ENHANCING TENTH GRADE STUDENTS' SPEAKING COMPETENCE BY IMPLEMENTING DIGITAL STORYTELLING THROUGH TIKTOK APP AT SMAN 3 JEMBER IN 2024-2025 ACADEMIC YEAR

THESIS



By:

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TATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING ENGLISH EDUCATION PROGRAM APRIL 2025

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English Education Program



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THESIS

It has been examined and approved by the board of examiners in fulfillment of the requirements for Bachelor Degree in Education (S.Pd.)

Faculty of Tarbiyah and Teacher Training

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PARULTAS TARBITANI
DON HAW RECURLAND

BER

MOTTO

يَايُّهَا الَّذِيْنَ أَمَنُوا اتَّقُوا اللهَ وَقُوْلُوْا قَوْلًا سَدِيْدًا ﴿ إِنَّ اللَّهِ وَقُولُوا قَوْلًا سَدِيْدًا ﴿ إِنَّ اللَّهِ اللَّهِ وَقُولُوا قَوْلًا سَدِيْدًا ﴿ إِنَّ اللَّهُ وَقُولُوا قَوْلًا سَدِيْدًا ﴿ إِنَّ اللَّهُ عَالَمُ اللَّهُ عَالَمُ اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهُا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهَا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهُا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهُا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهُا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهِا اللَّهُ عَلَيْهِا اللّهُ عَلَيْهِا اللَّهُ عَلَيْهِا عَلَيْهِ عَلَّهُ عَلَيْهِ عَلَ

Meaning: "O you who believe, fear Allah and speak the truth."

(QS. Al-Ahzāb: 70)*



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*Mohammad Nurul Yaqin and Sumedi, "The Principles Of Islamic Education Management In Shaping Noble Character From The Perspective Of Surah Al-Ahzab 33:70," *Transformational Language Literature And Technology Overview In Learning (Transtool)* 3, no. 1 (2023): 30.

DEDICATION

I respectfully dedicate this thesis to Mr. Budiasa and Mrs. Faizah, my beloved parents, who have work tirelessly to realize the dream of seeing the first child get a bachelor's degree, always guide me with love and sincerity, and praying for me at every step. May Allah SWT bless your struggle, and may you be given a long and healthy life to see your son achieve his dreams. I would like to thank my younger brother, who always entertains when experiencing unhinged.

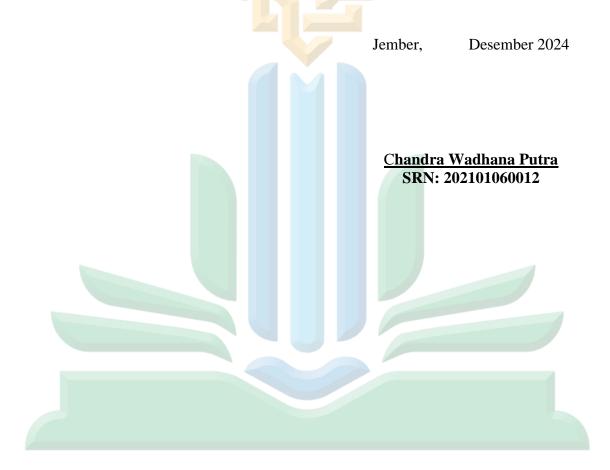
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The author realizes that this thesis has not yet reached perfection, both in terms of writing and language. Therefore, the author welcomes criticism and suggestions aimed at perfecting this thesis until it reaches perfection. Hopefully, this thesis will be useful for future researchers.



ABSTRACT

Chandra Wardhana Putra, 2024; Enhancing Tenth Grade Students' Speaking Competence by Implementing Digital Storytelling Through Tiktok App at SMAN 3 Jember in 2024-2025 Academic Year

Keyword: Digital storytelling, Speaking competence, Tiktok app

Speaking is one of the key ability in expressing language orally. Speaking competence helps students in forming meaningful utterances to convey their ideas and thoughts through language. This ability is an important aspect that students must master as a basis for learning further languages. In the context of English, speaking competence has a very significant role. Therefore, the main objective of learning speaking competence is to develop students' ability to communicate effectively using English.

The purpose of this study is to improve students' speaking competence by using digital storytelling strategy through TikTok application in grade 10 SMA Negeri 3 Jember which has problems such as poor pronunciation, mother tongue interference, limited vocabulary, and poor grammar. These problems cause students to lack confidence and fear of making mistakes. This condition generally occurs due to a lack of speaking practice in the learning process. The research question of this study is How can the application of Tiktop application improve students' speaking competence at SMA Negeri 3 Jember?

This research uses Classroom Action Research (CAR). The research design is a collaborative CAR adapted from Stephen Kemmis and Robin Mc. Taggart (1988) which has four stages, namely, planning, implementation, observation and reflection. The participants of this study were 10th grade students of Senior High School 3 Jember, totaling 35 students. This research was conducted in 1 cycle with data collection techniques using observation, interviews, and speaking test. In this study there are several aspects of speaking that are assessed, namely, pronunciation, grammar, vocabulary, and fluency. This research used content validity which involves English teachers as research validators. The success criteria of the research used are when all students reach 75% of the minimum completeness criteria (KKM) that it 75 determined by the school.

In the pre-cycle, the average score of students was 60.8, and only 8.57% or 3 students met the minimum completeness criteria (KKM) 75. After the cycle, the results showed that the average score of students' speaking competence was 79.8. Out of the total number of students, 30 students, or 85.71%, achieved the Minimum Completeness Criteria (KKM) with a score of 75, while only 5 students did not reach the Minimum Completeness Criteria (KKM). It can be stated that this research was successful. Based on the results of observations and interviews, it can be concluded that the implementation of digital storytelling strategies with the tiktok application can improve students' speaking competence in English.

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CHAPTER I INTRODUCTION

This chapter presented an introduction of the research. The part of this chapter are: the research background, the research question, the research objective, the significance of the research, the action hypothesis, and the definition of key terms.

A. Research Background

Speaking competence are important for students to master in learning English because they can affect their ability to convey their mindset, thoughts and feelings about experiences and various information. According to Nurlaela, Speaking competence are important, and it is required ability to communicate with others.² Moreover, Tarigan said that speaking competence are the ability to utter articulated sounds or words to express or convey thoughts, ideas, and feelings.³ Based on those explanations from the experts, it can be said that speaking is very important. However, as it is very important speaking is considered to be very complex ability.

Speaking competence are very complex; there are so many things to be considered in learning speaking, and for this reason, it is very difficult to learn it. According to Hurlock in Hera, difficulties in learning speaking competence

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² Nurlaelah and Geminastiti Sakkir, "Model Pembelajaran Respons Verbal dalam Kemampuan Berbicara," *Edumaspul: Journal Pendidikan* 4, no. 1 (March 2020): 114.

³ Henry Guntur Tarigan, *Prinsip-Prinsip Dasar Metode Pembelajaran dan Pembelajaran Bahasa* (Bandung: Angkasa, 1990), 134.

has two factors affecting, namely internal and external factors.⁴ Internal factors in learning speaking competence include physical disorder, mental imbalance, and emotion. External factors in learning speaking competence are the students' lack of interest in learning and the influence of the students' environment. Those factors make it difficult for students to learn speaking competence.

According to Penny, some difficulties are common for students in learning speaking competence, such as, students often feel embarrassed or afraid of making mistakes due to low language ability, fear of negative judgment, or past negative experiences.⁵ A lack of vocabulary and grammar knowledge also makes it difficult for students to express themselves fluently, leading to frustration and hesitation. Additionally, interference from their mother tongue can be a significant barrier, especially when the structure or grammar of their native language differs greatly from the target language, resulting in imprecise sentences. The lack of practice opportunities, both inside and outside the classroom, further hinders their ability to use the target language in real communication.

Other factor that can affect students' difficulties, such as poor motivation, psychological barriers like anxiety and fear of ridicule, and an unsupportive learning environment, also contribute to students' reluctance to speak. A classroom that is too formal or where teachers frequently correct mistakes can make students feel pressured. Teaching methods that are

⁴ Hera Apriliana Putri Aritonang, "Analisis Faktor Penghambat Kemampuan Berbicara Siswa Kelas Rendah di Sekolah Dasar" (Thesis, Universitas Jambi, 2023), 18.

⁵ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1991), 121.

monotonous or fail to actively engage students reduce opportunities for speaking practice, leading to boredom and disinterest. The incompatibility of learning materials, where topics are too difficult or irrelevant, further decreases students' motivation to participate. Time limitations in class often prevent adequate focus on speaking competence, as other ability like reading and writing tend to receive more attention. The factors explained are similar to Dewantara's statement that several factors influence barriers to learning speaking competence, including teaching and learning habits, motivation, student understanding and support from the environment.6

Based on the results of the first observation in the tenth grade of Senior High School 3 Jember, it was found that there are so many problems faced by the students in speaking. During preliminary observations and interviews with students and English teacher, several problems were found in the process of learning and teaching English, namely, poor pronunciation, limited vocabulary, poor grammar, and mother tongue interference. These problems cause students to lack confidence and fear of making mistakes. This condition generally occurs due to a lack of speaking practice in the learning process. Addressing these issues will require a more interactive, engaging, and supportive teaching approach that encourages students to actively participate and feel confident in their ability to speak English. Therefore, this study uses a digital storytelling strategy through tiktok to give a solution for this problem.

⁶ I Putu Mas Dewantara, "Identifikasi Faktor Penyebab Keterampilan Berbicara Siswa Kelas VIIE SMPN 5 Negara dan Strategi Guru untuk Mengatasinya," *ejournalpasca.undiksha*, vol. 1, no. 2 (2012): 5, https://ejournalpasca.undiksha.ac.id.

Digital storytelling is a storytelling activity where someone visualizes a fictional or non-fictional story that is packaged digitally. Digital means a social media platform as a tool for students to assign the results. Holzberger in Mawar said that digital-based learning is a process that uses media such as images and videos through the internet. Digital learning media has benefits for a teacher, including as a teaching aid that can be used to facilitate the delivery of material and is a new method to improve learning and a more pleasant classroom atmosphere. A fun classroom atmosphere is an important thing that must be created to optimize the learning process, if students are bored to learn it is certain that these students will not get any results from the learning they have done. This study uses TikTok application as a digital media which it is interesting learning activity that can make the students' improve their ability.

Currently, the innovative learning media that teachers can use is social media. TikTok is one of the social media that can be an option as a learning media. The TikTok app is an audio-visual based media where users can upload, edit and share videos. Many features are available in this app that make it possible to utilize this app as a learning media. For speaking competence, users

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⁷ Sandi Ferdiansyah, Dana Kristiawan, and Michelle Picard, "Promoting Vocabulary Building, Learning Motivation, and Cultural Identity Representation through Digital Storytelling for Young Indonesian Learners of English as a Foreign Language," *Iranian Journal of Language Teaching Research* 10, no. 1 (January 2022): 21, https://eric.ed.gov/?id=EJ1329985.

⁸ Mawar Sari and Dwi Nandita, "Media Pembelajaran Berbasis Digital untuk Meningkatkan Minat Belajar pada Mata Pelajaran Bahasa Indonesia," *Journal Dharmawangsa* 18, no. 1 (January 2024): 209.

⁹ Dian Novita Sari Chandra Kusuma and Roswita Oktavianti, "Penggunaan Aplikasi Media Sosial Berbasis Audio Visual dalam Membentuk Konsep Diri (Studi Kasus Aplikasi TikTok)," *Journal Untar* 4, no. 2 (October 2020).

can utilize the voice and video recording features and then modify them with the available filter features.

There have been many studies on TikTok social media as an innovative learning media. One of them is research from Anggi, Naura and Riska with the title "Utilizing Titkok Application as Media for Learning English Pronunciation". The study states that the TikTok application can be a source of knowledge and an innovative, and interesting learning media. Mamluatul Hikmah and Haryadi also stated that the TikTok application has an easy way to operate so that teachers and students are able to take advantage of the features available. Therefore, choosing tiktok as a learning alternative can be a solution to conventional learning.

The next previous research is from Rubini, Kung, Melor with the title "Hear Me Out! Digital Storytelling to Enhance Speaking Skills" conducted a research using digital storytelling strategy using video scribe media to improve speaking skills. The results of his research revealed that digital storytelling and video scribe media can improve students' speaking skills and also make learning innovative and fun. ¹² From several previous studies, this research does the same thing by using digital storytelling and digital media to improve students' speaking competence. However, this study has differences from the materials

¹⁰ Anggi Pratiwi, Naura Ufairah, and Riska Sopiah, "Utilizing Titkok Application as Media for Learning English Pronunciation," *Proceedings of the International Conference On Education of Suryakancana* (January 2021): 172.

¹¹ Mamluatul Hikmah and Haryadi, "Aplikasi TikTok sebagai Alternatif Media Pembelajaran Bahasa Indonesia Keterampilan Berbicara untuk Siswa SMA," *Journal Literasi* 6, no. 2 (October 2022): 373.

¹² Precinta Rubini A/P P. James, Kung Lian Yong, and Melor Md. Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 9, no. 2 (March 2019): 191.

and digital media used. Therefore, researchers conducted this study to improve students' speaking competence by implementing digital storytelling through the TikTok application.

The difference between this study and previous studies in digital media, materials used, and research methods. If previous studies used digital storytelling in general or applications such as Video Scribe, this study specifically focuses on using the TikTok application as a media to implement digital storytelling with procedure text material. In addition, this study uses the Classroom Action Research method to improve students' speaking competence through the implementation of digital storytelling with unique features from TikTok, so this research is different and more specific compared to previous studies. This research was conducted in one cycle because after going through the stages of planning, action, observation, and reflection, the criteria of success had been achieved, as indicated by the students' post-test results.

Thus, according to the theoretical perspectives and previous research that have been explained and examples of previous research. Digital storytelling has a role and potential to develop students' speaking competence. Based on the above background, the researcher is interested in study to explore Digital Storytelling through Tiktok App can enhance students' speaking competence.

B. Research Question

Based on the research background and research problems above, the researcher focuses on the following research questions: How does the

implementation of Tiktop App improve students' speaking competence at Senior High School 3 Jember?

C. Research Objective

Based on the research questions above, the purpose of this study is to explore how digital storytelling through TikTok App can enhance students' speaking competence.

D. Action Hypothesis

Based on the research objectives above, the resulting hypothesis is that there is a possibility that if researchers use digital storytelling strategies with the TikTok application, students' speaking competence will improve. Then, students become more fluent, understand grammar, and become confident in speaking. This kind of learning method is considered effective to help improve students' speaking ability. With learning methods that are innovative, fun, and also interesting for students so that they can optimize learning outcomes. Theories and previous researchers also show that this approach helps student learning to be more optimal. It is expected that by using this learning approach students can improve their speaking competence.

E. Research Significance

The researcher hopes that this research can contribute to the field of education, as follow:

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1. Theoretical Significance

This research is expected to provide knowledge and insights for English teachers, language education students, and learning practitioners who want to understand the implementation of digital storytelling in improving speaking competence, especially in the aspects of pronunciation, vocabulary, grammar, fluency, and courage to speak english. In addition, the results of this study can be an additional reference in the development of technology-based learning strategies in the educational environment, as well as a motivation for educators to adopt digital storytelling methods in improving students' speaking competence.

2. Practical Significance

a. For Teachers

This study is expected to be a source of information for teachers related to improving students' speaking competence after using digital storytelling. In addition, the results of this study are expected to be useful and help teachers who have problems in learning speaking competence.

b. For Future Researcher

This research is expected to be an inspiration, reference and information for future researchers on the same topic. The researcher hopes that all the limitations in this study can be improved by future researchers to further explore the strategies used by students to further improve their speaking competence in the future.

F. The Definition Of Key Terms

- 1. Speaking Competence: Speaking competence in this research is the ability to utter articulations or words to express, state, or convey thoughts, ideas, and feelings. In this study, speaking competence is the main skill targeted for improvement, as it plays a crucial role in enabling students to express their thoughts, ideas and opinions effectively in English. Improving speaking competence is essential to support students to become more confident and communicative language users, especially in academic and social contexts.
- 2. Digital Storytelling: Digital storytelling in this research was a way of delivering fiction or non-fiction stories accompanied by images, text, audio or video. Digital storytelling emerged during the advancement of learning technology that utilizes the internet platform to become a modern learning media and attract students' interest.
- 3. TikTok App: Tiktok in this study is a video-based social media learning platform. In this study, TikTok app is used as a learning media by encouraging students to create and share short videos about digital storytelling, thus allowing them to practice and improve their speaking competence in an interesting and innovative.

