

**The Implementation of Tiktok Content Making in Teaching Speaking at The
Seventh Grade Students of SMPN 5 Satu Atap Geyer Grobogan, In The
Academic Year 2022/2023**

THESIS

Submitted as a Partial Requirements
for The Degree of Sarjana



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Assalamu 'alaikum wa rahmatullahi wa barakaatuh

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Thank you for the attention.

Wassalamu 'alaikum wa rahmatullahi wa barakaatuh

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DEDICATION

This Thesis is dedicated to:

1. My greatest God, Allah Swt, I really thank to you because without your blessing, I am nothing in the world.
2. My beloved Parents, Dardi Ardiyanto and Rahayuningsih, The little sister Rancak Nawang Kunitir. Thank you a million for supporting me through the power of your pray and everithing so that I could finish this thesis.
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5. My almamater Uin Raden Mas Said Surakarta.
6. My self, Thank to my self because taking the fight until this moment.

MOTTO

“Although they plan, Allah also plans and Allah is the best of planners”

(Q.S Al-Anfal: 30)

“Allah tidak membebani seseorang melainkan sesuai dengan kadar kesanggupannya”. (Q.S Al-Baqarah: 286)

“I have felt all bitterness in life and the most bitter is to hope for humans.”

(Ali Bin Abi Thalib)

Orang lain gak akan paham struggle dan masa sulit kita. Mereka hanya ingin tahu bagian sukses stories kita. Berjuanglah untuk diri sendiri walaupun gak ada yang tepuk tangan. Kelak diri kita dimasa depan akan sangat bangga dengan apa yang sudah diperjuangkan hari ini, tetap semangat.

(Diri sendiri)

PRONOUNCEMENT

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "*The Implementation of Tiktok Content Making in Teaching Speaking at The Seventh Grade Students of SMPN 5 Satu Atap Geyer Grobogan, in The Academic Year 2022/2023*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 10 May 2023

Stated by,



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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of speaking this thesis. This goes to:

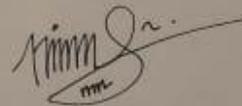
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The researcher realize that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 10 May 2023

The Researcher



Niken Nurmalisa

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ABSTRACT

Nurmalisa, Niken. 2023. *The Implementation of Tiktok Content Making in Teaching Speaking at The Seventh Grade Students of SMPN 5 Satu Atap Geyer Grobogan, In The Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

Advisor : H. Zainal Arifin, M.Pd

Key Words : Implementation, Tiktok Content Making, Teaching speaking.

This research described about the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan, in the cademic year 2022/2023,the objectives of this research were, (1)To describe the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan. (2) To describe problems and how to overcome the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan.

In this research, the researcher used a qualitative descriptive method. This research was conducted at SMPN 5 Satu Atap Geyer Grobogan Located in Dusun Ngepungan, RT 04 RW 03, Rambat, Kec. Geyer, Kab. Grobogan, Prov. Jawa Tengah. And informants of the research were to one teacher english teachers who teach in seventh grade students of SMPN 5 Satu Atap Geyer Grobogan and two students class seventh. The collecting of the data used observation and interview. The techniques of analyzing the data used data condensation, data display, and drawing conclusions and verification, and the researcher used methodological triangulation to check the data validity of the data.

The results of this research were, (1) The implementation of tiktok content making as follow: (a) The types of the implementation of tiktok content making there are initiation, adaptation, acceptance, and routinization. (b) The component of the implementation there are teacher role, students role, purpose, the source of material, method, and evaluation. The six component in teaching role there are organizer, assesor, prompter, participant, resource, tutor, and observer. The four aspects in students role there are planner, monitor, tutor, and member. (2) Problem and overcome on the implementation of tiktok content making in teaching speaking as follow: (a) The problem there are cognitive and affective interferences, technical problem, weak linkage to real-time communication, and time requirement (b) The overcome in the implementation of tiktok content making there are giving motivation, technical capability, profesional development, and time management.

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a system of communication consisting of word, sound, and grammar or a tool communication used by people in a particular country. Fauziati (2009) states that language is used to express thoughts and ideas. It's used to show our thought. Every language is different based on country and culture. In indonesia has many local languages like java island is javanese, and english can be is the first language in indonesia mostly.

