

THESIS

**THE USE OF *TIKTOK* CONTENTS INTEGRATED *CLT* METHOD
IN TEACHING SPEAKING SKILL AT INTERMEDIATE CLASS
STUDENTS OF DARUSSALAM ECC COURSE IN 2021**



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BLOKAGUNG BANYUWANGI
2021

**REQUIREMENT FOR THE DEGREE
THE USE OF *TIKTOK* CONTENTS INTEGRATED *CLT* METHOD
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THESIS

Presented to the Faculty of Education and Teacher Training
In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department

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Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
- 3) If a later time it is found that the thesis is product of plagiarism. I am willing to accept any legal consequences that imposed to me.

Banyuwangi, July, 29th 2021

Declator

Siti Lailatun Nikmah

DEDICATION

I dedicate this thesis to me myself,

Who stayed till the end of this degree by all struggle and chance.

**My beloved parents, who hug me peacefully through sincerely love
and praying.**

To my Islamic Boarding School care taker, as my figure.

**To my English lecturers and teachers, thanks for the whole
knowledge, values and noble characters you've given to me.**

**To all people in my surrounding, who supported, motivated and
guided me through any kind of ways.**

MOTTO

Language is sign of personality. Hence, it can't be hidden by any cover.

**Wherever, whenever and however you're teaching a language,
you also teach a complex system of cultural customs, values, habits,
ways of thinking, noble characters, feeling and also acting.**

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Banyuwangi, July, 29th 2021

The Writer

ABSTRACT

Nikmah, SL. 2021. *The Use Of TikTok Contents Integrated CLT Method In Teaching Speaking Skill At Intermediate Class Students Of Darussalam ECC Course In 2021.*

Key word : *TikTok*, *CLT* method, speaking skill.

This research is an experimental research which is aimed to encourage the students speaking skill in speaking term of fluency and comprehension through *TikTok* contents as media which is integrated with *CLT* (Communicative Language Teaching) method. This research is done at ECC (English Conversation Club) Course of intermediate level students in 2021 which consist of ten students. This research was conducted by seeing complex problems and difficulties of students in gaining completed value of speaking skill, which is proved by less ability in having completed English speaking values in learning activities. In other words, they still mixed their language to communicate verbally each other to their target language due to lack fluency of the speaking, they are less in giving opinion, ideas, views, argumentative and the like. Other factors which cause poor ability of students speaking are their lack confident, lack of grammatical structure, media learning of the teacher and methodology of teaching.

Speaking is one of four English skill which belong to productive skill. It need complicated aspects for gaining maximal ability result of the students rather than receptive skills such as reading and listening. Those aspects include the methodology of teaching, media learning of the teacher and also knowledge background. *CLT* is one appropriate method of teaching speaking skill due to the problems which the students face above. By having communicative learning, it help the students to get inside the target language in direct. Besides, it also minimize the lack of confidence due to grammatical rule is not intensively presented in this method. In addition, the contents of *TikTok* also can minimize their lack idea and support the students in encouraging and improving the idea of their speaking.

This research involved mixed-method as the research design through quasi-experimental for the board purpose of depth in understanding and collaboration of analyze the data. In combining the data, the researcher involved sequential-explanatory strategy where quantitative data lead more than qualitative data. Besides, this research is done by six meetings which consist of pre-test, experiments and post-test. The research also focused on the students who have low scores on their pre-test. The quantitative data were obtained by survey and experiments, population, sample, instrumentation, validity and data analysis. Meanwhile, observation, interview and audio-visual recording and interpretation are kinds of process in gaining the current result through qualitative process.

There are some significant aspects where the students were increased by *TikTok* contents integrated *CLT* method such as vocabulary, fluency, pronunciation, grammatical and comprehension. It was proved by the result of T-Test which resulted T value (6000) >T (table 2,776). Beside, from the questionnaire resulted high values of each item. It refers to the high response of the students in perceiving *CLT* as teaching method. Also, the interview result obtained good response related the use of *TikTok* video contents as the learning media to support ideas and knowledge. By applied this method, the students were have more confidence, interesting, enthusiastic, active and creative in producing ideas of speaking also got fluency of their speaking.

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CHAPTER I

INTRODUCTION

A. Background of The Research

There are lots of explanations related to language definition. Language is a system also communication tool which bring important role in human life. It is used every single day to make interaction with others. Language become someone's identity to deliver ideas and views in verbal or writing form, whether it is about what they think about and how they deliver something they think about. English is one of foreign language which in majority it is taught and given to students in overall school grade even university as the International language. Mastering language incline to ability in understanding and applying language skills such as listening, speaking, reading and writing. Those four skills become focus skill teaching to students since period by periode.

Over the year, as like Indonesian, English teaching is typically classified into four skill categories, include active skill like as speaking and writing, as well passive skill like as listening and reading (Savignon : 1999). Speaking and writing are belongs to productive skill, while writing is belongs to receptive skill. Beside, speaking is essential and verbal skill which have any kind of learning activities such as asking and giving opinion, delivering argumentation, asking questions, negotiation, etc. In major, English teachers try to empower and motivate the students for learning, understanding, even mastering speaking skill as one of skill where it is need to be mastered rather than other skills.

An English Course namely ECC (English Conversation Club) Course is a course for female students in Northern Darussalam Islamic Boarding School. This course has three levels or grades for the students in one learning period. Those are basic, intermediate and advance. Each level of this course will be done in 4 months. As first level, basic has specific goal which different from two previous level. This level focuses on increasing and enriching vocabulary also basic grammatical structure. Meanwhile, intermediate is the middle level which focuses on mastering intermediate grammatical structure, productive speaking and listening skill. The last level or the highest one is advance, which focuses on mastering advance grammatical structure, creative writing and comprehension reading. Also, this level focuses on short practical of English teaching.

At basic level, the students memorize 400 hundreds more of noun and irregular verb. Beside, this level also learns about basic grammatical structure as like part of speech, tenses, etc. At intermediate, they also memorize 250 new vocabs related to intermediate regular and irregular verb. In addition, they also have more practical time for speaking practice. This also can be seen from variety practical training such as debate and speech they get to support their ability maximally. Advance level is the last level of this course, where the students focus on mastering of receptive and also productive skill. Hence, final evaluation also involve teaching practice, to measure how far the students understanding of the materials they have gotten, also as training of members to find newest ideas and views in managing classroom through method which they get from their teachers

during their learning process to deliver the materials in process of practical teaching.

In conducting this research, researcher choose ECC (English Conversation Club) Course as object of research in this thesis because ECC Course the only English course which involve training skill and complex materials. Hence, over the year, ECC become the main course of female students for learning and improving English in Darussalam Islamic Boarding School. But, from the complexity features of this course, the researcher has more main reasons related to learning method of this course. Some conceptual and standard of method application which goes on is less of maximal. So the output of this course is not totally get their own goal yet. Some crucial things as dominant problem is the use of methods in teaching which are contradiction with the needs of students.

Grammar teaching is delivered by grammar translation method, while for speaking skill, the teacher apply direct method to students through impromptu motions and clues. Teacher delivers the short and brief explanation as the opening. So the students have to responsive in facing this atmosphere. It refers to how clear they argue their argumentation, ideas, views. By having short view from the teacher in pre activity of speaking, the students is expected to try improve their speaking topic, but in some cases, the students still get difficulties on what they must speak and explain about, to build a series of argumentation, a series of ideas from specific point of view. Personal correction is minor activity in this classroom. Activities in this method can be personal speaking and dialogue in pair. Thus, by low correction which students get, many students goes on their common mistakes

because they have no consideration on what is actually part of false , and some others stay on their common mistakes due to their unnoticed of their false.

By getting direct method, students must be able to do self correction. This method also make some students speak directly based on knowledge background whom they have related to the clue or topic that be given by the tutor at glance. While on the contrary, many students stuck and freeze because they don't have any idea to speak, it means they are confused what must they speak about, they don't know how to start the speaking although they have known many vocabularies related to topic they have gotten. In this learning process, the teacher correct the students by giving vocabs which students do not know directly. Some students still have less confident because they think that speaking must be carefull, structured grammatical, less mistake and difficult. Furthermore, some students able to get good score enough, but some students are still poor and some of them confuse on their speaking. This case cause non maximal result of learning, because majority even all students are not able yet in gaining satisfied score on their final evaluation.

By knowing some essential problems and difficulties of ECC course students above, teacher should have pre-overview even short overview to their students in class. Beside, to get maximal result in teaching process, teacher must be able to make balance in making placement among what kind of method should teachers have, how is the students ability in majority, what is their major need, how is their typical, also their interesting at glance and what kind of appropriate

media which can support the learning process, moreover for speaking skill. Because it is belong to productive skill which need many aspect to support and improve it. Teacher should ensure the students whether one method is enough be applied to them or not. The teacher is not must apply just one method in a class, teacher need to observe what is the students need, because every student has their own ability in catching materials and understanding explanations (Richard : 1999).

TikTok is the most popular application which consist of short videos. It is presented in Indonesia in beginning of 2016. It is Chinese mobile video application which involve platform of short video which is accessed by millions youngsters in all the world (Noyer : 2020). The interesting view of templates makes this application popular. Thus, all people can access and create videos easily with short duration which is completed by filters and musics based on the users. Beside, the user can access it by classification or genre's view, like as education, entertainment. For the learners, this application can be source of learning media and materials to help students in process of materials understanding. Beside, it can help the students to enlarge knowledge and science, also improve through educational contents which affect them and beneficially upgrade their criticism and creative mindset.

In English context, there are so many videos consist of language learning which is presented simple and easy to understand. So the students will make the students easy in getting understanding and supporting the quality of students knowledge. *TikTok* also consist of many material videos related to English skill,

such as listening, speaking, reading and writing. Also, many kind of short common expressions, vocabulary basic material. Through the video, the students able to know misunderstanding, false which become general habitual in the process of speaking whom they use. Moreover, there are so many short knowledge related to actual thing which also able in becoming source of idea of students arguments, views and ideas related to the existance of a clue. In this context, the students can practice to argue the argument related to newest topic which *TikTok* video involves about.

CLT (Communicative Language Teaching) Method is an English method, where communication is the aim in applying this method. Through *CLT*, the learners or students get inside of communication to target language or language acquisition. In other words, teacher teach the learners or students so that they can communicate with others in real life. This method present dominant linguistic material competencies, knowledge form and meaning of the language itself. Meanwhile, some principles of this method is learner expected to use language as communication purposes. Beside, fluency, authentic, meaningful also become the principles part of *CLT*. Activities in *CLT* method can be real communicative and meaningful task. Thus, learners or students can be able to get more interesting in learning a language maximally due to the effectiveness of learning.

Some students incline to get easier understanding by audio as the source of learning, some of them will be focused on visual and some of them will be easy and fast in getting understanding by audio-visual. Thus, teacher need supporting

thing beside mastering appropriate teaching method in order to get maximal result in delivering material or even skill. The development of technology is become an absolute condition whom we cannot be able to reject it. In educational system, media is play important role for the students. Media will end classical teaching system where the teacher is often become centered-learning. By using media, between the students and the teachers can be able to make interactive and communicative learning, students can be active in learning process, because it help them in finding and taking out ideas, opinion, suggestions and many others.

The major reason why the researcher conduct the research in this course is because ECC is centered English learning in Darussalam Islamic Boarding School which is completed by the exist of English dormitory. The students who learn in this course come from various grade, as like first, second and third grade even university. By this, all student of ECC Course must stay in this dorm and join all the activity as requirement of passing the level. ECC (English Conversation Club) is the course which also has some training and briefing to the students in speaking skill like as debate, speech and news reading. By knowing this condition, it is objective enough for taking ECC course as this research object. Because ECC has specific and essential improvement in the process of teaching and learning. Moreover, for further reason, there are several previous studies that found many specific impact of *TikTok* as popular and effective media of learning, also *CLT* as one of appropriate method in improving students' speaking skill. Thus, This kind of research is conducted for knowing and describing the use of *TikTok* Integrated

CLT Method in teaching speaking skill skill at intermediate class of Darussalam ECC Course in academic year 2020-2021.

A. Research Questions

Research problem or research questions is the practical-oriented purpose which is significantly purposed and used as the instruments to conduct a research whether it give a progress of finding or not. Based on the Background of study involves above, this research is attempt to do some below:

1. What are the effect of *TikTok* contents integrated *CLT* method in teaching speaking at intermediate class of Darussalam ECC Course in 2021?
2. Why the use of *TikTok* contents integrated *CLT* method in teaching speaking at intermediate class of Darussalam ECC Course in 2021 is applied?
3. How is the students perspective about the use of *TikTok* contents integrated *CLT* method in teaching speaking skill at intermediate class of Darussalam ECC Course in 2021 described?