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CHAPTER II LITERATURE REVIEW

In this chapter, researchers discuss previous research and theoretical frameworks. In the previous research section, researchers explained several research references that were relevant to the topic of this research, while in the theoretical framework section explained the theories that could support this research. Further details regarding the discussion are given below:

A. Previous Study

The first study was conducted by Triwidyati and Pangastuti (2021) "Storytelling through the Tik Tok Application Affects Followers' Behaviour Changes" used qualitative methods in the form of information obtained from followers of the Tiktok application. the purpose of this study is to examine the effect of storytelling through the Tiktok application in changing follower behaviour. Based on the results obtained from this study, it was found that storytelling was effective in conveying messages of positive change and as it was, there was no fraud or engineering to the followers. Fraud or engineering to the followers and came up with very creative ideas.¹³

The second study was conducted by Khasturi, Yeo Kee, and Siva (2022)

"Speaking Skill Enhancement through Digital Storytelling among Primary School Student in Malaysia" used a collaborative quasi-experimental action

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Ending Triwidyati and Ria Lestari Pangastuti, "Storytelling through the TikTok Application Affects Followers' Behaviour Changes," *Jurnal Ekonomi dan Bisnis Jagaditha* 8, no. 2 (September 2021): 127.

research design collaborative action research design was adopted to measure research findings. One of the objectives of this study is to apply digital storytelling as a pedagogical approach in speaking classes in primary schools nationwide with an emphasis on promoting Tamil language skills to students. Action research was conducted with thirteen students aged between 7 and 8 years, in a national primary school, in Pasir Gudang district, Johor, on a pilot project. The results of his study showed a significant increase in students' observed comprehension and speaking skills. This study showed that digital storytelling is an effective pedagogical method to improve students' speaking skills in the classroom.¹⁴

The third study was conducted by James, Yong, and Yunus (2019) "Hear Me Out! Digital Storytelling to Enhance Speaking Skills" used a action research conducted based on the model proposed by Kemmis and McTaggart. The study was conducted with 20 Grade 4 students from a suburban school in Pahang, Malaysia. The purpose of this study was to examine how digital storytelling can improve students' English speaking skills and their attitudes towards using digital storytelling as a means to improve their speaking skills. The findings showed that students' speaking skills improved after making videos of their writing, and they had positive perceptions towards digital storytelling. Therefore, teachers can consider using digital storytelling as a

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¹⁴ Khasturi Ramalingam, Yeo Kee Jiar, and Siva Mathiyazhagan, "Speaking Skills Enhancement through Digital Storytelling among Primary School Students in Malaysia," *International Journal of Learning, Teaching and Educational Research* 21, no. 3 (March 2022): 22.

teaching approach to improve students' English proficiency and encourage their enthusiasm for speaking the language. 15

The fourth study was conducted by Viknesh and Melor Md (2022) "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19" used a quasi-experimental study with pre-test and post-test as well as questionnaires used as data collection methods. This study aimed to investigate the use of Toontastic 3D, a digital storytelling app to improve students' speaking skills. This study findings revealed that the potential benefits were positive and showed that digital storytelling encouraged motivation, curiosity and instilled confidence in their speaking skills in English. Therefore digital storytelling, especially in the COVID 19 era can be utilised as an effective learning tool to create dynamic learning that stimulates students to actively participate in the speaking classroom. ¹⁶

The fifth study was conducted by Juan and Hazel (2021) "Authentic Digital Storytelling as Alternative teaching Strategy to Develop Speaking Skills in EFL Classes" used a quantitative paradigm by giving a survey to analyze participants' perceptions about daily speaking activities carried out in class. The research aims to determine the effectiveness of authentic digital storytelling as an alternative strategy to improve speaking in EFL classes at university level. This study conveyed a survey of the majority of participants recognizing the

¹⁵ Precinta Rubini A/P P. James, Kung Lian Yong, and Melor Md. Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 9, no. 2 (March 2019): 191.

¹⁶ Viknesh Nair and Melor Md. Yunus, "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID-19," MDPI Journal 14, no. 15 (July 2022): 1–19.

importance of authentic communicative strategies to improve speaking skills. findings from this research indicate that authenticity significantly improves students' skills.¹⁷

Based on the above paragraphs, it can be concluded that the previous research shows that researchers have studied the application of digital storytelling to improve students' language skills with a specific focus to be improved. whereas this research is focused on how tenth grade senior high school students can improve their speaking pronunciation through digital storytelling using the classroom action research method by Stephen Kemmis and Robin Mc. Taggart (1988).

¹⁷ Juan Arroba and Hazel Acosta, "Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes," *LEARN Journal: Language Education and Acquisition Research Network* 14, no. 1 (October 2020): 317–343.

Table 2. 1
The Similarities and Differences between Previous Research and This Research

1	2	3	4
No.	Reseacher's Name and Title	Similarities	Differences
1.	Triwidyati and Pangastuti (2021) "Storytelling through the TikTok Application Affects Followers' Behaviour Changes".	 Using storytelling media to enhance students' speaking skills. Using TikTok application as a tool to upload students' storytelling. 	1. The purpose of this study is to examine how storytelling through TikTok can affect followers' behavior changes, while the purpose of the researcher's study is to examine whether the implementation of digital storytelling can enhance students' speaking skills.
			2. This study uses a qualitative method, while
IV	ERSITAS	ISLAM	the researcher's method is using classroom action research.
2. H	Khasturi, Yeo Kee, and Siva (2022) "Speaking Skill Enhancement through Digital Storytelling among Primary School Students in Malaysia".	1. Using storytelling media to enhance students' speaking skills.	1. This research used a quasi-experimental research method, while the researcher used a classroom action research method.

	1	2	3	4
	No.	Reseacher's Name and Title	Similarities	Differences
				2. This research was conducted in Malaysia, while the researcher's conducted in Indonesia.
				3. The research participants of this research are primary students, while the researcher research participants are senior high school students.
				4. This study used a mobile application named
				KaniMani as a tool for digital storytelling, while the researchers used a mobile
UN	IV	ERSITAS	ISLAM	a moone application named TikTok as a tool for digital storytelling.
KIAI	3.	James, Yong, and Yunus (2019) "Hear Me Out! Digital Storytelling to Enhance Speaking Skills".	1. Using storytelling media to enhance students' speaking skills.	1. This research was conducted in Malaysia, while the researcher's conducted in Indonesia.

1	2	3	4
No	o. Reseacher's Name and Title	Similarities	Differences
		2. Using classroom action research as a research method.	2. The research participants of this research are secondary school students, while the researcher research participants are senior high school students.
			3. This study used a mobile application named VideoScribe as a tool for digital storytelling, while the researchers used a mobile application named TikTok as a tool for digital storytelling.
4.	. Viknesh and Melor Md	1. Using	1. This research
UNI	(2022) "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19".	storytelling media to enhance students' speaking skills.	used a quasi- experimental research method, while the researcher used
KIAI F	HAJI ACI	HMAD	a classroom action research method.
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1	2	3	4
No.	Reseacher's Name and Title	Similarities	Differences
			2. This research was conducted in Malaysia, while the researcher's conducted in Indonesia.
			3. The research participants of this research are student on learners' age at 11 years old
			with intermediate and low levels of English, while the researcher research
			participants are senior high school students.
			4. This study used a mobile application named Toontastic 3D as
UNIV	ERSITAS	ISLAM	a tool for digital storytelling, while the researchers used a mobile
AI H	AJI ACI	HMAD	application named TikTok as a tool for digital

Juan and Hazel (2021) 1. Using This research 5. "Authentic Digital storytelling used a quasimedia to enhance Storytelling as experimental Alternative Teaching students' research method, Strategy to Develop speaking skills. while the Speaking Skills in EFL researcher used Classes". a classroom action research method. 2. This research was conducted in Ecuador, while the researcher's conducted in Indonesia. 3. The research participants of this research are 16 teachers an 50 EFL students, while the researcher research participants are senior high school students. 4. This study used a mobile application named Youtube as a tool for digital storytelling, while the researchers used a mobile application named TikTok as a tool for digital storytelling.

Based on Table 2.1 shows the differences and similarities between this research and previous studies. Many previous studies have researched digital storytelling and digital media. The results of previous studies showed the effectiveness of using digital storytelling and digital media in improving students' speaking skills. From several previous studies, this research does the same thing by using digital storytelling and digital media to improve students' speaking competence. However, this study has differences from the materials and digital media used. Therefore, researchers conducted this study to improve students' speaking ability in explaining text procedures by using digital storytelling through the TikTok application.

B. Theoretical Framework

1. Teaching of English

Teaching of English is the process of teaching English as a Foreign Language or English as a Second Language to students to develop their ability to effectively use the language. This teaching process can be divided into several aspects of language skills, as follow: 19

a. Listening

In listening ability, students are trained to distinguish word sounds and word usage, identify grammatical structures, and understand parts or whole utterances that have a complete meaning. In addition,

¹⁸ Arif Widagdo, "Pengajaran Pengucapan Kata Bahasa Inggris: Tantangan Mengajar EFL di Negara yang Tidak Berbahasa Inggris," *Jurnal Kreatif: Jurnal Kependidikan Dasar* 12, no. 1 (November 2021): 225.

¹⁹ Yeti Mulyati, *Keterampilan Berbahasa Indonesia SD*, in *Hakikat Keterampilan Berbahasa* (Jakarta: Universitas Terbuka, 2015), 10-15.

students are also taught to connect linguistic cues with paralinguistic cues, such as intonation and voice stress, as well as non-linguistic cues, such as gestures or objects that are relevant in a particular context, to build or understand meaning as a whole. In listening skills, students are trained to distinguish word sounds and word usage, identify grammatical structures, and understand parts or whole utterances that have intact meaning. In addition, students are also taught to connect linguistic cues (intonation and voice stress), as well as non-linguistic cues (gestures or relevant objects in a particular context) to understand a meaning.

b. Reading

Reading is an activity that involves comprehending written symbols, where memory, eye movements, and mental speech play an important role to construct a narrative and interpreting the text accurately. It is necessary for the students to get the information contained in the text. On reading students have to draw meaning from print page and interpret the information appropriately.

c. Writing

Writing is one of the skills that allow individuals to convey ideas, ideas, or information in writing. This activity not only involves the ability to string words together, but also requires an understanding of grammar, the use of appropriate vocabulary, and the ability to organize text logically so that the message to be conveyed can be

understood by the reader. In addition, writing is also an important means of expressing self-expression, sharing knowledge, or creating effective written communication.

d. Speaking

Speaking ability is one of the important skills that support effective verbal communication. This ability involves various aspects, such as the use of correct grammar, proper pronunciation of words, appropriate voice intonation, and fluency in conveying messages. By mastering speaking skills, one can express their ideas or opinions clearly and convey information.

2. Teaching of Speaking

Teaching speaking competence is an effort to teach students how to speak by selecting, establishing, and developing appropriate methods to achieve the desired learning outcomes.²⁰ Teaching speaking competence is one of the important aspects of language education, especially in an effort to improve students' speaking competence. Here are some approaches to teaching speaking competence:²¹

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ

²⁰ M. Deni Siregar, I Nyoman Sudiana, and Ida Bagus Putrayasa, "Strategi Guru dalam Meningkatkan Keterampilan Berbicara Siswa Kelompok B Taman Kanak-Kanak Kelayu Jorong," *Jurnal Golden Age* 6, no. 2 (December 2022): 595.

²¹ Sayid Muhammad Chaeder Muthahar and Khusnul Fatonah, "Strategi Guru dalam Pembelajaran Keterampilan Berbicara bagi Siswa Kelas VI di SDN Jatirangga II Bekasi," in *Prosiding Seminar Nasional Universitas Esa Unggul*, 2021, 407.

a. Contextual Approach

The contextual approach is a learning strategy that views that students can understand a lesson if they can absorb the meaning of the learning received and connect new information and then associated with previous knowledge based on their experience.

b. Role Playing Approach

The role playing approach is a learning strategy by assigning students to play a character in the content or event. Students are given a specific scenario and act as a character in the conversation. This method not only hones speaking competence, but also listening, responding, and understanding ability.

c. Storytelling Approach

The storytelling approach is a storytelling activity carried out by someone through oral to other people about what needs to be conveyed through the form of information, messages or a tale in the form of a story that can be listened to with a sense of fun. This approach is suitable to be applied in learning speaking competence because there are advantages in applying this method, namely:

- Improving speaking competence through storytelling can train such as pronunciation and fluency.
- 2) Storytelling is a fun and engaging activity that stimulates learning.
- 3) Storytelling also builds students' confidence to perform in front of the public.

d. Communicative Approach

The communicative approach is an activity that emphasizes the use of language in real situations. Students are invited to speak through conversations, group discussions, or simulations that reflect everyday life situations. The goal is for students to feel comfortable using the language in a relevant context.

e. Media Approach

The media approach is a tool to present the material completely so that it supports the achievement of learning objectives. Choosing the right learning media is very important because it serves to attract students' interest in learning material.

3. Speaking Competence

a. Definition of Speaking Competence

Competence are the abilities possessed by a person in carrying out a particular activity or series of activities. In general, ability can be interpreted as the potential possessed by a person to carry out a particular activity. According to Philip Toner, in general ability are productive assets that are owned and obtained by a person through learning activities.²²

According to Burns and Joyce in Taryono et.al, speaking is a process of making meaning that involves production, reception and

²² Phillip Toner, Workforce Skills and Innovation: An Overview of Major Themes in the Literature (Sydney: University of Sydney, January 2011), 121.

information orally.²³ According to Chaney in Nury, speaking is a process of conveying words verbally and non-verbally.²⁴ Therefore, speaking competence are the key to being able to communicate as a means to create discussions, debates, and also convey ideas or information. Maxom in Sarip stated that speaking is a ability that must be learned in teaching English, without speaking it is impossible for someone to master a language.²⁵ This can be interpreted that speaking is an important ability to interact, create better relationships, and also to obtain information in the teaching and learning process. In the 2013 curriculum, speaking competence remain one of the competencies that students must master.

Competence are a person's ability to perform particular activities or a series of activities. Speaking competence are very important for communicating, discussing, debating, and conveying ideas or information. Mastering speaking competence is very important for teaching English, interacting, and obtaining information. In the 2013 curriculum, speaking competence remain a competency that students must master. Overall, speaking competence are a productive asset when

23 Taryono, Damrah Nasution, and Audi Yundayani, "Peningkatan Keterampilan Berbicara Siswa melalui Teknik Diskusi Kelompok Kecil." in *Prosiding Seminar Nasional Pendidikan STKIP*

Siswa melalui Teknik Diskusi Kelompok Kecil," in *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, (Jakarta, October 2019).

²⁴ Nury Kurnia, "The Application of Four Corner Debate to Teach Speaking," *Linguistic English Education and Art (LEEA) Journal* 1, no. 2 (June 2018): 105.

²⁵ Sarip Hidayatullah, "The Correlation Between Students' Grammar Mastery and Their Speaking Accuracy at the First Semester of the Tenth Grade of SMAN 01 Lemong Pesisir Barat in the Academic Year of 2016/2017" (thesis, University Islamic of Raden Intan Lampung, October 2018), 16.

conveying ideas or information orally that is obtained through learning activities.

b. Aspect of Speaking

Speaking competence have several aspects that are used to combine or step in learning to speak, namely pronunciation, grammar, vocabulary, and fluency. This statement is the same as that conveyed by Brown in Satriawan that in speaking there are several elements of speaking competence.²⁶

There are five aspects of speaking competence:

- 1) Pronunciation, is how someone articulates a word correctly.

 Pronunciation as a basic learning to master speaking competence,
 because speaking in English requires good pronunciation. If the
 pronunciation is good then the meaning conveyed orally is easy to
 understand.²⁷
- 2) Grammar, defined as the rules for constructing sentences in a language, which generally have a fixed structure or system for creating regular sentences. Roberts in Amri states that grammar is a

set of structures used when constructing sentences.²

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²⁶ Ketut Satriawan and I Made Perdana Skolastika, "The Analysis of Students' Speaking Ability in Speech at English Literature Department of Mahasaraswati Denpasar University," *BULLET: Jurnal Multidisiplin Ilmu* 2, no. 3 (June 2023): 740.

²⁷ Mohammad Syarif Hidayatullah, "Improving Students' Pronunciation Through Western Movie Media," *Journal Al-Lisan* 3, no. 1 (August 2018): 94.

²⁸ Amri Isyam and Yetty Zainil, "Meningkatkan Kemampuan 'Grammar' Mahasiswa Jurusan Bahasa Inggris FBS UNP Secara Lisan dan Tulisan," *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa* 4, no. 1 (December 2017): 2.

- 3) Vocabulary According to Rahmah, it is an understanding that must be learned when you want to be able to speak English. The characteristics of vocabulary are a collection of words used in competence such as reading, speaking, writing, and listening. If someone has limited vocabulary, it will be difficult to learn a language, because vocabulary is a very important aspect in learning a language.²⁹
- 4) Fluency, is the ability to speak without stuttering and fluently. Brown also explains that fluency is the ability to speak fluently and precisely without many pauses. A habit that can be said to be not fluent is when someone speaks as if stopping or pausing by saying "umm".³⁰

c. Types of Speaking Competence

According to Henry Douglas Brown, speaking has several types as follows:³¹

1) Imitative speaking: this type focuses on a person's ability to imitate words or phrases spoken by someone or audio. For example, a teacher dictates to students so they can practice pronunciation and intonation without needing to understand the meaning of the words.

²⁹ Nur Rahmah, Muh. Tahir, and Ahmad Talib, "The Effect of Vocabulary Mastery on Students' Reading Comprehension," *Journal of Excellence in English Language Education* 1, no. 1 (January 2023): 35.