English is the international language used as a means of communication around the world. Hammer (2003) stated that speaking is the ability of processing information and language directly. English can used to communicate with other people from other country about many fields that include education, economic, medicine, business, technology, tourism, etc.

Learning a foreign language is a concerted process. In english, there are four skills in education fields. There are listening, writing, reading, and speaking. Speaking is the most important skill in a foreign language. Speaking ability to express a person in life situation, the ability to report act or situation in precious words, or to express a sequence of ideas fluency. Harmer (1991) The success communication is when listener understands what the speaker says. The students can make conversation and share their thought to the others when they are mastering speaking.

The students consider speaking to be most important skill they can acquire and assess their progress with regard to attainment in spoken language. This requires not only the fluency and correct pronunciation, but also the expression, intonation and the body language of us (Nunan: 1998). This indicates that speaking is a process of conveying and accepting ideas that occurs quickly and directly. Through speaking, the students can share thoughts and feelings.

The process of teaching speaking has always had a problem. Brown (2004) identified that there are five stages of speaking performance; Imitative, intensive, responsive, Interactive and extensive. In Indonesia process learning speaking skills is very challenging because many problems. The errors are made by students in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication (Pradana: 2017). Another problem which was faced by students to increase their speaking ability, The teacher does not act as role model for the students. So, student problem in speaking are lack vocabulary, confidences, and teachers way to teach.

One factor that effect the learning process is the media. Muhson (2010) said that media is a tool that can be used to process information, send and receive information. The media suitable to this social media. In a study of social media, the Rasiah (2014) concluded that social media can be a tool to promote critical thought among students and also claims that social media has the power to transform students into active learners.

According to Santyasa (2003) media is a tool that can be used to move learning material, there by it can stimulate attention, interest, and students feeling

in learning process in gaining the purpose of learning. Media sosial is a major part of your life and people spending many hours on instagram, whatsapp, tiktok, youtube, and etc. In the era digital, tiktok content making is can become media for students to learning in digital-based era. Students can share the content english in tiktok, so it can make students develop their vocabulary and confidence easily.

According to Salsabia (2021), Tiktok is aplikasi being used by many users. Since a tiktok contains short video, it may make students feel happy to use this application to learn speaking skills. Tiktok may also motivation, stimulating study activities and even having a psychological effect on students. The tiktok application was innovative media to help students enhance their speaking skills especially in ELT.

The researcher chooses the title because the researcher feels interested and wants to get depth knowledge about the topic, the title of the researcher is relevant to the researcher's status as a student of the english education department, and the title of the research is a unique because not many school using application tiktok in teaching speaking.

The researcher is interested in carrying out at SMPN 5 Satu Atap Geyer Grobogan as a place to do the research. The researcher is interested in observing the seventh grade students because the researcher wants to know technique to enhance students speaking skill in this school. This school using tiktok content making to enhancing students speaking skill. The teacher using application because the students have many problem in teaching speaking.

Based on my pre-research, teacher explain about students have many problems in learning english as follow that students lack of vocabulary, needed to talk, fear of mistake, and lack of words usage and grammar practice. This problem make teacher to choose tiktok content making to enhance students speaking skills. The teacher implements this tiktok content making with the students assignment to make a video and upload to tiktok. Students feel happy, enjoy, motivate and feel confidence after make a tiktok content making. So, the impression of researcher to this learning process that implement “Tiktok Content Making” was the media is interesting because not many schools are implementing. Thus, the researcher would like to examine futhur.

To improve original of this research, the researcher presents the previous study by Muhammad Febliyahsyah (UIN Fatmawati Sukarno Bengkulu in 2022) entitled “The Effect of Implementation Tiktok Application with Project-Based Learning on Students Speaking Skill”. In this research, the researcher want to know general objective of this study is to determine wheter or not there is a significant effect of implementing tiktok with project-based learning on students speaking skills at Uin Fatmawwati Sukarno Bengkulu 2nd semester. The similarity between previous studies and this research is using application tiktok to teaching speaking and the differences between this previous study is the research design in this previous using quasi-experimental and the collecting the data using provide treatment and interview.

