AN UNDERGREDUATE THESIS

IMPROVING THE STUDENTS LISTENING SKILL

BY USING SHORT VIDEO ON TIKTOK APPLICATION

OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH

By:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H / 2024 M

IMPROVING THE STUDENTS LISTENING SKILL

BY USING SHORT VIDEO ON TIKTOK APPLICATION

OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH

Presented as a Partial Fulfilment of the Requirements

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in English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1445 H/2024 M

APPROVAL PAGE

Title : IMPROVING THE STUDENTS LISTENING SKILL BY USING SHORT VIDEO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH

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NOTIFICATION LETTER

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To :

The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Wulan Nur Andini

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Title   : IMPROVING THE STUDENTS LISTENING SKILL BY USING SHORT VIDEO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH

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 Wr. Wb

Head of English Education
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Nomor   :
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Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                   Wulan Nur Andini

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Wulan Nur Andini
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Judul Skripsi   : IMPROVING THE STUDENTS LISTENING SKILL BY USING SHORT VIDEO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Mengetahui,   Metro,21 Juni 2024
Ketua Program Studi TBI   Pembimbing

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v

RATIFICATION PAGE
No. B-3436/In.28.1/D/PP.00.9/07/2024

An undergraduate thesis entitled: IMPROVING THE STUDENTS LISTENING SKILL BY USING SHORT VIDEO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH, Written by Wulan Nur Andini, student number: 2001051045, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 27st, 2024 at 10.00-12.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Umi Yawisah, M.Hum   (..............................)

Examiner I   : Prof. Dr. Dedi Irwansyah, M.Hum (..............................)

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ABSTRACT

IMPROVING THE STUDENTS LISTENING SKILL
BY USING SHORT VIDEO ON TIKTOK APPLICATION
OF THE ELEVENTH GRADE OF SMK MA'ARIF 04 DARURROHMAH

By:

Wulan Nur Andini

The purpose of this research is to improve students understanding in listening skill by utilizing short video on TikTok application as a tool to aid the learning process of listening. The research was conducted in class XI of SMK Ma'arif Nu 04 Darurrohmah Sukadana, East Lampung, with a total of 20 students as the subject. The issue addressed in this research is the low of interest among students in learning listening skill.

This research employed the Classroom Action Research (CAR) method, conducted over two cycles. Each cycle consisted of planning, action, observation and reflection. Data collection methods included test, observation, and documentation.

The findings of this research show a significant improvement from cycle I to cycle II. The average score obtained in cycle I was 58 with a pass rate of 40%. In cycle II, the average student score improves to 72,5 with a pass rate of 75%. These results indicate that the indicator of success of 70% with a passing standard of 70 has been achieved. In conclusion, the using short video on TikTok application can improve listening skill, facilitate interaction in the learning process, and provide motivation to improve student in the listening skill.

Keywords: English, Listening skill, TikTok video.

ABSTRAK

**PENINGKATAN KETERAMPILAN MENDENGARKAN SISWA
DENGAN MENGGUNAKAN VIDEO SINGKAT
PADA APLIKASI TIKTOK KELAS XI
SMK MA'ARIF 04 DARURROHMAH**

**Oleh:
Wulan Nur Andini**

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman siswa dalam keterampilan mendengarkan dengan memanfaatkan video pendek pada aplikasi TikTok sebagai alat untuk membantu proses pembelajaran mendengarkan. Penelitian ini dilakukan di kelas XI SMK Ma'arif Nu 04 Darurrohmah Sukadana East Lampung Timur dengan subjek berjumlah 20 siswa. Permasalahan yang diangkat dalam penelitian ini adalah rendahnya minat siswa dalam mempelajari keterampilan pendengaran.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Metode prngumpulan data meliputi test, observasi, dan dokumentasi.

Hasil penelitian menunjukkan adanya peningkatan yang signifikan dari siklus I ke siklus II. Nilai rata-rata yang diperoleh pada siklus I adalah 58 dengan tingkat kelulusan 40%. Pada siklus II, rata-rata nilai siswa meningkat menjadi 72,5 dengan tingkat kelulusan 75%. Hasil tersebut menunjukkan bahwa indikator keberhasilan sebesar 70% dengan standar kelulusan sebesar 70 telah tercapai. Kesimpulannya, penggunaan video pendek pada aplikasi TikTok dapat meningkatakan keterampilan mendengarkan, memfasilitasi interaksi dalam proses pembelajaran, dan memberikan motivasi untuk meningkatkan keterampilan mendengarkan siswa.

Kata kunci: Bahasa inggris, Kemampuan mendengarkan, Vidio TikTok.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned

      Name   : Wulan Nur Andini

      Student Number   : 2001051045

      Department   : English Education

      Faculty   : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the research's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, June 7th 2024

The Writer

WULAN NUR ANDINI

Student Number: 2001051045

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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini

Nama	: Wulan Nur Andini
NPM	: 2001051045
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 7 Juni 2024

Penulis

WULAN NUR ANDINI

NPM: 2001051045

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah does not burden a person except according to his ability"

(QS. Al-Baqarah: 286)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents (Mr. Sugito and Mrs. Kristina) who had sacrificed everything.

2. My best friends (Hesti, Tatia, Jasmine, Maria, Nia, Rifa, Iwan, Khusna, Nita, Sindy, Anis, Devi, Ulva, Silvi, Hanna, Resi and Zulfa) who always help and encourage.

3. My beloved almamater of State Institute for Islamic Studies of Metro.

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Thanks to the presence of Allah SWT and His love and mercy, the researcher was able to complete the undergraduate thesis entitled "Improving the Students' Listening Skill by Using Short Video on TikTok Application of the Eleventh Grade of SMK Ma'arif 04 Darurrohmah". The researcher would to express his deep gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag., PIA, the Rector of the State Islamic Institute of Metro Lampung.
2. Dr. Zuhairi, M.Pd, the Dean of the Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Metro Lampung.
3. Dr. Much Deiniatur, M.Pd, the Head of English Education Department of the State Islamic Institute of Metro Lampung.
4. Dr. Umi Yawisah, M.Hum, the advisor who has taken the time to teach and guide until finishing this undergraduate thesis.

The researcher knows that the writing of this undergraduate thesis is still not perfect, so constructive criticism and suggestion are needed. Lastly, the researcher would like to say thank you.

Metro, June 2024
Researcher

Wulan Nur Andini
Student Number: 2001051045

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the gateway to global communication, and with the help of English anyone can understand what is happening between countries. If the entire population can speak English in terms of reading, writing, speaking and listening, English can take a country to the next level than before. Since English is a foreign language in Indonesia, using English in this country requires more care. Especially in the field of education, for example in formal schools where there is responsibility for giving instructions, students can or at least have mastered one of the basic aspects of English.

One of the skills in English is the ability to listen, listening skills which involve receiving information, are communication skills that enable people to hear incoming information. However, mastering listening skills remains a challenge for students. This is because listening score are typically lower than other language components such as reading and writing. Fortunately, the development of innovative and effective media tools, such as video and online applications has greatly improved skills to listen.

Related the listening problem above, the researcher also find problem in listening experienced by the eleventh graders at SMK Ma'arif 04 Darurrohmah. The listening problem was obtained from the result of the

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pre-survey that was conducted on Monday, December 5th 2023 at the SMK Ma'arif 04 Darurrohmah. The results of the pre-survey conducted by interview Mrs. Musri'ah Khasanah, S.Pd are classified into categories which can be read in the table.

Table 1
The Pre-survey Data of the Students Listening Test

No.	The Scores	Categories	Total	Percentages
1.	≥ 70	Complete	4	20%
2.	≤ 70	Incomplete	16	80%
Total			20	100 %

Source: the teacher's archive, taken on December 5th 2023.

Based on the data listed above, 16 students have a low score ≤ 70 and 4 students have a complete score ≥ 70. It can be concluded that students at SMK Ma'arif 04 Darurrohmah have problems in listening skills. The teachers stated, the students were identified as having no interest in learning listening skills because the media used makes students bored. So that students experience a lack of vocabulary.

In this case, the TikTok application can be an interesting alternative way to build student interest. This application has a special appeal for gen-Z students, TikTok can be easily accessed anytime and anywhere so students can use it as a flexible learning tool. Apart from that, TikTok is also a popular application in various countries, including Indonesia. Many users from various countries have joined TikTok, so students have opportunity to

encounter videos with audio spoken by native English speakers. This can help them to improve their listening skills.

B. Problem Identification

Based from the pre-survey outlined in the study background, the researcher pinpointed various research issues, among which are the following:

1. The students have low interest in listening skill.

2. The students lack of vocabulary mastery.

C. Problem Limitation

Based on the problems that have been identified, the researcher limits the research problem by focusing on the students have low interesting listening skill of the Eleventh Graders of SMK Ma'arif 04 Darurrohmah Sukadana, East Lampung.

D. Problem Formulation

After limiting research problems, the researcher formulated the research problems in the following:

"Can the short video on TikTok application improve the students listening skill of the eleventh graders of SMK Ma'arif 04 Darurrohmah, Sukadana East Lampung?"

E. Objective and Benefit of the Study

1. Objective of the Study

The objective of this research is to know whether the short video on TikTok application can improve the student's listening skill of the

eleventh graders of SMK Ma'arif 04 Darurrohmah Sukadana East Lampung.

2. Benefits of the Study

   This research is anticipated to provide value for the students, teachers and the other researchers. The benefits of this research include:

   a. For the Students

      In particular, this research is expected to help students to improve their listening skills by using short video from the TikTok application. Additionally, with the introduction of short video on TikTok application, the student motivation to learn English can increase.

   b. For the Teachers

      The implementation of this research is expected to have a significant positive impact, especially for the English teachers at SMK Ma'arif 04 Darurrohmah, in the form of providing information on alternative teaching strategies. The introduction of short video on TikTok application is expected to help them to create the conducive in learning English.

   c. For the Other Researchers

      This research will be helpful for the future researchers in studying real-world listening improvement. This is important, because this research may provide alternative guidance or reference for the next research.

F. Prior Research

This research will be conducted by taking into account some prior researchs. The first prior research is conducted by Emsi Feni SP Br. Perangin-angin, Mey Clara Anrefika Silaban and Resperdiana Purba, through their article entitled *"Improving Student's Listening Skill Using TikTok at SMP Swasta Amalyatul Huda Medan."*[1] The result of the first prior research is the study revealed that the use of TikTok media in learning can improve the student's listening skills, and the media can be used in classroom learning.

The second prior research conducted by Rhenovia Rahmawati, Khoiriyah, Mahendra Puji Permana Aji, through their article entitled *"The Impact of Using TikTok on the Students' Listening Skill."*[2] The result from the second prior research is that the student's skill is increased after being taught by using TikTok application. It means that the score of post-tests is higher than on the pre-tests. In addition, teaching listening skill using TikTok application helps the students to solve the problem.

The third prior research conducted by Yuris Puji Listiani Zebua, Trisman Harefa, Elwin Piarawan Zebua, Kristof Martin Efori Telaumbanua, through their article entitled *"Improving the Student's Speaking Skill by Using TikTok App at the Tenth Grade of SMA Negeri 1 Gido in 2022/2023.*[3]

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[1] Perangin-angin, Silaban, and Purba, *Improving Student's Listening Skills Using Tiktok At Smp* (Jurnal Ilmiah Profesi Pendidikan, 2021), 650–656.