³⁰ Henry Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Pearson Education, 2001), 268.

³¹ Henry Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (New York: Pearson Education, 2001), 271-274.

- 2) Intensive speaking; creating short sentence fragments that focus on grammatical accuracy, pronunciation, and intonation. Examples include speaking using specific patterns, controlled dialog, repetition of sentences with correct grammar so as to hone grammatically and pronunciation correct speaking competence.
- 3) Responsive speaking; answering briefly to questions or comments given by someone. Examples such as question and answer sessions, responding to statements so as to train the ability to be responsible in spesific situations.
- 4) Transactional speaking; focuses on the exchange of detailed information and thus uses many words. For example, simulating a specific situation in detail so as to train the ability to communicate accurately, clearly and structurally.
- 5) Interpersonal speaking; social interaction by having more complex conversations. For example, conversations during debates or discussions in a certain context, thus building a more natural social situation.
- 6) Extensive speaking (monologue); producing long discourse without interruption or direct interaction from the listener. Examples include storytelling, speeches and presentations that develop the ability to speak clearly and forcefully over a long period of time.

4. Digital Storytelling

a. Definition of Digital Storytelling

There are several definitions of digital storytelling, for example Rule in Penny explains the definition of digital storytelling is the process of expressing feelings, ideas, and ideas in a modern way that originated from ancient art by relying on images, gamelan, and sound (narration) to the present day digital visuals.³² Sandi describes a digital storytelling activity where students visualize a personal experience accompanied by a narration to explain the visualized situation.³³ Ika Nur said that digital storytelling is claimed to have successfully met the standards of the world of education. Digital storytelling also provides students to be creative and improve their learning..³⁴ According to Bernard R. Robin, the definition of digital storytelling is the art of telling stories by combining various digital multimedia, such as images, audio, and video.³⁵

Digital storytelling is a modern process of capturing ideas, feelings and experiences through play, narrative and games. This

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³² Penny Ismiati Iskak, Shanti Tri Kurniawati, Hadariah Hadariah, and Agus Nasa, "Pengaruh Sumber Daya Perpustakaan dalam Pelaksanaan Alih Media Digital," *Journal LIBRARIA* 4, no. 2 (March 2017): 107.

³³ Sandi Ferdiansyah, Dana Kristiawan, and Michelle Picard, "Promoting Vocabulary Building, Learning Motivation, and Cultural Identity Representation through Digital Storytelling for Young Indonesian Learners of English as a Foreign Language," *Iranian Journal of Language Teaching Research* 10, no. 1 (January 2022): 21.

³⁴ Ika Nur Fadillah and Khurotu Dini, "Digital Storytelling sebagai Strategi Baru Meningkatkan Minat Literasi Generasi Muda," *Journal of Education Science (JES)* 7, no. 2 (October 2021): 85.

³⁵ Bernard Ross Robin, "The Power of Digital Storytelling to Support Teaching and Learning," *Digital Education Review* no. 30 (December 2016): 2016.

process helps students visualize personal experiences and create a creative environment, while enhancing learning by combining digital multimedia such as images, audio and video.

b. Type and Kinds of Digital Storytelling

Penny also said that digital storytelling has several types, namely:

1) Personal narrative

A story of a person's personal experience that can be used as a lesson.

2) Documentary story

A story that analyzes a sensational story that aims to learn about the past.

3) Fairy tale

A story made by someone to tell a meaning that is hidden in it.

Meanwhile, according to Hronova in Laili, there are several types of digital storytelling, namely:³⁶

- 1) Photo series, a combination of images and text.
- 2) Video words, this is a combination of images and words that create video qoutes.
- 3) Presentations, which are a combination of images and text containing a specific topic of information (usually facts).

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³⁶ Laili Qumairi, "The Impact of Digital Storytelling on Students' Writing Skill" (Thesis, University Islamic State Ar-Raniry Banda Aceh, December 2021), 14.

- 4) Performance, a form of presenting a work to be presented with feelings, actions, drama, music, etc.
- 5) Video clips, a combination of images, words, narration and music to create a music video.

c. Elements of Digital Storytelling

The important elements in digital storytelling according to Penny are:³⁷

- 1) Point of view, which is the author's perspective.
- 2) A dramatic question, a question that is answered at the end of the story.
- 3) Emotional content, Emotional content, involving the emotional aspect to tell the meaning of the story.
- 4) The gift of your voice, using a person's voice to tell the story in the video.
- 5) The power of the soundtrack, a form of music or audio that supports the storyline.
- 6) Economy, considering the element of efficiency.

7) Pacing, which deals with how tension is built and released in the story, creates an emotional effect on the audience or reader.

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³⁷ Laili Qumairi, "The Impact of Digital Storytelling on Students' Writing Skill" (Thesis, University Islamic State Ar-Raniry Banda Aceh, December 2021), 14.

d. The Effect of Digital Storytelling in Learning

Digital storytelling used in the learning process provides a positive effect that can affect students, one of which is in the aspect of creativity. Some researchers who say digital storytelling has a positive effect on learning, namely Ohler explained that using digital storytelling can help pedagogy and student creativity.³⁸ Hartsell also stated that digital storytelling has a positive impact on the teaching and learning process.³⁹ Rokni and Masoud share the same opinion that digital storytelling as a learning strategy can improve speaking competence and also increase students' interest in language learning. 40 From some of the explanations that have been put forward by previous research above, it can be concluded that using digital storytelling in the learning process can have a positive influence on the learning process in the classroom. It can improve students' creativity and pedagogy, one of which is speaking competence in English learning. Therefore, digital storytelling is a strategy that provides learning to train students' ability in creating stories using words and also combined with digital media such as images, audio, video and music

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³⁸ Jason Ohler, "The World of Digital Storytelling," *Journal of the Department of Supervision and Curriculum Development* 63, no. 4 (January 2006): 44–47.

³⁹ Taralynn Hartsell, "Digital Storytelling: An Alternative Way of Expressing Oneself," *International Journal of Information and Communication Technology Education (IJICTE)* 13, no. 1 (January 2017): 72–82.

⁴⁰ Seyed Jalal Abdolmanafi-Rokni and Masoud Qarajeh, "Digital Storytelling in EFL Classrooms: The Effect on the Oral Performance," *International Journal of Language and Linguistics* 2, no. 4 (July 2014): 256.

5. Tiktok Application

a. Definition of Tiktok Application

TikTok is a popular music video-based social media platform. This social media application is managed by Zhang Yiming, the owner of ByteDance Technology which was founded in China. It Tiktok gives users the freedom to record, edit, and upload videos that they can view on the TikTok application can view. Ade Rosdiana explained that TikTok has differences with other social media such as having a special effects feature consisting of shaking, shivering, and other special effects. According to scirri in Tira Tiktok is a social media application that contains short videos that have unique and interesting effect features that can attract attention, or usually known as viral or FYP (for your page). Wayne in Tira also explained that TikTok is a social media application that allows users to create, view, and share short videos and this application is famous because in 2017 it has been downloaded by more than 500 million active users. Tira also explained that the purpose of the TikTok application is to provide fun, creativity, and entertainment

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⁴¹ Intan Rakhmayanti, "Sosok Pemilik TikTok, Terancam Diblokir atau Lepas Saham Sepenuhnya," *CNBC Indonesia*, March 14, 2024, 11:35, https://www.cnbcindonesia.com/tech/20240314102428-37-521864/sosok-pemilik-tiktok terancam-diblokir-atau-lepas-saham

sepenuhnya#:~:text=Kesuksesan%20TikTok%20tak%20lepas%20dari,melampaui%20platform%20media%20sosial%20lainnya.

⁴² Ade Rosdiana and Nurnazmi, "Dampak Aplikasi TikTok dalam Proses Sosial di Kalangan Remaja Kelurahan Rabadompu Timur Kecamatan Raba Kota Bima," *EduSociata Jurnal Pendidikan Sosiologi* 4, no. 1 (June 2021): 101.

⁴³ 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): 110.

to its users. This application is designed to be easy to use so that all people can access the features in the application.

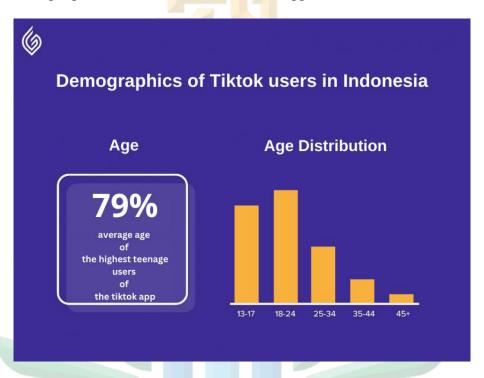


Figure 2. 1

Demographics of Tiktok users in Indonesia⁴⁴

Based on the data above, it can be concluded that TikTok users in their teens are the largest users. With teens tiktok users who are still in school having the most users of the TikTok application, TikTok can be utilized as a media for learning that can improve abilities, one of which is creativity and pedagogy in the context of this study is speaking competence.

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^{44 &}quot;Demografi Pengguna TikTok Indonesia," *Ginee.com*, November 9, 2021, https://ginee.com/id/insights/pengguna-tiktok/.

b. Factors Affecting the Use of the Tiktok Application

According to Mulyana in Eka Rahmawati, tiktok has two factors, namely:⁴⁵

1) Internal factor

Internal factors are factors that come from within the individual such as feelings. Feelings include internal factors in TikTok because someone who uses TikTok will involve their feelings so that they can affect the video content in the TikTok application.

2) External factor

External factors are factors that come from outside the individual. TikTok users can be affected by their feelings when viewing video content on the TikTok application. Because users can see motivational, sad, or comedic video content that will affect the user's mood so that it can change what originally had a sad feeling to be happy.

c. Positive Impact of Tiktok Application

1) Applications that can improve and express creativity in making a work of art.

2) Applications that can be used as theraphy healing, because TikTok has content about motivation and comedy that can entertain and motivate its users.

⁴⁵ Eka Rahmawati, "Dampak Penggunaan Aplikasi TikTok Terhadap Perilaku Belajar Siswa (Studi Kasus Siswa Kelas IX di SMPN 9 Tangerang Selatan)" (thesis, Universitas Islam Negeri Syarif Hidayatullah Jakarta, January 2023), 18.

3) Applications that can be used as business opportunities, because tiktok has a tiktok shop feature so that users can buy and sell.

d. Negative Impact of Tiktok Application

- 1) TikTok has a lot of various content so that users will feel comfortable to stay long looking at the phone screen and have an impact on wasting time that should be used for more productive activities.
- 2) Tiktok is not limited to the age of its users so that content that is not worthy of viewing for minors can be easily accessed.
- 3) Hate speech and hoax will be easily misused by people who use the TikTok application because they are seeking temporary popularity.⁴⁶

6. Procedure of Digital Storytelling through Tiktok

a. Start

In the first stage, students start by choosing a topic or theme for the story. Continue to make it into a proposal, scenario, draw a mind map or note the materials and tools that will be used.

b. Writing

At this step, students will start writing a script or scenario about their chosen theme. This writing process is done on a sheet of paper.

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⁴⁶ Luluk Makrifatul Madhani, "Dampak Penggunaan Media Sosial TikTok Terhadap Perilaku Islami Mahasiswa di Yogyakarta," *Jurnal Mahasiswa FIAI, at-Thullab* 3, no. 1 (September 2021): 617-618.

c. Storyboard

This step is the planning process for creating a video such as a script or dialog that will be used during the video take. Preparing the equipment that will be needed is also important to make the video more details and interesting.

d. Acting

This step is the process of taking videos when students present in front of the camera. Students will do speaking so that they can improve their speaking competence.

e. Effect

This step is the process of editing and add effects to the video.

At this step students can practice creativity using the effects that the TikTok application has is available.

f. Share

After the video is ready to be published, students will share the video on TikTok with the hashtag set by the teacher. The hashtag function is a sign that will be added to the caption of the video shared by the student so that the students video becomes a forum that will be easily found with the same content or context.

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CHAPTER III

RESEARCH METHOD

This third chapter contains the research methods used and some data that include research methods. Research methods include research design or procedures, research background, data collection techniques, data analysis techniques, and success indicators (success criteria).

A. Research Design

The research design used in this research is classroom action research or usually called as CAR by Stephen Kemmis and Robin Mc. Taggart. This study employ classroom action research to find out the implementation of digital storytelling through tiktok app can enhances students speaking competence. This research method starts from a problem and then improves the process and practice of learning in the classroom until the problem can be solved.⁴⁷ Classroom action research was introduced in 1946 by American psychologist Kurt Lewin, the main idea was developed by Stephen Kemmis and Robin Mc. Taggart who stated that classroom action research is a form of investigation conducted by someone who contributes to the school area to improve quality in education ⁴⁸

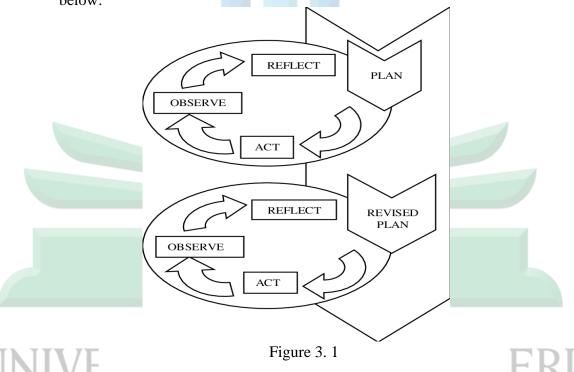
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⁴⁷ Ekawarna, *Penelitian Tindakan Kelas* (Jakarta: Gaung Persada, September 2013), 4, https://www.researchgate.net/publication/332265329 Penelitian Tidakan Kelas.

⁴⁸ Jean McNiff, *Action Research: Principles and Practice*, 3rd ed. (New York: Routledge-Taylor & Francis Group, March 2013), 2, https://www.researchgate.net/publication/288770570 Action research Principles and practice 3 rd edition.

In this study, researcher used steps to implement this research design, namely: planning, acting, observing, and reflecting.⁴⁹ In this study, revisions were needed if the first cycle did not result in an improvement in the students' speaking competence. This meant that revisions were required to the actions for the second, third cycles and next cycle.

The design of the classroom action research method used in this study is the spiral design of Stephen Kemmis and Robin Mc. Taggart (1988). Figure below:⁵⁰



Classroom Action Research Spiral

adapted from Stephen Kemmis dan Robin Mc. Taggart (1988)

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⁴⁹ Hamzah B Uno, Nina Lamtenggo, and Satria M A Koni, *Menjadi Peneliti PTK yang Profesional* (Jakarta: Bumi Aksara, 2011), 67, https://inlislite.uin-suska.ac.id/opac/detail-opac?id=374.

⁵⁰ Heri Jaka Setiawan and Nur Islami, "Improving Critical Thinking Skills Of Senior High School Students Using The Problem-Based Learning Model," *Journal of Physics Conference Series* (October 2020),

https://www.researchgate.net/publication/346703805 Improving Critical Thinking Skills Of Senior High School Students Using The Problem Based Learning Model.

B. Research Setting And Subject

1. Research Setting

The research setting in this study is Senior High School 3 Jember. The reason the researcher chose the school was based on the results of preliminary observations in the tenth grade of Senior High School 3 Jember. In addition, the researcher has obtained permission and confirmation from the school to include the name of the school in this study on October 4th, 2024 when the researcher submitted a research permission letter to the school. Within observations, several problems were found in the process of learning and teaching English, namely: poor pronunciation, limited vocabulary, poor grammar, and mother tongue interference. These problems cause students to lack confidence and fear of making mistakes. This condition generally occurs due to a lack of speaking practice in the learning process. Therefore, the researcher was interested in study to explore Digital Storytelling through Tiktok App can enhance students' speaking competence.

2. Research Subject

The subject of this study was X-4 class that consist of 35 students,

16 male and 19 female. Based on preliminary observation showed that the
students has low score in English especially on speaking competence.

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C. Research Procedure

In one cycle of classroom action research, there are several steps taken such as planning, acting, observing, and reflecting. In this study, the researcher acted as a teacher in class ten, while the English teacher acted as a collaborator and supervisor during the research process. The following is a description of the activities done in one cycle:

1. Pre – Cycle

In this cycle the researcher interviewed the English teacher and observed students' activities in the classroom. By doing this, the researcher can find out the problems at that time, because the researcher collects pretest data from teacher and observing.

2. Cycle 1

This cycle explains the steps of classroom action research design such as planning, acting, observing, and reflecting as follows:

a. Planning

This step contains a series of plans made for the structure of the activities that will be implemented during the acting process. Planning made must be flexible because they depend on the situation and curriculum at school. This step is a collaboration between researchers and teachers to find solutions to problems previously found during the learning process in the classroom. It can be conclude that this step is to prepare everything before acting, or it can be explained as follows:

- 1) Prepare a lesson plan of procedure text.
- 2) Prepare facilities and infrastructure related to learning.
- 3) Prepare learning materials related to procedure text.
- 4) Prepare student assignment or tests.
- 5) Prepare observation data or notes.

b. Acting

This step is a process for implementing an activity or is a process of activities that have been planned in the previous step. In the previous step, it was mentioned that it must be flexible, namely adjusting to the situation or being conditionalized. So that it can produce something that can be observed in the next step, or can be explained as follows:

- 1) Researcher explains the material of procedure text.
- 2) Researchers give instructions to make a procedure text, make a video group and upload on tiktok app, make a video individual and upload on tiktok app, also do speaking test
- 3) Researchers make observation sheet and take notes.

c. Observing

This step is the process of observing activities so it is carried out together with the acting step. Here are the things that need to be observed in the observation step:

- 1) Student activity in class.
- 2) Student response during the classroom learning process.