Another research related to the study of using tiktok application in teaching speaking had been conducted by Titik Komariyah, Winda Sulistiowati, Lisa

Arifatul Fajri, and Nugraheni Allatif (UIN Prof.KH.Saifuddin Zuhri Purwokerto in 2022) entitled “The Implementation of Tiktok Application to Learn Speaking Skill in English Language Testing (ELT). In this research, the researcher wants to know the effectiveness of using tiktok in improving students speaking skills, from questions there was an unexpected effect of the tiktok application in increasing students motivation, receiving positive responses from responden. The similarity between previous study and the research is using application tiktok to enhancing speaking skill and the differences between this previous study is the research design in previous study using mix method and the collecting the data using questionere.

The differences of this research with other previous study is the research design, setting of place, the subject of research, and collecting the data. The research design of this research is deskriptive qualitative. The setting of place in SMPN 5 Satu Atap Geyer Grobogan. The subject of the research are teacher and students. The researcher focus on The Implementation of Tiktok Content Making in teaching speaking. The researcher used theory by Randolph B.Cooper and Hung.

Based on the explanation above, the researcher wants to conduct research entitled **“THE IMPLEMENTATION OF TIKTOK CONTENT MAKING IN TEACHING SPEAKING AT THE SEVENTH GRADE STUDENTS OF SMPN 5 SATU ATAP GEYER GROBOGAN, IN THE ACADEMIC YEAR 2022/2023”**.

B. Identification of the Problems

Based on the problem in the background, there are some problem faced by students encounter in learning English about their speaking skills ability. The research formulates the problem statement as follow: Students lack of vocabulary needed to talk, fear of mistake, and lack of words usage and grammar practice.

C. Limitation of The Problems

Based on the identification of the problem, the problem's limitation is the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan, in the academic year 2022/2023. This research is only limited to seventh grade students class A and B (2 students) and english teacher (1 teacher) of SMPN 5 Satu Atap Geyer Grobogan.

D. Formulation of the Problems

The problem statements of this research can be formulated as follows:

1. How is the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan?
2. What are the problems and how to overcome the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan?

E. Objectives of the Study

The object of this study are as follows:

1. To describe the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan.
2. To describe problems and how to overcome the implementation of tiktok

content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan.

F. Benefits of The Study

This research expects to provide important information for the readers. The benefits of this research are expected as follow:

1. For Students

The researcher hoped the research will be able to inform students about the implementation of tiktok content making to enhance students speaking skills and increase their self-confidence.

2. For Teachers

The result of this research is expected to become a material for learning to teach students using tiktok content making as media.

3. For Further Researchers

The result is expected to provide information how to teach speaking skills and expected to be a further study reference.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation among the readers, it necessary to clarify some of terms used in this study.

1. Implementation

According to Ehres (2015) Implementation is the execution or application of any plan, method or design, idea, model. Thus, implementation is an action that must occur after the initial thought in order for something to occur.

2. Tiktok

According to Salsabia (2021), Tiktok is contains short video and tiktok is aplikasi being used by many users. Tiktok is a social network used as a learning environment due to its large user base, extensive features, and many kinds of content. The are: Entertainment, Communication, Information provision, and academic activities.

3. Content

According to Simartama (2011) content is the principal, type, or unit of digital information. Content can be in the form of text, imange, video, document, and other. That is, content is all that can be mananged in electronic format.

4. Teaching Speaking

According to Mualiyah (2017) Teaching speaking is a process where a teacher helps the students to provide and faciliate them to obtain the learning goal which is the needs to enhance their performance in speaking skill.

CHAPTER II

THEORITICAL REVIEW

A. SPEAKING SKILL

1. Definition of Speaking Skill

Speaking as one of the most important language skills in learning English. Brown (2004) stated that speaking is a productive skill that be directly and empirically observed. Learning to speak requires more than knowing its grammatical and semantic rules. The purpose of speaking is to send the message for the other to communicate about something in language to be understood by someone who becomes the listener.

According to Tornbury (2005) stated that speaking is cognitive skill, speaking is an activity that one uses to communicate with another. When a person speak, he interacts and uses the language to express his thoughts, feelings, emotions, and thought. They also share information, speaking is an articulation to express the mind.

Speaking is a tool we use to communicate with the communion of others. If a student wants to communicate well and correctly, they must know what the other person is saying, it is a process to express everything that is happening to us. Language should have been taught as a child because language is a primary phenomenom.

Spoken language is an important part of learning language, and mastering a teacher's language must also be an example to students, because teachers are highly involved and influential.