[2] R Rahmawati, k khoiriyah, and mahendra puji, *The Impact of Using TikTok on the Students' Listening Skill* (University of Nusantara PGRI Kediri, 2022), 118.

[3] Yuris Puji., *Improving the Student's Speaking Skill by Using Tik Tok App at the Tenth Grade of SMA Negeri 1 Gido in 2022/2023* (Journal on Education, 2023)*, 8539-8556.*

The result from the third prior research is that TikTok App increases the student's ability in speaking skill at the tenth grade of SMA Negeri 1 Gido.

Based on the explanation above, there are similarities and differences between the prior research and this research, namely:

On the first prior research, the similarity is on the students listening skill, while difference is in research sample. On the second prior research, the similarities are on the students listening skill and media, and the difference is on the research method and sample. The similarities on the third prior research are the media and research method, the difference is on the language skill and research sample.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Dependent Variable

1. Definition of Listening

Listening is the first language skill that human develops and it is the most dominant communication skill. It is the first skill that is acquired by the human before they start to acquire speaking, reading, and writing skills.[1] This means listening is not only the first skill we acquire, but also the main foundation in the learning process and communicate, influencing how we absorb and understand information, as well as how we interact and communicate with other.

Listening is a skill which involves the process of receiving, understanding and allaying the message from spoken talk delivered.[2] This means listening is not just about hearing the sound and words spoken, but also about understanding the meaning and purpose of the message. This includes understanding context, emotions, and other non-verbal information.

Listening skill, one of the abilities to receive, is a communication technique where listeners can understand, interpret and evaluate what they hear.[3] This means listening skills extend beyond simply hearing

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[1] Dewi Purnama Sari, Teaching Listening Skill Through TPR (FKIP Universitas Lampung

[2] Rini Susilowati, *Listening Anxiety and the Solutions To Inhibit Its Negative Effects* (Edukasi Lingua Sastra 17, 2020), 13.

[3] Perangin-angin, Silaban, and Purba, *Improving Student's Listening Skills Using Tiktok At Smp.,* 650.

sounds or spoken words, they encompass the capacity to comprehend the conveyed meaning within a message. Listeners should be capable of accurately interpreting what they hear, connecting it to their existing knowledge, and assessing the accuracy and significance of the information received.

Based on the definitions above listening skills involve the ability to understand, interpret, and evaluate what is heard. Not just listening to the sound or words spoken, but also understanding the meaning contained in the message.

2. **Types of Listening Skill**

Brown identifies four listening types, including:

a. Intensive

Which involves focusing on perceiving the elements Listening (such as phonemes, words, intonation, discourse markers, etc) within a broader language context.

b. Responsive

Being responsive involves quickly reacting to a brief piece of language, such as greeting, question, command, comprehension check, with a similarly short response.

c. Selective

Selective processing involves focusing on specific segments of discourse, like brief monologues, for extended periods to search for particular information within longer spoken contexts, such as

classroom instructions, news broadcasts, or narratives. The aim isn't necessarily to grasp overall meanings but to comprehend targeted details within the broader context. Assessments in selective listening might require students to listen for specific elements like names, numbers, grammatical structures, directions on map, or particular facts and events.

d. Extensive

Extensive listening involves grasping the overall meaning of spoken language on a broad scale, whether it's understanding lengthy presentations or deriving the main message from a conversation. It encompasses capturing the essence of what is being communicated, including identifying the main idea and making inferences.[1]

3. Difficulties of Listening Skill

According to Brown the main reasons of listening difficulties as follows:

a. Clustering: paying attention to appropriate segments of language-phrases, clauses, constituents.

b. Redundancy: identifying various forms of repeating, rewording, expanding, and adding to spoken language that often occurs naturally, and utilizing that understanding.

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[1] Brown, H. D, *Principle and Classroom Practices Third Edition* (Pearson: 2019), 134.

c. Reduced forms: grasping the shortened versions of words or phrases that may not have been covered in an English learner's previous learning experiences, where only formal textbook language was taught.

d. Performance variables: having the ability to filter out pauses, hesitations, false starts, and corrections in everyday speech.

e. Colloquial language: understanding expressions, informal language, abbreviated forms, and common cultural knowledge.

f. Discourse markers: such as "firstly", "secondly", "however", etc., can pose a particular challenge during academic presentations.

g. Rate of delivery: comprehending seamlessly as the speaker progresses, can be demanding.

h. Stress, rhythm, and intonation: accurately in spoken language presents a greater hurdle compared to understanding individual phonetic elements.

i. Interaction: transitioning between listening and speaking, can be complex.[2]

4. **Teaching Listening**

According Wilson listening activities typically involves three phases:

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[2] *Ibid.,* 136.

a. Pre-listening

Students often engage in activating their prior knowledge to anticipate the listening material. Additionally, educators may establish a purpose for listening, such as addressing information gaps, exploring differing opinions, or responding to predetermined questions generated by students.

b. While-listening

The students listening to the input initially, likely focusing on grasping the main idea, although there might be instances where they must listen attentively for particular details. Following this, they verify their answers either in pairs or groups to foster confidence and address any uncertainties. Subsequently, they listen again, either to confirm their responses or to tackle more intricate inquiries. It's crucial that the students engage in varied tasks each time they listen, as the purpose of listening to confirm answers differs slightly from listening to respond to questions.

c. Post-listening

The entire class revies answers, addresses challenges like unfamiliar words, and engages with the passage's content, typically through spoken or written communication. This can occur either as a whole class, in pairs, or in groups.[3]

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[3] Wilson, J.J. *How to Teach Listening* (Pearson Education Limited, 2008), 60-61.

5. Process of Listening

According Babita Tyagi listening occur in five stages:

a. Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear, it is a physical response, hearing is perception of sound waves, you must hear to listen, but you need to listen to hear (perception necessary for listening depends on attention).

b. Understanding

This step helps to understand symbols we have seen and heard, we must analyse the meaning of the stimuli we have perceived, symbolic stimuli are not only words but also sounds like applause… and sights like blue uniform… that have symbolic meanings as well, the meaning attached to these symbols are a function of our past associations and of the context in which the symbols occur.

c. Remembering

Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank.

d. Evaluating

Only active listeners participate at this stage in listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message, the effective listener makes sure that he or she doesn't begin this activity too soon, beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

e. Responding

This stage requires that the receiver complete the process through verbal and non-verbal feedback, because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.[4]

B. Concept of Independent Variable

1. Definition of TikTok Application

TikTok a burgeoning new media platform, serves as a dynamic hub for users to upload and share content in the form of internet based-videos, placing a distinct emphasis on entertainment media. Originating from China, TikTok is the brainchild of the digital company Bytedance,

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[4] Babita Tyagi, *Listening : An Important Skill and Its Various Aspects* (The Criterion An International Journal in English, 2013), 2.

offering a diverse array of features and functionalities that cater to the evolving landscape of social media consumption. With is innovative approach to content creation and dissemination, TikTok has swiftly has swiftly garnered global attention and acclaim, solidifying its position as a pioneering force in the realm of digital entertainment.[5] This means TikTok as a rapidly growing social media platform where users can upload and share entertaining videos. The platform is praised for its innovative features and ability to adapt to changing trends in social media. Overall, TikTok is portrayed as a leading player in the digital entertainment industry.

TikTok is a social media platform that can be used for educational purposes as well as activism among millennials and generation Z.[6] This means TikTok is an app that popular with people of all ages, from children to the elderly, because it provides interesting content. The app has a variety of videos that will grab attention. It's also easily accessible from multiple devices, expanding user reach so can access it anytime, anywhere.

Based on the definitions above TikTok can be an interesting educational tool for the younger generation, especially in Indonesia by providing interactive educational content. Since the majority of users

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[5] Siti Nurima Septriyanti, Ririn Puspita Tutiasri, Irmawanti,. *The Use of TikTok as a Marketing Communication Strategy Media on the Sheriz_Official Account* (Journal of Students Academic Research 8 no 2 September, 2023), 306.

[6] Alexandro, R., Hariatama, F, & Uda, *TikTok Analysis as a Learning Media and Activism Instrument* (Jurnal Pendidikan Dan Pengajaran 2022), 211.

are students, it is important to understand this audience when creating educational content on social media platform. TikTok short videos format allows for creative information delivery, which is important for keeping students interested and engaged in learning.

2. **Procedures of TikTok Application**

There are several ways to create learning materials using the TikTok application:

a. Downloading the TikTok application

The first step to being able to use or access the TikTok application and know how to make TikTok videos. We as teachers/lecturers must have a TikTok account. We can download this application through the Google Play Store or Apple AppStore. After downloading the TikTok application, we make sure to create an account immediately. Create an account according to our goals, for example, if creating an account using a related name, it can be our name or the subject we teach.

b. Creating a script

Just like a making movie, making learning videos also requires a script. This script serves as a guide to where our conversation will go when it is recorded later.

c. Recording videos

On TikTok, usually, videos on TikTok are only 15 second to minute long. To overcome this, the teacher can break up long

material into several videos. Or, teachers can repost an existing video and just provide additional explanations. Even in explaining material through TikTok, teachers are required to package it simply. This is done so that students do not misunderstand the intended meaning. In addition, clear voice intonation, facial expressions, and hand movements must also be considered. All of these can make the video look even more interesting.

d. Using illustrations

Once all the content has been recorded, the next stage is to ensure that the video contains the appropriate illustrations. Examples include tables, diagram, animations, images, and additional data.

e. Editing interestingly

In this process, wea re required to be creative and think out of the box so that the learning videos can be fun, enjoyable, and don't bore students.

f. Using hashtags

Making this hashtag is very important because this is one way, we can make ourselves famous through the TikTok videos that we make.

g. Uploading

If the upload process is successful, then we can share the URL

of the learning video with our students.[7]

Picture 1
The content of learning video on TikTok application
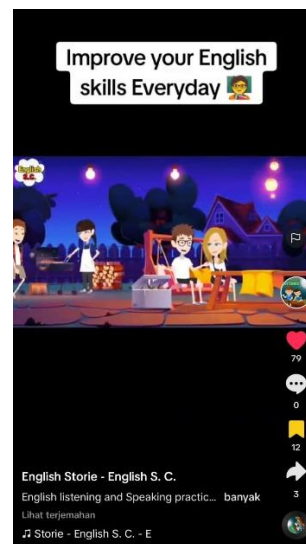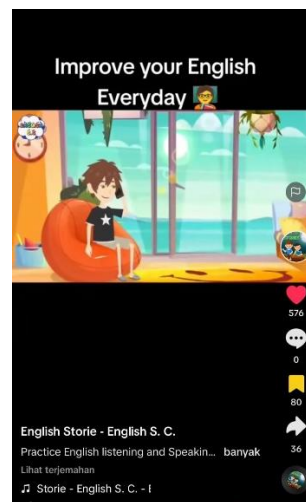
TikTok videos, which are often short in duration are great for

listening practice in a limited time without taking up a lot of time.