3) Enhancement of students' speaking competence (pronunciation, grammar, vocabulary, and fluency).

d. Reflecting

This step is to analyze all the activities that have been done. So as to find the results that determine the next cycle.

D. Data Collection Technique

1. Students' Speaking Test

Tests are exercises and tools to measure ability, knowledge, abilities, and talents that a person has. According to Maharani, the test is one of the instruments that can be used to measure students' ability to receive the learning that has been given by the teacher.⁵¹ Therefore, tests are used to see the enhancements or achievements of the learning results.

In this study, the speaking test was used to determine the improvement or achievement of students' speaking competence after using the digital storytelling strategy by tiktok is the pre-test and post-test method with an oral test. Speaking test in this study was conducted on the fourth meeting after students received three treatments. The researcher prepared several themes that could be chosen by the students, then they were asked to present the procedure text according to the chosen theme orally in front of the class. Each student was given five minutes to deliver their presentation, and the researcher assessed their speaking ability based on

⁵¹ Maharani Yuniar, Cece Rakhmat, and Asep Saepulrohman, "Analisis HOTS (High Order Thinking Skills) pada Soal Objektif Tes dalam Mata Pelajaran Ilmu Pengetahuan Sosial (IPS) Kelas V SD Negeri 7 Ciamis," *Journal Pedadidaktika* 2, no. 2 (2015): 188.

predetermined criteria. This test has several aspects that was evaluated, namely pronunciation, grammar, vocabulary, and fluency. Brown also in Wahyono states that the aspects that was evaluated in speaking are pronunciation, grammar, vocabulary, and fluency.⁵² The material used by researchers in this test is procedure text. With the use of procedure text, the researcher can observe the aspects of pronunciation, grammar, vocabulary, and fluency when students presentation. Then for the results, a rubric for evaluating speaking competence will be made as below⁵³:

Table 3. 1

Speaking Competence Assessment Rubric

Adopted from Brown Theory (1988) and Made Components by Nugiantoro

	No.	Aspect	score	V	Description
	1.	Pronunciation	25		Easy to understand the pronunciation
			20		Easy to understand even with a certain accent
			15		There are pronunciation problems that make listeners misunderstand.
			10		Difficult to understand because of pronunciation problems
IIN	K	FRSI	0		Poor pronunciation

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⁵² Hari Wahyono, "Penilaian Kemampuan Berbicara di Perguruan Tinggi Berbasis Teknologi Informasi Wujud Aktualisasi Prinsip-Prinsip Penilaian," *Jurnal Bahasa Sastra dan Pengajarannya* 1, no. 1 (March 2017): 29.

⁵³ Burhan Nurgiyantoro, "Model Penilaian Otentik dalam Pembelajaran Bahasa," *Jurnal Penelitian Bahasa, Sastra, dan Pengajarannya (Litera)* 10, no. 2 (October 2011): 117.

No.	Aspect	score		Description
2.	Grammar	25		No grammar mistakes
		20	3)	There are minor errors, not affecting the meaning
		15		There are often mistakes
		10		Many grammar mistakes
		0	-	All grammar mistakes
3.	Vocabulary	25		Has the correct meaning
		20		There is a wrong meaning
		15		There is often a wrong meaning
		10		Many a wrong meaning
		0		All wrong meaning
4.	Fluency	25		Fluent and accurate
		20		Occasionally pauses for a while
		15		Frequently pause, affecting fluency
		10		Struggle to speak fluently, many pause
		0		Unable to speak or respond clearly

Based on table 3.1, there are some aspects of speaking competence such as pronunciation, grammar, vocabulary, and fluency. The rubric ensures objective assessment by providing clear indicators for each aspect assessed, so as to analyze the aspects that need improvement.

2. Observation

Observation is a technique to collect data by observing and recording the condition or behavior of the target object.⁵⁴ Gulo also explained that

⁵⁴ Abdurrahman Fatoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2011), 104.

observation is a technique for collecting data by researchers or their collaborators to record information observed during research.⁵⁵ From this explanation, observation can be interpreted as a technique of collecting data by observing the situation or incident when the research is being conducted.

Observation in this study was conducted in writing and photographing learning activities in the classroom. With observation, we can find out how students' attitudes and behaviors, activities, abilities, and results of research activities. Observation was conducted during the treatment, where the researcher actively recorded and filled in the observation sheet according to the findings in the field. This aims to obtain accurate and in-depth data regarding students' responses and involvement during the learning process.

3. Interview

Interviews are a technique of collecting data through face-to-face meetings between researchers and informants.⁵⁶ According to Mita, an interview is to collect information that becomes data to make the focus of the research objectives.⁵⁷ From this explanation, interview is a technique of collecting data by asking questions directly to the informants. Researchers asking questions in the context of the research to English teachers and students. Researchers used semi-structured interview, semi-structured

⁵⁵ Anatona Gulo, *Metode Penelitian* (Jakarta: Gramedia Widiasarana Indonesia, Mei 2002), 116, http://repo.darmajaya.ac.id/4019/1/Buku-Metodologi-Penelitian-by-W-Gulo.pdf.

⁵⁶ Erga Trivaika and Mamok Andri Senubekti, "Perancangan Aplikasi Pengelola Keuangan Pribadi Berbasis Android," *Jurnal Nuansa Informatika* 16, no. 1 (January 2022): 34.

⁵⁷ Mita Rosaliza, "Wawancara Sebuah Interaksi Komunikasi Dalam Penelitian Kualitatif." *Jurnal Ilmu Budaya* 11, no. 2 (February 2015): 71.

interview method allows for new and more specific questions according to the informant.⁵⁸ In this study, researchers conducted interviews with teacher and students, both before and after treatment, which were conducted in the school environment to maintain the natural context of the interviews. The interviews were conducted based on the interview guide (interview sheet) that had been compiled previously. However, during the interview process, the researcher also added some additional questions that were adjusted to the responses of the teacher and students. This addition aims to explore more in-depth information that is relevant to the research objectives.

E. Data Analysis Technique

Data analysis techniques in this study used qualitative and quantitative. Qualitative data was collected with notes during observations and interviews, while quantitative data was collected from the results of tests taken by students during the study. The explanation is as follows:

1. Qualitative Data

In this study the qualitative data will analyze use descriptive qualitative. The description of students' activities during research process and the interview of students after implementing the digital storytelling through tiktok app in the classroom. The data was gather from observation and interview process. The researcher did the observation during the implementation of digital storytelling through tiktok app. The interviews

⁵⁸ Antonius Alijoyo, Bobby Wijaya, and Intan Jacob, *Structured or Semi-structured Interviews* (Bandung: CRMS Indonesia, August 2021), https://webdev.lspmks.co.id/wp-content/uploads/2021/08/Structured-or-Semi-structured-Interview-1.pdf.

data was gather from participants to find out their response and opinion after implementing the digital storytelling through tiktok app.

2. Quantitative Data

In this study, quantitative data was collected through tests which are processed using descriptive statistical analysis to find the average of students' speaking competence and the percentage of the class. ⁵⁹ To find the average of students' speaking competence, the following formula will be used:

$$M = \frac{\sum XN}{N}$$

M = Mean

$$\sum$$
 XN = Student score

N = Number of Students

Meanwhile, to find the percentage of class requirements to pass the minimum completeness criteria (KKM) taken from the targeted school agreement, as follows formula:

$$P = \frac{F}{N} \times 100\%$$
 $P = \text{The Class Percentage}$
 $F = \text{Score Student}$
 $N = \text{Number of Students}$

⁵⁹ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2015), 43.

F. Validity Of Data

According to Noor Wahyuni, validity is the accuracy or precision of the measuring tool on the instrument that was measured. Therefore, the validity of data is data that indicates truth or accuracy. According to Muhammad Fakhri, validity can be categorized into three types, namely content validity, construct validity, and empirical validity. Researchers used content validity in this study which can be interpreted as how far to measure the level of mastery of the material in accordance with the objectives of the study. Therefore, content validity in this study is an evaluation that measures the mastery of material that should be mastered in accordance with the context of this study. Before testing the content validity, a comparison of the subject matter with the curriculum and the English module will be used to test the content validity. To test the validity, the researcher used the help of the expertise of Mrs. Dinik Rojaningtiya, S.Pd. as a English teacher in senior high school 3 Jember.

G. Reliability

According to Rusydi reliability is a measurement result that can be trusted or a measurement that gives consistent results.63 Therefore, the meaning of reliability in this study is an evaluation that was provide relatively the same or consistent results. Reliability has two kinds, namely reliability of response

⁶⁰ Noor Wahyuni, "Uji Validitas dan Reliabilitas," *BINA NUSANTARA*, November 1, 2014, https://qmc.binus.ac.id/2014/11/01/u-j-i-v-a-l-i-d-i-t-a-s-d-a-n-u-j-i-r-e-l-i-a-b-i-l-i-t-a-s/.

⁶¹ Muhammad Fakhri Ramadhan, Rusydi A. Siroj, and Muhammad Win Afgani, "Validitas and Reliabilitas," *Journal on Education* 6, no. 2 (February 2024): 10969.

⁶² Ibid., 10970.

⁶³ Muhammad Fakhri Ramadhan, Rusydi A. Siroj, and Muhammad Win Afgani, "Validitas and Reliabilitas," *Journal on Education* 6, no. 2 (February 2024): 10972.

consistency and reliability of combined items. In this study using response consistency reliability which means doing a test given to students. To measure the reliability of response consistency in this study, the researcher analyzed the consistency of the results of the post-test instrument used. The instrument was structured with several items that reflect aspects of students' speaking competence. The post-test results were then analyzed using Cronbach's Alpha technique to determine the extent to which each item provided consistent results.⁶⁴ This analysis aims to ensure that the instrument used has good stability, so that the measurement results truly reflect students' abilities accurately, as follow formula:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum \sigma_{\overline{t}}^2}{\sigma_{\overline{t}}^2} \right)$$

 α = Reliability score

k = Sum of aspects

 $\sum \sigma_{i}^{2} = \text{Sum of variants from each aspect}$

 $\sigma \frac{2}{t}$ = Sum of the score of each respondent

H. Criteria Of Success

This research was said to be successful if the research subjects have the ability that has been determined by the school as a minimum requirement of KKM (Minimum Completeness Criteria), which is 75 and at least 75% of the class has improved. This shows that the success of the research is not only

⁶⁴ Eunseong Cho, "Cronbach's Coefficient Alpha: Well Known but Poorly Understood," *Journal Organization Research Methods* 18, no. 2 (April 2015): 10.

measured by individual achievement, but also by the improvement of the whole class as an indicator of the effectiveness of the method used. Thus, this research is oriented towards improving the overall quality of learning.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter provides an overview of the school profile, the research findings and discussion. The detailed research process is outlined below:

A. Research Findings

This section consists of the results of the Classroom Action Research (CAR). This research used the model of Stephen Kemmis and Robin McTaggart. The research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted at Senior High School 3 Jember. This research was carried out in one cycle consisting of four stages, namely planning, implementation, observation and reflection. This research was conducted four times a meeting in one cycle, for the last meeting the researcher conducted a speaking test. This research cycle was carried out in one meeting a week, namely every Wednesday on October 30th, November 6th, 13th, and 20th in class X-4 in the 2024/2025 school year with a total of 35 students. The findings of the cycle are as follows:

1. Cycle-1

In this cycle, there are four stages of implementation consisting of planning, implementation, observation, and reflection. The details of the activities are as follows:

a. Planning

First, the researcher met the English teacher to discuss about students' speaking problems during the teaching and learning process. The researcher interviewed the English teacher on Wednesday, October 9th, 2024 in the garden of Senior High School 3 Jember. The researcher was mentions in the background there are several difficulties that students face in speaking English, such as poor pronunciation, limited vocabulary, poor grammar, and mother tongue interference. These problems cause students to lack confidence and fear of making mistakes. This condition generally occurs due to a lack of speaking practice in the learning process.

The English teacher said that she had used several methods in teaching English to improve students' speaking ability. The first method the teacher used the explaining method in teaching during the teaching and learning process but the students were not active in the class. The second method the teacher tried to get students to speak by asking students to repeat words, but the result of using this method was that students were still shy and felt nervous to speak.

After interviewing the English teacher, the researcher interviewed several students of class X-4 to find out the problems faced by students. The results of interviews with class X-4 students showed that they did not dislike English lessons but experienced difficulties. Because of this difficulty, students feel uncomfortable every time there

is an English learning subject. Moreover, students do not like speaking competence because it is very difficult. They said that in speaking English they have to produce words spontaneously, they cannot pronounce words correctly and feel nervous or afraid when they have to speak in front of their friends. To confirm the answers from the English teacher and students, the researcher observed the classroom situation to find out more about students' speaking problems during the process of teaching and learning activities. During the process of teaching and learning activities, the teacher uses conventional methods in teaching, and sometimes the teacher asks students to repeat what has been conveyed by the teacher and gives students assignments from textbooks and learner worksheets (LKPD). The observation results show that the statements from teachers and students are the same as the interview results.

After conducting interviews and observing the classroom situation, the researcher concluded that students need new strategies and media to improve their speaking competence because English teachers always use conventional methods. Conventional methods are commonly used by teachers to improve students' speaking competence, but the strategy is not effective, the classroom situation is still monotonous, students still show boredom, laziness during the learning process, there is no interest from students and there is no improvement in test scores, especially their speaking competence. So the researcher concluded that

students need new strategies or media in the process of teaching and learning activities to make students happy and active in the classroom, enthusiastic in the teaching and learning process, and can improve their speaking competence and can solve students' speaking problems during the teaching and learning process. The researcher asked the English teacher's opinion as a collaborator in this study regarding digital storytelling with tiktok application as a strategy in the process of teaching and learning activities to improve students' speaking competence. The English teacher agreed if the researcher taught speaking competence using digital storytelling with the TikTok application because the teacher had never used digital storytelling as a strategy in teaching speaking competence. In addition, the researcher and the English teacher analyzed the flow of learning objectives (ATP). The researcher also made teaching modules for the teaching and learning process and prepared strategies, materials in accordance with the basic competency standards in the education curriculum.

In this study, researchers used digital storytelling with the tiktok application as a strategy in the process of teaching and learning activities. The material of this study is procedure text, the researcher designed four meetings in one cycle, three meetings for treatment or teaching and one meeting for testing. When the researcher discussed with the English teacher about the teaching module, the researcher also explained to the English teacher as a collaborator about what the

collaborator should do and what the researcher should do in the classroom. In the implementation of this study, the role of the researcher was as an English teacher who taught English, while the actual English teacher acted as a collaborator or observer who observed the classroom situation and students' responses in the teaching and learning process. So, the English teacher helped the researcher to make field notes when the process of teaching and learning activities took place.

b. Acting

At this stage, the researcher teaching speaking in one cycle. One cycle consists of four meetings, three meetings for teaching and one meeting for speaking test. The steps of teaching speaking were based on the teaching module. The findings of each meeting are described below:

1) The First Meeting

The first meeting was conducted on Wednesday, October 30^{th} at 07.00 - 09.15 in the first and second lesson hours allocated $(2 \times 45 \text{ minutes})$. Before starting the lesson, the researcher made strategies to overcome students' speaking problems. In this case, the researcher determined to choose the material into the teaching module. Based on the observation conducted by the researcher, the researcher took procedure text as the material to be delivered to students. The material discusses the definition, purpose, structure and language rules generally used in procedure texts.

This research is a collaborative classroom action research. While teaching English in class X-4, the researcher collaborated with the English teacher as the research collaborator. In the first meeting, the researcher taught the students while the English teacher helped the researcher to observe the class and made field notes to find out the results of the students' activities and situations during the process of teaching and learning activities.

The researcher started the class by saying greetings and asking the students to lead the prayer before starting the lesson. After that, the researcher checked the students' attendance list, and asked about their feelings and conditions. The researcher also explained to them about what material they would learn at the meeting.

The condition of class X-4 was very pleasant and happy. At this meeting, only 33 students were present in the class, because 2 students were sick so they could not attend the lesson. After that, the researcher prepared the LCD, laptop and started the lesson by explaining the material about procedure text. The researcher began to explain about the definition, purpose, structure and linguistic rules of procedure text. The researcher also explained about present tense (definition, purpose of simple present tense and present tense structure).

After that, the researcher continued by explaining an example of procedure text using digital storytelling with the Tiktok

application. The researcher provided a video from the TikTok application with the translation "tutorial on how to make a coffee latte". The researcher also stopped the video and then asked students to answer some questions whose answers were in the video. The researcher said "what is the goal in the video" Sabita answered "me sir, how to make coffee latte" and the researcher asked all students again "what are the ingredients in the video", Najwa answered "me sir, coffee powder, milk, sugar and how water". After that the researcher gave instructions for the whole class to answer simultaneously the last question, the researcher said "what are the steps in the video" simultaneously the students said "First mix coffee and sugar, second add hot water and stir, third add milk and ready to serve."