Based on the discussion above, it can be concluded that speaking ability can be stated as the ability to use language accurately to express the meaning to get information from other people in the whole life situation.

2. Component of Speaking

According to Gudu B.O (2015) Speaking is a complex skill that requires balanced use of several different abilities, because it contains of five components, those are pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation is a burden to the speaker because there are rules to say words accurately (Harmer: 2001).

b. Grammar

Grammar is therefore essential in spoken language because the speaker cannot communicate effectively with others in the second language unless the grammar structure is understood.

c. Vocabulary Mastery

Vocabulary is essential for success of a second language use. Without a broad vocabulary, students would not be able to communicate effectively and express their feelings or ideas.

d. Fluency

Fluency is defined as the ability to speak continuously without pausing. on the other hand, define fluency as the ability to continue speaking spontaneously.

e. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken.

3. Basic Types of Speaking

There are many types of speaking. According to Brown (2004), there are five basic types of speaking as follows:

a. Imitative

The ability to simply parrot back a word, phrase or possibly a sentence and includes the ability to practice an intonation and focusing in some particular elements of language form.

b. Intensive

Practicing some grammatical, phrasal, lexical, or phonological relationship, aspects of language is the student's speaking performance.

c. Responsive

Responsive speaking is interaction at the somewhat limited level of very short conversation, standard greeting and small talk, simple comment and request.

d. Interactive

Interactive speaking is a situation include face-to-face conversation or in telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

e. Extensive

Extensive speaking is oral production, include speeches, oral presentation, and story tellings.

4. Problem in Speaking Skills

The learners have their own difficulty learning the language. Especially in developing speaking skills is not easy for students. The following are the problems of speaking skill, Ur (1996).

a. Inhabitation

Unlike reading, writing, or listening, speaking requires some degree of real-time exposure to an audience. Students are often inhibited trying to say something in the language of the class: worried about mistakes or simpli avoid getting caught up in the conversation.

b. Nothing to say

Even they are not inhibited, you often hear people complaining that they can't think of anything to say: they have no motive to express themselves out of guilt that they should speak.

c. Low or uneven participation

Only one participant can speak at a time if he or she should be heard and in this large group means each will have only very little time to speak.

d. Mother tongue use

It is easier for students to use their mother tongue in the classroom because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.

5. Characteristics of Success Speaking Activity

According to Brown (2001) fulfil some characteristics of successful speaking activity such as:

a. Learners talk a lot

As much time as possible allotted to the learning activities should actually be covered by the students. So, we must strive always to speak with others in order to use them and become fluent.

b. High motivation

Learners are eager to speak if they are interested in that topic have something new to say on that topic, because they want to contribute to achieving a duty objective.

c. Language is an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach other.

B. Teaching Speaking

According to (Mualiyah, 2017) Teaching speaking is a process where a teacher helps the students to provide and facilitate them to obtain the learning goal which is the needs to enhance their performance in speaking skill. The teacher might encourage the student's desire in learning speaking skill during the teaching and learning process to help them obtain their goal.

In addition, to help the students learn particular things regarding their performance in speaking skill, the teacher could make certain interventions such as making the students practice to speak English and giving them feedback on it.

The interventions that could be given the teacher take the form of giving information, explaining the materials, listening activity, questioning and answer the activity, demonstrating speaking skill or the process, and testing the students' understanding and capacity. In interventions, the teacher also could facilitate the students' learning activity using note taking, discussion, debating, presenting, simulation and practice.

C. Review of Media

Media is derived from the Latin *medius*, which means medium (singular). According to Arsyad (2011), media is accessories can be used to send a learning message and people are able to share their ideas, points of view or opinion through the media.

According to Santyasa (2003), media is a tool that can be used to move learning materials, thereby it can stimulate attention, interest, and student's feeling in learning process in gaining the purpose of learning. In learning process, media is

needed. Media can be called a means to convey information and expected that person being sent will understand. Thus, it will stimulate the learning process. The media very important to role in learning process because can enhance the students motivation and to have a high interest.