[7] Tira Nur Fitria, *Using Tiktok Application As an English Teaching Media: A Literature Review* (Journal of English Teaching, Applied Linguistics and Literatures (JETALL) 6, no. 2/ 2023), 113-114.

Apart from that, TikTok is also known for presenting content with a creative and interesting approach, which can make the learning process more fun and engaging for its user. Many TikTok videos are also equipped with interesting text, visual effect, and sounds, adding an additional dimension to understanding and absorbing the content presented. Thus, TikTok is not only an entertainment platform, but also a useful source for learning with an innovative and interesting approach.

3. The Advantages and Disadvantages of TikTok Application

a. Advantages of Using TikTok Application

There are numerous advantages to utilizing TikTok for educational purposes.

1) Videos can be replayed multiple times without the need for the presence of teachers or classmates.

2) Learning opportunities are boundless as students can access content on their phones anytime.

3) Learning becomes enjoyable and less stressful, promoting efficient education.

4) The presence of native speakers in videos facilitates easier acquisition of accents.[8]

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[8] Jessica Ruth Melvira Simanungkalit and Caroline Victorine Katemba, *Utilizing English Tiktok as a Media in Learning English Vocabulary: University Students' Perspective* (Eduvelop: Journal of English Education and Development, 2023), 147.

b. Disadvantages of Using TikTok Application

1) Students will primarily allocate their time to their phones.

2) They could easily become diverted by non-educational content on TikTok.

3) Prolonged exposure to radiation from screens may have detrimental effects on students' brains and eyes over time.

4) Although TikTok-based learning may benefit individuals, it could have negative implications for students' social interactions within the educational system as a whole.[9]

4. **Procedures Implementation TikTok**

There are several ways to apply TikTok:

a. Creating class that is conducive and comfortable to start learning.

b. Learners listen to video content from TikTok platforms.

c. In the last step, students answer the question based on the content of the TikTok video they have listened to before.[10]

C. Action Hypothesis

Based on the theory above, the action hypothesis is by using short video on TikTok application it can improve the listening skill of the eleventh grade of SMK Ma'arif 04 Darurrohmah Sukadana East Lampung.

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[9] *Ibid*., 148

[10] Perangin-angin, Silaban, and Purba, *Improving Student's Listening Skills Using Tiktok At Smp.*, 654.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variables

Independent Variable is a variable with values that are not problematical in an analysis but are taken as simply given. An independent variable is presumed to cause or determine a dependent variable.[1] Independent variable (X) of this research use of short video on TikTok, this variable refers to the use of short video on TikTok application as an aid in improving students listening skill. Use of short video on TikTok may involve access to variety of English language content.

Dependent Variable a variable assumed to depend on or be caused by another (called the independent variable).[2] Dependent Variable (Y) of this research is the improvement on the students listening skill, this improvement includes the students' skill to understand and process information they hear in English. Assessing the improvement of listening skills can be measured by using a variety of listening tests that involve understanding audio material in English. The listening test results will show how effective the use of short TikTok videos is in improving the students listening skills in English content.

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[1] Earl Babbie, *The Practice of Social Research Fourteenth Edition* (Cengage Learning, 2016), 18.
[2] *Ibid*.

B. Research Location

Research place was conduct at SMK Ma'arif NU 04 Darurrohmah Sukadana, East Lampung. An educational institution located Jl. Ponpes Darurrohmah Dusun Banding – Srikaya, Sukadana Tengah, Kecamatan Sukadana Lampung Timur, Provinsi Lampung.

C. Subject and Object of Study

The focus of this research is on the students of class Multimedia XI SMK Ma'arif 04 Darurrohmah, with a population of 19 students. The researcher purposely chose this class based on the recommendation from the school's English teacher who noted the difficulty in acquiring listening skills.

D. Action Plan

Classroom Action Research is the best approach for this research because it attempts to address specific problems within the classroom using a strategic approach. Action research entails a continuous cycle of self-reflection, comprising planning, acting, observing, and reflecting[1]

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[1] Valsa Koshy, *Action Research For Improving Practice* (Gromwell Press, 2005), 4.

Picture 2
The Action Research Spiral
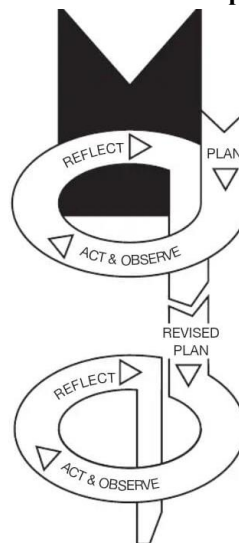
Source: illustrates the spiral model by kemmis and Mc. Taggart.

Based on the above overview, here describe the techniques that the educator employs classroom action research method.

1. Cycle I

    a. Planning

        1) Prepare lesson plans to organize the course of learning.

        2) Prepare short videos from TikTok application that are relevant to the learning material.

        3) Prepare an observation sheet that covers the aspects that the researcher wants to observe during the lesson.

    b. Acting

        1) Creating class that is conducive and comfortable to start learning.

        2) Students listen to TikTok video.

3) Students answer question based on the content of TikTok video.

c. Observing

Monitor the level of student participation and engagement during the learning process. This is done to observe the extent to which students are involved, such as pay attention to the class, answering questions, and do the task.

d. Reflecting

After the first activity, all data collected through observations will be analysed to evaluate the progress of the training program. The results of this analysis will be used as a basis for developing a more effective training plan for the next cycle.

2. Cycle II

a. Re-planning

The results of the first cycle show that listening skills are improving, but not necessarily significant improvements. To achieve further improvements and address the problems found in cycle I, a cycle II of the same steps was carried out.

1) Prepare lesson plans to organize the course of learning.

2) Prepare short videos from TikTok application that are relevant to the learning material.

3) Prepare an observation sheet that covers the aspects that the researcher wants to observe during the lesson.

b. Acting

    1) Creating class that is conducive and comfortable to start learning.

    2) Students listen to TikTok videos.

    3) Students answer the question based on the content of TikTok video.

c. Observing

    In the cycle II, observations were conducted almost identically to the cycle I.

d. Reflecting

    The researchers checked the student's performance through a post-test, if post-test results are higher than pre-test results. This means that students listening improves.

E. Data Collecting Technique

1. Test

    a. Pre-test

        The pre-test was carried out before using short videos on the TikTok application, which aimed to determine students listening skills. The test given is by listening to the audio which can be accessed from student's android.

b. Post-test

A post-test is given when implementing a short video on TikTok application, which is used to compare the results with the pre-test so that students' improvements or changes can be seen.

2. Observation

Observation in action research often takes on an ethnographic approach, allowing the observer to immerse themselves in the daily lives of those being studied, gaining insight into their typical routines and behaviours.[2] This an observation sheet to find out students' learning data. Presence and activity in the educational process of learning.

3. Documentation

The documents collected by the researchers during the research cover various aspects related to the school:

a. The history of the school

b. The school layout

c. The school vision and mission

d. The school employment structures

4. Field Note

Field note is observational tools utilized in Classroom Action Research (CAR) to document on going observations, encompassing detailed descriptions of locations, individuals, objects and actions. In

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[2] Stringer. E. T., *Action Research Third Edition*, *SAGE Publications*, vol. 1, 2007, 75.

this research, field note was employed by the researcher to document the students engagement throughout the learning process.

F. Data Analysis Technique

Data collected from the listening tests were analysed using the following formula:

1. Scoring student responses using this formula

$$Score = \frac{Students\ Answer}{Total\ Number\ of\ Item} x100$$

2. Use this formula to determine students average scores in the first and second cycles of the listening test

$$\overline{X} = \frac{\Sigma X}{N}$$

Notes:

$\overline{X}$: Mean score of the students

ΣX : Total raw score

N   : The total respondent

(Gay, 1981:298)

G. Indicator of Success

The study success can be measured by two key indicators: first, 70% of all students must score 70 on the final assessment. Second, at least 70% of all students must be actively engaged in learning. Which includes participating in class discussions, completing assignments, and interacting

effectively with class materials. If these two criteria are met, the study is considered successful because it demonstrates a significant level of achievement and an appropriate level of student participation.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of the School

SMK Ma'arif Nu 04 Darurrohmah is a private vocational school located on Jln. Ponpes Darurrohmah Dusun Banding – srikaya, Kab. Lampung Timur.

This private vocational school was first established in 2008. Now SMK Ma'arif Nu 04 Darurrohmah uses the SMK 2013 REV.

b. Vision and Mission of SMK Ma'arif Nu 04 Darurrohmah

Vision:

The realization of SMK Ma'arif Nu 04 Darurrohmah which is religious, innovative, creative, active and educated.

Mission:

1) To create students who have the foundation of faith and devotion to Allah SWT. As the main capital of essential life.

2) Creating a generation of people who are capable of appreciating and practicing Pancasila as a national

ideology that loves the country and has a spirit of depending the country.

3) Ensure a conducive teaching and learning process so that students have high competence in mastering technology, life skills, international languages and applicable technology that suit the demands of the job market.

4) Creating professional, superior and highly competent school and teacher profiles in producing future development cadres.

5) Creating collaborative and business partnerships with various parties both within and outside the country to meet the needs of educational infrastructure and to channel enthusiasm for graduates.

c. **The Quantity of the Students of SMK Ma'arif Nu 04 Darurrohmah**

The quantity of students of SMK Ma'arif Nu 04 Darurrohmah can be identified, as outlined:

Table 2
The Students Quantity

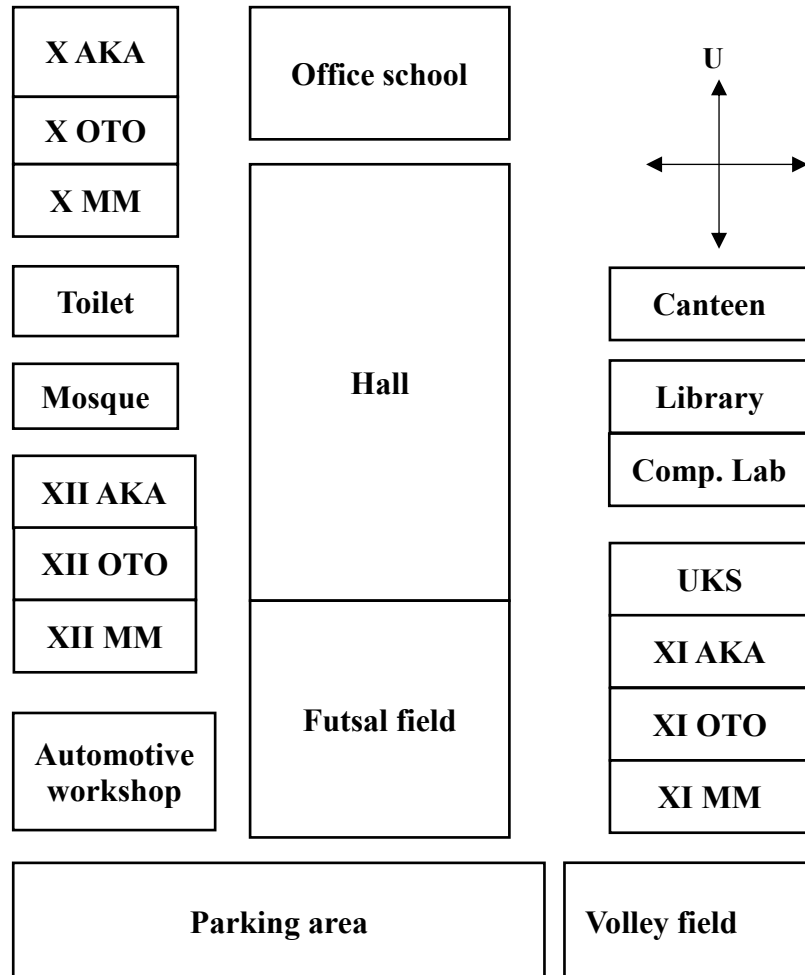| No.	Class	Gender		Total
		Male	Female	
1.	X	21	34	55
2.	XI	18	35	53
3.	XII	26	26	52
Total				160