B. Objective of The Research

Based on some problems which is formulated above, the objective of the research is to describe and to know how the use of *TikTok* contents in teaching speaking skill at intermediate class of Darussalam ECC Course in academic year 2020-2021. The researchers apply this method to improve speaking ability through communicative teaching where the students can get higher confidence and the students understanding to language target can run maximal. Furthermore,

through communicative process in this method, it helps students in losing the assumptions that speaking is difficult.

C. Significance of The Research

The final goal from learning process from teacher to learner is students output and maximal understanding. By applying appropriate method, it also influence students achievements. So, in the end of those processes, students gets beneficial practically and teoritically. For further explanantion, learning process through using *TikTok* can influence some aspects as below.

For the teacher:

The use of *TikTok* help the teacher in finding and building ideas maping of the students. By using *TikTok* contents, teacher can invite students for having responsive behavior through deliver qualified ideas, comments, view etc to factual event. So the teacher do not get difficulties in taking out or giving stimulus to students in starting the speaking. Moreover, this context become first solution for students which often get stuck in starting and improving due to the idea sources of talking topic. Finally, by *TikTok* contents, the learning processes are not teacher-centered, nut also incline to active learning. Because this media able to involve and partake the students in analyzing and delivering communicatively what they have gotten from *TikTok* contents. Thus, the use of this popular and familiar application as a media of learning can improve the ability of the teacher in handling pedagogic aspect in a class.

For the students:

By using *TikTok* contents as media in learning learning process, the students can be able to get inside in learning process actively, creatively and confidently because there is no such lack idea anymore. The students can enjoy the learning because the use of popular and familiar media which is involved as their popular application of them. Beside, by using *CLT* method, the students can get inside of communication to target language which is consist of language competency such as linguistic, meaning and language form through communicative speaking where no grammar rule are presented. By this, the students able in enhancing their speaking skill without any scared feeling related to ideas and grammatical structure rules.

For the researcher:

This research can be a source of references for further researcher who wants to involve *TikTok* Contents in enhancing speaking ability on teaching process. Moreover the researchers able to know the effectiveness of *CLT* method applying in integrated system and model in teaching to students, by the literature and information which is conducted in this research.

D. Scope of The Research

This research is obviously restrict to the process of the use of *TikTok* contents in teaching speaking skill at intermediate class of Darussalam ECC Course in academic year 2020-2021. ECC Course is specific place to conduct this research. By integral material which students get and four skill learning such as

listening, speaking , writing and reading. From those three skills, intermediate is the middle level which focuses on gaining and mastering speaking skill.

Therefore, the researcher choose speaking skill rather than others due to some aspects of speaking which need some improvement, especially teaching method which proper with that skill. So, the result of the newest method can give the maximal gaining to target language. In this research, the researcher focuses on aspect of fluency and vocabulary also interaction which is completed by interaction through communicative activities. The main data comes from students who get low scores. Beside, the collecting data is supported by research instruments. Those are observation, questionnaire and interview.

E. Definition of Key Terms

1. *TikTok*

TikTok is a popular application and social media platform in earlier of 2017 which is created Zhang Yiming from China. It is consist of variety of videos which involve in short duration (15 - 30 seconds even 60 seconds) and dedicated to young community in the beginning of 2017 (Liqian : 2018). *TikTok* typically belong to UGC, where the content is created by the user as creator. This platform has many videos genres, such as education, business, sport, entertainment , etc.

2. *Communicative Language Teaching (CLT)*

CLT (Communicative Language Teaching) is one of second language teaching method which is focused on students communicative competence. In other word, this method is aimed in developing the

procedures of the teaching from four skills which acknowledge the interdependences of languages and also communication.

3. Teaching Theories

There are so many definitions of the nature in teaching theories. Kerlinger (1956) define teaching theory is a set of interrelated constructs, definitions, propositions which present a systematic view of teaching by correlating the relations among of variables with the purpose of explaining and predicting. In short, teaching theories is mainly focuses on the relationship of variables of teaching, in which the goal is to predict, understand and control task of teaching. It means, teacher has as the role play is take important postion in teaching.

4. Speaking

Speaking is one of 4 language skill most be mastered and belong to productive skill. It is a skill which measure terms of abilities through interactive process and build a meaning, which is involve the process of receiving, producing and processing information. Speak mean talk about, use our voice to say something, make a speech to an audience, make some language ordinary. (Oxford Dictionary, 2008:426).

F. Research Hypothesis

The hypothesis of the research is explained as below:

1. Null hypothesis (H0):

It refers to there is no such significant effect of students skill by using *TikTok* contents through integrated *CLT* method in teaching speaking skill at Intermediate class of Darussalam ECC Course .

2. Alternative hypothesis (H1):

It refers to There is a significance effect by using *TikTok* through integrated *CLT* method in teaching speaking for improving skill at Intermediate class of Darussalam ECC Course.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuss about review of related theory which is used in this research. It involves TikTok contents and the usage, media in teaching and learning, kinds of media, technic for teaching using media, theory of language teaching and learning, CLT method, designing CLT, learning goals, linguistic input, activities in CLt learning, learning role, teacher role, setting, speaking, teaching speaking, speaking activities and assessing students speaking skill.

A. TikTok Contents and The Usage

By the rapid improvement of application models, TikTok is one of popular application on youngsters age (Hou : 2018). TikTok (Chinese named id as Douyin) is a social media application also music and video platform which has short duration and consist of variety of video content. This application is created by Zhan Yiming from Tiongkok and published on September 2016, which popular in 2017. Through TikTok platform, the user can find and create various of video or music in short duration based on their creativity such as giving info, showing skills, also adding knowledge and various type of lessons (Yi: 2017).

Many youngsters and students get this application on their phone. Moreover, educational atmosphere in pandemic era cause the students get online and offline learning. This also open the students opportunity in opening TikTok and finding the newest various knowledges and informations. Online learning

1. research found that *TikTok* as application in form of platform which take essential role for students on their young age. Beside, this research also found that *TikTok* can help to stimulates students effectively in finding their creative idea in variety skill of language as like speaking, listening even writing.
2. “Understanding Young Adults' *TikTok* Usage” by Yang Yuxin, a student from China. In conducting his research, he take walkthrough method and textual analysis. He presented result analyzing where *TikTok* has significant impact to young adults, on the age average of Senior High School Grade, as mentioned on previous research above. *TikTok* can influence the way of young adults' thinking, also as the media that support students way to understand the embedded meaning from variety contents of *TikTok* which is provided based on the genre whom the user choose.
3. “Using Communicative Language Teaching Approach To Improve Students' Speaking Ability” by Sriwahyuningsih, a student of Muhammadiyah University of Makassar. This research is belong to pre experimental that involve the students of seventh grade of SMPN 2 Baranti as the objective of the research. Meanwhile, I take course students of intermediate level in conducting my research. The similarity is addressed on way in collecting data, where she also take pre-test and post-test in analyzing the data. Different from my research that attempt to fluency, this research attempt to fluency and accuracy as the aspect of scoring. From her research, she found the improvement of students speaking ability by

applying *CLT* Method, it can be seen from the average score improvement on pre-test and post-test.

4. “The Use of Communicative Language Teaching Method (*CLT*) in Speaking Class. (A descriptive research at SMKN 1 Salatiga)” by Endri Wahyudi has some similarities with this my research. In his research, some problems whom students face is similar with the research whom I conduct, such as lack confident, lack in participating the speaking forum because of lack idea. Also, the method in collecting data is involves the interview, observation and documentation as qualitative method. Meanwhile, statistic is conducted in my research in analyzing the data because the mix method which is need to involve both of qualitative and quantitative. This research indicate specific improvement of students ability in practicing their speaking through this method.
5. “The Use of Audio Visual Media in Teaching Speaking (A qualitative study at Second Grade of SMP T Bustanul Arifin, Bener Meriah, Banda Aceh)” by Feri Kurniawan. This research use experimental research design, which involve grammar, pronunciation, vocabulary and fluency as the aspect af language assessment. Meanwhile, my research focusly attempt the fluency and vocabulary as the language assessment aspect. In his qualitative research, he found a spesific improvement from the postive response of the students after taught by this AVM (Audio Visual Media). It related to usage of AVM in supporting the maximal improvement of students’ speaking ability on their learning process.

A. *TikTok* Contents and The Usage

By the rapid improvement of application models, *TikTok* is one of popular application on youngsters age (Hou : 2018). *TikTok* (Chinese named id as Douyin) is a social media application also music and video platform which has short duration and consist of variety of video content. This application is created by Zhan Yiming from Tiongkok and published on September 2016, which popular in 2017. Through *TikTok* platform, the user can find and create various of video or music in short duration based on their creativity such as giving info, showing skills, also adding knowledge and various type of lessons (Yi: 2017)

Many youngsters and students get this application on their phone. Moreover, educational atmosphere in pandemic era cause the students get online and offline learning. This also can open the students' opportunity in opening *TikTok* and finding the newest various knowledge and information. Online learning during pandemic era becomes opportunity of students to find newest thing from various type of applications. Up to now, the total of *TikTok* user and accesser more than Youtube accesser. By the total of more than 500 millions time in everyday, and 10 billion in everyday, also 150 millions user (Yuxin ; 2020).

TikTok involves various of contents due to various and different context so it gives different experience to the user. Contents which consist of entertainment will entertain the viewer or user. So it is possible to create similar contents. In other context, like as teaching context in *TikTok* also can be opportunity to show the skill they have. For example, someone who expert to make something, she or

he can apply her or his work publicly through *TikTok*. So the viewer also can apply on their daily life. (Jia : 2017)

B. Media in Teaching and Learning

In term of learning, media has important role and significant. Because it conduct current message which involves instructional purpose. Media even audio visual or audio can support material explanantion. Moreover, it makes something general or complex into simple one. (Arsyad : 19). In term of definition, media is derived from Greek “medium”, which has meaning “medium/middle”. It refers to something which create or inform some informations from some sources to receiver. Some examples of media are printed material, television, computer, video etc. Classifications of media involves visual, audio and audio visual (Staldie : 2005) Also, definition of media is used to transform information from sources to receiver. Beside, media is tool which can support in delivering of language lerning to the learner (Brinton : 2001)

Media affects positive impact in building process of students learning. Media as the important role in realizing learning process effectively. It also encourages quality in context of students activeness. In summary, media is defined as something or tool which is used for specific purpose which can support and increase learning quality of learner effectively.

C. Kind of Media

There are several media which can be applied to support the learning process. The communication process among of students and teacher can be specified from the media which is applied. There are two types of media in

teaching context. Those are technical media dan non-technical media (Brinton : 2001). Technical media media in which related to technical sources, funding and electronical. This is cause the typical of media has the high price than non-technical media, beacause it can bring psychology of outside of world into classroom. Although in anther context, it is less user-friendly. The examples of these media are recording player (audio), TV projector film, videos and the like.

Meanwhile, non technical media is media which unrelated to electric, sources and funding such as white board, pictures paper, flashcard, games board etc. Nowadays, with the rapid improvement in all aspect of education, technology improvement gives the significant impact as quality empowering of students in process of their learning. Thus, they can grow up fast in their classroom.

Multimedia teaching aids is part of specific classification of technical. First definition is derived from Cambridge Advance Learner Dictionary, where using multimedia mean using integrated sound, words, music, video, in spesifically entertainment or computer. According to Mayer (2005:2) multimedia deal on both graphics and text. To strength this definition, Neo (2005:2) defines multimedia as combination of interactive multisensory integrated application sensory application dari aplikasi integrasi multisensory to transfer message or information to viewer or listener. In addition, it has definition as integration of various media digital as sound, images, video. In summary, multimedia is a multi of means for representing and processing video/audio also computer technologies in processing some information or message which is involved.

Era by era, newest technologies presents many new things which make the teacher flow on it automatically in gaining more maximal understanding also target achievement in process of learning. According to Shepard (2005: 4), well-designed multimedia can improve the students ability in processing and building up their mental accurately and effectively rather than texts. Beside, some potencial advantages from well-desined multimedia are mentioned as below:

1. Learning active participation of students
2. Sharpen the skill of decision-making and problem-solving
3. Enlarge students knowledges
4. Higher order thinking
5. Material understanding and retentive
6. Accelerated and efficient learning
7. Information sequences and focus

From those above, teacher can determine appropriate way with students need, as like show the videos from internet sources to students which consist of educative contents which related to language target. Then, students can learn to aspects or language skill such as speaking even listening from videos they watch, so it will create educative and effective learning from integrated video, sound and text as mentioned. In processing information or message, every student has their own way in understanding the learning. Their ability can be classified as audio ability and visual ability. Meanwhile, the integration from both of them are kind of improving process to create better learning, because the powerful point of multimedia is stimulating some or many sense from multisensory of students.