D. Review of Tiktok

According to Salsabia (2021), Tiktok is contains short video and tiktok is aplikasi being used by many users. Tiktok is a social network used as a learning environment due to its large user base, extensive features, and many kinds of content. Tiktok can record a 15-second video with a special filter and use the current popular song. You can also share videos from other application, example: Whatshapp, Twitter, Instagram, etc. For some reason, this application popular among the teenagers. Main reasons for using the social application of network four: Entertainment, Communication, Information provision, and academic activities.

According to the above text, the researcher can concludeds that “academic” has gradually become a major factor in this context in order to improve the student’s language skills. Take it, for example: tiktok where language learning videos were ranked second among the most popular knowledge-sharing videos in 2019. In fact, many studies have seen on the impact of using social media to help language learners improve their language skill and proficiency. However, only a few studies have looked into the viability of using Tiktok to learn English.

E. Review on The Implementation of Tiktok Content Making

Implementation is the execution or application of any plan, method or design, idea, model. Thus, implementation is an action that must occur after the initial thought in order for something to occur. (Ehrens: 2015)

From the technological diffusion perspective, IT Implementation is defined as an organizational effect directed toward diffusing appropriate information technology within a user community. (Randolph B. Cooper, 2001) presented below:

a. Initiation

Process of scanning of organizational problems or opportunities and IT solutions are undertaken which give a result of IT solutions and application in the organization.

b. Adoption

The product of adoption is decision to generate the resources necessary to accommodate implementation efforts.

c. Adaptation

The IT application is development, installed, and maintained. The product of the adoption is the IT application is available for use in the organization.

d. Acceptance

Members of the organization are persuaded to commit to use of application. The acceptance product is an IT application that is apply to the organization's work.

e. **Routinization**

The application of IT is encouraged as normal activity. Product from ionization were customized to take into account the application.

f. **Infusion**

The infusi product is the IT application and the organization members male plans for the future.

In order to maximize the benefits from IT investments, organization must understand and manage the implementation process.

F. Component of The Implementation Tiktok Content

1. **Teacher's Role**

According to Harmer (2001) states that teacher may select such roles, there are:

a. **Controller**

Teachers act as controllers, they are responsible for class and activities that occur in a way that is substantially different from the situation in which students work alone in the group.

b. **Organizer**

Teachers must do students organizing to do various activities. This often includes giving students information, telling them how they will do activities and put them in a pair or a group.

c. **Assesor**

Teachers should tell them what we are looking for and what kinds of success they can measure themselves against.

d. Prompter

Teacher as prompter when students are involved in a role play activities.

e. Participant

Teachers not as a teacher, but also as a participant when students discussions and activities etc. teachers back off from activities, letting learners understand and only intervene then to give feedback mistake.

f. Resource

When students are involved in a group writing, or that they are involved in preparing for a presentation they should make in the class, the teachers take part or try to control it, or even appear to encourage them may become completely unwelcome.

g. Tutor

When students work on longer project, such as writing pieces or preparation for talks or debate, teachers can act as advisers, working with individuals or small groups, showing them direction they have not feeling of taking.

h. Observer

As observer, teachers observe what students do in communicative activities or when taking notes on student performances.

2. Students Role

The students have the significant role in the teaching learning process. Richards and Rodgers (2001) defines student roles: Learners plan their own learning programs and this is ultimately responsible for what they do in class,

Learners monitor and evaluate their own progress, Learners are group members and learn by interacting with others, Learners teach other learners, Students learn from teacher, from other students, and from other sources.

3. Purpose

This is the basic that made to choose the material, media, and evaluation.

4. Source of Material

Component of teaching learning is the source of material. Material are used to support learning. The materials must be variety can be managed based on students need and teacher must be creative to choose which the material is good for the learner.

5. Method

Method in teaching english can used to get the purpose of study that has been determined. The use methods can adjusted of the condition in the class. Many kinds of considerations to choose an appropriate method are condition of learners.

6. Evaluation

The component of evaluation many functions to know what the purpose of the study has been determined.

G. Aspects of Problems and How to Overcome The Impementation of Using Tiktok Content Making in Teaching Speaking

1. A closer analysis revealed some problem using tiktok content making from students' viewpoints, Hung (2011) states that there are four problems in using tiktok content making. There are:

a. Cognitive and affective Interferences

Tiktok content making as a new media in teaching learning. Cognitive problem is a problem that affect cognitive abilities including learning, memory, perception, and problem solving. Affective interference emerged as a major obstacle for learner.

b. Tehnical problem

Technical problems are a problem of which aspects of engineering are difficult to import video files into supported system format.

c. Weak linkage to real time communication

Weak linkage to real time communication constituted a disadvantage, this point tiktok content making increases the chances of speaking the target language but it seems they feel unable to train time for real time and face direct communication skills.

d. Time requirement

Time requirement is problem which crucial because making content in tiktok over time it takes time to create a video frame or a video concept. So, time requirement is one of the important parts of study in securing the media this tiktok content making.