d. The School Layout

Figure 1. The School Layout of SMK Ma'arif 04 Darurrohmah

e. The School Employment Structures

The school employment structures of SMK Ma'arif 04 Darurrohmah in academic year 2023/2024, as follows:
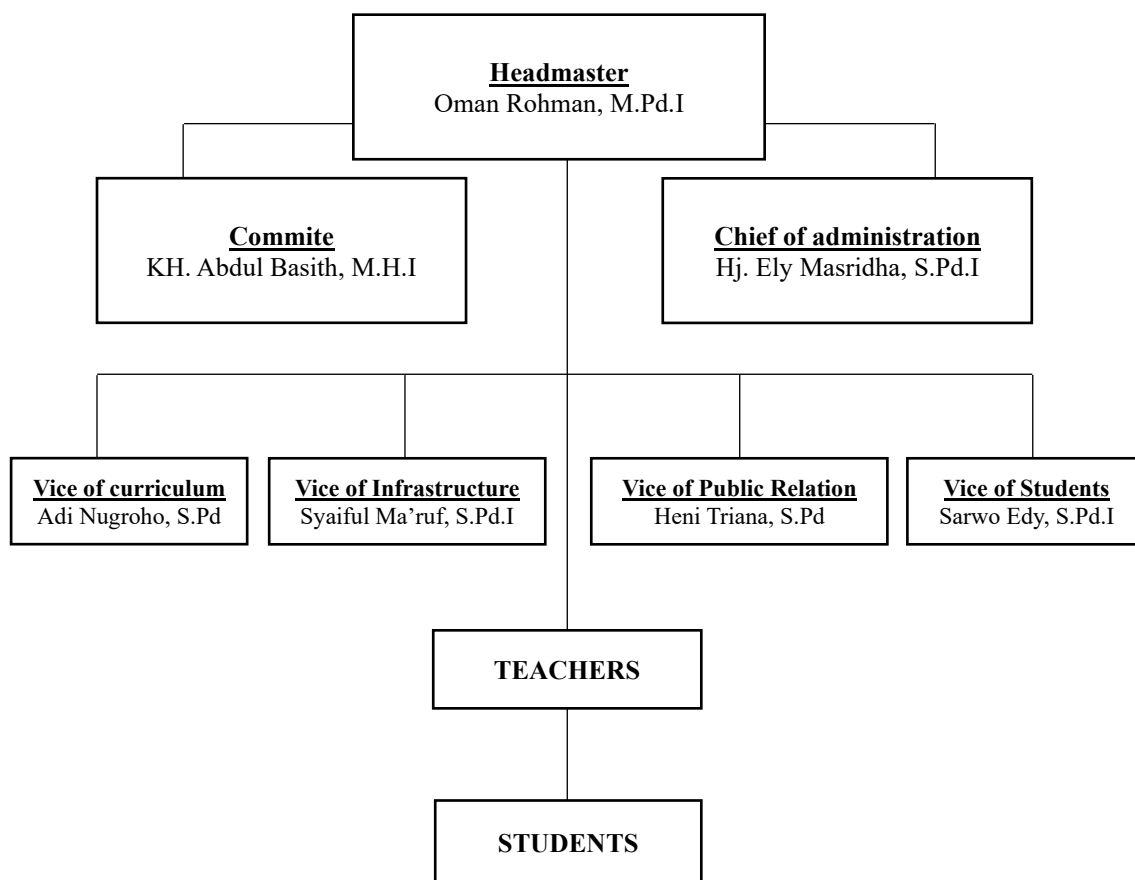
Figure 2. Organization Structure of SMK Ma'arif 04 Darurrohmah

Table 4
The Name of the Teachers

No	Name	Position
1.	Oman Rohman, M.Pd.I	Head master
2.	Ady Nugroho, S.Pd	Math teacher
3.	Budianto, S.Pd	Automotive teacher
4.	Dessi Yanti, S.Pd	Indonesian teacher
5.	Ely Masridha, S.Pd.I	Read and write Al-Qur'an teacher
6.	KH. Abdul Basith, M.H.I	Qur'an hadist teacher
7.	Ginanjar Wisnu, S.Kom	Multimedia teacher
8.	Heni Triana, S.Pd	Citizenship teacher

9.	M. Aspad, S,Pd.Kor	Sport teacher
10.	Musri'ah Khasanah, S.Pd	English teacher
11.	Nurlaila, S.Pd	Accounting teacher
12.	Pramono Prayogo, S.Kom	Multimedia Teacher
13.	Rani Oktavia, S.Pd	Accounting teacher
14.	Rika Wulantika, S.Pd	Akidah akhlak teacher
15.	Rizki Indah Hakiki, S.Pd	Art and culture teacher
16.	Sarwo Edy, S.Pd.I	Aswaja teacher
17.	Syaiful Ma'ruf, S.Pd.I	Fiqh teacher
18.	Widya Agung Herlambang, S.Pd	Automotive teacher

Source: The School Archive, taken on May 13th 2024

2. Description of Research Data

This research is classroom action research conducted in class XI of SMK Ma'arif Nu 04 Darurrohmah in the 2023/2024 academic year. This research was carried out in two cycles, each consisting of four steps: planning, acting, observing and reflecting. Students listening skill was measured through tests including pre-test and post-test, which were given at the beginning of the research and at the end of each cycle. Students' activities are recorded through observation during learning activities.

a. Pre-Test

At the pre-test implementation stage, it was carried out early before the lesson material was given, as a step to measure the level of understanding of students listening skill. It was conducted on Monday, May 13th 2024 at 08.00 – 09.00 A.M, the

tests consisted of 10 items in the form of fill in the blanks questions which had to be completed in 60 minutes. Then, the results of pre-test can be seen on the table below:

Table 5
The Score of Pre-test

No	Students Name	Score	Category
1.	ADN	70	Complete
2.	A	70	Complete
3.	ALP	30	Incomplete
4.	DS	30	Incomplete
5.	FN	40	Incomplete
6.	FSN	20	Incomplete
7.	ISC	30	Incomplete
8.	MA	20	Incomplete
9.	M	40	Incomplete
10.	NT	20	Incomplete
11.	NF	30	Incomplete
12.	NPA	30	Incomplete
13.	PL	50	Incomplete
14.	PSA	30	Incomplete
15.	RRH	40	Incomplete
16.	RWA	50	Incomplete
17.	RR	50	Incomplete
18.	RP	20	Incomplete
19.	SYMP	30	Incomplete
20.	SQBF	70	Complete
Highest score			70

Lowest score	20
Average score	38,5

The percentage of the students pre-test score can be seen on the following table.

Table 6
The Percentage of Pre-test Score

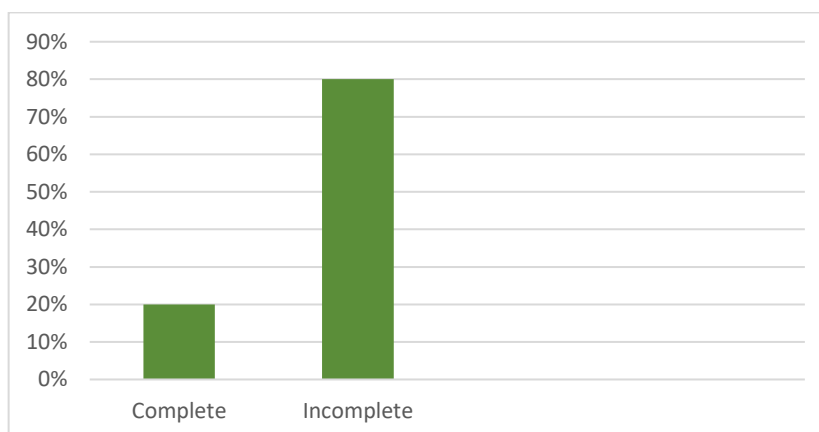| No.	Score	Frequency	Percentage	Category
1.	≥ 70	3	20%	Complete
2.	≤ 70	17	80%	Incomplete
	Total	20	100%	

Figure 3. The Percentage of Students Pre-test Score

Based on the pre-test results of students, it can be deduced that only 30%, equivalent to 6 students who score above 70 passed the Minimum Standart Criteria (MSC). On the other hand, 70% which is 14 students who score below 70 did not meet the Minimum Standart Criteria (MSC). This suggests that the performance of students in the listening skill remains subpar.

b. **Cycle I**

1) **Planning**

In this stage, the researcher developed the lesson plan, materials, and media for the learning activities. Furthermore, the researcher created an observation sheet containing a record the students activities observed during learning process.

2) **Acting**

The researcher implemented this cycle over two sessions. The action schedule for this cycle is outlined as follows:

Table 7
The Schedule of Cycle I

Meeting	Date	Time
1st	Tuesday, May 14th 2024	10.30 – 11.30
2nd	Wednesday, May 15th 2024	09.00 – 10.30

a) **First Meeting**

The first meeting has be held on Tuesday, May 14th 2024 at 10.30 – 11.30 and took 60 minutes or 2x30 minutes. In this meeting, the researcher who acted as a teacher collaborated with Mrs. Musri'ah Khasanah creating an atmosphere of harmonious and productive collaboration.

The first in class begins with the teacher welcoming students with a warm and friendly smile. Before starting the lesson, the teacher check attendance list to ensure all students are present and ready to learn. To start the discussion, the teacher asked students "Can you suggest any good movies? I want to take my friend out for a movie" creating a conducive and comfortable to start learning. The material studied that day was about 'Offers and Suggestions', the teacher explains in detail the definition of 'Offers and Suggestions' and provides concrete examples to help students understand the concept better.

After that, the teacher shares the link a TikTok video that illustrates 'Offers and Suggestions' with titled 'A Cashier and A BBQ Party' students are asked to listen to the TikTok video to understand better. Then, students answer questions from the teacher regarding 'What is the content in the TikTok video? Which expression says offers or suggestions?'. At the conclusion of the meeting, the teacher summarizes the main point of the day's learning and provides direction for the next meeting.

b) Second Meeting

The second meeting will be held on Wednesday, May 15th 2024 at 10.30 – 11.30 and took 60 minutes or 2x30 minutes. At the beginning of meeting, the teacher cheerfully greets each student individually while checking attendance. This step not only creates a warm and inclusive atmosphere in the classroom, but also shows the teachers and students can be established well.

