 MUHAMADIYAH METRO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Desember 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004



MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
CABANG MUHAMMADIYAH METRO UTARA

SMP MUHAMMADIYAH 4 METRO

TERAREDITASI "B"

NSS : 202126102016 NPSN :10807595

Alamat : Jln. Dr. Sutomo No. 35/28 Purwoasri Kcc. Metro Utara Kota Metro Lampung Kode Pos 34117

Nomor : A.1-VII/SMPM4.111
Lampiran : -
Perihal : IZIN SURVEY

Assalamu'alaikum Wr.Wb

Saya yang bertandatangan di bawah ini :

Nama : AGUS PUJIANTO, M.Pd
NBM : 1074364
Jabatan : KEPALA SEKOLAH

Dengan surat ini kami menerima :

Nama : NAZIAH AYU HIDAYATI
NPM : 1801072023
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS WRITING SKILL USING APLICATION TIK
TOK AT SMP MUHAMMADIYAH 4 METRO LAMPUNG

Untuk melakukan presurvey di SMP MUHAMMADIYAH 4 METRO LAMPUNG. Dalam rangkamenyelesaikan Tugas Akhir/Skripsi.

Demikian surat ini kami buat, atas perhatiannya di ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb



Metro, 24 Maret 2022
Kepala Sekolah

Agus Pujiyanto
AGUS PUJIANTO, M.Pd
NBM. 1074364



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4293/In.28.1/J/TL.00/09/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **NAZIAH AYU HIDAYATI**
NPM : 1801072023
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENTS WRITING SKILL BY USING TIKTOK APPLICATION AT SMP MUHAMMADIYAH 4 METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 September 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id Email: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Naziah Ayu Hidayati

Jurusan : TBI

NPM : 1801072023

Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
	Thursday April 7, 2022		✓	<ul style="list-style-type: none">- Activity you do in presentation must be well explained to know the real problems faced by the society- tabel 1 & 2 should be outside and change into the new one.- the statement from problem identification should be revised	

Mengetahui
Ketua Jurusan TBI,

Dianto, M.Pd.
P. 19871102 201503 1 004

Dosen Pembimbing,

Aisyah Sunarwan, M.Pd.
NIDN. 0207021301



KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Naziah Ayu Hidayati

Jurusan : TBI

NPM : 1801072023

Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	Thursday 21/2022 14/04/22		- information about result of presnting need to be expland more in detail - use the grade book for you chapter III	
	Thursday 15/2022 15/04/22		all chapter I-III	

Mengetahui
Ketua Jurusan TBI,

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Aisyah Sunarwan, M.Pd
NIDN. 0207021301



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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Naziah Ayu Hidayati

Jurusan : TBI

NPM : 1801072023

Semester : VIII/2022

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	Thursday 14/ April 2022		<ul style="list-style-type: none">- please back to your previous discussion on problem based learning.- Actually that you did on pre-survey is not well explain- make it more complete and easy to understand- attach the data	

Mengetahui
Ketua Jurusan TBI,

Andiarto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Aisyah Sunarwan, M.Pd.
NIDN. 0207021301



KEMENTERIAN AGAMA
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Telp (0725) 41057 fakumli (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail :
www.tarbiyah.metrouniv.ac.id

Skripsi
KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Naziah Ayu Hidayati

Jurusan : Tadris Bahasa Inggris

NPM : 1801072023

Semester : 9.

No	Hari / Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Dosen
1.	2 November/2022	Bab 4-5. - Description of research location. + Structure organization.	
2.	11/November-2022	revisi Bab 4.5.	
3.	16/November-2022	ACC for submission	

Mengetahui,
Ketua Jurusan TBI,

Ardianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Aisyah Sunarwan, M.Pd
NIDN. 0207021301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Naziah Ayu Hidayati
NPM : 1801072023
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 07 Desember 2022

Ketua Prodi TBI

Andianto, M.Pd

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1046/ln.28/S/U.1/OT.01/07/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Naziah Ayu Hidayati
NPM : 1801072023
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801072023

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Juli 2022
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

DOKUMENTASI

Pretest



Source : Documentation of pre-test in class VIII grade, March 23 2022



Source :Dokumentation of pre-test at VIII grade, March 23 2022

Cycle I



Source: Documentation of Meeting 1 in Cycle 1 on October 17 2022



Source: Documentation of Meeting 2 for Post-test in Cycle 1 on
October 18 2022

Cycle II



Source: Documentation of Meeting 1 in Cycle II on
October 24 2022



Source: Documentation of Meeting 2 for Post-test in Cycle II on
October 25 2022

CURRICULUM VITAE



The writer was born in Oku Timur, December 5, 2000. He is the second child of a Mr. fisol and Mrs. Hatipah. He lives in Oku Timur. Becoming a good teacher is a big dream for her.

In early 2004 to kindergarten began, continuing in 2006 entering Elementary School at SDN SUGIH WARAS, then in 2012 continuing to the Junior High School at SMP N 1 Belitang Madang Raya, and in 2016 entering SMA N 1 Semendawai Suku III. It's been a long journey for him to find her dream. Until finally he chose State Institute for Islamic Studies of Metro (IAIN METRO) as an option to continue her S1 Program Study in English Education Department.