2. Four themes emerged from how to overcome the implementation tiktok content making conducted by hung (2011) there are:

a. Giving motivation

This motivation can be both factor internal and external an energy in one to be continuously attracted to the ability to learn. The teacher provides motivation for the student to be able to evaluate himself.

b. Technical capability

In this point, teachers should do the training how to use a tiktok. What tools it takes to create a content in tiktok. So, that students are able to have technical abilities through technology-based media development training.

c. Professional development

Process of improving and increasing capabilities through access to education and training opportunities in the learning process. Besides, in teaching speaking, develop speaking not only in a project of tiktok content making, but also in a daily activity in speaking class.

d. Time management

Process of control, students are able to organize and plan how divide time between activities one and others. They can also make good use of their time and efficient.

H. The Previous Study

There have been some previous studies which utilizing Tiktok Content Making to be a learning media conducted by some researchers. To valid this researcher, the researcher explained the differences between this research contain and the previous researchers.

The first previous study was conducted by Muhammad Febliyansyah (2022) from Uin Fatmawati Sukarno Bengkulu. The study about “The Effect of Implementing Tiktok Application with Project-Based Learning on Student’s Speaking Skills”. The general objective of this study is to determine whether or not there is a significant effect of implementing tiktok with project-based learning on students speaking skills at Uin Fatmawati Sukarno Bengkulu 2nd semester students. The result shows that use the tiktok app in the learning process increased students’ enjoyment and relaxation in the speaking class. It can students’ motivation, self-esteem and enhancing students speaking skill.

The second previous study was conducted by Lusi Marleni, M.Pd, Vitri Angraini Hardi, M.pd, and Nurhidayah Sari, M.pd (2021) from Universitas Pahlawan Tuanku Tambusai. The study about “Improving the Students Speaking Skill by Using Tiktok Application”. The general objective of this study is tiktok application can be used as media in improving the students speaking skill. After implementing at the 2nd semester of English Language and Education of University of Pahlawan Tuanku Tambusai. The result shows that the students good score in the class by using tiktok application.

The third previous study was conducted by Jenni Ferstephanie and Theodesia Lady Pratiwi (2021) from Universitas International Batam. The study about “Tiktok effect to Develop Students Motivation in Speaking Skill”. The study was conducted to explore the effect of tiktok in developing the student motivation in speaking. The study was conducted through classroom actionresearch. The result tiktok application engaged the students to enjoy the learning especially in motivating them to speak. Students were free to express their ideas while making the content.

The fourth previous study was conducted by Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, and Nugraheni Allatif (2022) from Uin Prof. KH. Saifuddin Zuhri Purwokerto. The study about “The impelementation of Tiktok Application to Learn Speaking Skill in English Language Teaching (ELT). The purpose of this study was to determine the effectiveness of using tiktok in improving students speaking skills.

Tabel 2 Previous Study

NO	TITLE	DIFFERENCE	SIMILAR
1	The effect of Implementing Tiktok Application with Project-Based Learning on Students Speaking Skill by Muhammad Febliyansyah (2022) from UIN Fatmawati Sukarno Bengkulu.	Variabel: Project-Based Learning Subject: Students of 2 nd PBI Method: Quasi-experimental Collecting the data: pre-test, treatment, post test The trustworthiness of the data: Normality test	Using tiktok application as media in teaching speaking.