After creating a conducive and comfortable to start learning, the teacher gives students the opportunity to explain the material that was presented at the previous meeting regarding 'Offers and Suggestions'. Next, the teacher asks students to listen to the TikTok video that has been shared, then they are asked to do task totalling 10 items in the form of fill in the blanks questions and was taken for 40 minutes. TikTok videos are carefully selected to suit students' level of difficulty and learning context. This task was carried out to assess the results of post-test I score, the results of students' scores on post-test I can be seen in table below:

Table 8
The Score of Post-Test I

No.	Students Name	Score	Category
1.	ADN	80	Complete

2.	A	80	Complete
3.	ALP	70	Complete
4.	DS	50	Incomplete
5.	FN	60	Incomplete
6.	FSN	70	Complete
7.	ISC	70	Complete
8.	MA	30	Incomplete
9.	M	50	Incomplete
10.	NT	40	Incomplete
11.	NF	70	Complete
12.	NPA	40	Incomplete
13.	PL	60	Incomplete
14.	PSA	40	Incomplete
15.	RRH	50	Incomplete
16.	RWA	60	Incomplete
17.	RR	70	Complete
18.	RP	40	Incomplete
19.	SYMP	50	Incomplete
20.	SQBF	80	Complete
Highest score			80
Lowest score			30
Average score			58

Table 9
The Percentage of Post-Test I Scores

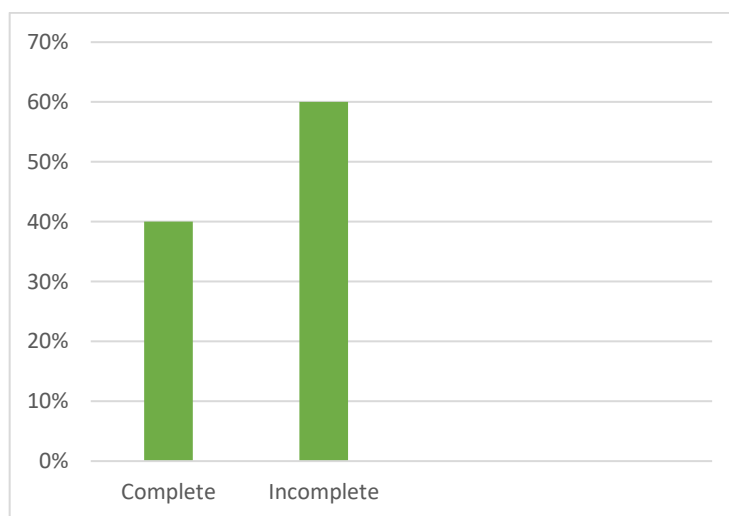| No.	Score	Frequency	Percentage	Category
1.	≥ 70	8	40%	Complete
2.	≤ 70	12	60%	Incomplete
Total		**20**	**100%**	

Figure 4. The Percentage of Post-test I Scores

Based on the results presented, it can be concluded that of the total number of students who have completed post-test I, out of 20 students only 8 students (40%) achieved a score of ≥70, while 12 students (80%) score ≤70. This shows that the results of post-test I cannot be categorized as successful based on the previously determined indicators of success.

3) Observing

During the learning process, student activities were also observed by the observer. Students who were actively

engaged in learning would receive points by checking off items on the observation sheet for both meeting 1 and meeting 2. The indicators of the students' activities were:

a) The students pay attention to the class.

b) The students answer the question.

c) The students do the work.

The results of the students' activities could be observed as follows:

Table 10
The Students Activities in Cycle I

No	Students Activities	Frequency	Percentage
1.	Pay attention to the class	11	55%
2.	Answer the question	8	40%
3.	Doing the work	16	80%
Total students		20	

The graph of percentage students' activities in cycle I as follows:
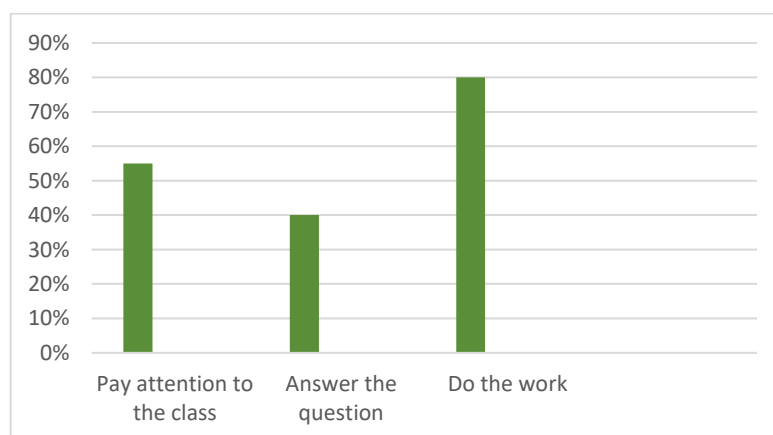
Figure 5. The Percentage of Students Activity

Based on the visible results, it is apparent that not all students were actively participating in the learning activities. Out of the total number of students, 11 students (55%) pay attention to the class, 8 students (40%) answer the question, while a significant number of 16 students (80%) do the work.

4) Reflecting

Based on the findings from the observation of the learning process in cycle I, it was evident that the learning process has not achieved Minimum Standard Criteria (MSC) established by the research. At the conclusion of this cycle, the researcher conducted an analysis and computation of all processes, including the pre-test scores of students and the outcomes of student's post-test I score. The comparison between the pre-test scores and post-test I is outlined as follows:

Table 11
The Comparison Between Pre-Test and Post-Test I Scores
in Cycle I

No.	Students Name	Pre-Test	Post-Test I	Increasing	Category
1.	ADN	70	80	10	Improve
2.	A	70	80	10	Improve
3.	ALP	30	70	40	Improve
4.	DS	30	50	20	Improve
5.	FN	40	60	20	Improve

No.	Name	Pre-Test	Post-Test	Score	Category
6.	FSN	20	70	50	Improve
7.	ISC	30	70	40	Improve
8.	MA	20	30	10	Improve
9.	M	40	50	10	Improve
10.	NT	20	40	20	Improve
11.	NF	30	70	40	Improve
12.	NPA	30	40	10	Improve
13.	PL	50	60	10	Improve
14.	PSA	30	40	20	Improve
15.	RRH	40	50	10	Improve
16.	RWA	50	60	10	Improve
17.	RR	50	70	20	Improve
18.	RP	20	40	20	Improve
19.	SYMP	30	50	20	Improve
20.	SQBF	70	80	10	Improve
	Total score	770	1,160		
	The highest	70	80		
	The lowest	20	30		
	Average	38,5	58		

Table 12
The Comparison between the of Students Pre-Test and Post-Test I
in Cycle I

No.	Score	Pre-Test	Post-Test	Category
1.	≥ 70	3	8	Complete
2.	≤ 70	17	12	Incomplete
	Total	**20**	**20**	

The graph of comparison students listening skill pre-test and post-test I score in cycle I as follow:
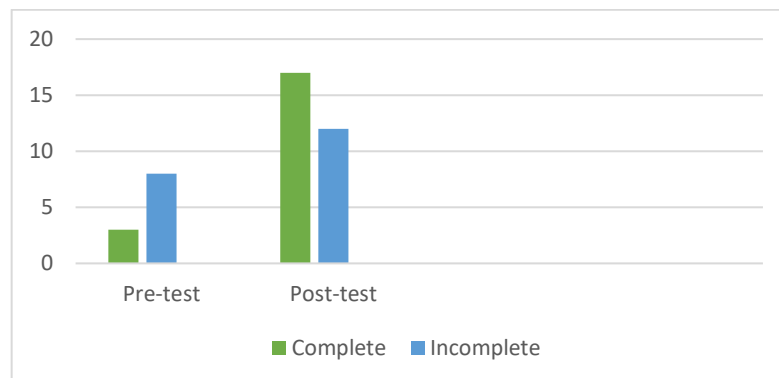
Figure 6. The Students Pre-test and Post-test Scores in Cycle I

Based on the results, it is evident that in the pre-test, out of 20 students only 3 students (20%) achieved a score of ≥ 70, while 17 students (80%) score ≤ 70. Moving on to post-test I, 8 students (40%) managed to score ≥ 70, while 12 students (60%) still score ≤ 70. The average score for the pre-test was 38,5 and for post-test I it was 58. Therefore, it can be concluded that there was an improve in the results during cycle I, although it did not meet the indicator of success. As a results, further adjustments and enhancements need to be made the implementation of cycle II.

c. **Cycle II**

To improve the weaknesses in cycle I, researcher must continue the treatment in cycle II which consists of the same four stages, namely planning, acting, observation and reflection. In implementing cycle II, the steps are as follows:

1) **Planning**

In the planning of cycle II, researcher and collaborators discuss the issues that occurred in cycle I. At this stage, researcher will continue to implement the same strategies as in cycle I, which include developed the lesson plan, materials, and media for the learning activities. Furthermore, the researcher created an observation sheet containing a record the students activities observed during learning process.

2) **Acting**

The researcher compiled a schedule for cycle II, on:

Table 13
The Schedule of Cycle II

Meeting	Date	Time
1st	Tuesday, May 21th 2024	10.30 – 11.30
2nd	Wednesday, May 22th 2024	09.00 – 10.00

a) **First Meeting**

The first meeting has been held on Tuesday, May 21th 2024 at 10.30 – 11.30 and took 60 minutes or 2x30 minutes. At the start of the meeting, the classroom atmosphere was filled with warm greetings from the teacher who welcomed the students that is conducive and comfortable to start learning. After that, the teacher gave

an in-depth explanation 'Offers and Suggestions' that had been discussed previously. With enthusiasm, the students looked more enthusiastic and eager to understand the concept.

The teacher asks students to listen to the TikTok video that has been shared. They are asked to listen to an example of 'Offers and Suggestions' entitled' No, thanks. I'm OK and the door is broken'. Then, students answer questions from the teacher regarding 'What is the content in the TikTok video? Which expression says offers or suggestions?'. At the conclusion of the meeting, the teacher summarizes the main point of the day's learning and provides direction for the next meeting.

b) **Second Meeting**

The second meeting has been held on Wednesday, May 22th 2024 at 09.00 – 10.00 and took 60 minutes or 2x30 minutes. As the class commenced, the teacher greeted students and checked attendance, following the same welcoming routine as in previous meetings.