Over the year, the rapid improvement of technology especially the use of internet can upgrade and increase the students interesting and spirit in understanding explanations of teacher. Some examples of internet sources are animation, short and long video, which can enlarge, encourage the students interesting and interaction through it to their subject matter. Beside, they can lead the role actively as the students from convey the information which have they got from the media (Savage: 1996). In summary, media is very helpful for the teacher in delivering the subject matter to the students so they can get the understable point effectively and easily, moreover in teaching speaking by considering what are the types and kind of appropriate media to use.

Nowadays, media become absolute thing where the teacher can not avoid it in this rapid technology improvement. In this research, the researcher use video in teaching speaking skill. The use of video as media in delivering and leading speaking skill learning and can be very effective in stimulating the students interesting in learning process (Frith : 2005). Also, (Stempleski : 2002) states “Video is a kind of dense medium which is extremely can incorporates a large context in vaiety of great visual elements in addition to the spoken or verbal language”. In conclusion, video has more impact to get the students in partaking the speaking class because it can motivate them rather than words itself .

D. Techniques for Teaching Through Media

In process of teaching and learning, there are so many technic which can be used in delivering materials to the students. Some technics that is easy applied to students are silent viewing, normal viewing, freeze frame, split viewing and sound-only is technics which many teacher apply it (Green : 1997). These technic can be delivered through videos or films. Silent viewing is technic where the students think about information from the teacher through sight. The teacher turn down the videos volume so that the soundtrack of video will not be listened. So they will give assessment to the videos related physical appearances, age of person, mood and so on. This technic is appropriate to be applied on speaking and listening skill.

The second technic is normal viewing, where picture and voices is presented in this technic. The integration both of them presents fast information response. When a teacher delivers the structural material, teacher must also provide the structural tasks as initial viewing to the students. So the students also can focus to check the things they can observe or not, focuses on event series by listening in paraphrasing the information they get. This technic is appropriate for writing task.

The third technic is freeze-frame, this technic is the simple rather than other. In this technic, the teacher press “pause” botton on screen and continue the playing. The activities related to this technics consist of persons or people describing, creating some inferences from habit of someone even guess the next series of the video which is played. This technic is focuses on speaking skill. By this technic, they also gets additional benefits where the students also know how to

pronounce vocabulary correctly by repeating the vocabulary they get and they do not know before or the vocab they get but they know before.

The fourth is split viewing technic, where the students were divided into two separate group. The model of this technic is a half of students face the screen completely to know what the video discuss about. Meanwhile, a half of other students will face the contradiction side and incomplete version of information so that they get the information through listening. Then they inform the information each other based on what they get and understand. This technic is appropriate for listening and speaking skill.

The last is sound-only technic. This technic focuses on audio ability of students. The teacher in this technic plays various voices and sound such as animal, ring of telephone, knocking of door and the like. Teacher also show the low brightness of the screen and let students analyze possibilities due to what actually happen on the video. The activities can be communication in pair, change their assumption each other, describe the character from the action of actor even the view at glance.

E. Theory of Language Teaching and Learning

Over the year, in term of foreign language, learning and teaching are the complex discussion. Both of teaching and learning have close relation each other. Theory of language is used as communication. Which become the first thing in language learning through communicative method model. The dominant purpose of teaching language is develop the students ability in communicative competence (Hymes, 1972), a theory which is also set by his friend, where

linguistic theory is related to the ability of delivering ideal listener and speaker to a community of speech, knowing the unaffected grammatical language correctly with the series activities such as initiation, memorization, imitation, error analysis and distraction and so on (Chomsky :1965).

More and more, Murray (2011) also state that learning is series of process that involves among of emotional, cognitive, behavior and environmental influences which the purpose to make change of someone knowledge, skills and worldviews as the result of experience in process of practice. Similarly, Brown (2007) also state that learning is process of getting information and also skill which involve the storage of system, cognitive and memory. He also divide the components into some points as below:

1. Learning is process which involves some practices
2. Learning is process in getting something and series of acquisition
3. Learning is retention of storage system implying, cognitive and memory
4. Learning is retention of skill and also information
5. Learning is a change of behaviorism
6. Learning is process in getting something which involves many form of focus awareness, active and act of events.

From those above, learning is the important part of education as like teaching. Brown (2007) explain that teaching is facilitating and guiding learning enhancing the students to learn and also setting the learning condition. By this, it refers to process in having an effective atmosphere learning. Effective teaching can be supported by well-designed curriculum, instruction focusing, and efficient learning

activities. By regarding those teaching aspects, it mean that teaching is not only monotonous transferring activity of knowledge, but more thing even lot of thing is involved the process in teaching itself where it can build the effectiveness of teaching process.

F. Communicative Language Teaching (*CLT*)

Language teaching was divided into 4 skill categories, active skills and passive skills. Active skills involve speaking and writing, as well reading and listening as passive skills (Savignon : 1991). Communicative Language Teaching is a teaching approach of foreign and second language which emphasize and encourage both interaction and meaning of language teaching where communication competence as the ultimate or main goal. In other words, *CLT* is an approach where the learners get inside of communication to target language (acquisition) where communication is aim of language learning.

Communication doesn't mean consist of language production (message-sending) and receptive (message-receiving) only, but also involve some collaborations both of receivers and senders. Beside, it also involve negotiations of meaning. (Hymes : 1972) also states that the primary goal of communicative teaching is the communicative competence. By those above, communicative competencies involves linguistic competency, knowledge form and meaning. Another view is delivered by Richards (2001) where communicative learning activities is activities which deliver learning process through the communication itself, thus, the intensity of instructional practice that be involved in Communicative Language Teaching is applied by instructors in classroom and

creative curriculum designs in enlarging the authentic of communicative instructions or tasks. To strength the statement above, there are four characteristics which is interconnected as *CLT* definition:

1. Learning goal is focused on all communicative competence components and not limited on linguistic or grammatical competence.
2. Techniques of language is purposed to control the students or learner to authentic, language functional use for meaningful purposes. Beside, the language organizational is not really undelined, but incline to use language aspect that need to be involved in communicative activities.
3. In *CLT* classroom, students are focused in using the language, receptively and also productively
4. Fluency and also accuracy are viewed as complicated principles of technique. At times fluency is allowed to have more role rather than accuracy to keep the students going on language use meaningfully.

By those all, communicative principles are also involved creative construction, integrated for language skill also trial and error.

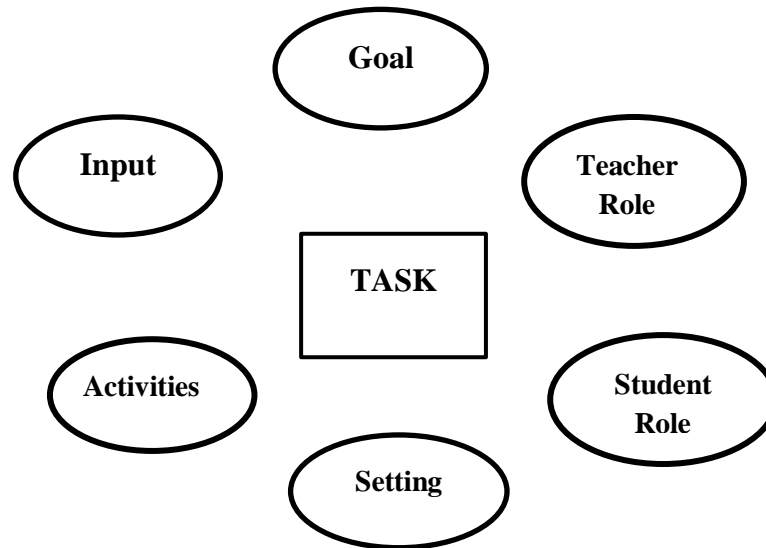
G. Designing Communicative Tasks In *CLT*

In designing the task in *CLT* teaching, there are six detailed points which is delivered by Nunan (1989) as below:

1. Learning aim or goal
2. Role of teacher
3. Role of students
4. Activities in classroom

5. Input of language
6. Setting of how learning activities is situated.

Several points above can be described as below:



H. Learning Goals

In term of *CLT*, the learning goals are expected as maintaining and establishing of relationship in variety exercise of communicative (Nunan: 1989) , exchange some information, conduct the daily homework or task, utilize and obtain any kind of information from many sources such as television, internet, applications, platform, newspaper, materials of research etc.

I. Linguistic Input

Type of input in *CLT* is conducted by any kind of information where exercise is underlined. It means depend on the objective of learning and students need. The teacher also able to deliver and design the activities concept as like article, recipe, video, film, graphic etc.

J. Activities in *CLT* Learning

According to Nunan (1989), activities learning in communicative teaching is focused on encourage some competencies related to interactive ability in setting of real-life, fluency and accuracy in process of communication also enhancing skill building. This refers to class activities are mostly designed for process of negotiation of meaning, information sharing. To strength Nunan's view, there are also typical of major learning activities in *CLT*. Littlewood (1991) explained that the major activities can be divided become "functional" and "interaction of social".

Functional activities involve the activity of comparing pictures, find out a sequence and series in one picture set, finding incomplete features of pictures, learner or students communicate from back side of screen to other students or learner, games and direction following. Meanwhile, social interaction involve debate, negotiation, argumentative, conversation and discussion forum, simulations, drama, role play, improvisation, information gap, problem solving of any kind clues.

K. Learner Roles

The dominant point of *CLT* is communication process rather than form of language. *CLT* conduct the students or learners to observe the failed and incomplete communication is not speaker and listener fault, but incline a part in joint of responsibility. In brief, successful and maximal communication is a

process which come from an accomplishment of acknowledged and achieved jointly.

Teachers Role

In teaching activities through *CLT*, teacher has responsibility to know more what the students need and also how to response it. Teachers should know kind activities that must be always goes on target language. It can be done personally-informally with the students through one to one sessions, which the teacher talk to students related to issues as what perception of students of their style in learning also their goal in learning. There are two dominants of teacher role in teaching through *CLT*. Teacher first role is facilitator, where the teacher is described to facilitate the process of communication among of learners or students in class forum based on variety or type of activities. The second role is to act as independently through group of teaching-learning. Beside, teacher also should be counselor, analysis and manager of class group.

L. Setting

Over the year, classroom is the most specific place in language learning, task in communicative can be taken out in differential settings, community at large context even online-based learning. Thus, in enhancing the learning task, the teacher need to consider the appropriate requirements of learning aspects and contexts based on the students need.

M. Speaking

Speaking is defined as one of language skill which is used as interaction in process of communication which involving production of human verbal or oral language. In daily life, speaking is the communication basic type. Brown (2007), based on his view, speaking is process of receiving, processing and producing any information. In some language classrooms, speaking is kind of focused skill which take important role and function. Through speaking, students or learners can express the idea, give information each other. One of speaking purpose based on Tarigan (2017) view is to communicate. In his view, there are three general basic purpose of speaking as follow:

1. To inform
2. To assure
3. To entertain

To strength Tarigan's view, other view explained speaking definition as a productive verbal or oral skill which involve the producing of verbal expressions to deliver the meaning (Nunan : 2005). Beside, he state speaking has difficult skill rating rather than receptive skill, because itit is belong to impromptu activity. There are two knowledges of speaking skill (Thornburry : 2001), linguistic or language feature and extralinguistic or independent language. Linguistic concern with context, cultural knowledge and familiarities of ather speaker. Thus , linguistic has two specific function, which is known as functional and transactional. Functional function deal with conduct the information and facilitate good service exchange. Meanwhile, transactional function concern with exchange of information, thoughts and ideas in social context. This mean speaking is not

only part of practical skill delivering, grammatical even vocabulary mastering, but is related to relevancy of speaking knowledges which affect in how speaking can be practiced conductively.

N. Teaching Speaking

In teaching a speaking skill, some consideration is needed in having language learning in classroom. Teacher should to know what and how to teach by designing and applying the appropriate technique to the students. Brown (2007) also explain principles in designing teaching technique as follow:

1. Deliver motivating technique. It refers to teacher's empowering to students in upgrading their interest, goals, knowledge need and become the autonomous for giving them benefits.
2. Give correction and feedback. In learning process, there are some students which still dependent on their teacher. Hence, teacher should be able in giving proper correction of students false.
3. Make interconnection both speaking and listening. In process of having speaking, it also involves listening skill. Teacher should be able in guiding students for integrating those two skills so that the students gain maximal process before they produce comprehensive speaking by having qualified information they get from listening.

4. Teacher should build good atmosphere and cooperative learning in process of teaching. Hence, teacher also can provide chance for students to start communication verbally, by providing some information previously.