In addition, by using this strategy, students know the meaning of words, how to pronounce words and how to write correct sentences using the digital storytelling strategy with the TikTok application. The students also try to understand the steps. After explaining the material, the researcher asked students if they did not understand the material. A student asked the researcher, his name was Najwa "sir, I want to ask, why does the procedure text only use the present tense, why not use other tenses", the researcher replied "well, good question, so procedure text is a text about explaining how to make something or do something, so we give examples or

steps to others to do or make something then it must use the present tense (because things are happening and being done)".

After discussing the material, the researcher gave assignments related to the material that had been studied. The researcher gave instructions related to the task and was done in the student exercise book and gave 20 minutes to work on. After the students finished working on the assignment, After the students finished working on the assignment, the researcher and all students corrected the assignment. After that, the researcher closed the lesson and made conclusions about the material that had been learned at the meeting. Then, the researcher said her greetings and left the class.

After implementing the digital storytelling strategy with tiktok app in the first meeting, the researcher checked the field notes from the English teacher during the teaching and learning process. Based on the field notes, the students were interested during the learning by using digital storytelling strategy with tiktok app. The students looked more active and enjoyed the learning process. The students focused on the explanation given by the researcher in the classroom. So that students are able to do the tasks given by the researcher.

2) The Second Meeting

The second meeting was held on Wednesday, November 06th, 2024 at 07.00-09.15 in the first and second lesson hours

allocated (2×45 minutes). The researcher opened the class by saying greetings and asking students to lead the prayer. After that, the researcher checked the students' attendance list and asked about the students' condition to warm up the classroom atmosphere. On that day, there were three students who were absent because they were sick and had permission to travel.

After that, the researcher started the activity by asking students about the last meeting that discussed procedure text to refresh students' memories. Next, the researcher asked students about their understanding of the procedure text that had been studied previously.

At this meeting, the researcher gave instructions to students to make groups, one group consisting of two students. The researcher showed a tiktok video about procedure text played by two people who were presenting the procedure text "how to make milk tea". The researcher asked students to understand the video, because at this meeting the researcher would again ask the content of the video shown by the researcher to the students. The researcher also explained to the students that who could answer the questions correctly orally in front of the class would get an award from the researcher. Hearing this, the students looked very happy and more focused in the learning process.

At the end of the lesson, the researcher delivered a procedure text video assignment just like the one the researcher had shown. The researcher gave instructions to make a group that had been made in the current lesson consisting of two students in one group and uploaded on the TikTok application like the video that the researcher had shown. The researcher informs students about the purpose of the task. The purpose of the researcher giving the task is an effort for students to practice their speaking competence outside of teaching and learning activities at school. After that, the researcher summarized the second meeting to ensure students' understanding. The researcher also asked the students about their feelings whether they enjoyed the lesson in the second meeting. The students said that they enjoyed the lesson and were interested in the materials and tasks given. The researcher also asked the students the reason why they felt happy and enjoyed the lesson. Students answered that they felt happy and interested in the lesson because they considered that the digital storytelling strategy using the tiktok application could increase their motivation to learn and make their understanding of the material better. In addition, they felt that this method provided a more interactive and fun learning experience compared to conventional learning methods.

After summarizing the second meeting to the students and asking some questions, the researcher informed them that the

assignment should be uploaded by the next meeting at the latest.

Then, the researcher said his greetings and left the class.

After implementing the digital storytelling strategy with TikTok app in the second meeting, the researcher checked the field notes during the teaching and learning process. The students looked enthusiastic and actively participated in reviewing the previous material about procedure text. They were excited when watching the example video and showed more focus after being told they would receive a reward for answering questions correctly. At the end of the lesson, the researcher assigned students to create a similar video in pairs and upload it on TikTok. The students expressed that they enjoyed the activity and felt that using TikTok made the learning process more interactive, fun, and motivating.

3) The Third Meeting

The third meeting was held on Wednesday, November 13th, 2024 at 07.00-09.15 on the time allocation of the first and second lesson hours (2 × 45 minutes). The researcher began the learning activities by saying greetings as a form of opening the class and asking one of the students to lead a prayer together in order to create a conducive learning atmosphere. After that, the researcher checked the attendance list to ensure student attendance. On that day, all students were present, so learning activities could take place as planned.

At this meeting, the researcher started the activity by asking students to play back the video of their work that had been made previously about procedure text. Each group was asked to show their videos in front of the class in turn. After each video was shown, the researcher gave an evaluation related to the content of the video, such as clarity of steps, creativity in presentation, and conformity to the structure of procedure text.

Next, the researchers conducted a question and answer session with the groups that had presented their videos. The questions asked included the objectives, materials, and steps in the video. The researchers also gave other groups the opportunity to give suggestions or questions to the groups that had presented. In this way, students looked more enthusiastic and the learning atmosphere became more interactive and fun.

After the group video presentation activities were completed, the researcher gave directions regarding the next task. The researcher instructed students to make the same video as before but individually. The researcher conveyed the purpose of the task as an effort to practice for the fourth meeting, namely the oral test.

After that, the researcher summarized the learning activities in the third meeting to ensure students' understanding of the material that had been delivered. The researcher also asked students' feelings during the learning process, whether they enjoyed the method used

and found it helpful in understanding procedure text. Students gave positive responses, stating that learning with digital storytelling strategy through tiktok application was interesting and helped them understand the structure of procedure text better.

Then, the researcher informed the students that the individual assignments should be collected before the next meeting. At the end of the class, the researcher asked them to learn more about procedure texts with different titles than before. Then, the researcher gave advice, said her greetings and left the class.

After implementing the digital storytelling strategy with TikTok app in the third meeting, the researcher reviewed the field notes based on the observation during the learning process. All students were present and actively participated in presenting their group videos about procedure text. The researcher gave evaluations after each presentation and encouraged peer feedback through questions and suggestions. Students appeared enthusiastic and engaged during the session. After the group presentations, the researcher assigned students to create individual videos as preparation for the upcoming oral test. At the end of the meeting, students shared positive feedback, expressed that the digital storytelling method helped them understand the material better and made the learning process more enjoyable.

4) The Fourth Meeting

The fouth meeting was held on Wednesday, November 20th, 2024 at 07.00-09.15 on the time allocation of the first and second lesson hours (2 × 45 minutes). The researcher began the learning activities by saying greetings as a form of opening the class and asking one of the students to lead a prayer together in order to create a conducive learning atmosphere. After that, the researcher checked the attendance list to ensure student attendance. On that day, all students were present, so learning activities could take place as planned.

In this fourth meeting, the researcher will give an oral test to students to determine the improvement of students' speaking ability after three treatments or as a data collection method. For the oral test in this study, the material given was to create a procedure text and the theme determined by the researcher. The researcher gave instructions to students to choose the theme of the procedure text that had been prepared by the researcher. Then the students compiled the procedure text on a piece of paper, then the students presented orally individually. After the oral test session ended, the researcher gave evaluation, advice and motivation, then said greetings and left the class.

After implementing the digital storytelling strategy with TikTok app in the fourth meeting, the researcher observed the

students' performance during the oral test as a method of data collection. All students were present and participated in presenting their individually prepared procedure texts based on themes provided by the researcher. Each student wrote their text and delivered it orally in front of the class. The researcher then provided evaluation, advice, and motivation to support their speaking development. Students showed confidence and seriousness during the test, indicating progress after the previous treatments.

After getting the results of the student speaking ability test from the data collected. Furthermore, researchers analyzed these results with the success criteria that have been outlined for this study. Success will be defined as an increase in student learning outcomes after the cycle, with a percentage of 75% of students successfully achieving the KKM score of 75. The learning outcomes after the cycle were 85.71% successful by showing an average student score of 79.8. Thirty students in class X-4 successfully met the minimum completeness criteria of 75, while only five students did not meet the minimum completeness criteria. The following are the students' scores in the post cycle:

JEMBER

Table 4. 1 Students' Scores in Post-Test

Total Students	35
Total Scores of Students	2.795
Average of Students	79,8
Percentage of Students	85, 71%
The Highest Score	90
The Lowest Score	70

Based on table 4.2, it can be seen that students have improved in their speaking competence, as evidenced by the students' scores which increased after the learning provided by the researcher. The following table is the calculation of these data using the formula below:

1) Average of Students X-4

$$M = \frac{\sum XN}{N}$$

$$M = \frac{2.795}{35}$$

$$M = 79, 8$$

2) Percentage of Students X-4

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

$$= \frac{30}{35} \times 100\%$$

$$= 85,71\%$$
Observing

Observing

In the observation stage, researchers collected data related to the implementation of digital storytelling strategies using the TikTok application through the participant observation method.

observation method was carried out because the researcher played an active role during the process of teaching and learning activities. To support data collection, researchers used instruments in the form of observation sheets that had been compiled based on criteria that were in accordance with the objectives of observation research.⁶⁵

The observation process was carried out by observing the situation and condition of the class during the learning activities. Researchers recorded student activities, class dynamics, and student responses to the learning strategies applied. The data obtained were marked on the observation sheet according to the predetermined indicators.

In addition, the researcher collaborated with the English teacher in collecting data to ensure the objectivity of the observation. The teacher also observed students' engagement in classroom activities, recorded students' participation, and provided feedback regarding the implementation of the learning strategy. Based on the findings from the observation sheet, it can be concluded that students showed high engagement and enthusiasm in the learning process. They actively participated, interacted with other students using English, and seemed more interested in the material presented through digital storytelling strategy with tiktok application.

⁶⁵ Appendix 8

d. Reflecting

At the reflection stage, researchers evaluate students' speaking competence during the teaching and learning process activities using the digital storytelling strategy with the Tiktok application. Researchers conducted an evaluation by looking at the data that had been collected. Researchers used data from interviews, field notes, observations and student speaking ability test results.

Based on some of the data obtained, such as observation field notes and interviews, it shows that students are interested and enjoy the learning process by using digital storytelling strategies with the tiktok application. This strategy provides a learning experience that is interactive, fun, and relevant to everyday life, thus increasing students' interest in learning. The students stated that learning with this method is not only interesting, but also makes it easier for them to understand the learning.

Students' enthusiasm was evident during the learning process, especially when they were asked to make a video assignment on procedure text to upload to the tiktok application. They were very enthusiastic in designing, recording and editing the video according to the procedure text structure. In addition, the students said that this learning method helped them to focus more during class, as they felt actively involved in the learning process. This contributed to the improvement of their learning.

The speaking test results on the fourth meeting results that the average score of students after the application of the digital storytelling strategy with the tiktok application is 79.8 and for the percentage of students who meet the Minimum Completeness Criteria (KKM) 75 is 85.71% or 30 students out of 35 students. While 14.29% or 5 students did not pass the Minimum Completion Criteria (KKM) 75. The increase that has been achieved by students from the first data to the results of the speaking ability test scores is 77.14%. This research is said to be successful, because the results of students' speaking ability test scores can increase and the success criteria can be achieved.

This ability can be achieved because students have been trained to present the procedure text orally during the learning process. The digital storytelling strategy through the tiktok application provides opportunities for students to actively practice their speaking competence, both in designing texts and presenting them. With this exercise, students not only understand the structure of the procedure text well, but are also skilled in presenting it in oral.

Overall, the results from observations, interviews, and speaking tests show that the digital storytelling strategy using tiktok app is effective in improving students' interest, understanding, and speaking competence. This strategy not only supports the learning of procedure text, but also has a positive impact on students' speaking competence, which is one of the main objectives in this study. Therefore, the research

can be said to be successful, and can stop the cycle without the need to continue to the next cycle.

e. Discussions

This section presents a discussion of the research findings regarding the teaching of speaking competence using the digital storytelling strategy with TikTok application associated with procedure text material. After applying digital storytelling with TikTok application as a strategy and media in the process of teaching and learning activities in this study, the results showed that students' speaking scores gradually increased. This means that there is an improvement in students' speaking ability. From the data in the pre-cycle, the average score of students was 60.8 and the percentage of students who reached the Minimum Graduation Criteria (KKM) 75 was 8.57% or 2 students. It can be said that the speaking ability of class X-4 students is still low.

After the application of the digital storytelling strategy with the tiktok application, there was an increase in students' speaking competence. The data obtained from the post test results that the average score of students after the application of the digital storytelling strategy with the tiktok application is 79.8 and for the percentage of students who meet the Minimum Completeness Criteria (KKM) 75 is 85.71% or 30 students out of 35 students. While 14.29% or 5 students did not pass the Minimum Completion Criteria (KKM) 75. The increase that has been achieved by students from the first data to the results of the speaking

ability test scores is 77.14%. This research is said to be successful, because the results of students' speaking ability test scores can increase and the success criteria can be achieved.

Implementing digital storytelling strategy through tiktok application has proven to be effective in improving student learning, especially on procedure text material. Students show high enthusiasm in designing, recording and editing procedure text videos, so they are more focused and actively involved during learning.

In addition, the students stated that they were interested and enjoyed the learning process by using the digital storytelling strategy with the tiktok application. This strategy provides an interactive, fun, and relevant learning experience to daily life, thus increasing students' interest in learning. The students stated that learning with this method is not only interesting, but also makes it easier for them to understand the learning.

The speaking test results on the fourth meeting also showed significant improvement. Students were not only able to write the procedure text well, but also present it orally fluently, using good and correct English, or according to the text structure. Regular practice during learning, such as oral presentation, plays a big role in improving speaking ability.

Overall the results from observations, interviews, and speaking tests prove that this strategy not only improves understanding of procedure text material, but also trains students' speaking competence, which is the main objective of this study. The conclusion is that digital storytelling with the tiktok application provides a good improvement in students' speaking competence. From this, it can be concluded that the use of digital storytelling with the tiktok application in learning speaking competence in class X-4 of Senior High School 3 Jember has improved.

Several previous studies have highlighted the effectiveness of digital storytelling in improving students' language skills. For instance, Triwidyati and Pangastuti (2021) conducted a qualitative study titled "Storytelling through the TikTok Application Affects Followers' Behaviour Changes", which examined the influence of storytelling through TikTok in promoting positive behavioral changes among followers. Their findings revealed that TikTok storytelling effectively conveyed messages of change and fostered creativity. 66 Similarly, Khasturi, Yeo Kee, and Siva (2022) explored "Speaking Skill Enhancement through Digital Storytelling among Primary School Students in Malaysia" using a quasi-experimental design. The study demonstrated that digital storytelling significantly improved speaking skills among Tamil language learners. 7 James, Yong, and Yunus (2019), in their research titled "Hear Me Out! Digital Storytelling to

⁶⁶ Ending Triwidyati and Ria Lestari Pangastuti, "Storytelling through the TikTok Application Affects Followers' Behaviour Changes," *Jurnal Ekonomi dan Bisnis Jagaditha* 8, no. 2 (September 2021): 127.

⁶⁷ Khasturi Ramalingam, Yeo Kee Jiar, and Siva Mathiyazhagan, "Speaking Skills Enhancement through Digital Storytelling among Primary School Students in Malaysia," *International Journal of Learning, Teaching and Educational Research* 21, no. 3 (March 2022): 22.

Enhance Speaking Skills", investigated how digital storytelling enhanced English speaking skills and attitudes among Grade 4 students, finding notable improvements in students' speaking abilities and their perceptions of the approach.⁶⁸

Additionally, Viknesh and Melor Md (2022) utilized a quasi-experimental study in their research titled "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID-19", focusing on the Toontastic 3D app. The study revealed that digital storytelling during the pandemic era encouraged motivation, curiosity, and confidence in English speaking skills.⁶⁹ Finally, Juan and Hazel (2021), in their study "Authentic Digital Storytelling as an Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes", analyzed the effectiveness of authentic digital storytelling at the university level, finding that authenticity significantly enhanced speaking skills and made learning more engaging.⁷⁰

In contrast to previous studies, which generally focused on language skills in general, students' countries, students' grade levels, and specific digital storytelling applications, this study focuses on exploring how digital storytelling using TikTok application can improve the

⁶⁸ Precinta Rubini A/P P. James, Kung Lian Yong, and Melor Md. Yunus, "Hear Me Out! Digital Storytelling to Enhance Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 9, no. 2 (March 2019): 191.

⁶⁹ Viknesh Nair and Melor Md. Yunus, "Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID-19," *MDPI Journal* 14, no. 15 (July 2022): 1–19.

⁷⁰ Juan Arroba and Hazel Acosta, "Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes," *LEARN Journal: Language Education and Acquisition Research Network* 14, no. 1 (October 2020): 317–343.

speaking competence of tenth grade high school students. Using the classroom action research method of Stephen Kemmis and Robin McTaggart (1988), this study emphasizes on the pedagogical process and improvement of speaking skills in pronunciation, grammar, vocabulary, and fluency. It makes a new contribution to the existing literature by filling a gap in related research.