After ensuring that is conducive and comfortable to start learning, the teacher repeats the 'Offers and Suggestions' material until the students really understand. Next, the teacher provides a TikTok video

link and asks students to listen, then students are asked to work on the questions related to the content of the TikTok video on the answer sheet. Which consisted of 10 items in the form of fill in the blanks questions and was taken for 40 minutes. This task was especially designed to post-test II was to measure whether there had been any improvement in the student's listening skill since post-test I. Then the results of post-test II could be seen as follows:

Table 14
The Scores of Post-test II

No.	Students Name	Score	Category
1.	ADN	90	Complete
2.	A	90	Complete
3.	ALP	80	Complete
4.	DS	70	Complete
5.	FN	70	Complete
6.	FSN	80	Complete
7.	ISC	80	Complete
8.	MA	50	Incomplete
9.	M	60	Incomplete
10.	NT	50	Incomplete
11.	NFA	80	Complete
12.	NPA	70	Complete
13.	PL	80	Complete
14.	PSA	70	Complete

15.	RRH	60	Incomplete
16.	RWA	70	Complete
17.	RR	80	Complete
18.	RP	60	Incomplete
19.	SYMP	70	Complete
20.	SQBF	90	Complete
Highest score		90	
Lowest score		50	
Average score		72,5	1,450

Table 15
The Percentage Scores of Post-test II

No.	Score	Frequency	Percentage	Category
1.	≥ 70	15	75%	Complete
2.	≤ 70	5	25%	Incomplete
Total		**20**	**100%**	
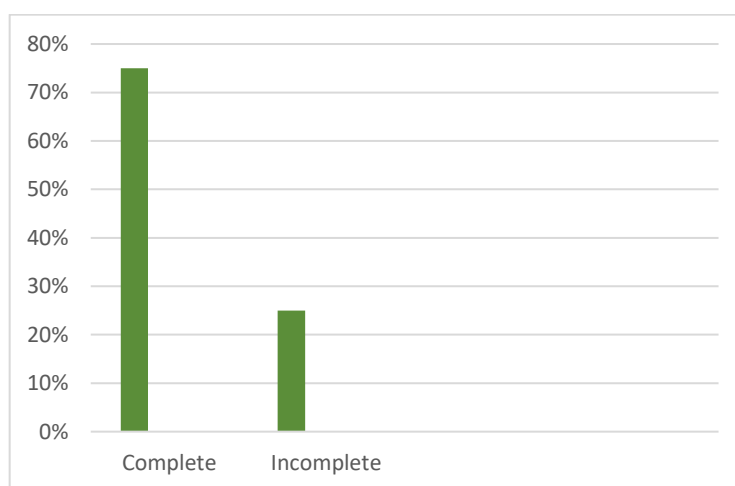
Figure 7. The Percentage of Students Scores in Post-test II

Based on the results presented, it can be concluded

that of the total number of students who have completed

post-test II, 15 students (75%) achieved a score of ≥70, while 5 students (25%) score ≤70.

After seeing what has been described, conclusions can be drawn by looking at the indicator of success that the results of post-test II are successful.

3) **Observing**

At this stage, the researcher again applied the same form of observation sheet to score students activity as in cycle I, the results can be seen in the following table:

Table 16
The Students Activities in Cycle II

No	Students Activities	Frequency	Percentage
1.	Pay attention to the class	15	75%
2.	Answer the question	14	70%
3.	Do the work	18	90%
Total students		20	
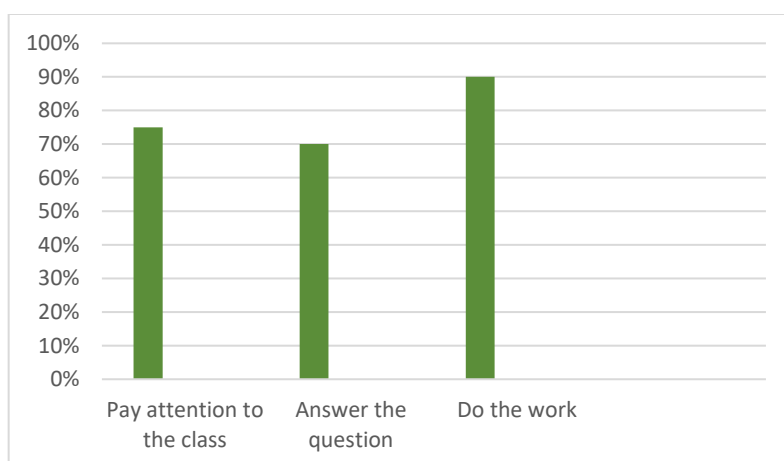
Figure 8. The Percentage of Students Activities

The table above shows that student's activity in cycle II experienced an improve. The percentage of students pay attention to the class is 75%, students answer the question 70%, and students do the work 90%. Based on the research results above, the researcher shows that the learning process in cycle II was successful because student activity obtained a percentage of 70%.

4) Reflecting

At the conclusion of this cycle, the researcher conducted an analysis and calculations of all processes, which encompassed the student's post-test II scores and observation of student learning activities. The contrast between the student's post-test I and post-test II scores are illustrated in the subsequent table:

Table 17
The Comparison between Post-Test I and Post-Test II Scores
in Cycle II

No.	Students Name	Post-Test I	Post-Test II	Improving	Category
1.	ADN	80	90	10	Improve
2.	A	80	90	10	Improve
3.	ALP	70	80	10	Improve
4.	DS	50	70	20	Improve
5.	FN	60	70	10	Improve
6.	FSN	70	80	10	Improve
7.	ISC	70	80	10	Improve
8.	MA	30	50	20	Improve

No.		Pre-Test	Post-Test		Category
9.	M	50	60	10	Improve
10.	NT	40	50	10	Improve
11.	NFA	70	80	10	Improve
12.	NPA	40	70	30	Improve
13.	PL	60	80	20	Improve
14.	PSA	40	70	30	Improve
15.	RRH	50	60	10	Improve
16.	RWA	50	70	20	Improve
17.	RR	70	80	10	Improve
18.	RP	40	60	20	Improve
19.	SYMP	50	70	20	Improve
20.	SQBF	80	90	10	Improve
Total score		1,160	1,450		
The highest		80	90		
The lowest		30	50		
Average		58	72,5		

Table 18

The Comparison between the Students Pre-Test and Post-Test I
Scores
in Cycle II

No.	Score	Post-test I	Post-Test II	Category
1.	≥ 70	8	15	Complete
2.	≤ 70	12	5	Incomplete
Total		**20**	**20**	
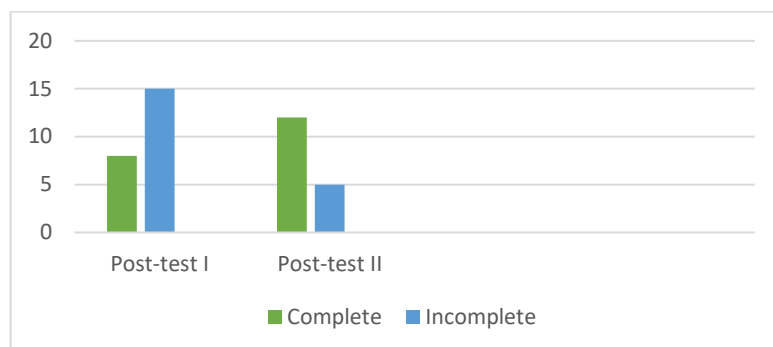
Figure 9. The percentage of Post-test I and Post-test II Scores in Cycle II

Based on the aforementioned outcome, it can be deduced that the Classroom Action Research (CAR) was deemed successful and will not proceed to the next cycle. This decision is attributed to the fulfilment of the indicators of success by both the learning process and the learning outcomes, indicating that the using short video on TikTok application has improve students listening skill.

B. Discussion

1. Result of Students Learning

   a. Result of Students Pre-Test Score

   At this stage, researcher present a pre-test to measure students listening skill before carrying out learning. The researcher obtained data through a fill in the blank test which was completed in 60 minutes, it took held on May, 13th 2024. The pre-test result, it can be seen that the majority of students found it difficult to take the test. Based on the average students

results of 38,5 it shows that students have not passed the minimum MSC of 70, only 3 students out of 20 students passed the MSC.

b. Result of Students Post-Test I Score

In this stage, to scoring students in the listening skill test following the treatment, the researcher administered post-test I on May 15th, 2024. The average score of students was 58 indicating that most students did not meet the MSC of 70. At this point, 8 out of 20 students met the MSC. In conclusion, the cycle I has not been successfully completed yet, highlighting the need for further improvement to enhance students listening skill.

c. Result of Students Post-Test II Score

In this stage, the researcher proceeded to cycle II as the post-test I results in cycle I did not meet the MSC. The researcher administered post-test II to scoring students listening skill after implementing the intervention. Data was collected through a fill in the blanks test completed within 40 minutes on May 21, 2024. The average students' performance indicated that most students reached the MSC of 70. At this point, 15 out of 20 students successfully met the MSC, indicating the success of the research in cycle II

2. Comparison of Score in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

The learning process of English in cycle I still falls short of the criteria due to the low average student engagement. However, student performance on post-test I showed improvement compared to the pre-test. Furthermore, in cycle II the average students' scores were higher than in cycle I.

The results of the pre-test, post-test I, and post-test II revealed a notable and significant enhancement in student scores. This improvement is evident as the number of students achieving a score of 70 improve from 3 to 8 to 15. Consequently, the researcher concluded that the research was successful.

Based on the findings, it can be inferred that short video on TikTok application can improve the student listening skill. This conclusion is supported by the rise in student scores from the pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

a. The Students Pay Attention to the Class

Pay attention to the class from the first meeting to the next meeting improve. In cycle I it was only 55% and in cycle II it was 75%, an improve of 20%.

b. The Students Answer the Question

Answer the question improve from the first meeting to the next meeting. This can be seen when teacher ask student question, they dare to answer even though not all question can be answered well. This activity there was improve 30% from cycle I 40% to cycle II 70%.

c. The Students Able Do the Task

Students doing the work also experience improvement, this can be seen in the cycle I 80% and cycle II 90%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results the learning process over two cycles, the researcher wants to emphasize that the using of short video on TikTok application can improve students listening skill, with the following key points:

1. Short video on TikTok application is effective as a listening skill learning media. The students engagement in both cycles I and cycle II shows improvement, indicating that the use of short video on TikTok application can improve the students' participation. The average students engagement improves from 55% in cycle I to 75% In cycle II.

2. Short video on TikTok application assist students in understanding listening more easily, leading to an improvement in listening skill scores. This progress is evident from the improve in scores from the pre-test to cycle I and cycle II. The average pre-test score was 38,5, which improve to 58 in cycle I, and improve 72,5 in cycle II.

Therefore, it can be concluded that the use of short video on TikTok application is effective in improving students listening skill and learning activities, as reflected in the enhanced students' performance throughout the learning process.

B. Suggestion

1. For the students

    Make the best use of learning opportunities using short video on TikTok application, so as to create a fun and interesting learning experience.

2. For the teacher

    Using short video on TikTok application can be an effective tool for conveying lesson material in an interesting and interactive way to students. With creativity in creating content, teachers can improve students' interest in learning and enrich teaching methods.

3. For the other researchers

    Using short video on TikTok application in listening skill, this research can provide insight into digital media trends and their impact on education.