O. Speaking Activities

Beside the technique, method and media, activities are the important part of teaching and learning process. Through some activities, students are able in gaining more practice. There are several activities which the teacher can apply in teaching speaking skill. Here are some activities of speaking as what Harmer (2001) proposed as below:

1. Drama

This refers to act the script from their textbook or their own writing. Teacher can give chance to students for having practical time previously, then the students who have more confident are able in coming forward firstly to perform their acting. By having an acting, students are able to try make good role of themselves. It means they will try to prepare as good as possible to create best placement from their best performances.

2. Personal and Grouping Games

Game is kind of fun activity for students. They can be applied through it for encouraging communicative skill. By giving games, the students will have stimulations in creating and building interaction one to another till the games can be done.

3. Debate

Debate is one activity which involve the ability of the students in thinking fast and sharing their view, opinion, ideas and mindset. Through the clues or motions in debate, the students will have specific analysis and find many perspective from differential point of view.

P. Assessing Students Speaking Skill

In realizing effective and maximal learning, the teacher should give speaking task to the students. As proposed by Brown (2007), there are five types of activities in assessing speaking as follow:

1. Imitative speaking

These performances assessment refer to repeat what teacher explained. By these activities, the students able to use their own language in delivering what they speak about.

2. Intensive speaking

Intensive speaking means high concentrate on one task which deals with producing language in verbal. Hence, this is given to measure the competency of grammatical phrase and phonology in small group. This activities can be applied in such a reading aloud task, picture cued and dialogue/sentence completing task.

3. Responsive Speaking

These activities involve the students responsive of teacher pedagogic in process of delivering a learning. This also include comprehension test and interaction, but in brief small talk,

conversation, Q and A (Questions and Answers), paraphrasing, direction and instruction giving and the like.

4. Interactive Speaking

Differential points of interactive with responsive is signed by interaction difficulty and length. The assessment can be gotten from interactive discourse such as interview, role play, conversation, discussion and games. Also, it involves long duration task which less interaction such as telling long stories, translations, extending explanations, speech and the like.

5. Extensive speaking

Extensive speaking tasks include the complex assessing that have less interaction in verbal, such as retelling story, picture cued story telling, oral presentation and speech.

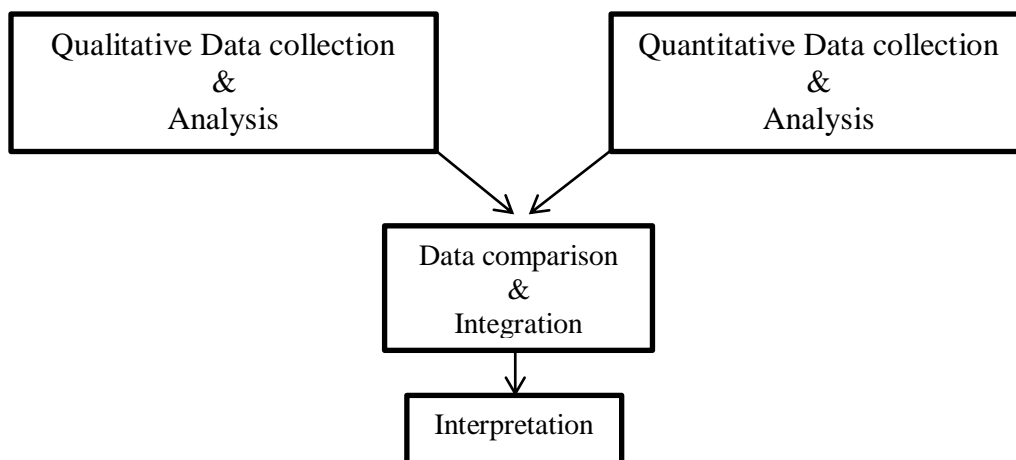
CHAPTER III

RESEARCH METHOD

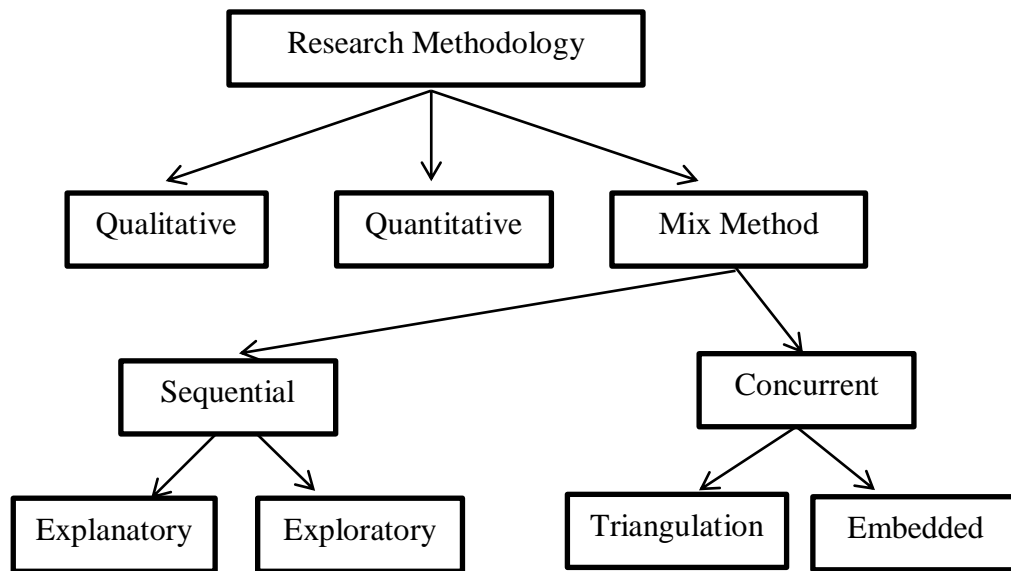
This chapter deals with the method which the researcher uses in conducting this research. It involves research design, research place, research subject, data collecting method, analysis and validating of data.

A. Research Design

In conducting the research, the researcher use mix method as design research. Mix method is involve the use of both qualitative and quantitative, also the assumptions philosophically to get more reliable, valid, objective and comprehensive data (Cresswell, 2009 : 23). Mix method is obtained to help in answering the research problem. The students assessment is done by the teacher in a whole. Meanwhile, personal assessment of the students in detail is supported by the existance of speaking scoring rubric. This is called as quantitative method. Meanwhile, variety of collecting data through, observations, pre-test, post-test, interviews is kind of qualitative method. The process of conducting mix method can be described as below:



qualitative data. Meanwhile, a research questions is need to be analyzed through both qualitative and also quantitative. Thus, the final interpretation of the research can be explained in detail by integrated collecting data process from both of them. The arrangement can be described as follow:



The procedures of Sequential mixed method are used to combine both of one method with another method (Cresswell : 2007). This process also possible to involve explanatory though interview as qualitative, also generalize the research result through large sample as population. The research is also followed by quantitative where the theory is tested. While for qualitative also involve some cases even individuals as detail explanation. Cresswell (2007) explained some procedures of strategies in combining data into three categorizations as follow:

1. Sequential Explanatory Strategy

This strategy is dominated by strong quantitative leadings. It refers to the weight of data collecting which is inclined to quantitative data, include of the first phase application. Mixing will be given on condition where quantitative is resulted as the secondary initial. Furthermore, both of data form is separate but it is connected.

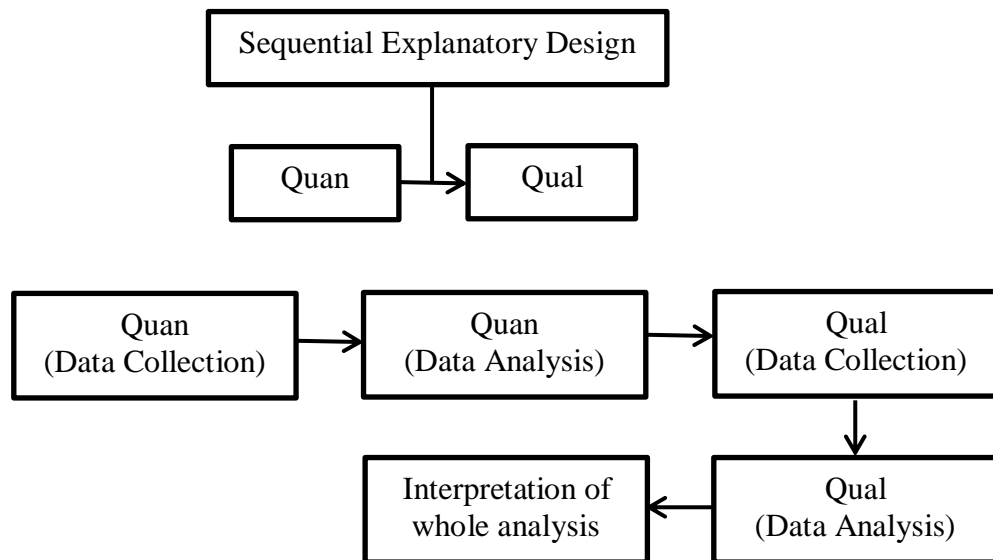
2. Sequential Exploratory Strategy

In glance, this strategy seems alike with explanatory. The differences is led on the phase. Exploratory is conducted by qualitative data at first, then followed by quantitative data to encourage the qualitative result. Thus, the weight is laid on qualitative or first phase. Different from explanatory which emphasize the relationship, exploratory incline in exploring the phenomenon.

3. Sequential Transformative Strategy

This strategy refers to a strategy which has two different phases of collecting data process. It has two phases and one theoretical lens such as theory of social, tribes, gender and so on, which emphasize procedures sequentially. The firs phase can be involved by qualitative or quantitative, then followed by the second phase whether quantitative even qualitative to encourage the previous phase. Thus, it is resulted many perspectives of the researcher which has aim goal as current ideology, conceptual framework, advocacy which lead the research dominantly rather than the method itself. In other words, it has specific purpose in serving the best theoretical or perspective and also better process or phenomenon understanding.

Explanatory refers to a research design that focuses on explanation of research aspect through the detail or specific manner. Explanatory is described by quantitative collecting data process then followed by qualitative, to continue on further process that is interpretation as the final process. It can be described as follow:



(The chart is adapted from John W Creswell, 2007)

Sequential explanatory is often deals through quantitative leadings. It is specified by quantitative data collecting and analyzing on first research phase, then it is continued by qualitative data collecting and analyzing which encourage the dominant of quantitative results. It is used to interpret and analyze unexpected result which is gained from quantitative (Morse : 1991). In short, qualitative is used to verify or examine the unexpected result in detail. Beside this method is convenient due to the the sequentially or

consecutive process which is separated manner so it is inclined to be clear. Finally, the result of the research is easy to be described and reported.

Different from the sequential, other process in involving mix method is called as concurrent which is divided into two. Those are triangulation and embedded (Creswell, 2007 : 196). Triangulation process means the collecting data concurrently from both quantitative and also qualitative. Then, comparing base of data to find some differences, combination even integrations. Concurrent means the data collecting process is taken in a phase, in which the mixing process is lead on discussion chapter. Different from second explanation is related to embedded. This refers to the use of single phase of data collecting from both quantitative and qualitative, which is done in unison.

Unlike triangulation, embedded has low priority. This means the quantitative or qualitative is embedded and become the second one, rather than qualitative or quantitative as the dominant previously. In other words, the second one signed distinct questions than the first one. For example, the use of quantitative data in experimental research is applied in analyzing the output or outcome. Meanwhile, the qualitative explores individual experienced process in group which is given a treatment. In short, it is used to find some specific information of analyzing at different level.

The researcher uses mixed method as research design in conducting this research. Quantitative method is applied to obtain the students speaking improvement data from teaching method through *TikTok* contents integrated *CLT* method to intermediate level students. Meanwhile, qualitative method is applied to know how the use of *TikTok* contents integrated *CLT* method in teaching speaking to intermediate students.

A. The Research Subject

The subjects which the researcher carried out in this research were students of intermediate level. The students total were involved in this research as the participants are 13 female students, in which they also study at senior high school grade and university. Their average ages are 18-19 years old. This research is conducted by seeing complex difficulties of students in gaining completed value of speaking skill, which is proved by less ability in having completed English speaking skill in learning activities. The students were still spoken bilingual (both English and Indonesia) in class. In other words, they still mixed their language to communicate verbally each other to their target language.