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CHAPTER V CONCLUSION

This fifth chapter contains conclusions drawn from the research and some suggestions based on the findings. The conclusions summarize the main results and their implications, while the suggestions provide recommendations for English teachers and future researchers.

A. Conclusion

Based on the findings and analysis, the researcher concluded that the use of digital storytelling strategy through the TikTok application in one learning cycle successfully improved students' speaking competence. In the initial data, only 8.57% of students reached the KKM (75), with an average score of 60.8. After the implementation in cycle I, the number of students who passed the KKM increased significantly to 85.71% or 30 students, with an average score of 79.8. Meanwhile, students who had not reached the KKM reduced to 14.29% or 5 students. Thus, based on the results of this study, a success percentage of 77.14% was obtained. Additionally, aspects of speaking competence that showed improvement included pronunciation, vocabulary, grammar, and fluency. This improvement occurred because students were given the task of making videos about procedure texts, which were then uploaded to the TikTok application. This process provided students with the opportunity to practice their speaking competence repeatedly, both in terms of pronunciation and other aspects.

In addition, by uploading videos to social media platforms, students became more motivated to produce their best work due to the opportunity to be seen by a wide audience. This created personal motivation to improve the quality of their speaking competence. Based on the results of the study, it can be concluded that the digital storytelling strategy with the TikTok application has proven to be effective as an English learning media, especially in improving students' speaking competence. This strategy can be optimally implemented at Senior High School 3 Jember as an innovative approach to learning. Thus, this study successfully demonstrates that the use of digital storytelling strategy with the TikTok application as a learning media can positively impact students' speaking competence development.

B. Suggestions

Based on the discussion and conclusions that have been stated, the researcher provides several suggestions for English teachers and further researchers, as follows:

1. For The English Teacher

English teachers can utilize digital storytelling strategy with TikTok application as a learning media to encourage students' activeness while increasing students' interest in participating in every speaking activity. The use of digital storytelling has been proven effective in helping students enrich vocabulary, increase fluency and improve pronunciation. This strategy not only provides an interesting learning experience, but also helps students to be more confident in developing their speaking competence.

Thus, digital storytelling through TikTok app can be an innovative alternative in English learning that is relevant to students' needs in the digital era.

2. For The Future Researcher

For future researchers and English teachers who face similar challenges in teaching speaking competence, it is recommended to consider implementing a digital storytelling strategy by utilizing TikTok app as a learning medium. This strategy is expected to improve students' speaking competence effectively. This research is also expected to be a reference in designing more innovative and relevant English learning strategies, so that it can support a more optimal learning process in the future.

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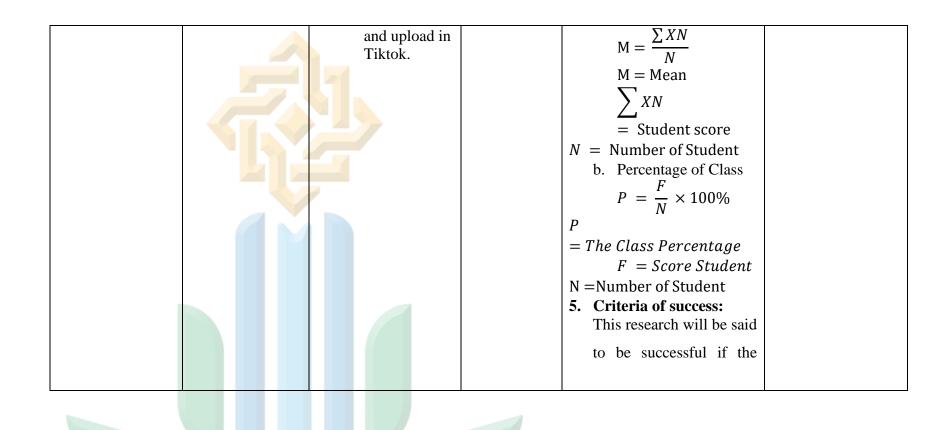
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Appendix 1

Matrix of Research

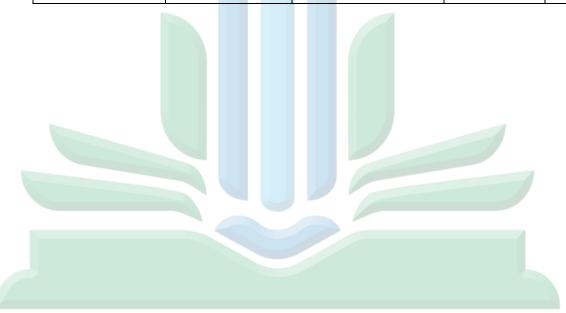
TITLE	VARIABLE	INDICATOR	DATA SOURCE	RESEARCH METHODOLOGY	RESEARCH QUESTION
Enhancing Tenth Grade Students' Speaking Competence by Implementing Digital Storytelling Through Tiktok App at SMAN 3 Jember in 2024- 2025 Academic Year	1. Digital storytelling through Tiktok.	• The steps of Digital storytelling through Tiktok. a. Explain about Descriptive text and give example. b. Explain about Digital story telling through Tiktok. c. Students' write a Descriptive text about they family. d. Students' make a video	SMAN 3 Jember. 2. The	 Type of the research: Classroom Action Research (CAR) The cycle: a. Planning b. Acting c. Observing d. Reflecting Data collection technique: a. Pre test – post test b. Observation c. Interview Data analysis: a. Average of Students' 	How does the implementation of Tiktop App improves students' speaking competence at SMAN 3 Jember?

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2. Students'	According to	research subjects have the
Speaking Competence.	Brown: a. Pronunciation	ability that has been
	b. Grammar	determined by the school
	c. Vocabulary d. Fluency	as a minimum
		requirement of KKM
		(Minimum Completeness
		Criteria), which is 75 and
		at least 75% of the class
		has improved.



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Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136 Website:www.http://ftik_uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor: B-8472/In.20/3.a/PP.009/10/2024

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala SMA Negeri 3 Jember

Jl. Basuki Rachmad No. 26 Kel. Tegalbesar, Kec. Kaliwates, Kab. Jember, Jawa Timur 68123

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060012

Nama : CHANDRA WARDHANA PUTRA

Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Enhancing students` speaking competence by implementing digital storytelling through Tiktok at SMAN 3 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sandi Suwandi, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Oktober 2024

Research Completion Letter



PEMERINTAH PROVINSI JAWA TIMUR DINAS PENDIDIKAN

SMA NEGERI 3 JEMBER

Jl. Basuki Rahmad No.26, Jember, Jawa Timur 68132. Telp: (0331)332282. Laman: sman3-jember.sch.id Pos-el: info@sman3-jember.sch.id



SURAT KETERANGAN

Nomor: 400.3.8.2 / 1171 / 101.6.5.3 / 2024

Yang bertanda tangan dibawah ini:

Nama : Dr. MOH. EDI SUYANTO, M.Pd

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Jabatan : Kepala Sekolah

Pada Sekolah : SMA Negeri 3 Jember

menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

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NIM : 202101060012

Program studi : TADRIS BAHASA INGGRIS

Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember telah melaksanakan Penelitian/Riset mengenai & quot di SMA Negeri 3 Jember pada tanggal: 20 November 2024, berkaitan dengan penyelesaian tugas Skripsi dengan judul: " Enhancing Tenth Grade Students' Speaking Competence by Implementing Digital Storytelling Through Tiktok App at SMAN 3 Jember in 2024-2025 Academic Year & quot".

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

KIAI HAJI ACHM

Jember, 21 November 2024

PRKepala SMAN 3 Jember

Dr. MOH. EDI SUYANTO, M.Pd

Teaching Module

MODUL AJAR FASE E KELAS X

A. INFORMASI UMUM

Nama Sekolah : SMAN 3 Jember

Nama Punyusun : Chandra Wardhana Putra

Mapel : Bahasa Inggris

Fase / Kelas : E / X

Materi : Procedure Text

Tahun Pelajaran : 2024/2025

Alokasi Waktu : 2 JP

Capaian Pembelajaran

Elemen: Berbicara

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and



discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

B. Kompetensi Awal

Sebelum mempelajari materi ini, diharapkan peserta didik sudah memiliki pengetahuan tentang materi *simple present tense* secara sederhana.

C. Profil Pelajar Pancasila

Profil pelajar Pancasila yang diharapkan dalam modul ajar ini dapat membentuk peserta didik yang berkebinekaan global, bernalar kritis, bergotong royong, kreatif, mandiri, dan berketuhanan Yang Maha Esa.

D. Sarana dan Prasarana

- 1. Sarana : Laptop, Proyektor/LCD, Papan tulis, Internet dan sarana lain yang relevan
- 2. Prasarana : Materi, Assignment, dan Modul Ajar Bahasa Inggris fase E.

E. Model Pembelajaran

Task-Based Learning/Storytelling

F. Tujuan Pembelajaran

- 1. Melalui proses pembelajaran peserta didik mampu mengingat apa itu definisi, purpose/tujuan, struktur, dan kaidah kebahasaan tentang procedure text.
- 2. Setelah melalui proses pembelajarn peserta didik mampu membuat teks prosedur secara individu atau kelompok dan mempresentasikan atau mempraktikan langsung secara individu atau kelompok dengan percaya diri, jujur, dan bertanggung jawab.

G. Pemahaman Bermakna

Pendidik dapat memberikan pemahaman kepada peserta didik bahwa dalam teks prosedur berisi tentang dua jenis teks prosedur seperti teks prosedur yang mejelaskan *How to use and how to make*. *How to use* berisi tentang bagaimana cara menggunakan sesuatu barang, aplikasi, dll. Sedangkan *How to make* berisi tentang cara membuat sesuatu seperti makanan, minuman, dll. Dengan mempelajari teks tersebut peserta didik dapat mengetahui cara membuat atau memakai sesuatu, selain itu peserta didik dapat mengembangkan kemampuan speaking dengan melalui teks prosedure.

H. Pertanyaan Pematik



- 1. Have you ever make coffee?
- 2. Do you know what are the ingredients to make coffee?
- 3. Do you know what are the steps to make coffee ?

I. Kegiatan Pembelajaran

1. Kegiatan Pembelajaran					
Kegiatan Pembelajaran					
Pertemuan 1 (2 x 45 menit)					
Pendahuluan 1) Guru mengucapkan salan dan berdo'a untuk memulai					
	pembelajaran.				
	2) Guru menanyakan kabar peserta didik.				
	3) Guru mengecek kehadiran peserta didik.				
	4) Guru menyampaikan tujuan pembelajaran, gambaran				
	materi yang akan dipelajari dan memberikan				
	pertanyaan pematik yang sesuai dengan materi yang				
	akan diberikan.				
Kegiatan Inti	1) Guru menyampaikan dan menjelaskan materi procedure				
	text mulai dari definisi, purpose/tujuan, struktur dan				
	kaidah kebahasaan menggunakan slide PPT yang				
	ditampilkan.				
	2) Setelah guru menyampaikan materi kepada peserta				
	didik, guru menanyakan kembali terhadap materi yang				
III/ED	sudah diberikan, untuk mengecek ingatan siswa.				
IVEK	3) Guru memberikan contoh procedure text kepada peserta				
	didik.				
TTAT	4) Guru menyampaikan materi selanjutnya, materi digital				
HAI	storytelling.				
1 11 1	5) Setelah guru menyampaikan materi kepada peserta				
	didik, guru menanyakan kembali terhadap materi yang				
	sudah diberikan, untuk mengecek ingatan siswa.				
	6) Guru memberikan contoh digital storytelling kepada siswa.				
	515wa.				

		 Setelah guru menjelaskan materi, selanjutnya guru memberikan intruksi terkait pertanyaan berbasis Matching game tentang procedure text. Guru memberikan sebuah gambar lalu peserta didik mencocokan yang mana "Goal, Ingredients, Step". Guru memberikan waktu 5 menit untuk menyiapkan jawaban. Setelah 5 menit guru memanggil secara random untuk peserta didik menjawab. Guru memberikan jawaban yang benar jika terdapat hasil yang salah dari peserta didik serta memberikan apresiasi kepada murid karena berhasil dan berani menjawab.
	Penutup	 Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilalukan. Guru menginformasikan terkait kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. Guru memberi intruksi kepada peserta didik untuk
		membentuk kelompok. 4) Guru memberikan tugas untuk membuat procedure text dengan praktik langsung didepan kelas. 5) Guru meminta ketua kelas untuk memimpin do'a setelah pembelajaran.
	Pertemuan 2 (2	
	Pendahuluan	1) Guru mengucapkan salan dan berdo'a untuk memulai
		pembelajaran. 2) Guru menanyakan kabar peserta didik. 3) Guru mengecek kehadiran peserta didik. 4) Guru memberikan pertanyaan terkait materi yang sudah dijelaskan pada pertemuan sebelumnya.
	Kegiatan Inti	
UN	Kegiatan inu	 Guru memperlihatkan sebuah video pendek dari aplikasi tiktok dengan konteks teks prosedur. Guru memberikan intruksi tentang tugas untuk membuat teks prosedur dengan tema bebas dibuku
AI	HAJ	secara berkelompok. 3) Guru memberikan contoh dan mengajarkan untuk membuat teks prosedur. 4) Setelah peserta didik berhasil membuat teks prosedur,
	J	guru memberikan intruksi untuk peserta didik mempresentasikan hasil teks prosedur bersama kelompok. 5) Guru akan memberikan intruksi untuk tugas selanjutnya membuat video dengan hasil teks prosedur
		yang sudah dibuat dan upload di aplikasi tiktok.

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		6)	Guru memperhatikan peserta didik dan memberikan apresiasi terhadap hasil yang sudah dilakukan peserta
		7)	didik atau kelompok. Guru memberikan evaluasi terhadap presentasi yang sudah dilakukan.
	Penutup	1)	Guru bersama peserta didik melakukan refleksi
	Tenutup	1)	
		2)	mengenai pembelajaran yang telah dilalukan.
		2)	Guru menginformasikan terkait kegiatan pembelajaran
		2)	yang aka <mark>n dilaku</mark> kan pada pertemuan berikutnya.
		3)	1
	Domtonovan 2 (2	1 <i>E</i>	setelah pembelajaran.
	Pertemuan 3 (2	T T	
	pendahuluan	1)	Guru mengucapkan salan dan berdo'a untuk memulai pembelajaran.
		2)	Guru menanyakan kabar peserta didik.
		3)	Guru mengecek kehadiran peserta didik.
		4)	Guru memberikan pertanyaan terkait materi yang sudah
			dijelaskan pada pertemuan sebelumnya.
	Kegiatan Inti	1)	Guru memberikan intruksi untuk membuat teks
			prosedur dan mempresentasikan didepan kelas secara
			individu.
		2)	Guru memberikan waktu 45 menit untuk peseta didik
			mempersiapkan tugas.
		3)	Peserta didik mempresentasikan tugas dan guru
		ŕ	memperhatikan.
		4)	
		,	berhasil dilakukan paserta didik.
		5)	Guru memberikan apresiasi kepada peserta didik.
		6)	Guru mengumumkan terhadap tes lisan yang akan
			dilaksanakan pada pertemuan keempat.
1	HIPD	CIT	CAC ICLAMANICCED
V	Penutup	1)	Guru bersama peserta didik melakukan refleksi
			mengenai pembelajaran yang telah dilalukan.
	TTAT	2)	Guru menginformasikan terkait kegiatan pembelajaran
	HAI	I /	yang akan dilakukan pada pertemuan berikutnya.
	1 14 1	3)	Guru meminta ketua kelas untuk memimpin do'a
			setelah pembelajaran.
	Pertemuan 4 (2	x 45 me	enit)
	pendahuluan	1)	Guru mengucapkan salan dan berdo'a untuk memulai
			pembelajaran.
		2)	Guru menanyakan kabar peserta didik.
		3)	Guru mengecek kehadiran peserta didik.

KIAI

	4) Guru memberikan pertanyaan terkait kesiapan peserta didik terhadap tes lisan yang akan dilaksanakan.
Kegiatan Inti	1) Gur <mark>u memberikan wa</mark> ktu kepada peserta didik untuk
	me <mark>mpersiap</mark> ka <mark>n diri u</mark> ntuk melakukan tes lisan.
	2) Guru memberikan intruksi kepada peserta didik
	bagaimana mekanisme tes lisan yang akan
	dila <mark>ksanaka</mark> n.
	3) Guru memberikan nilai satu persatu setelah peserta
	didik me <mark>lalui tes</mark> lisan.
	4) Guru memberikan apresiasi terhadap kegiatan yang
	sudah dilakukan peserta didik.
Penutup	Guru bersama peserta didik melakukan refleksi
	mengenai pembelajaran/tes lisan yang telah dilalukan.
	 Guru meminta ketua kelas untuk memimpin do'a setelah pembelajaran.