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APPENDICES

SILABUS SMK

Satuan Pendidikan   : **SMK Ma'arif Nu 04 Darurrohmah**
Mata Pelajaran   : **BAHASA INGGRIS**
Kelas   : **XI**
Kompetensi Inti   :

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya *Ungkapan* Saran dan tawaran:	**Mengamati** • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian	2 x 2jp	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan konteks penggunaannya 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*Why don't you...* *What about ...?* *You should ...* *You can ....* *Do you need ....?* *Unsur kebahasaan* (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi** • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi **Mengasosiasi** • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan**	**CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal'			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE I

Nama Sekolah	**: SMK Ma'arif NU 04 Darurrohmah**
Mata Pelajaran	**: Bahasa Inggris (Listening)**
Kelas	**: XI**
Alokasi Waktu	**: 2 x 30 menit (2 pertemuan)**

A. Kompetensi Inti

KI 1 dan 2	
Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, pro aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
KI 3	**KI 4**
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan dengan wawasan kemanusiaan.	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	No.	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari Bahasa inggris	1.1.1	Mengikuti pembelajaran Bahasa inggris dengan

	sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.		sungguh-sungguh tidak bercanda. Sebelum belajar dan sesudah belajar Bahasa inggris mengucapkan doa.
2.1	Menunjukan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1	Melakukan salam sapa dengan guru dan teman menggunakan Bahasa inggris dengan santun, menjaga kebersihan, dan suka menolong.
3.1	Menunjukan perilaku jujur, disiplin, percaya diri, tanggung jawab dan Kerjasama dalam melaksanakan komunikasi fungsional.	3.1.1	Melaksanakan dan menyelesaikan tugas yang diberikan guru, baik tugas individu maupun kelompok.
4.1	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya sesuai dengan konteks penggunaannya.	4.1.1	Menemukan fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya sesuai dengan konteks penggunaanya.

C. Tujuan Pembelajaran

Peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Listening, dapat memahami makna yang terkandung dalam audio-visual dengan unsur kebahasaan yang benar dan sesuai konteks dengan penuh disiplin, jujur, tanggungjawab, peduli, responsif dan santun.

D. Materi Pembelajaran

A Cashier

Mia: Hey, are you free tonight? Would you like to go to dinner?

Siska: I'd love to, but I can't. I'm busy tonight.

Mia: Why?

Siska: I work part-time every evening.

Mia: Oh, I didn't know. What part time work do you do?

Siska: I work as a cashier.

Mia: Do you like that job?

Siska: I neither like nor hate it. It's temporary job. It helps me earn money to buy books.

Mia: Good luck with that job. Shall we have lunch tomorrow?

Siska: Sure. Let's eat Chinese food.

Mia: Completely agree.

A BBQ Party

Mark: Wow, this BBQ looks great!

Naura: Thanks, Mark! I've been grilling all afternoon.

Mark: Can I help with anything?

Naura: Could you bring the salads from the kitchen?

Mark: Sure thing! Be right back.

Naura: Hey everyone, the BBQ is ready!

Linda: I can't wait to try these burgers!

Naura: There's also chicken and veggie skewers.

Linda: Yum! Did you make the sauce too?

Naura: Yes, It's my secret recipe!

E. Metode Pembelajaran

Cooperative Learning: Think Pair Share

F. Media Pembelajaran

Gadget, internet, alat tulis.

G. Langkah-langkah Pembelajaran

Pendahuluan	1. Guru memberi salam.
	2. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
	3. Guru memeriksa kehadiran pesera didik.
	4. Guru menjelaskan tentang tujuan pembelajaran.
Kegiatan Inti	1. Peserta didik mendengarkan tentang materi video yang ada pada TikTok.
	2. Dengan bimbingan guru, peserta didik mempertanyakan hal-hal yang belum diketahui mengenai materi.
	3. Peserta didik di minta membuat kesimpulan dari materi.
Penutup	1. Peserta didik memperhatikan informasi tentang rencana kegiatan untuk pertemuan berikutnya.
	2. Peserta didik dan guru mengucapkan salam.

H. Penilaian

Masing-masing soal jika di jawab benar maka mendapat skor 1. Perhitungan nilai akhir dalam skala 0-100 sebagai berikut:

$$Score = \frac{Students\ Answer}{Total\ Number\ of\ Item} x100$$

Mengetahui   Metro, Mei 2024

Guru   Peneliti

Musri'ah Khasanah, S.Pd   **Wulan Nur Andini**

NIP.   NPM. 2001051045

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE II

Nama Sekolah	**: SMK Ma'arif NU 04 Darurrohmah**
Mata Pelajaran	**: Bahasa Inggris (Listening)**
Kelas	**: XI**
Alokasi Waktu	**: 2 x 30 menit (2 pertemuan)**

A. Kompetensi Inti

KI 1 dan 2	
Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, pro aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	
KI 3	**KI 4**
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan dengan wawasan kemanusiaan.	Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	No.	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari Bahasa inggris	1.1.1	Mengikuti pembelajaran Bahasa inggris dengan

	sebagai Bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.		sungguh-sungguh tidak bercanda. Sebelum belajar dan sesudah belajar Bahasa inggris mengucapkan doa.
2.1	Menunjukan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1	Melakukan salam sapa dengan guru dan teman menggunakan Bahasa inggris dengan santun, menjaga kebersihan, dan suka menolong.
3.1	Menunjukan perilaku jujur, disiplin, percaya diri, tanggung jawab dan Kerjasama dalam melaksanakan komunikasi fungsional.	3.1.1	Melaksanakan dan menyelesaikan tugas yang diberikan guru, baik tugas individu maupun kelompok.
4.1	Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya sesuai dengan konteks penggunaannya.	4.1.1	Menemukan fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya sesuai dengan konteks penggunaanya.

C. **Tujuan Pembelajaran**

Peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianutnya dalam mempelajari Listening, dapat memahami makna yang terkandung dalam audio-visual dengan unsur kebahasaan yang benar dan sesuai konteks dengan penuh disiplin, jujur, tanggungjawab, peduli, responsif dan santun.

D. **Materi Pembelajaran**

No, thanks. I'm OK

Hubner: Hi, how can I help you?

Jack: Hi, I have a reservation for 4 today at 8 P.M.

Hubner: Sure, Can I have your name?

Jack: I'm Jack Johnson.

Hubner: Please follow me.

Jack: Thanks!

Hubner: D o you want to order dishes now or wait for your friends?

Jack: I'm going to wait for my friends. But can I have a look at your menu first?

Hubner: Sure. This is the menu in our restaurant today. If you need any help, feel free to ask me.

Jack: Sure!

Hubner: You seem to be could. Would you like to close the window?

Jack: No, thanks. I'm okay. I like the natural wind like this.

The door is broken

Zico: Hello? Where are you?

Fiona: I'm at home. What's up?

Zico: I have 2 free movie tickets. Do you want to go with me?

Fiona: Of course. When?

Zico: 1 o'clock this afternoon.

Fiona: Ok. I'll come to your house around 12:30.

Zico: Come to my house now, and we can have lunch if you want.

Fiona: I want to, but I can't. I'm waiting for the repairman to come fix a broken door.

Zico: Why is it broken?

Fiona: No idea. I opened the door and heard a strange sound. Now I can't close it properly. The sad thing is my mom said I was the one who broke the door so I have to take responsibility for this.

Zico: So, you're waiting for the door repairman?

Fiona: Yes

Zico: Alright, come over as soon as possible.

E. Metode Pembelajaran

Cooperative Learning: Think Pair Share

F. Media Pembelajaran

Gadget, internet, alat tulis.

G. Langkah-langkah Pembelajaran

Pendahuluan	1. Guru memberi salam.
	2. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
	3. Guru memeriksa kehadiran pesera didik.
	4. Guru menjelaskan tentang tujuan pembelajaran.
Kegiatan Inti	1. Peserta didik mendengarkan tentang materi video yang ada pada TikTok.
	2. Dengan bimbingan guru, peserta didik mempertanyakan hal-hal yang belum diketahui mengenai materi.

	3. Peserta didik di minta membuat kesimpulan dari materi.
Penutup	1. Peserta didik memperhatikan informasi tentang rencana kegiatan untuk pertemuan berikutnya. 2. Peserta didik dan guru mengucapkan salam.

H. Penilaian

Masing-masing soal jika di jawab benar maka mendapat skor 1. Perhitungan nilai akhir dalam skala 0-100 sebagai berikut:

$$Score = \frac{Students\ Answer}{Total\ Number\ of\ Item} \times 100$$

Mengetahui   Metro, Mei 2024

Guru   Peneliti

Musri'ah Khasanah, S.Pd   **Wulan Nur Andini**
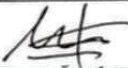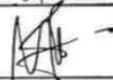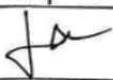
NIP.   NPM. 2001051045
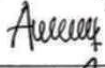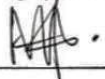
ATTENDANCE LIST

CYCLE I

No.	Name	Signature
1.	ADN	
2.	A	
3.	ALP	
4.	DS	
5.	FN	
6.	FSN	
7.	ISC	
8.	MA	
9.	M	
10.	NT	
11.	NF	
12.	NPA	
13.	PL	
14.	PSA	
15.	RRH	
16.	RWA	
17.	RR	
18.	RP	
19.	SYMP	
20.	SQBF	

ATTENDANCE LIST

CYCLE II

No.	Name	Signature
1.	ADN	
2.	A	
3.	ALP	
4.	DS	
5.	FN	
6.	FSN	
7.	ISC	
8.	MA	
9.	M	
10.	NT	
11.	NF	
12.	NPA	
13.	PL	
14.	PSA	
15.	RRH	
16.	RWA	
17.	RR	
18.	RP	
19.	SYMP	
20.	SQBF	

STUDENTS ACTIVITIES OBSERVATION SHEET
CYCLE I

No.	Name	Indicators		
		Pay attention to the class	Answer the question	Do the work
1.	ADN		✓	✓
2.	A	✓		✓
3.	ALP	✓		✓
4.	DS			✓
5.	FN			✓
6.	FSN	✓		✓
7.	ISC		✓	✓
8.	MA	✓	✓	✓
9.	M		✓	✓
10.	NT	✓		
11.	NF	✓	✓	
12.	NPA	✓		✓
13.	PL	✓	✓	
14.	PSA			✓
15.	RRH	✓		✓
16.	RWA	✓	✓	
17.	RR	✓	✓	✓
18.	RP			✓
19.	SYMP			✓
20.	SQBF			✓

STUDENTS ACTIVITIES OBSERVATION SHEET
CYCLE II

No.	Name	Indicators		
		Pay attention to the class	Answer the question	Do the work
1.	ADN	✓	✓	✓
2.	A	✓	✓	✓
3.	ALP	✓		✓
4.	DS		✓	✓
5.	FN	✓		✓
6.	FSN		✓	✓
7.	ISC	✓	✓	✓
8.	MA		✓	✓
9.	M	✓		✓
10.	NT	✓	✓	
11.	NF	✓	✓	✓
12.	NPA		✓	✓
13.	PL	✓	✓	✓
14.	PSA	✓	✓	✓
15.	RRH	✓		✓
16.	RWA	✓	✓	
17.	RR	✓	✓	✓
18.	RP	✓		✓
19.	SYMP			✓
20.	SQBF	✓	✓	✓

FIELD NOTE

Cycle	Note
	- Most Students are lazy to take Part in activities - Students are Still Confused about taking the test
Cycle I	- The Students began interest Following the lesson - The Students began understand but they Still Confused
Cycle II	- Most of the Students were interest in the learning Process - Most of Students were understand the material - The Students more active during in this learning Process.

PRE-TEST

Name : Flora Setia ningsih
Class : XI mm

(20)

Complete the dialog based on what you have heard.

Dialog1

Dian: Morning Abdul. How are you?

Abdul: Morning, Dian. I'm good. What about you?

Dian: I'm good too. Are you going to join the (1) _____ tonigh _____?

Abdul: Online meeting? I haven't heard anything about it.

Dian: You should (2) Check your Phone. Our group chat has shared the information about it.