2	Improving the Students Speaking Skill by Using Tiktok Application by (2021) from Universitas Pahlawan Tuanku Tambusai, Riau.	Subject: Students of 2 nd PBI Method: Classroom Action Research Collecting the data: Observation and test Analysis the data: Statistical method	Using tiktok to improving students speaking skill.
3	Tiktok Effect to Develop Students Motivation in Speaking Ability (2021) by Jenni Ferstephanie and Theodesia Lady Pratiwi from Universitas International Batam.	Subject: Tenth grade students of SMA Kristen Kalam Kudus Method: Classroom Action Research Collecting the data: Questionere, pre-test, post-test Analysis the data: Planning, Implementing, Observation, Reflection	Using tiktok to develop motivation in speaking ability.
4	The Implementation of Tiktok Application to Learn Speaking Skill in English Language Teaching (ELT) (2022) by Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, and Nugraheni Allatif from Uin Prof.KH.Saifuddin Zuhri Purwokerto.	Subject: students of PBI UIN prof.KH.Saifuddin Zuhri Method: Qualitative and Quantitative Collecting the data: Questionere	Using tiktokk to help students improving their speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The research was conducted in a descriptive qualitative research. Tohirin (2012) states that qualitative research is a research to comprehend phenomena which is experienced by the subject of research behaviour, perception, motivation, action and the other. In addition, Cresswell (2010) qualitative method is collecting the qualitative data, analysing them, and writing result.

Based on the statements above, the researcher investigated information about the difficulties and “The Implementation of Tiktok Content Making in Teaching Speaking at The Seventh Grade Students of SMPN 5 Satu Atap Geyer Grobogan, in The Academic Year 2022/2023”.

Therefore, qualitative research in approach to be used in the researcher’s study. In this research, the researcher investigated kinds of difficulties by using tiktok content making as a media in speaking skill used by student in the class and the implementation of utilizing tiktok content making as media in learning process. So, that the researcher uses descriptive qualitative method.

B. Subject of the Study

The subject of the research is seventh grade student class A and B (2 Students) and the english teacher (1 Teacher) in SMPN 5 Satu Atap Geyer Grobogan in Teaching Speaking in The Academic Year 2022/2023.

C. Setting of the Research

1. Setting of Place

This research conducted in the seventh grade students class A and B in SMPN 5 Satu Atap Geyer Grobogan. Location in Dusun Ngepungan, RT 04 RW 03, Rambat, Kec. Geyer, Kab. Grobogan, Prov. Jawa Tengah.

2. Setting of Time

The researcher did the research for about six month. The research schedule was written in the form of matrix. It was included in the appendix.

Three steps conducted by researcher as follows:

Table 3 Time of Research

No	Activities	Months							
		Sept	Nov	Dec	Jan	Feb	Mar	Apr	May
	Planning								
	a. Proposing Title								
	b. Preliminary Observation		■						
	c. Writing Proposal		■	■					
	d. Revision				■				
2	Implementation								
	a. Observation						■		
	b. Interview						■		
	c. Collecting Document						■		
	d. Analyzing Data						■		
3	Compiling Report								
	a. Compiling Report							■	
	b. Revision							■	■

D. Research Instruments

Research instrument is a tool used to catch the data and to dig a variable that observed. Researcher instrument refers to any equipment used to collect the data (Arikunto: 2001). The researcher does the following procedure the data with:

Table 3.1 Observation Sheet

1. Observation Sheet

Component of The Implementation of Tiktok Content Making				
1. The Role of IT	Item	Yes	No	How
a. Initiation	The teacher implementation of tiktok content making as a solutions to problem in speaking.			
b. Adoption	Negotiation process takes place to get an organizatons support for the implementation of the media.			
c. Adaptation	The teacher adaptation this media to anticipate the students feel bored.			
d. Acceptance	The teacher try to make students be active in the speaking using tiktok content making.			
e. Routinization	The teacher not only implementation tiktok content making in teaching speaking but in daily activity.			
f. Infusion	It application and the organization understand and manage the implementation process.			
2. Teacher's Role	Items	Yes	No	How
a. Controller	The teacher act as controllers in teaching speaking.			
b. Organizer	The teacher have to perform of organizing students to do various activity.			
c. Assessor	The teacher tell the students what aspects to assessed.			
d. Prompter	The teachers as prompter when students are involved in a learning activity.			
e. Participant	The teacher does not only just a teacher because the teacher as a participant.			
f. Resource	The teacher be a resource of the students.			