This research was conducted by taking the value of speaking proficiency which resulted from students pre-test then followed by treatment and post-test. Also, this research is identified by taking the students low scores. The major reason of why the researcher focused on those students who have low scores rather

than all, due to their low ability in practicing the productive skill than other skills. Beside, intermediate was the level where the students are focused on mastering speaking skill. But on the contrary, common challenges and difficulties such in creating idea in speaking, freeze, lack of confidence, grammatical structure are still became the scared thing. Moreover, at advance level, they will have distinct target or aim goals, where speaking will not be focused anymore, but they will be emphasized on writing, reading and practical teaching because they are expected to master the speaking as well. For more reason, they are also expected to be further tutor generations which they will also teach others as well by having completed languages skill. Hence, the researcher focuses on students who have low scores only.

No.	Name	Course Level	Educational Grade
1.	Arin Ma'rifatul Layyinah	Intermediate	Senior High School
2.	Dinda Retno Putri Putri	Intermediate	Senior High School
3.	Farda Rezkiya Zulfa	Intermediate	Vocational High School
4.	Firda Laila Saputri	Intermediate	University
5.	Iga Putri Lestari	Intermediate	University
6.	Kamalina Masthuro	Intermediate	Vocational High School
7.	Milda Siah Amelia	Intermediate	Senior High School
8.	Puji Astuti	Intermediate	University
9.	Siti Ni'matul Khasanah	Intermediate	Senior High School
10.	Sri Rohmatul Khasanah	Intermediate	University

3.1 List of Intermediate Students at ECC

B. Setting of The Research

ECC (English Conversation Club) Course is one of English course which is located in Banyuwangi, exactly at Blokagung village, Tegalsari subdistrict. This English course has three levels in one learning periodic. Those are basic as the first, Intermediate as the middle and advance as the final level. This course was created in beginning of 2004 at Northern Darussalam Islamic Boarding School for female, by Mrs. Win, an English major student, she was third semester at the time. She was the students of Darussalam Islamic Institution, and she is an English teacher in Glenmore now.

Previously, ECC is abbreviation of English Course Club. Then, since Mr. Imam, an English major student also as first semester students at the time, and an English teacher at SMP Plus Darussalam now, he created course named ECC (English Conversation Club) and invited Mrs Win to integrate both of those two courses. Finally, they named their integrated course as ECC (English Conversation Club) Course. Since ECC is created, it has three levels learning period, as mentioned above. It was located at female classroom or well known as *madrasah* room. *Wayang* became ECC Course logo due to the favourite figure of Mr. Imam and it extended up to nowadays.

C. Research Instruments

Instruments in research term refers to kind of tool which is used in collecting data. There are some procedurials or ways to collect data. In mixed-method, some procedures of collecting data involves classroom observations,

interviews and questionnaires. These are used in gaining current information which can support validity of data. In this research, the researcher involves classroom observations, interviews related research objectives and research questions, questionnaire and also experiments through pre-test and post-test of Intermediate students at ECC Course.

D. Quantitative Data

In whole part of research, method is current discussion which become the most specific. It guide the research directions through design which is involved. Quantitative data refers to data values which related to numeric and counting in which every set of data has the unique value integrated in it. in similar meaning, quantitative means a set of data which is used in analysis through calculation of math and statistic.

In quantitative, survey and experiments is examined through hypotheses and questions. Beside, reliability and validity of instruments scoring guide to data interpretation which is meaningful (Cresswell, 2007 : 137). Quantitative data consist of survey and experiments, population, sample, instrumentation, validity, data analysis also interpretation. In this research, the researcher explains about description of quantitative data collecting as result of the research.

E. Qualitative Data

The further data type is qualitative data. This data is gained by encouraging and understanding the groups or even individual meaning to human problem or social problem by looking at condition complexity and realizing the flexible structural report in final writing (Cresswell, 2007 : 120). The research

process also involves some procedures and questions, setting of participant where most data is collected, interpretation of data meaning, data analysis of current themes even in general.

Qualitative means data that can be characterized by some analysis, data collection, interpretation through recording and also observing to subject of the research. This data is belongs to categorical arrangement in which the researcher can analyze and arrange the data categorically depend on phenomenon and properties which is involved in the research. In this research, observation, interview and audio-visual recording are kinds of process in gaining the current result through qualitative process.

F. Data Collecting Technique

In this research, the researcher involves some procedural in collecting the data. Data is involved from beginning process of research as the identification of research problems, quasi-experimental as the main of data till the end process of the research to complete and support the data in the research.

1. Observation

This activity is applied to know what kind of problems that happen during learning, what is the appropriate method in solving those problems.

2. Prepare the teaching strategies.

The strategies mean set of plan to achieve the current purpose. Thus, strategies include of speaking model that will be applied, types of video contents, also the simple lesson plan.

3. Design simple materials or topics.

In process of teaching and learning, speaking also need some topic, clues or materials which are going to be discussed.

4. Design criteria of success

Criteria of success can be measured by students' achievement in passing upper scores/grades standard. The source is involved from speaking assessment rubric as the standard in determining speaking aspect.

5. Implementing

Implementing mean deliver the materials and apply what we plan previously. It is consist of pre-activity or activity that will be given before delivering the main materials. Meanwhile, main activity is the current activities, where the target is aimed in this section. The last is closing, it means the activity which is delivered is given to end the learning. It conclude correction, evaluation and feedback.

6. Interview

This activity involves asking and answering activity to get any information related to the research and the use of method which is applied to subjective of the research.

Specifically, the technic of data collecting is described into two types, those are quantitative technic and qualitative technic which is described in detail as below:

1. Quantitative Data

In the term of technic in quantitative data collecting, the researcher described the process in collecting data so that can be analyzed as the research result.

a. Pre-test

Pre-test is an activity which is given to students as first overview or activity to observe the problem happened in classroom before the current method is applied. In this research, pre-test is done in form of assessment to students through argumentative and productive speaking activities by using speaking rubric assessment derived by book entitled H. Douglas Brown (2004). Pre-test activities is delivered to the students through lecturing, include explaining materials related to typical of speaking that will be used and general themes that will be discussed. By this activity, the students are given chance to response the teacher by having interaction, communication, even asking some questions to the topic which is discussed. In every phase sections, the teacher deliver current argumentative and productive speaking technic through English pattern completely. After done this section, the students score is taken and processed by speaking assessment rubric as the preleiminary process in supporting and conducting the research result.

b. Post-test

Post-test is an activity to measure the students improvement whether they have gotten any impact or not from the current method

which is applied through speaking assessment rubric. after the scores is taken, then it is compared with the scores which is gained in pre-test. Post-test is also applied to know and distinguish the improvements of students speaking skill of students who have gotten low scores due to lack of confident and lack of ideas. This scores is taken after the treatment for those students is done. Then, the students create interview to take out the students view and perception related to the current method (*TikTok* contents integrated *CLT* method) which is applied.

c. Experiment

In this research, quantitative data is involved through experiment. Through experiment, the data is obtained through provide the treatment to current subject who cannot pass the minimum standard of scores, but still hold another group and determine how is the process both of them in resulting an outcome. Experiments consist of quasi experiment and true experiment. This research is conducted by quasi-experimental. Through quasi-experimental, it mean that individuals or subjective of the research are not assigned randomly.

d. Questionnaire

The researcher involves the questionnaire to encourage the students' perspective about *TikTok* contents integrated *CLT* (Communicative Language Teaching) and also the achievements

score of the students. This questionnaire is conducted through statements in sentences by average of good and bad criteria. This involves 4 categories as like absolutely agree (AA), Agree (A), Disagree (DA), absolutely disagree (ADA). (see appendix 1)

2. Qualitative Data

In the term of technic in qualitative data collecting, the researcher described as functional process in collecting data so that can be analyzed as the research result.

a. Observation

Observation means the researcher observe the subjective of the research through taking some notes which focuses on individuals activities and also behaviour in the research term. There are two types in doing observation (Zohrabi :2013). Those are participant observation and non participant observation. Participant observation means the researcher also partake to the classroom activities to observe what and how is the real situation and real problem which happen in classroom trough interaction with the m directly. Meanwhile, non participant observation means the researcher observe the research subject without get inside in classroom activities. In this research, the researcher applied participant observation to get more interaction and direct also closed view to subjective of the research.

b. Interview

The researcher involve interview to the students related to affection of *CLT* method through *TikTok* contents and students ability in gaining maximal achievements. In this interview, the researcher used semistructured interview model.

This model refers to the interviewee provide some questions to subjective of research related to research focus. This interview model also let the students in giving wider perspective and information related to the questions. So the subjective of the research can give the appropriate answer from their point of view through various questions. Thus, it help the researcher find the moderate result of the research.

c. Data Analysis Technique

The data of the research was analyzed through both quantitative and qualitative to get the appropriate and current research result. The researcher obtained the data both of quantitative and qualitative through some steps below:

1. Quantitative Data

Quantitative data analysis definition is an analyzing of data which is based on numeral. Or another definition, it is process of analyzing data through numeral-based without remove the current meaning of pure result in the research. There are various way in analyzing quantitative data. Quantitative data is gained for measuring between group differences. Also, quantitative analysis is gained for assessing the variable relationship. Beside, it also gained for hypotheses testing. Some ways in presenting data analysis are through numeral such as chart, graphs, percentage, table and the like.

The quantitative of this research is gained from the scores through experiment which has given to the subjective of the research. The experiment used quasi-experimental in which involved pre-test and post test. From the post-test, the students who have low scores got treatment to

the further test. the improvement of the students score was observed in post test, it was done to measure whether they got significance improvements or not through the method that was applied. This scoring used speaking assessment rubric to get current scoring of the students.

a. Speaking Assessment Rubric

In scoring process, the researcher involved the speaking assessment rubric which is derived from H. Douglas Brown (2005). According to him, there are six items of speaking can be scored. Those are fluency, grammar, comprehension, vocabulary, pronunciation and task. In this research, the researcher focuses on fluency and comprehension, due to the research problem which is conducted. Fluency is someone ability to speak fluently, smoothly, easily, expressively and accurately.

In context of fluency, the speakers refers to use little "pauses" in speaking. Beside, fluency can be assigned through reasonable fast speed of speaking. Meanwhile, comprehension means the ability of the speakers in processing the understanding and representing the meaning of utterances and sentences in speaking context. In addition, comprehension refers to understanding of speaker related to what they talk about, so that the listener easy in gaining the meaning without any misunderstanding.

The scoring system is obtained by speaking assessment rubric. Brown (2005) classified the scale of fluency and comprehension into four number digits as below:

Category	Rate Scale			
	1	2	3	4
Grammar	Grammatical errors severely hampered communication	grammatical errors led to many minor difficulties or one major breakdown in communication	a few minor difficulties arose from not using grammar studied in the class	grammar covered in class was used to communicate effectively
Vocabulary	communication was severely hampered due to lack of vocabulary	some difficulties arose due to limited vocabulary or bad diction	a few minor difficulties arose from not using appropriate vocabulary in the class	vocabularies studied in the class was used to express ideas eloquently
Fluency	much effort was required to maintain conversation. There may have been many long pauses	some effort was required to maintain the conversation. There may have been long view pauses.	some minor difficulties maintaining the conversation were evident	students acted as facilitator, helping the conversation flow and develop
Comprehension	student didn't understand and ignored most questions and statements. Students may have been using notes	students responded to most questions. Acknowledged most statements. And incorporate many of these into conversation.	students responded to most questions. Acknowledged most statements and incorporated many of these into statements.	students responded to the questions with appropriate answer, acknowledged all statements and incorporated them into discussion

Pronunciation	pronunciation, inflection and expression may confused communication. Students may have been very difficult to hear.	no serious problems arose, but better pronunciation, inflection, or non-verbal communication could have made communication more efficient	no serious problems arose. But better pronunciation, inflection, or non-verbal communication could have made communication more efficient.	pronunciation was clear and inflection and expression were used to enhance communication
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1.2 Speaking assessment Rubric by Brown (2005)

b. Assessment of Students Perspective

The researcher conducted the interpretation of the research by calculating the average of students score in answering ten statements. Those ten questions were calculated through categorize the students who have low and high scores in perceiving and responding to speaking activity that has been applied. In short, the students' responses regarding perspective of students about *TikTok* contents integrated *CLT* Method that has been applied. The concept in calculating questionnaire in this research was proposed by Sugianto (2015). Each points or items in the research has 4 rate scales. 1 refers to the answer of ADA, 2 refers to the answer of DA, 3 refers to the answer of A and 4 refersto the answer of AA.

c. T-Test

This T-Test was given to students to measure the significance improvements of students speaking skill through their values individually. Hence, the scores which is gained by the students is processed through Microsoft Excel application through calculate the students score average in

every test. The researcher also provide diagram to show the significance improvement of students scores before they were given the current method and after they got treatment.