J. Instrument Assessment

1. Rubrik Penilaian sikap

Nama Siswa : Kelas :

No. Absen :

No	Acuali	Skor			
No	Aspek	1	2	3	4
1	Mengikuti pembelajaran				
	dengan penuh perhatian.				
2	Mengerjakan tugas yang				
	diberikan guru dengan penuh				
	semangat dan tepat waktu				
3	Berpartisipasi aktif dalam				
	kegiatan kelompok dan				
	individu	$\Lambda \Lambda \Lambda$	NII		ED
4	Menghormati dan menghargai	ZIVI	TAI	LU	
	teman dan guru				
5	Mengajukan pertanyaan jika				
	ada yang tidak dipahami	\mathbf{L}	ノ		ノし

• Keterangan:

- 4 = Selalu
- 3 = Sering
- 2 = Kadang-kadang
- 1 = Tidak pernah

2. Rubrik Penilaian Kemampuan Berbicara

Kelas:

			A	spect		
No	Nama Siswa	Pronunciation	Grammar	Vocabulary	Fluency	Total
			S	core		
1.	-					
2.	-					
3.	-					
4.	-					
5.	-					
	Total					

	S	peaking	g Sk	xills Assessment Rubric
No.	Aspect	score		Description
	Pronunciation	25		Easy to understand and has a native accent
		20		Easy to understand even with a certain accent
		15		There are pronunciation problems that make listeners misunderstand.
		10		Difficult to understand because of pronunciation problems
		0		Not understandable
	Grammar	25		No grammar mistakes
		20		There are minor errors, not affecting the meaning
		15		There are often mistakes
		10		Many grammar mistakes
		0		All grammar mistakes
	Vocabulary	25		Has the correct meaning
TT	TDCI	- 20	(There is a wrong meaning
$\Pi \Lambda$	EK31	15		There is often a wrong meaning
		10		Many a wrong meaning
	LATT	0	7	All wrong meaning
	Fluency	25	,	Fluent and accurate
	XXIIX	20		Occasionally pause for a while
		15		Frequently pause, affecting fluency
		10	A	Struggle to speak fluently, many pause
		0		Unable to speak or respond clearly

• Keterangan:

_		
No	Kategori	Skor
1.	Sangat bagus	25
2.	Bagus	20
3.	Cukup	15
4.	Jelek	10
5.	Sangat jelek	0

K. Refleksi

Siswa

- a. Apakah kamu memahami konsep materi yang kita pelajari hari ini?
- b. Pada bagian manakah yang belum kamu pahami?
- c. Hal apa yang perlu kamu lakukan untuk menjadi lebih baik?
- d. Apakah Modul Ajar ini bisa membantu kamu dalam memahami materi?

• Guru

- a. Apakah pembelajaran yang saya lakukan sudah sesuai dengan apa yang saya rencanakan?
- b. Apa kesulitan yang dialami siswa yang belum mencapai tujuan pembelajaran?
- c. Sikap atau hal apa yang bisa saya lakukan untuk membantu mereka?
- d. Bagian rencana pembelajaran manakah yang sulit dilakukan?

Remedial

Peserta didik yang belum mencapai semua tujuan pembelajaran yang dirumuskan maka dilakukan pembelajaran ulang, pemberian bimbingan secara khusus dan tugas-tugas latihan secara khusus.

• Pengayaan

Peserta didik yang telah mencapai semua tujuan pembelajaran diberikan pembelajaran pengayaan berupa materi, soal-soal atau praktik melebihi cakupan baik kelompok ataupun individu.

L. Daftar Pustaka

2022. *Buku Panduan Guru Bahasa Inggris:* Work in Progress untuk SMA/SMK/MA Kelas X. Jakarta: Pusat Perbukuan, Badan Standar, Kurikulum, dan Asesmen Pendidikan, Kementerian Pendidikan, Kebudayaan, Reset, dan Teknologi.



Appendix 5

Test Instrument

Speaking Test

Test : Speaking

School : SMAN 3 Jember

Class : X-4

Time :-

This is an individual test, each student chooses a theme provided by the teacher and presents it orally!

Instruction

- Ask the student to choose the theme of procedure that they will do, the theme of the test is as follows:
 - a. How to make a noodle
 - b. How to make a fried rice
 - c. How to make a social media accounts
 - d. How to use washing machine
- Ask the student to speak up in front of the class to explain their procedure text.

Example:

• Goal : Make Coffee

• Ingredients : 1. Mug

2. Spoon

3. Coffee Powder

4. Sugar

5. Hot Water

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• Steps

: 1. First, add coffee 3 tablespoons in

mug

2. Second, add sugar 2 tablespoons in

mug

3. Third, add hot water till full

4. Fourth, stir till mix

5. Fifth, serve

Transcript of Students

S1 : Hallo everyone!

let me introduce myself

My name is Sabita Naura Putri

I want to tell how to make instant noodles

The ingredients are:

- 1. A pack of instant noodles
- 2. Water
- 3. The seasoning from the noodle pack

The steps are:

First, boil some water in a pot

Second, add the noodles to the boiling water and cook for 2–3 minutes

Third, while the noodles are cooking, empty the seasoning sachets into a bowl

Fourth, once the noodles are cooked, pour the noodles and water into the bowl with the seasoning

Mix everything well, and it's ready to serve

S2 : Hallo good morning

Allow me to introduce myself

My name is Najwa Aisha

I want to tell how to make Fried Rice

Fried rice is my favorite food, and it's super easy to make!

The ingredients are:

- 1. Rice
- 2. Garlic
- 3. Egg
- 4. Vegetables
- 5. Soy sauce

6. Salt

The steps are:

First heat some oil in a pan

Second add chopped garlic and cook until it smells good

Third put the vegetables in the pan and stir them

Fourth push the vegetables to the side and cook the egg

Fifth add the rice, soy sauce, and salt, then mix everything

And last cook for a few minutes, and it's ready!

S3 : Good morning everyone!

Introducing my name is Muhammad Izza Fakhry

Today, I want to tell you how to create a social media account!

It's really easy:

first Select an application for example TikTok.

Second Open the application, If you don't have it, download it first on your handphone or open it on a computer.

third Click "Register" or "Create Account" Usually there is this button on the main screen.

Fourth Fill in your data, Enter your name, email or phone number, and create a secret password.

fifth Check the code in your email/HandPhone, you will get a code, enter the code into the application.

Finally, decorate your profile and bio so that friends know it's your account.

KIAI HAJI ACHMAD SIDDIQ J E M B E R

The Result of Interview

THE RESULT OF INTERVIEW

Time and Place of Interview

1. Day/Date : Wednesday, 20th November 2024

2. Place : The front of the classroom and the garden of

senior high school 3 jember

3. Time : 09:15-Finish

Respondent : 1. English Teacher

2. Student 1,2, and 3

Note :

1. R : Researcher

2. T : English Teacher

3. S : Student 1,2, and 3

Teacher Interview

- R : Selamat pagi, Bu. Terima kasih sudah meluangkan waktu untuk wawancara ini. Setelah kita menerapkan strategi digital storytelling menggunakan TikTok untuk meningkatkan kemampuan berbicara siswa, saya ingin mendengar pendapat Ibu. Bagaimana menurut Ibu, sejauh ini penerapan metode ini?
- T : Selamat pagi juga. Menurut saya, metode ini cukup menarik. Siswa terlihat antusias karena media yang digunakan relevan dengan kehidupan sehari-hari mereka. Mereka lebih termotivasi untuk berbicara karena merasa bebas berekspresi.

- R : Apakah Ibu merasa metode ini cocok untuk meningkatkan kemampuan berbicara siswa?
- T: Ya, sangat cocok, terutama untuk siswa yang cenderung malu atau kurang percaya diri berbicara di depan kelas. Dengan TikTok, mereka bisa merekam ulang sampai merasa puas dengan hasilnya. Selain itu, mereka juga belajar melatih pelafalan, vocabulary, fluency, dan cara menyampaikan ide secara lebih kreatif.
- R : Apakah Ibu sendiri akan mempertimbangkan untuk terus menggunakan metode ini di kelas?
- T : Saya rasa iya, tapi tentu saja dengan beberapa penyesuaian. Tidak semua konten di TikTok cocok untuk pembelajaran, jadi saya harus memastikan bahwa proyek yang diberikan tetap relevan dengan tujuan pembelajaran. Tapi secara keseluruhan, metode ini cukup efektif.
- R : Jika Ibu menerapkan metode ini, tantangan apa yang Ibu perkirakan akan ditemui?
- T : Tantangan utamanya mungkin memastikan siswa tetap fokus pada pembelajaran, bukan hanya efek visual atau mengikuti tren TikTok. Ada kemungkinan mereka lebih memperhatikan sisi hiburan daripada sisi edukasinya. Selain itu, saya juga perlu memastikan bahwa siswa memanfaatkan aplikasi ini dengan bijak dan sesuai dengan aturan sekolah, terutama terkait etika penggunaan media sosial.
- R : Apa saran dan masukan Ibu untuk pengembangan metode ini ke depannya?
- T : Saya pikir, ke depannya, metode ini akan lebih kuat jika disertai pelatihan untuk guru lain agar mereka juga dapat mengimplementasikan metode ini dengan baik. Tidak semua guru merasa nyaman atau paham dengan teknologi seperti TikTok.
- R : Terima kasih, Bu. Saran Ibu tentang pelatihan guru. Saya rasa itu akan memberikan dampak lebih baik dan tepat.

T : Sama-sama. Menurut saya, metode ini tidak hanya bermanfaat untuk siswa, tapi juga mendukung pengembangan profesional guru.

R : Terima kasih banyak, Bu, atas masukannya yang sangat bermanfaat.



Students Interview

- R: Halo semuanya! Terima kasih sudah bersedia meluangkan waktu untuk wawancara ini. Setelah pembelajaran tadi menggunakan strategi digital storytelling dengan aplikasi tiktok, saya ingin mendengar pendapat kalian. Jadi, bagaimana menurut kalian pembelajaran yang sudah kita lalui?
- S1 : Menurut saya, pembelajarannya seru banget, Kak! Kita jadi bisa belajar sambil praktek langsung, apalagi tiktok kan aplikasi yang sering kita pakai. Rasanya belajar jadi lebih santai tapi tetap fokus sama materi.
- S2 : Saya juga setuju. Biasanya kalau belajar berbicara itu bikin grogi, tapi tadi rasanya lebih gampang karena kita bisa latihan dulu sebelum merekam. Jadi, saya lebih percaya diri waktu bikin video.
- S3: Saya suka banget, Kak! Biasanya belajar tentang teks prosedur itu kayak cuma baca buku atau presentasi biasa, tapi tadi beda. Kita jadi bisa kreatif, sambil coba cara baru buat menjelaskan langkah-langkahnya.
- R: Wah, senang mendengar kalian menikmatinya. Kalau begitu, apakah pembelajaran ini membantu kalian mengatasi hambatan yang biasanya kalian hadapi saat belajar berbicara?
- S1 : Iya banget, Kak! Biasanya saya takut salah ngomong atau nggak lancar, tapi dengan ini kita bisa ngulang-ngulang rekamannya, saya jadi lebih santai dan bisa ngomong lebih jelas.
- S2: Betul, Kak. Buat saya, biasanya susah untuk mengatur nada bicara biar nggak monoton. Tapi waktu bikin tugas video, saya belajar banyak soal pelafalan dan intonasi.
- S3 : Kalau saya biasanya sulit buat menjelaskan langkah-langkah secara runtut, tapi dengan ini kita harus bikin video yang jelas dan sesuai urutan, saya jadi lebih terlatih. Plus, kita juga bisa lihat ulang videonya buat evaluasi sendiri.

- R : Menarik sekali. Sekarang pertanyaan terakhir, apakah kalian menyukai aktivitas pembelajaran itu?
- S1: Banget, Kak! Soalnya tiktok bikin pembelajaran jadi nggak membosankan. Rasanya belajar sambil main tapi tetap dapat banyak pelajaran.
- S2: Saya juga suka, Kak. A<mark>palagi kita jadi le</mark>bih bebas berekspresi, dan itu bikin saya lebih menikmati tugasnya. Pokoknya beda banget dari pembelajaran biasa.
- S3 : Sangat suka, Kak! Bikin video seperti itu bikin saya lebih percaya diri buat ngomong dalam bahasa Inggris. Kalau bisa, metode ini sering-sering dipakai ya, Kak.
- R : Terima kasih banyak atas tanggapan kalian! Senang sekali mendengar bahwa pembelajaran tadi memberikan pengalaman positif untuk kalian. Semoga metode ini dapat membantu kalian belajar lebih baik.

S1, S2, S3 : Terima kasih, Kak!

Observation Sheet

Observation Sheet

No.	Statements	Yes	No	Note
1.	Students pray and greet with teacher before during learning	1	19 500	Siswa Selahi memberikan Salam olan berdea Sebelum Pembelegaran dimulai
2.	Students pay attention to the teacher explanation	/		Sisusa benar - benar meanperhatikan penjelasan Peneliti
3.	Students actively ask the teacher	/		Siswa bersemangat bertanya soat pembelajaran
4.	Students actively answer questions from the teacher	/		Sebagian banyak siswa bersemangat Untuk Menjawab Pertanyaan peneliti
5.	Students understand the material	V		Para Siswa Memahami, karena Jika Siswa ticlak mengerti Siswa selalu bertanya
6.	Students follow teacher instruction well	\		Para Siswa Selalu berhasil Mengikuti perintah yang diarahk dari Peneliti
7.	Students express creative ideas in discussions or assignments	1		Para Sisua Salah mengekpresika Kreatif Paela tugas
8.	Students show enthusiastic attitude during learning	/		Siswa Sangat centusias Saat proses pembelayaran
9.	Students show respect for the teacher during learning	7		Para Sisona Selalu bersikap Sopan kepada Orang Yang Lebih tua
10.	Students pray and say thank with the teacher after during learning	/	VI	Sesudah Pembelajaran Siswa Selalu Mengucapkan terimakasih (alu berdoa bersama

J, E M. B E R.

Students' Score in Pre test and Post test

DAFTAR NILAI SISWA SMA NEGERI 3 JEMBER TAHUN PELAJARAN 2024/2025

Pre - Test

Kelas: X4

NI.	Nama Siswa		Ni	lai		Total Nilai
No	Nama Siswa	P	G	V	F	
1.	Achamad Rifaqin Hafidz A.	12	ю	15	10	50
2.	Adonis Agung Wijaya	12	10	12	10	50
3.	Ahmad Hoirul Anam	15	12	r2	10	22
4.	Alya Rana Sarayu	२०	20	20	10	70
5.	Andini Rahmawati	20	12	20	10	65
6.	Ardian Fikri Nendar Pratama	12	12	15	10	\$5
7.	Arvel Izzulhaq Abyningrat	12	10	20	to	22
8.	Aryasatya Yardan Bambang P.	12	15	20	10	60
9.	Athaya Shifa Qonita	20	15	20	10	65
10.	Belgis Ananda Yuli	20	12	20	10	65
11.	Ceisa Cahaya Pujani	15	15	20	10	60
12.	Citra Amalia Rosdianti	20	12	20	lo	62
13.	Daviandra Dwi Ramadhan	12	10	12	lo	20
14.	Davinasari Mutiara Hadi	26	15	20	to	65
15.	Devina Amelia Agustin	20	12	20	10	65
16.	Devita Sari	20	15	12	10	60
17.	Hendry Cahyo Widya Kusuma	20	10	20	10	60
18.	Jhenova Bara Akbarisa	20	16	20	lo	60
19.	Marsya Yulia Kirana	26	20	to	10	70
20.	Mikala Reno Garnado	20	12	20	lo	65
21.	Moh. Fachry Alifiansyah	20	15	20	lo	65
22.	Mohammad Rizal	20	lo	20	10	60
23.	Muhammad Izza Fakhry	20	20	20	12	75
24.	Muhammad Nafi Abghisyam	20	12	26	10	65
25.	Naila Ayu Junaidi	15	15	20	10	60
26.	Najwa Aisha	20	20	20	12	75
27.	Nanda Munsib Bainal Umam	12	12	20	10	60
28.	Nur Zahratus Shita	12	10	20	10	7.7
29.	Rafif Tariq Athallah Prabowo	15	10	12	10	\$0
30.	Rafly Febriansyah	15	12	20	10	60
31.	Rahmadina Cahya Khalifi	20	13	20	ID	65
32.	Sabita Naura Putri	20	20	20	12	25
33.	Siti Sofiah Nur Ramadani	12	10	12	10	20
34.	Siti Sugiati	ts.	lo	20	10	22
35.	Yoofi Adi Wicaksana	12	10	12	10	02
IV -4	Total					2.130

UNIVE KIAI H

Keterangan: P=Pronunciation

G=Grammar

V=Vocabulary

F=Fluency

BER

DAFTAR NILAI SISWA SMA NEGERI 3 JEMBER TAHUN PELAJARAN 2024/2025

Kelas: X4

Post - Test

No	Nama Siswa		Ni	lai		Total Nilai
NO	Nama Siswa	P	G	V	F	
1.	Achamad Rifaqin Hafidz A.	20	15	20	15	70
2.	Adonis Agung Wijaya	20	15	20	12	70
3.	Ahmad Hoirul Anam	25	12	20	20	80
4.	Alya Rana Sarayu	25	20	20	20	85
5.	Andini Rahmawati	25	20	20	20	28
6.	Ardian Fikri Nendar Pratama	25	12	20	20	80
7.	Arvel Izzulhaq Abyningrat	25	15	20	20	86
8.	Aryasatya Yardan Bambang P.	52	12	20	20	80
9.	Athaya Shifa Qonita	25	20	20	20	28
10.	Belqis Ananda Yuli	25	20	20	20	28
11.	Ceisa Cahaya Pujani	25	15	20	20	80
12.	Citra Amalia Rosdianti	25	15	20	20	80
13.	Daviandra Dwi Ramadhan	20	15	20	20	75
14.	Davinasari Mutiara Hadi	25	20	20	20	28
15.	Devina Amelia Agustin	25	15	20	20	80
16.	Devita Sari	20	15	20	20	75
17.	Hendry Cahyo Widya Kusuma	25	15	20	20	80
18.	Jhenova Bara Akbarisa	20	12	20	20	75
19.	Marsya Yulia Kirana	25	20	20	20	38
20.	Mikala Reno Garnado	25	20	20	20	28
21.	Moh. Fachry Alifiansyah	25	15	20	20	86
22.	Mohammad Rizal	20	15	20	20	75
23.	Muhammad Izza Fakhry	25	20	20	20	85
24.	Muhammad Nafi Abghisyam	25	20	20	20	85
25.	Naila Ayu Junaidi	25	20	20	20	85
26.	Najwa Aisha	25	20	25	20	90
27.	Nanda Munsib Bainal Umam	25	15	20	20	80
28.	Nur Zahratus Shita	20	12	20	20	75
29.	Rafif Tariq Athallah Prabowo	20	12	20	15	70
30.	Rafly Febriansyah	25	15	20	20	80
31.	Rahmadina Cahya Khalifi	25	20	20	20	28
32.	Sabita Naura Putri	25	20	25	20	90
33.	Siti Sofiah Nur Ramadani	20	12	20	15	70
34.	Siti Sugiati	20	15	20	20	75
35.	Yoofi Adi Wicaksana	20	12	20	12	70
-	Total erangan: P=Pronunciation	W A	1			2.795



INSTRUMENT VALIDITY

LEMBAR VALIDASI INSTRUMENT PENELITIAN

"Enhancing Tenth Grade Students' Speaking Competence by Implementing
Digital Storytelling Through Tiktok App at SMAN 3 Jember in 2024-2025

Academic Year"

Nama validator : DINIK ROJANINGTIYA, S.Pd., Gr.