Abdul: Sorry, I don't have my phone with me now. I think (3) you shoot me about it.

Dian: Ok. We will have an online meeting at 7 PM. You should (4) Click in the chat to join.

Abdul: I see. What are you going to discuss?

Dian: Our journalism club wants to keep making articles for students.

Abdul: That's good idea. We should invite Mr. Akbar, our advisor, to join the meeting.

Dian: We have contacted him and he has agreed to participate, you should attend it too.

Abdul: Ok. I'll join.

Dian: Good. One more thing. You (5) Shoot for the discussion.

Abdul: Sure

Dialog 2

Fajar: Hi, Rosa. Do you have a moment?

Rosa: Hi, Fajar. Sure, what is it?

Fajar: I saw your (6) _____ / — _____ on your channel yesterday. It's very good. So, I wonder if you can help me.

Rosa: Thanks. Then, what can I do for you?

Fajar: Let's (7) Duet and record it.

Rosa: That's brilliant! I would gladly help you. But, (8) Playing Conversation

Fajar: I have few original compositions. But, we can cover popular songs too.

Rosa: I see. How about (9) What Play first?

Fajar: All right. When we should we do it?

Rosa: How about (10) Next Sunday, in your house?

Fajar: O.K.

POST-TEST I

(70'

Name : Flora Setia ningsih

Class : XI mm

Video 1 https://vt.tiktok.com/ZSYavYATc

Riana: Hello, long time no see. How are you?

Lisa: I'm doing great. How about you?

Riana: I'm great too. Do (1) __You have any Plans to night__

Lisa: No, not really. Why?

Riana: You know, it's been a long time since (2) __We have Seen each other__ Why don't we go out for

dinner or something?

Lisa: Oh, I have a (3) __night Sit__ .

Riana: What time will you finish work?

Lisa: Around 9 o'clock, is this (4) __too late For you?__

Riana: 9:00 It's not too late. Let's go for a movie.

Lisa: (5) _____ .

Riana: Great. See you at 9 pm.

Video 2 https://vt.tiktok.com/ZSYa7sx1r/

Martyn: Is Alice available?

Alice: Yup, Alice is speaking. Who is this?

Martyn: Hey, Alice. I've (1) __Called you a hundred times__ today.

Alice: Martyn? Sorry, I was busy doing something. My apologies. (2) __Please don't be mad at me__ .

Martyn: It's okay. I'm not immature like that. No worries.

Alice: So, did you need something or what happened?

Martyn: Do you want to do something tomorrow?

Alice: (3) __Some think what__ ? Is there somewhere special you want to go?

Martyn: How about a movie? It's (4) __been a long time since We've been__ to a movie theater.

Alice: A movie sounds good.

Martyn: Great. I (5) __WILL pick yo up tomorrow__ .

Alice: What time?

Martyn: Around 10?

Alice: Okay, see you tomorrow.

POST-TEST II

Name :

Class :

Video 1 https://vt.tiktok.com/ZSYavFm27/

Marta: What do you want to do today?

Vina: I have no plan yet. Do you have any suggestions?

Marta: Want to go shopping?

Vina: I just want to go window shopping. My payday is next week.

Marta: It is okay. Though today (1) _there is a big Sale_ .

Vina: Really? I haven't heard about it yet.

Marta: (2) _I Just chat_ on Twitter.

Vina: It sounds amazing.

Marta: Should I ask Lily to go with us?

Vina: Why not? (3) _Shoot bee Fun_ !

Marta: It has been a long time since I've been shopping with her. (4) _I will buy her something_

Vina: (5) _You are a great Sister_ . Phoebe is never bought me any clothes.

Marta: Let me ask Lily. She will be very excited.

Video 2 https://vt.tiktok.com/ZSYa7cbj4/

Anna: Would you like to go to the cinema with me this weekend?

Bella: I would love to, (6) _but I have a plant_ .

Anna: What will you do?

Bella: I will (7) _Spend time with my grandma_ , it has been 2 years since I saw her.

Anna: Why?

Bella: She lives in Europe. I wanted to visit her, (8) _but I've had no time yet_ Now she will be back in New York for a couple of days.

Anna: When will she arrive?

Bella: (9) _This Friday evening_ .

Anna: Oh, okay. I see. Maybe we can go **next** week.

Bella: Yeah. I'm so sorry.

Anna: That's fine. I understand. Don't worry, (10) _have a great time with your grandma_

Bella: Sure, thank you.

DOCUMENTATION

Pre-Test

Cycle I
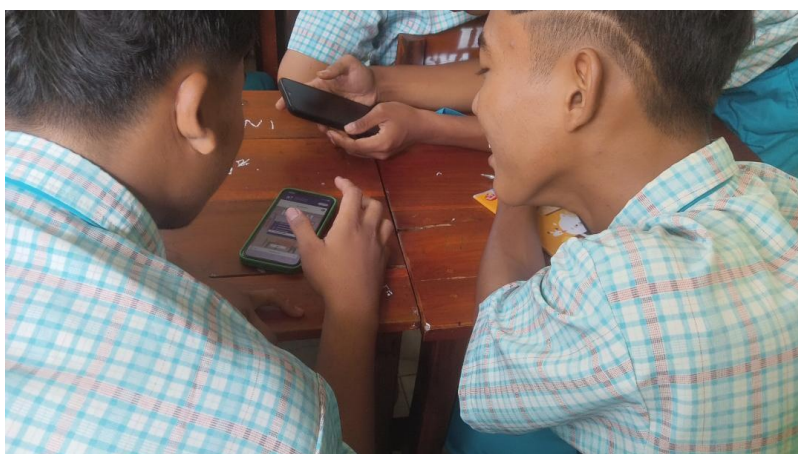
Post-test I

Cycle II

Post-test II

FACILITIES AND INFASTUCTURE OF SMK MA'ARIF 04

DARURROHAMAH

No.	Facilities	Total
1.	Computer lab	1
3.	Automotive workshop	1
4.	Library	1
5.	Futsal field	1
6.	Volley field	1
7.	Mosque	1
8.	Classroom	9
9.	Office school	1
10.	Hall	1
11.	Canteen	1
12.	Toilet	4
13.	Parking area	1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-612/In.28/S/U.1/OT.01/06/2024

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

Nama	: WULAN NUR ANDINI
NPM	: 2001051045
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051045

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, 10 Juni 2024
Kepala Perpustakaan

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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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 Progrram Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama   : Wulan Nur Andini
NPM   : 2001051045
Program Studi   : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Juni 2024
Ketua Program Studi TBI

Dr. Much Deiniatur.M.Pd.I
NIP. 198803082015031006

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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-2139/In.28/D.1/TL.00/05/2024
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK MAARIF NU 04
DARURROHMAH
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2138/In.28/D.1/TL.01/05/2024, tanggal 13 Mei 2024 atas nama saudara:

Nama   : **WULAN NUR ANDINI**
NPM   : 2001051045
Semester : 8 (Delapan)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK MAARIF NU 04 DARURROHMAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK MAARIF NU 04 DARURROHMAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS LISTENING SKILL BY USING SHORT VIDEO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE OF SMK MAARIF 04 DARURROHMAH".

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Mei 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PONDOK PESANTREN DARURROHMAH
SEKOLAH MENENGAH KEJURUAN (SMK) MA'ARIF NU 04 DARURROHMAH
PROGRAM STUDI : TEKNIK KENDARAAN RINGAN (TKR),DKV / MULTIMEDIA
AKUNTANSI Dan KEUANGAN LEMBAGA
Alamat : Jalan Raya Banding Sukadana-Srikaya RT.01 RW.01 Dusun Banding Desa Sukadana
Kecamatan Sukadana Kabupaten Lampung Timur

NPSN : 10814085	NSS : 402120409027	NIS : 400270

SURAT KETERANGAN
Nomor : 421.1/080/SMK.M.NU.04.DR/06/2024

Berdasarkan surat masuk Nomor : B-2139/In.28/D.1/TL.00/05/2024 pada tanggal 13 Mei 2024 tentang Izin pelaksanaan Research Di SMKS Ma'arif NU 04 Darurrohmah dalam rangka penyelesaian Tugas Akhir / Skripsi mahasiswi atas nama :

Nama	: **WULAN NUR ANDINI**
NPM	: **2001051045**
Semester	: **8 (Delapan)**
Jurusan	: **Tadris Bahasa Inggris**
Judul	: **IMPROVING STUDENTS LISTENING SKILL USE OF SHORT VIDIO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE AT SMK MA'ARIF NU 04 DARURROHMAH**

Pada prinsipnya kami memberikan izin dilakukanya RESEARCH di SMK Ma'arif NU 04 Darurrohmah oleh mahasiswa tersebut di atas guna untuk memenuhi Tugas Akhir Di IAIN Metro Lampung. Dan akan kami berikan fasilitas serta bantuan data-data yang dibutuhkan demi kelancaran pelaksanaan kegiatan tersebut.

Demikian surat keterangan ini kami berikan dan agar dapat dipergunakan sebagaimana mestinya.

Sukadana Tengah, 12 Juni 2024
Kepala Sekolah,

ROHMAN, M.Pd.I

ANDIN SKRIPSI new turnitin.docx

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Metro, Jun 2024

Dr. Much DEINIATUR, M. Pd. B. I

NIP. 19880306 201503 1 006

ANDIN SKRIPSI new turnitin.docx

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

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

Nama : Wulan Nur Andini   Program Studi : TBI
NPM : 2001051045   Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jum'at 07/24 /06	✓	abstract → Revise table of Contents	
2	Senin 10/24 /06	✓	Chapter I : Revise	
3	Selasa 11/24 /06	✓	Chapter II : elaborate the thesis	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308201503 1006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Wulan Nur Andini   Program Studi : TBI
NPM : 2001051045   Semester   : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4	Rabu 12/24/06	✓	Chapter III : data source Specify the Primary & the Secondary	
5	Jum'at 14/24/06	✓	Chapter IV Step acting based on the theories	
6	Kamis 20/24/06	✓	Revision is ok Acc for Munaqosyah	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

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Nomor   : 1981/In.28.1/J/TL.00/04/2024
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**WULAN NUR ANDINI**
NPM	:	2001051045
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	IMPROVING THE STUDENTS LISTENING SKILL BY USING SHORT VIDEO ON TIKTOK APPLICATION OF THE ELEVENTH GRADE OF SMK MAARIF 04 DARURROHMAH

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, 29 April 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.

CURRICULUM VITAE

Wulan Nur Andini was born in Nganjuk, East Java, on May 2nd, 2002. She lives in Sukadana, East Lampung. She is a daughter from the couple named Mr. Sugito and Mrs. Kristina. She took her Elementary School for 6 years at SDN 07 Labuhanratu, East Lampung. She continued her study at MTs El-Qodar Labuhanratu, East Lampung, for 3 years. After she graduated from Junior High School, she decided to continue her study for 3 years at SMK Ma'arif Nu 04 Darurrohmah, Sukadana, East Lampung. Then she was registered as an S1 student of English Education Department in State Institute for Islamic Studied (IAIN) Metro 2020-2024. She was acquired a substantial amount of experience during her tenure at IAIN Metro, and she anticipates that the knowledge she has accumulated thus far will prove invaluable in her future life.