2. Qualitative Data

Qualitative data analysis refers to process of analysis through interconnected process as like interpretation, thinking, giving also asking questions, and report writing (Cresswell : 2007). Qualitative data is conducted through observations, audio-visual materials and interviews to some students who have low score. Then those data were analyzed by describing and explaining the process in speaking class activities. The scores will be compared to see the significant improvement of students. For this reason, the data which is gained through observation, interviews and audio-visual materials also be described to strength the research result.

a. Descriptive analysis

This research was analyzed through describing in the form of narrative related to data which is collected. This mean the data were described in detail as well. Furthermore, the researcher found the findings through analysis of method applying to intermediate class students of ECC (English Conversation Club).

b. Data Validity

Validity refers to a measure of how credible and accurate the research can answer the questions and hypotheses which is required to be answered. Validity is related to corresponding of

characteristic, real properties and social world or physical. Those things become a measure of high or low validity of the research.

Process in gaining validity is more difficult than reliability.

Other definition, validity is defined as process of the researcher in checking finding accuracy derived from through some certain procedure (Gibbs : 2007). In this research, the researcher conduct the internal validity to ensure the validity of the finding. There are some ways or strategies in measuring validity of the research which can be described as below:

1. Content Validity

Content validity refers to kind of validity through different measurement of skills, behaviors and elements. Beside, nonfunctioning and non-effective questions can be conducted together in this validity process. Thus, the questions is face validated.

2. Internal Validity

Internal validity is related to the balance of finding in research with the reality. Beside, it also refers to what is supposed to be measured of researcher. In this process, the researcher could apply 6 method proposed by Merriam (1998) such as peer examination, triangulation, member check, long-term observation, participatory or collaborative research modes and researcher bias.

a. Peer Examination

Peer examination means ensure the validity of data through process of review and comment by some non-participants in the

field of the research, where they also familiar to what is discussed in the research and any information of it. By this process, the researcher asks to three or two expert who have gotten similar course to give any review or even comments. By this, the interpretations of data analysis can strength the finding result.

b. Triangulation

Triangulation means data analysis through collect whole sources of classroom observations, interviews and questionnaires. Collect the data through one technique can be weak and bias. Meanwhile, collect data from various technique and sources can be able to confirm the finding. Through triangulation, we can obtain the qualitative and also quantitative to encourage the finding.

c. Member check

Through check the member, the interpretation can be analyzed and taken back to the students. By this, the data can be validated and confirmed by whole interview contents.

d. Long Term Observation

By having observation in longer period by visiting different class or course room, the researcher can get the validity of data. This long observation goes on till the main point is gained.

e. Participatory Or Collaborative Research Mode

By this process, the researcher conducts most of all research subjective in whole inquiry phases. In this process, the

researcher also needs to share each other among of different teachers and students in different phases to conduct more validation of result.

f. Researcher Bias

In process of conducting the research, surely the researchers have their own view, perception and values. Thus, the researcher should try to have clear view as well as possible in gaining and undergoing the research process. This mean that the researcher also should stay on the ethical and research principles by reporting the finding honestly and obtaining the finding accurately.

CHAPTER IV

RESEARCH ANALYSIS AND FINDING

This chapter deals with the result of the research which has been done in ECC (English Conversation Club) Course in Blokagung Banyuwangi. The result of this research is gained through quantitative and qualitative. Quantitative data is obtained from statistic data in form of table and graph. Meanwhile, qualitative data is obtained from observation, interview and audio-visual recording. The use both of quantitative and qualitative method are expected to facilitate better and maximal understanding for the reader (Cresswell : 2007). The finding was explained and described through research process to give maximal understanding to the readers.

The analysis and finding in this research is processed through some activities: first thing first, the researcher conducted observation to know how is the teacher method which is applied to students in speaking skill learning. Then, the researcher applied experiments in form of quasi-experimental which involved pre-test and post test as activities, to the subjective research or students of ECC Course at intermediate level. After the result is is gained, the second process was giving treatment by delivering TikTok contents integrated CLT method to students who got low scores or under of standart. When the treatment was finished to be given, the next process was giving post-test to measure the significance impact of the recent method. It was proved by T-Test and interview while followed by observation result.

A. Description of Research Data

1. Pre-Test

First process to conduct this research is through pre-test. Pre-test also involve observation process where it was given to students to measure how is the real ability and how far the students' speaking skill. Beside, this process was purposed to know what are the students difficulties in having speaking forum. In this process, the researcher gave some overview and explanation to students related to current topic as knowledge background which was going to be discussed at first. Beside, the researcher also guided the students in having some ways of speaking technic in delivering arguments. Then, the students were given time to create simple maping in a brief on their mindset, before they practice it into spoken form.

A few moments the researcher asked the students to speak related to argumentative topic or argumentative clue which was given to them. In this section, the researcher gave five minutes duration for every students in practicing speaking skill through argumentative speaking model. By this model, the students presented their speaking impromptu without any grammatical structure limitation. They spoke in personal and also in pair. While the students presented the argument through their speaking, the researcher assigned and took notes related to what are the the troubles, mistakes and difficulties which students have in presenting their speaking

by recording them. This kind of recording was used for further process of analyzing data.

In this process, the researcher also having role as facilitator in which let the students to encourage what are their ideas and not blocked any free ideas of them. The researcher also gave chances to others in interrupting and rejecting even comparing the argument of their own. In this section, the researcher still led the authority in giving some responses even solute ideas in comparing and completing what the students spoke about. This process conducted 10 students or whole of intermediate student members and carried out 60 minutes duration. In this section, the researcher found some notes from the students speaking ability. There were four students which the researcher focused on. Those four students have difficulties in gaining speaking fluency and comprehensive by some factors due to freeze idea, lack of vocabulary usage, poor confident because of difficulties in arranging the structural of argumentative speaking, grammatical structure and the qualified ideas background. The researcher focused on those 4 students who have low scores among other. These four students will be trained on further or next process. The result of observation can be described through the scoring table below:

No	Name	Students' Code	Course Level	Score	Percentage
1.	Arin Ma'rifatul L	AML	Intermediate	80	80%

2.	Dinda Retno Putri P	DRPP	Intermediate	90	90%
3.	Farda Rezkiya Zulfa	FRZ	Intermediate	80	80%
4.	Firda Laila Saputri	FLS	Intermediate	35	35%
5.	Iga Putri Lestari	IPL	Intermediate	30	30%
6.	Kamalina Masthuro	KM	Intermediate	70	70%
7.	Milda Siah Amelia	MSA	Intermediate	25	25%
8.	Puji Astuti	PA	Intermediate	85	85%
9.	Siti Ni'matul K	SNK	Intermediate	40	40%
10.	Sri Rohmatul K	SRK	Intermediate	70	70%

1.1 List of students' scores in pre-test

2. Identification and Preparing Teaching Strategies

By knowing some problem of those four students who still have the low score, the further steps and processes which were emphasized before give the current the treatment as the solving problem of them was prepared the teaching strategies. The researcher prepared the appropriate strategies so that could be proper strategies learning that significant. In this planning, the researcher prepared speaking model of teaching, through applied of *CLT* method. Beside, the researcher also selected the video content of *TikTok* which credible and qualified enough to be delivered to the students.

The researcher focused on the video contents which conducted aspects in supporting fluency of speaking and contents which supported

the students in gaining their comprehensive speaking. Also, the researcher carried out the video contents which provided debatable topic in which the students could give their rational ideas, interruption, addition, comparement even rejection so that supported their productive skill in producing creative ideas. Due to the improvement of speaking ability is main point which was assigned, the researcher also designed the criteria of success to determine and classify the students that have achieved the success target and the students who are still need more treatment in further or continued process.

3. The Implementation Action of Quantitative

Implementation means apply what becomes the researcher plan. It related to the use of recent and current method, the activities in delivering material and the like. This implementation is treatment for the students who have low scores in pre-test. In this section, the researcher applied *CLT* (Communicative Language Learning) teaching method application in which integrated with *TikTok* video contents as media learning. This implementation was conducted 2 phases which consist of two *phases*.

a. Treatment on First Phase

1. First Meeting of First Phase

In first meeting, the researcher applied the speaking activity through *CLT* (Communicative Language Teaching). In beginning of the activity, the researcher divided the activities into three. Those are pre-activity, main activity and closing activity. Pre-activity was

done by giving them series of greeting, warming up and the like due to speaking is verbal action skill so it was given for gaining the conducive pedagogic. This was done in ten minutes. Then researcher continued to next process after ensured that the students were conducive enough to get learning. Main activity was given by providing them recently clues and topic through showed the *TikTok* video related to newest clues about educational scoop by LCD projector. Through this model, the researcher asked them to observe what they watched, what they listened and let them to analyze the video. Previously, the researcher also gave the simple outline and short overview for backing up and stimulating ideas map of students.

In this phase, the researcher used freeze-frame technic which proposed by Green (2007). In this technic, the researcher played the video of *TikTok* by pressing the button of “play” and “pause”. *TikTok* video has 30 seconds till one minute duration, so the researcher showed variety of videos. By this way, the students got inside to interactive and communicative speaking through responsive speaking. When the researcher paused the video, the researcher gave the students Q and A (question and answer) in which the students were allowed to answer based on what the video talked about by using their own understanding and language. The

researcher also involved the aspect of WH-questions to the students. By this process, various answers were appeared.

The next section of this learning process involved the imitative process in which helped the students who have low ability in arranging their speaking content. Imitative speaking applied through gave the questions consist of what was recently video talked about. Beside, the researcher pointed the students randomly for gaining and conducting variety answer, so that students could know different perspective each other and also could enlarge their view. This technic was aimed to encourage the focus of students in understanding what they observed and they listened. Other activities was the researcher let the students to guess what were the video talked about after the researcher press the “play” button. Those activities help the students to encourage, stimulate and find out their criticism as well. This section also allowed the students to speak argumentatively by guessing what will be happening and why it could happen. They were also allowed to speak about final impact by watching partial video.

In the process of this treatment, researcher observed the students improvement through speaking activities. The researcher found the significance differences of atmosphere when the students face the pre-test where they did not get any media that can be observed as their source ideas. In pre-test, some difficulties were

appeared such as lack of ideas, freeze speaking atmosphere, lack of commonly expressions and the like. In other hand, this method in fact encouraged the students which previously stayed on silent became more interactive one through delivered what they got and watched as their idea to deliver their speaking. By this improvement, the researcher saw there was better confidence and fluency of the students. From the treatment in this meeting, the researcher noted the students who have low score in pre-test by recent improvement as below:

No.	Students' Code	Course Level	Score
1.	FLS	Intermediate	45
2.	IPL	Intermediate	40
3.	MSA	Intermediate	35
4.	SNK	Intermediate	45

2. Second Meeting of First Phase

The score of the treatment in first meeting gave the significant improvement of the students who have low scores in pre-test. the scores above gained through the implementation of *TikTok* video which consist of educational scope so that stimulated the students for having lot of hard order-thinking than before. By evaluating the scores result of the students, the researcher planned the second

strategies through applied other technic to encouraged the specific improvement of students' speaking ability. The second meeting was done by delivering split viewing technic through *TikTok* video contents.

In this speaking activity, the students were divided into two, where one group faced the video totally to gain complete information. Then, other group faced the contradiction side so that they get information through listened what the video discuss about. Through this technic, the students conducted two ways in gaining their understanding. This mean that the students tried encouraged and sharpened the ability to understand through audio ability and audio-visual ability. The contents which researcher gave to students were about English contents in which help the students gained the vocabulary sources so that improved their fluency in speaking. When the video is done to be played, the researcher asked the students to speak about the current topic which related to vocabulary and expressions they watched and listened.

The students spoke personally at first, then it was followed by pair discussions. Personal speaking encouraged and helped the students in completing their minimum vocabulary so that minimized their freeze in the middle process of speaking. Meanwhile, pair discussions is the forum where the students shared their understanding each other in which the understanding result of

the students who faced the video and other was absolutely different, so that enriched their view each other. Although pronunciation was not emphasized in mayor scope of *CLT*, the video contents of *TikTok* also provided view to the students to get and enlarge their pronunciation background into better one due to variety of short common expression and vocabulary which were pronounced by what the native speaker talk about in the video. By the activities, the researcher noted the further improvements as below:

No.	Students' Code	Course Level	Score
1.	FLS	Intermediate	55
2.	IPL	Intermediate	45
3.	MSA	Intermediate	45
4.	SNK	Intermediate	65

b. Treatment of Second Meeting

1. First Meeting of Second Meeting

Finishing the second meeting, the researcher noted some improvement which students got from the learning through *TikTok* contents integrated *CLT* method. By those implementations above, *CLT* method and *TikTok* video contents helped the students to encourage their knowledge background and knowledge view. Beside, through vocabulary materials and common expressions,

both of them helped the students in reducing their poor confidence due to lack of medium vocab, so that they gained their speaking fluency quiet better rather than their previous ability in pre-test. the second meeting gave wider view of researcher to map and plan the further technic to improve the students ability.