Profesi : Guru Bahasa Inggris Instansi : SMA Negeri 3 Jewber

Lembar validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap validitas penelitian ini. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu menjadi validator dan mengisi lembar validasi ini.

Petunjuk Pengisian

- Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut:
 - 4 = Sangat baik
 - 3 = baik
 - 2 = kurang
 - 1 = sangat kurang
- Pengisian dilakukan pada tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik atau saran Bapak/Ibu pada baris yang telah di sediakan.



LEMBAR VALIDASI SOAL

	1 1 1 1 1		Sk	or	
No.	Aspek y <mark>ang dini</mark> lai	1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dan kompetensi dasar ditinjau dari penentuan indikator		/		
2.	Soal sesuai dengan indikator	1			
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan		/		
4.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis		~		
5.	Intruksi mudah dipahami		/		
6.	Intruksi tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian		/		
7.	Intruksi menggunakan bahasa inggris yang sesuai dengan gramatikal		1		

Secara umum tes ini:

- 1. Valid, dapat digunakan tanpa
- 2. Valid, dapat digunakan dengan
- 3. Kurang valid, butuh revisi
- 4. Tidak valid, butuh revisi

Comentar dan sa	ıran:	
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•	•	•	•	•	•	•	•	•	•	•	•	٠	•	•	•	•	•	•	•	٠	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
•		•	٠	•	•	٠	•	٠	٠		•	•	•			•			•		٠					٠	•		•	•	•	•		•	•	•	•		

	30	Oktober	2024
Jember,	,		2024

UNIVERSITAS IS L'alidator. PINIK ROJANINGTIYA, S. Pd., Gr. EMBER

LEMBAR VALIDASI OBSERVASI

			Sk	or	
No.	Aspek yan <mark>g dinil</mark> ai	1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal bahasa inggris		/		
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas	/			
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas		1		
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep		/		
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik		/		

Secara umum tes ini:

- Valid, dapat digunakan tanpa revisi
- Valid, dapat digunakan dengan revisi
- 3. Kurang valid, butuh revisi
- 4. Tidak valid, butuh revisi

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•						•					•	•						•		•					

Jember,......2024

Validator,

DIMIK ROJANINGTIYA, S.Pd., Gr. .

LEMBAR VALIDASI INTERVIEW

			Sk	or	
No.	Asp <mark>ek yang d</mark> inilai	1	2	3	4
1.	Kesesuaian pertanyaan wawancara dangan tujuan wawancara	/			
2.	Pertanyaan wawancara mudah dipahami	/			
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan bercara siswa		V		
4.	Bahasa yang digunakan tidak mengandung makna ganda		1		
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas		/		

Secara umum tes ini:

- Valid, dapat digunakan tanpa revisi
- Valid, dapat digunakan dengan revisi
- 3. Kurang valid, butuh revisi
- 4. Tidak valid, butuh revisi

Van	antar	dan	coron.

•									•		٠			•	•	•	•	•		•	٠	٠	•	•	•	•	•		•	•			•	
•		٠							•		٠								•			•	•	•	•	•		•	•		•	•	•	

Jember,	2	C	>	0	X	d	0	6	и	٢		20	24
Jember,												.20	24

Validator,



UNIVERSITAS ISLAM ROMANICALIA KIAI HAJI ACHMAD SIDDIQ JEMBER

Reliability

	Nama		Nilai			Total
No	Siswa	Pronunciation	Grammar	Vocabulary	Fluency	Nilai
1.	ARHA	20	15	20	15	70
2.	AAW	20	15	20	10	70
3.	AHA	20	20	20	20	80
4.	ARS	20	20	25	20	85
5.	AR	20	20	25	20	85
6.	AFNP	20	20	20	20	80
7.	AIA	20	20	20	20	80
8.	AYB	20	20	20	20	80
9.	ASQ	20	20	25	20	85
10.	BAY	20	20	25	20	85
11.	CCP	20	20	20	20	80
12.	CAR	20	20	20	20	80
13.	DWR	20	15	20	20	75
14.	DMH	20	20	25	20	85
15.	DAA	20	20	20	20	80
16	DS	20	15	20	20	75
17.	HCWK	20	20	20	20	80
18.	JBA	20	15	20	20	75
19.	MYK	20	20	25	20	85
20.	MRG	20	20	25	20	85
21.	MFA	20	15	20	20	80
22.	MR	20	15	20	20	75
23.	MIF	20	20	25	20	85
24.	MNA	20	20	25	20	85
25.	NAJ	20	20	25	20	85
26.	NA	25	20	25	20	90
27.	NMBU	20	20	20	20	80
28.	NZS	20	15	20	20	75
29.	RTAP	20	15	20	_15	_70
30.	RF	20	20	20	20	80
31.	RCK	20	20	25	20	85
32.	SNP	25	20	25	20	90
33.	SSNR	20	15	20	15	70
34.	SS	20	15	20	20	75
35.	YAW	20	15	20	15	70
$\alpha = \frac{k}{k - 1}$ $\alpha = \frac{k}{4 + 1}$	$\frac{1}{1} \left(1 - \frac{\sum \sigma_{\tilde{t}}^2}{\sigma_{\tilde{t}}^2} \right)$ $\frac{4}{-1} \left(1 - \frac{18,31933}{33,06723} \right)$ 94663278	1,38655462	$5,79832$ $\sum \sigma \frac{2}{i} = 18,3$	6,0084	5,12605	$\sigma \frac{2}{t} = 33,0672$

UNIV KIAI H

Field Note

	No.
	Date:
Pertenuan I	
Tanggal: 30 Oktober	2024
Kelas: X4	
Poela hari rabu, 30	Oktober, purul 07.00-09.15
Peneliti melakerkoen pertean	ian pertama di Kelay X4.
Langleah Pertama Yang dilak	ukcen peneliti yaitu mengucapka
salam clan mengacek claster	Kehadiran Para Jiswa.
Setelah itu peneliti mengaja	
Yang Mencangkup definisi,	tujuan, Struktur clan Kaiclah
kepahasaan, Serta Peneliti Me	njelaskom tentang present tense
Penerapan Strategi obgital Sta	oryfelling menggunakan aplikasi
tiktok yaitu Beneliti menai	inpilkon Video tiletok dengan
Jaclus " How to make COFF.	ee latte" Selvagooi Contoh
dari teks prosedur entuk	
Seperti "tywan, alat dan baha	an, clan Langlean - Lounglean ".
	tanyaan hepada siswa terkeit
isi vedeo fersebut. Siswa	terlihat anhisias, aletit
Meyawab dan perpartisipos,	· Clalan distensi. Sofelah
	menujus pembelajaran dengan
	in Menutup clengan berdon
harry	/

PAPERIINE

1	No.
	Date :
Perfeuruan II	
Tonggal: 06 November	2024
kelas : X4	
Pada Rabu 06 Nove	ember pulcul 07.00-09.15.
Peneliti melaksanaken pertenu	
	ngen Salam, cloa, clan mingecel
claster hactir siswa. Unsup	mengingatkan pemahaman Siswa
peneliti mengulous teembooli M	vatori teks prosector young
Suelah dipelajari paela p	Ourtemvan Sebeluanya.
Setelah itu, paneliti memb	beri intruksi kepada sizwa
untuk membuat sebuah	Kelompole Yang terdiri clari
2 anggota. Setelah itu, pe	eneliti menampilkan Video
fixtole dengan Indul " Ho	rw to make a milk tea" yang
dimaintean oleh 2 orang. So	ehingga terjaelilah sesi tanga
Jawah antern Peneliti Olar	parn fixun. Sixun fampak
bersomangat dan antusias	dalam sesi fanya Jourab
Jersebut Setelah dehir	pempelajaran peneliti
menyimpulkan pembelajaran	puelo perferman hari itu dan
Menjelaskan bahwa seriap	Kelompok Membuat Video
sama clan diupload difitak	dengan feralchir pargumpulan
Sepelum Pertennean Minego	rolepan. Setelah itu pepeliti
manuful dance don	_

Munutup dengan don berania. KIAI HAJI ACHMAD SIDDIQ JE M B E R

		No.
		Date :
Pertenua	M	
Temogral	: 13 November	2024
Keles	: ×4	
Poo	la hari rabu, 13 M	Vovember, Pulcul 07.00-09.15
Peneliti mel	akganakan pertemu	an Ketiga ditules × 4.
		a bersama dar mengeeeh
	•	iti memberi intruksi kepna
		hasil fugas kelompok
		Memberikan avalues; olan
melakeckan	Jasi tonya Jawab	autor kelompok yang
membuat,	Dembelajuran menjar	di menyenangkan olan interak
Setelah a	thin pembelajaran	Peneliti menyimpulkan
pembelajan	an clan memberik	an intruksi tugas membuan
video ser	ipu fetapi Mena	an inclividu untuk melatik
fisure da	low Kemansum he	erbicorn Peneliti Juga
		Dertemuan berikatnyn akan
diadat	tel Comma lice	in terkait dengan pembelagi
Dembua For	Le les Properdies	Setelah itu peneliti
haration	Dougholas and	Jamas In peneur
Memorup	punibusajuran de	ngon dea bersama.

KIAI HAJI ACHMAD SIDDIQ J E M B E R

	No.
	Date:
<u></u>	
	Perfencian IV
	Tenggal : 20 November 2024
	Kelas · X4
	poela fabr, 20 November 2024 Pulcul 07:00-09:15
1	Peneliti melaksanakan pertemuan keempat clikelas X4
1	peneliti mengawali alengan Solam, don den mengecek
<u>\</u>	claster hadir siscua, pada perfenuen kelupat peneliti
•	mengadakeun tes lisan. Tes ini bertuguan untuk
	mengukeer peningkatan Kemampuan berbicarn siscon
1	Setelah dilakukannya tiga perhemuan Sebeluunya.
1	Siscen Climinta Untik Memilih felma feles progoder
	yang fudat clisiaplean peneliti. Selanjurnyo para
_	Sistera Menyugun feks proselur lah mempregentasikan
	seearn molivicla. Setelah tes, peneliti memberitan
	evaluasi clan memberitan Pertanyaan. Setelah itu
	peneliti menutup precas dengan don bersuma
	dan menguccepkan Salam.
,	
/-	
/-	
/-	
1-	

KIAI HAJI ACHMAD SIDDIQ J E M B E R

Research Journal

JURNAL PENELITIAN

Nama : Chandra Wardhana Putra

Nim : 202101060012

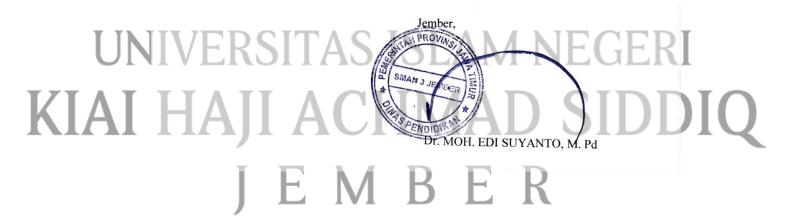
Judul : Enhancing Tenth Grade Students' Speaking Competence by

Implementing Digital Storytelling Through Tiktok App at

SMAN 3 Jember in 2024-2025 Academic Year

Lokasi : SMA Negeri 3 Jember

No.	Tanggal	Aktifitas	TTD
1.	7 200	Menyerahkan Surat 121n Penelitian	Smint
2.		Mewawancarai guru Bahasa Inggnis clan pre-test	SMIMP
		Proses Kegiatan Belajar Mengajan Pertenuan Pertanua	Smit
		Prosex Kegialan Belajar Mengajar Perteasuan Kedua	Anni)
5.	13 November/2014	Proces Kegiatan Belajar Mengajar Perteawan Ketiga	NAMA.
6.	20 November/ 2024	Proses Kegintan Belegar Mengajar Petteawan Kerngat dan Post test	NW.



Appendix 14

SMAN 3 Jember Maps



Documentations



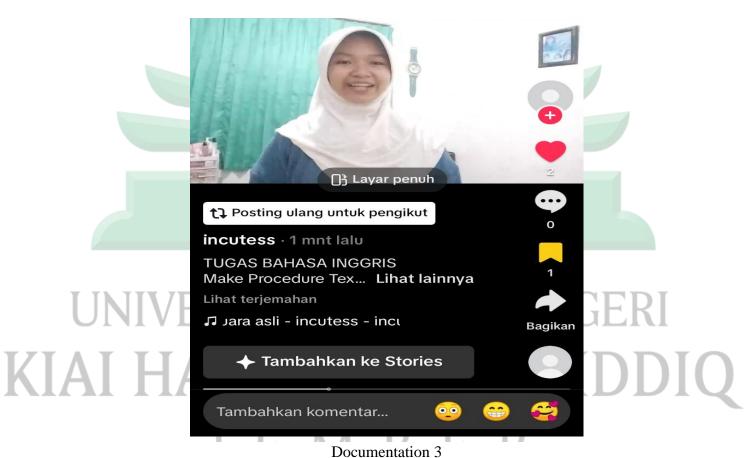
Documentation 1
Interview With Teacher



Documentation 2
During Treatment



Documentation 4
Group Student Video Assignment



Individual Student Video Assignment



Documentation 6
Group Student Presentation



Documentation 5
Individual Student Presentation



Documentation 7
Interview With Students



DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Chandra Wardhan Putra

NIM : 202101060012

Program : English Education Department

Faculty: Tarbiyah and Teaching Training

University : State Islamic University of Kiai Haji Achmad Shiddig Jember

Declarate that this undergraduate thesis entitled "Enhancing Tenth Grade Students' Speaking Competence by Implementing Digital Storytelling Through Tiktok App at SMAN 3 Jember in 2024-2025 Academic Year" is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declase that the publications cited in this thesis have been personally consulted.

KIAI HAJA Jember, KIAI HAJA CHAMATERAL TEMPEL 202101060012

Appendix 17

Researchers Biography



Personal Information

Complete Name

> NIM

Gender

Place, Date of Birth

Address

Faculty/Study Program

Phone Number

Email Adress

: Chandra Wardhana Putra

: 202101060012

: Male

: Jember, 03rd March 2002

: Jaya Giri, Denpasar, Bali

: FTIK/English Education Department

: 085738251417

: chandraaone@gmail.com

Education Background

2006-2008

2008-2014

: TK Panca Kumara Denpasar

: SDN 29 Dangin Puri Denpasar

2014-2017

: SMP Pertiwi Dewata Denpasar

2017-2020

: SMK Negeri 5 Denpasar

Plagiarism Check



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Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Chandra Wardhana Putra

MIM : 202101060012

: Tadris Bahasa Inggris Program Studi

Judul Karya Ilmiah : Enhancing Tenth Grade Students' Speaking Competence By

Implementing Digital Storytelling Through Tiktok App At Sman 3 Jember

In 2024-2025 Academic Year

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (13,4%)

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FTIK UIN KHAS Jember

UNIVERSITAS I

NIP: 198308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.