In the third meeting, the researcher involved the different technic from previous meeting. The researcher applied normal viewing in showing the video contents to the students. It mean the students watched the complete video, in which they also observed the video till the end of video duration. The video contained the recently issues which happened in nowadays. After the video was played, the researcher asked to the students to argue the speaking topic on video through their previous background (before they watched the video).

In this section, the researcher also created interactive atmosphere where the students were allowed to share their first arguments (before they watched the video) each other. Among of students could assign how far the existence of their own background knowledge. In this speaking process, the researcher let the students for having low grammatical pattern or structures, so that the students could speak confidently without any hesitate of mistakes. This way is purposed in gaining speaking fluency of students. Beside, the students also have opportunity in giving their

analysis, their critics, comments, suggestion, comparement even more factual sample of event as video they watched.

After they got personal speaking, the researcher set them into pair speaking, and gave them oppositional view for each students. It means, one student spoke by contradictional view while another spoke by affirmative view. This speaking model involved the ability of students in transmitting speaking comprehension as maximal as possible. So they could result the understable meaning of their speaking. In process of their speaking, the teacher as facilitator also handled their difficulties by providing impromptu answer related to their blank vocabs. The researcher also facilitated them by delivering some uncommon vocabs to minimize their freeze due to their lack on vocabulary. The result of the treatment was resulted scores as below:

No.	Students' Code	Course Level	Score
1.	FLS	Intermediate	65
2.	IPL	Intermediate	70
3.	MSA	Intermediate	70
4.	SNK	Intermediate	75

2. Second Meeting of Second Phase

In this meeting, the researcher applied normal-viewing to measure and re-check the understanding of the students in gaining complete improvement of them. The researcher conduct many identification from previous process include pre-test and implementation of action. By observing the difficulties of the students in gaining maximal achievement of speaking skill, the researcher also observed the significant improvement from the result of *TikTok* video contents integrated *CLT* method which has applied.

In the last (second meeting) in second *phase*, the researcher showed variety video contents which consist of debatable topic, educational motivation, recently issues and also English term as their ideas supporting. The students then spoke in personal at first section. For the second section the students spoke in pair where this section let the students to have communicative speaking each other effectively. Meanwhile, the last speaking section was done in discussion group by delivering variety of perceiving related to the video contents argumentatively.

During the speaking process, the researcher found quiet improvement of the student. Through *CLT*, the students tried to pick up their confidents when speak through *TikTok* video as media and ideas sources. Students who were keeping silent in pre-test because lack idea, they spoke fluently as maximal as possible by their own

language although the grammatical structure were not really presented. But in the end of learning, the researcher gave evaluation and correction for some mistakes which happen in the middle process of students' speaking forum.

By watching the video enrich consist of familiar and modern common expressions, the students did not get any lack vocabulary in large scope. They expressed their speaking through various references they got previously. Moreover, in speaking activities of pair and group discussion, the target of speaking skill achievements resulted maximal comprehensive speaking because they were trained by interactive and intensive speaking where those kind of speaking assessment minimize miss understanding among of the speaker and listeners. The improvement can be seen from the scores below:

No.	Students' Code	Course Level	Score
1.	FLS	Intermediate	70
2.	IPL	Intermediate	80
3.	MSA	Intermediate	75
4.	SNK	Intermediate	80

4. Post-Test

By having three meeting in one phase, the researcher gained the significant result of the students who followed treatment through *TikTok*

contents integrated *CLT* method. To measure the ability of the whole students, the researcher applied post-test to ensure that *CLT* method and *TikTok* contents effectively helped the students in gaining maximal understanding of their speaking ability. The post-test was done by conducting 10 students of intermediate level which consist of two meetings.

a. Post-Test in First Meeting

In first meeting, the researcher applied normal viewing and split viewing to the students. First section was done through normal viewing. As like in implementation of treatment, the researcher gave the topic which will be discussed. In this section, the researcher delivered short overview related to the topic. The researcher pointed some students to find out their view through the short overview of the researcher in previous. But some students were still confused to continue in arguing and enlarging the topic which was discussed. Then the researcher played 3 kinds of video with different point of view so the students watched the videos till the end.

After one video was played, the researcher took around and asked the students to give review of the video. without pointed them, the students were enthusiasm in raising hand and speak what they watched, observed and analyzed from the

video. By this condition, the researcher guided them in having intensive and imitative speaking by their own language delivering. The students delivered variety view from different perspective based on their own understanding.

Different from normal viewing which was reviewed personally, the second section was delivered by giving the students freeze-frame technic in which also combined with video that provide debatable contents, so the students argued the contents of video in pair. By this section, every student encouraged their sharp thinking by having debate forum which involved their activeness in delivering their speaking. Freeze-frame conducted the whole students to get inside the topic fluently by source of idea they have watched. This post-test resulted score improvements as below:

No.	Name	Course Level	Score
1.	Arin Ma'rifatul Layyinah	Intermediate	85
2.	Dinda Retno Putri Putri	Intermediate	95
3.	Farda Rezkiya Zulfa	Intermediate	90
4.	Firda Laila Saputri	Intermediate	80
5.	Iga Putri Lestari	Intermediate	85
6.	Kamalina Masthuro	Intermediate	85

7.	Milda Siah Amelia	Intermediate	80
8.	Puji Astuti	Intermediate	85
9.	Siti Ni'matul Khasanah	Intermediate	85
10.	Sri Rohmatul Khasanah	Intermediate	85

b. Post-Test in Second Meeting

From the improvements in first meeting post-test, the researcher continued the test by conducting different technic. The researcher in the last test applied split viewing technic and silent-viewing technic. By those technic, the researcher intended to take out communicative ability of the students in personal even pair discussion and debate activity. As like what researcher did previously, the students after got short overview then they watched and observed the video. due to first technic was split-viewing, the researcher asked to the students who likes to listen and who likes to watch. After they rised their hand, then the researcher divided them into two groups.

One group consists of 5 students who like to watch rather than listen. They faced the video perfectly. Meanwhile, 5 students face contradiction side of screen. By this, they noted important things based on their way in getting information from the video. After videos were played, the researcher conducted intensive and interactive speaking among the students. Variety perceives were appeared. Before the researcher moved to second technic, the

researcher undelined some important points as conclusion from the students' argument.

The second section was done by delivering silent-viewing technic. This technic was given by showing the *TikTok* video which consist of spoken word in the low volume so that the students tried to analyze what the clues that was discussed about from the series of visual. The researcher did he review of the video personally and discussion forum. So that the students concluded many views based on their perspective from the video they watched. The result of the speaking activities above resulted students' score as below:

No.	Name	Course Level	Score
1.	Arin Ma'rifatul Layyinah	Intermediate	90
2.	Dinda Retno Putri Putri	Intermediate	95
3.	Farda Rezkiya Zulfa	Intermediate	90
4.	Firda Laila Saputri	Intermediate	80
5.	Iga Putri Lestari	Intermediate	85
6.	Kamalina Masthuro	Intermediate	85
7.	Milda Siah Amelia	Intermediate	85
8.	Puji Astuti	Intermediate	90
9.	Siti Ni'matul Khasanah	Intermediate	85
10.	Sri Rohmatul Khasanah	Intermediate	85

5. Paired Simple T-Test

Pre-test is one of instruments which is involved in gaining data. In process of pre-test, the researcher conducted the students' speaking assessment through argumentative speaking which is scored by using speaking assessment rubric which proposed by H. Douglas Brown (2005). Pre-test activities was given by classical method where the students did not get any supporting media on their learning activity.

According to simple paired T-Test, it shown that most of students were encouraged from improvement they gained. It proved that the use of *TikTok* contents integrated *CLT* Method are quiet effective and efficient to be applied in teaching speaking at intermediate level of ECC (English Conversation Club) Course.

6. Analysis of Questionnaire

Questionnaire's analysis of students' perspective was conducted to find out the students' view due to the use of *TikTok* video contents integrated *CLT* (Communicative Language Teaching) Method that be applied by the researcher. The researcher involved the questionnaire to 5 intermediate students who have low scores on their test. the questionnaire was given in the end of experiment section which consist of ten statements. Every statements has 4 rate scale which consist of AA, A, DA and ADA. AA or absolutely agree has scale rate = 4, A or Agree has scale = 3, DA or Disagree has scale= 2 and the last AA or Absolutely Disagree has scale= 1. The final score was used to help the researcher to calculate the value's average in inferring the students' perspective.

The statements questions were about the view and opinion of students as the subjective of the research in perceiving the implementation of *TikTok* contents integrated *CLT* (Communicative Language Teaching) method within the students need, the chosen clues or topic to discuss, pedagogic, material delivering and students' interesting. The questionnaire were analyzed by the technic that proposed by Sugianto (2017). Every students answer to each statements by choosing one of 4 categories such as absolutely agree, agree, disagree and absolutely disagree. The statements can be listed as below:

No	Statements	Answer				Total	Ave- rage	Cate- gories
		AA	A	DA	ADA			
1	<i>CLT</i> (Communicative Language Teaching) is appropriate method in teaching speaking skill	4 =16	0	0	0	16	4	High
2	<i>CLT</i> is interesting and comfort method, easy and no pressing from the teacher is involved	1=4	3=9	0	0	13	3,25	High
3	I am motivated by <i>TikTok</i> video contents integrated <i>CLT</i> method	3 =12	1=3	0	0	15	3.75	High

4	This learning method improve my lack of ideas and confidence	2=8	2=6	0	0	14	3.5	High
5	This method make me easy in understanding speaking skill	0	4 =12	0	0	12	3	High
6	TikTok contents help me in encouraging and sharpening my knowledges	3 =12	1=3	0	0	15	3.75	High
7	Various technic improve my ability in gaining speaking comprehensive	0	4 =12	0	0	12	3	High
8	Through TikTok video contents, deliver argumentative speaking is easy	3 =12	1=3	0	0	15	3,75	High
9	This intgrated method improve my vocabulary and fluency	0	4=12	0	0	12	3	High
10	I feel more interested by watching video contents of TikTok	1=4	3=9	0	0	13	3.25	High

Description:

AA : Absolutely Agree

A : Agree

DA : Disagree

ADA : Absolutely Disagree

The numeral of the students who answered each statements point was multiplied by the score of each option. If all the values of each point or items has conducted already, the overall values of five students were divided into total of 5 to gain the average. Then, the average of the score is used to classify and categorize in low and high perspective of the students, in which obtained by summing the total value starting number 1 until 10. By those calculation, the questioannaire resulted average of 137. This numeral was divided into 4 based on the students who get low score in pre-test and resulted the final result 3,40. Thus, if the average of the students value on each statements was great than determining value, the perspective of students related to *TikTok* Contents integrated *CLT* method belong to high scale.

Based on the results of perspective analysis which was listed on the table above, it indicated that average resulted “high” scale on every item of statement. It refers to illustration of students perspective averages were assessed positively due to responsive of the use of *TikTok* video contents integrated *CLT* method based on students’ speaking value. Therefore, practitioners in educational scope still have chance in maximizing the timing management and also *TikTok* video contents integrated *CLT* method. In addition, teacher also could modify the model of learning activities to encourage maximal implementation as input and take out the maximal understanding or result as output.

7. The Finding of Data

The paired simple T-Test was obtained through insert the students’ average value in first and second *phase*. From the paired simple T-Test, it resulted that the calculation of T value $(6000) > (2,874)$. By this, it assigned that there are significant

improvement values of students in *phase* one and *phase* 2. Thus, the use of *TikTok* contents integrated *CLT* method is effective used for teaching English as foreign language at intermediate level of ECC (English Conversation Club) Course students.

The average value is obtained from dividing of all total of scores the divided into four. The average of the students is used as references to classify the the low and high students perspective. The total value start from first statements till the end of statement. The total score resulted numeral 137. Then it was divided into 10, where 10 is the total of statements. Thus, the average is 13,7 which was divided into 4 as the total of subjective of the research. it was resulted 3,4 as the final average.

8. The Implementation Action of Qualitative

a. Interview

1. What is your opinion and view related to the use of *TikTok* contents *CLT* method in achieving the students' speaking values?

The answer : "In my opinion, the aim goal of learning activity is students' understanding. It can be gained from the teacher technic in teaching, the method that will be applied and the media to support it. by this method, I feel really interesting. By this method, I can speak what I want, it mean I have more opportunity to express any idea I have, even it is personally in front of public or argumentatively by debate in pair and discussions. Moreover, by watch the *TikTok* video contents, I can get lot of thing as new knowledge. With just 30 seconds or even 1 minute, I can get simple explanantion completely

confidence more because I know what must I speak when a clue is given to me by what I have observed from the *TikTok* video contents”

2. How is the technic delivered in the classroom?

The Answer : “I think the teacher deliver with very interesting way. Previously, I and my friend get difficulties when I get speaking learning without any media. But through various technic from the teacher by *CLT* method, I can get inside to interact with other friends without any less confidence. Freeze-frame technic, normal viewing, silent viewing and split viewing make me creative in creating what must I speak from what I got on *TikTok* video contents. The teacher teach me for having communicative and interactive speaking situations. It make fluent to get inside in my target language. Beside, less grammatical rules from the teacher let us automatically for having comfort speaking because it become solution of our lack grammatical structure. Although this learning not really emphasize on grammatical, the teacher always give correction about mistake in the end of learning as evaluation. By this, I feel I’m not disturbed in the middle of my speaking instead I still get some corrections”

3. How is your opinion about *TikTok* contents video?

According to my opinion, *TikTok* show the interesting content about many things, education, culture, motivation and many others. Beside, the short duration of *TikTok* is the simple way to understand something simply. It’s not like youtube or other video channel which

has long minutes duration and need long period to understand it. In fact, *TikTok* has so many qualified educational contents. Of course the video contents help me in sharpening my knowledge background become wider. Through *TikTok* contents, I also know what become up to date issues nowadays, even educational and social issues.”

4. How is the response of your classmate in joining this learning?

The answer : “By this method, I can see that my friend get some improvements of themselves. This is especially happen to my friends who usually only keep silent or can not talk much in speaking learning. From big reason of lack idea, they try to start speak by what they watch on the video and also what they have listened before about the clue’s overview from the teacher. Because the video contents also provide vocabulary material, it also support my friends in arranging the sentences from what they have gotten from video where they even don’t know about those vocabs before. For students who have enough ability, this method make them become more creative and fluent because they get more knowledge additional from the media that the teacher give”

5. What are the strength and weakness of *TikTok* Contents integrated *CLT* method”

The answer : “some strength of this method are the students able to get more confidence of themselves through source of ideas from *TikTok* contents. Beside, their vocabulary is improved automatically

through the speaking activity and the media which provide contents of common vocabs and expression where students need it in commonly speaking. We can interact communicatively and effectively by various technic in delivering speaking skill. So that increase the fluency and comprehension of speaking. Also, we will not get freeze because we don't be afraid in having grammatical mistakes. But by this less emphasizing of grammatical structure, the students still need many improvement to repair their structural sentences of their speaking”

9. Discussion of Mix Method

1. What are the effect of The Use of *TikTok* integrated *CLT* method affect the students?

The researcher conducts this integration method due to some reasons. From the background of the research which researcher obtained before, it can be major reason why this method applied. After this method applied, the researcher got 4 students to have the remedial in further. In final test, they get the average scores in approximately of 80-100 and in scale of 3-4. The data obtained through qualitative data which involved observations and interviews. From those data, the sstudents have the improvement from the values of them. ECC (English Conversation Club) applied 70 as the minimum score. So the students are not succeed if they get score under of it. There are 4 students get score in this research, then after the implementation of the method, they get significant improvement on their final result of their final test.

2. Why the Use of *TikTok* integrated *CLT* method is applied?

The researcher conducts this integration method due to some reasons. From the background of the research which researcher obtained before, it can be major reason why this method applied. After this method applied, the researcher got 4 students to have the remedial in further. In final test, they get the average scores in approximately of 80-100 and in scale of 3-4. The data obtained through qualitative data which involved observations and interviews. From those data, the students have the improvement from the values of them. ECC (English Conversation Club) applied 70 as the minimum score. So the students are not succeed if they get score under of it. There are 4 students get score in this research, then after the implementation of the method, they get significant improvement on their final result of their final test.

3. How is the students' perspective of the Use of *TikTok* integrated *CLT* method?

The answer: by conducting both of quantitative and qualitative method, there is significant improvement from the students value that were obtained from treatment and post test. by the result values gained from the students, they got approximately 90-100. Beside, from the questionnaire that researcher given the students resulted high responsive of the students in each points of statements item. Also, the result of interview showed that the students have interesting more in joining the speaking learning through *CLT* method and *TikTok* contents video as the media.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the research, there are some findings which researcher conducted through quantitative and qualitative process as the conclusion of this research. By the explanation in previous chapter, this chapter answered the two research problems which researcher involved. This research proved that the use of TikTok contents integrated CLT method affected the students speaking ability of intermediate class significantly, especially for the students who have poor speaking ability and low score on their test. The result of each students T-test showed that the calculation of T value (6000) > T table (2,667). Furthermore, it concluded that students of intermediate class who have low ability of speaking was improved significant through their speaking values. This finding was supported by the theory of speaking activities which proposed by Green (1997). He proposed that the communicative speaking activities can encourage and improve the students speaking ability due to the opportunity for the students to get inside to target language directly.

The next conclusion resulted that the students who have low ability in speaking skill, their value was improved and increased by treatment process which conducted TikTok contents integrated with CLT (Communicative Language Teaching) method. This method increased the students' confidence in delivering their speaking skill in activity of giving argumentative speaking because of. Besides, this method also helped the students in gaining ideas as their

as their knowledge sources from variety contents of *TikTok*. This method allowed the students for having effective and interactive speaking each other through minimize grammatical rules in current process of speaking. In addition, the students have more opportunity to encourage their ideas into verbal form without any less confidence.

The next conclusion inclines to the answer the research questions. It refers to students' perspective to *TikTok* contents integrated *CLT* method in speaking learning. The result of questionnaire resulted high average of Statements. This also proved that the recent and current methodology which students got has affected them in increasing their speaking fluency and encouraging their low confidence also lack ideas. The questionnaire were supported by interview which resulted good and high perspective of the students related to *TikTok* contents integrated *CLT* method. By these method and media, students can encourage their ability, ideas and creativity. Through this media, the students can receive what becomes the recently thing happen in nowadays.

A. Suggestion

Based on the research result, the researcher found some points which is expected to be corrected in subsequent research. in applying the *CLT* method which is integrated with *TikTok* contents as below:

1. Teacher should handle the learning process by managing pedagogic as maximal as possible. Teacher should be able to make the students stay focus by providing comfort speaking atmosphere through various

activities, so that the students also get the maximal understanding related to target language as main goal.

2. To achieve the the maximal competencies and skill, the teacher should be able to match the appropriate method and media, based on the current skill which teacher would like to give to the students. By matching both of method and media to the skill which is taught, it can help the teacher in gaining effective learning, because different skill need the proper method to be applied so that the learning run maximal through the balance of input from the teacher to the students and good output of the students as learning goal.
3. In having the learning activities, the teacher should be able to handle learning timing as maximal as possible. The maximal result of the learning can be gained from well-handling of timing include good delivering of pre-activity, main activity and closing activity.

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APPENDIX 1

Name :

Class :

Age :

NO	STATEMENT	AA (4)	A (3)	DA (2)	ADA (1)
1	<i>CLT</i> (Communicative Language Teaching) is appropriate method in teaching speaking skill				
2	<i>CLT</i> is interesting and comfort method, easy and no pressing from the teacher is involved				
3	I am motivated by <i>TikTok</i> video contents integrated <i>CLT</i> method				
4	This learning method improve my lack of ideas and confidence				
5	This method make me easy in understanding speaking skill				
6	<i>TikTok</i> contents help me in encouraging and sharpening my knowledges				
7	Various technic improve my ability in gaining speaking comprehensive				
8	Through <i>TikTok</i> video contents, deliver argumentative speaking is easy				
9	This intgrated method improve my vocabulary and fluency				
10	I feel more interested by watching video contents of <i>TikTok</i>				

APPENDIX 2

Interview Questions

1. What is your opinion and view related to the use of *TikTok* contents *CLT* method in achieving the students' speaking values?
2. How is the technic delivered in the classroom?
3. How is your opinion about *TikTok* contents video?
4. How is the response of your classmate in joining this learning?
5. What are the strength and weakness of *TikTok* Contents integrated *CLT* method?

APPENDIX 3

Name : Milda Siah Amelia

Class : third grade

Age : 18 years old

NO	STATEMENT	AA (4)	A (3)	DA (2)	ADA (1)
1	<i>CLT</i> (Communicative Language Teaching) is appropriate method in teaching speaking skill	✓			
2	<i>CLT</i> is interesting and comfort method, easy and no pressing from the teacher is involved	✓			
3	I am motivated by <i>TikTok</i> video contents integrated <i>CLT</i> method	✓			
4	This learning method improve my lack of ideas and confidence	✓			
5	This method make me easy in understanding speaking skill	✓			
6	<i>TikTok</i> contents help me in encouraging and sharpening my knowledges	✓			
7	Various technic improve my ability in gaining speaking comprehensive	✓			
8	Through <i>TikTok</i> video contents, deliver argumentative speaking is easy		✓		
9	This intgerated method improve my vocabulary and fluency	✓			
10	I feel more interested by watching video contents of <i>TikTok</i>	✓			

APPENDIX 4

Name : Lailatul Firda Saputri

Class : University students

Age : 19 years old

NO	STATEMENT	AA (4)	A (3)	DA (2)	ADA (1)
1	<i>CLT</i> (Communicative Language Teaching) is appropriate method in teaching speaking skill	✓			
2	<i>CLT</i> is interesting and comfort method, easy and no pressing from the teacher is involved	✓			
3	I am motivated by <i>TikTok</i> video contents integrated <i>CLT</i> method	✓			
4	This learning method improve my lack of ideas and confidence	✓			
5	This method make me easy in understanding speaking skill	✓			
6	<i>TikTok</i> contents help me in encouraging and sharpening my knowledges	✓			
7	Various technic improve my ability in gaining speaking comprehensive	✓			
8	Through <i>TikTok</i> video contents, deliver argumentative speaking is easy	✓			
9	This integrated method improve my vocabulary and fluency		✓		
10	I feel more interested by watching video contents of <i>TikTok</i>		✓		

APPENDIX 5

Name : Iga Putri Lestari

Class : IAIDA student

Age : 19 years old

NO	STATEMENT	AA (4)	A (3)	DA (2)	ADA (1)
1	<i>CLT</i> (Communicative Language Teaching) is appropriate method in teaching speaking skill	✓			
2	<i>CLT</i> is interesting and comfort method, easy and no pressing from the teacher is involved		✓		
3	I am motivated by <i>TikTok</i> video contents integrated <i>CLT</i> method	✓			
4	This learning method improve my lack of ideas and confidence	✓			
5	This method make me easy in understanding speaking skill	✓			
6	<i>TikTok</i> contents help me in encouraging and sharpening my knowledges	✓			
7	Various technic improve my ability in gaining speaking comprehensive	✓			
8	Through <i>TikTok</i> video contents, deliver argumentative speaking is easy	✓			
9	This intgrated method improve my vocabulary and fluency	✓			
10	I feel more interested by watching video contents of <i>TikTok</i>	✓			

APPENDIX 6

Name : Siti Ni'matul Khasanah

Class : third grade of senior high school

Age : 18 years old

NO	STATEMENT	AA (4)	A (3)	DA (2)	ADA (1)
1	<i>CLT</i> (Communicative Language Teaching) is appropriate method in teaching speaking skill	✓			
2	<i>CLT</i> is interesting and comfort method, easy and no pressing from the teacher is involved	✓			
3	I am motivated by <i>TikTok</i> video contents integrated <i>CLT</i> method	✓			
4	This learning method improve my lack of ideas and confidence	✓			
5	This method make me easy in understanding speaking skill	✓			
6	<i>TikTok</i> contents help me in encouraging and sharpening my knowledge	✓			
7	Various technic improve my ability in gaining speaking comprehensive		✓		
8	Through <i>TikTok</i> video contents, deliver argumentative speaking is easy		✓		
9	This integrated method improve my vocabulary and fluency	✓			
10	I feel more interested by watching video contents of <i>TikTok</i>	✓			

APPENDIX 7



Students' speaking activity



The display of *TikTok* Contents to The Students



Interview with Advance Student



Interview with advance students

BIOGRAPHY



Personal Data

Name : Siti Lailatun Nikmah
Adress : Tamanagung-Cluring-Banyuwangi
Gender : Female
Place and Born : Banyuwangi, December 07th 1999
Religion : Islam
E-mail : Miracle99@gmail.com
Instagram : layla_meixiang

Educational Background

Elementary School : Mi Miftahul Ulum 3 Tamanagung
Junior High School : SMP Negeri 1 Cluring
Senior High School : SMA Darussalam Blokagung
University : IAI Darussalam Blokagung