g. Tutor	The teacher acts as a tutor when students are involved in assignment.			
h. Observer	The teacher checking learning and providing support as necessary.			
3. Students Role	Items	Yes	No	How
a. Planner	Students as a learners must arrange the planner to do in teaching speaking with the tiktok content making.			
b. Monitor	Learners monitor and evaluate their own progress.			
c. Tutor	Learners tutor other learners, learner learn from the teacher and other students.			
d. Member	Learners are members of the group and learn by interacting with others student.			
4. Purpose	Items	Yes	No	How
	Use appropriate english expressions and Articulate their ideas fluently using appropriate english in class.			
5. The source of Material	Items	Yes	No	How
	Source used by teacher in teaching speaking, like internet and book.			
6. Method	Items	Yes	No	How
	The teacher using technique in teaching speaking.			
7. Evaluation	Items	Yes	No	How
	The component of evaluation include daily assesment, attitude, behaviour, and project assigment (Tiktok Content Making).			
The Problem and How Overcome the Implementation of Tiktok Content Making				

The Problem	Items	Yes	No	How
a. Cognitive and affective interference	Cognitive problem is a problem that effect cognitive abilities including learning, memory, perception, and problem solving.			
b. Technical Problem	The students doest not prepare the tools of making video.			
c. Weak linkage to real time commutation	The students opportunities to speak the target language but it scemed unable to train students real-time and face to face communication skills.			
d. Time requirement	Time requiremnt is very important because in teaching speaking using tiktok content making needed many time.			
The Overcome	Items	Yes	No	How
a. Giving Motivation	The teacher encourage students to become reflective learners, and monitoring their own learning process.			
b. Technical Capability	The teacher should hold on going training for students about how to make a good content.			
c. Profesional Development	The teacher can increase opportunities for students to practice the target language.			
d. Time Management	Students need to manage their time management well.			

2. Interview Guides

1) Interview the Teacher

A. The Role of IT (Tiktok Content Making)

1. How do you use the IT (tiktok) for the teaching learning process?
2. Do you implement tiktok content making as a solutions to problem in speaking. If yes how do you do that?

3. Does the negotiation process takes place to get an organizations support for the implementation of the application. If yes how do you do that?
4. Does the purpose of adoption a tiktok content making to anticipate the students in order to not feel borred in learning process. If yes how do you do that?
5. Does using the tiktok content making can make a students active in learning process. If yes how do you do that?
6. Do you not only apply a tiktok content making in teaching, but also in everyday activities. If yes how do you do that?
7. Does the IT application and the organization understand and manage the implementation process. If yes how do you do that?

B. Teachers Role

1. What do you do to controller this class?
2. What are some of the things done to organize this speaking class?
3. How do you assess the learning using tiktok content making?
4. What a method was used in teaching speaking?
5. What do you do when a students is going a assigment?
6. What material resources are used in this learning?
7. How do you apply tiktok content making in the class?
8. How do you do observe when students make script in the class?

C. Students Role

1. What do you do the students mean as a planner?
2. What do you do the students mean as a monitor?
3. What do you do the students mean as a tutor?
4. What do you do the students mean as a member?

D. Purpose

What is the purpose in using tiktok content making in teaching speaking?

E. The Source of Material

What material source is used in teaching speaking?

F. Method

What technique teachers use in applying this tiktok content making?

G. Evaluation

How do you do to evaluate the students after applying this media?

(The Problem and How Overcome the Implementation of Tiktok Content Making)

1. The Problem

- a. Give an example of the problem with implementing of tiktok content making, according in cognitive and affective interferences?
- b. Was there a problem with technical problem when applying tiktok content making?
- c. When you applying tiktok content making, make the students to enhance speaking skill?
- d. What are some of the problem that arise in time requirement?

2. The Overcome

- a. How do you to provide motivation for the students?
- b. What do you do for this technical problem?
- c. How do you to apply the develop speaking not only in project, but also in daily activity in the class?
- d. How do you to give orders for students to manage time?

B. Interview the Students

1. What will you do when preparing to make a video?
2. Are you looking for the concepts or the ideas on the internet before making video?

3. What things you have to prepare before making a video?
4. Before you making a videos, what you do?
5. What things you should pay attention in making script?
6. How many times have you done in rehearsing speaking before taking the video?
7. How long have you recorded the video?
8. What do you after recording the video?
9. What things you should pay attention when cheecking the video?
10. Is there a problem on the implementation tiktok content making?

E. Technique of Collecting Data

According to Sugiono (2010) stated that the fundamental methods relied on by qualitative researchers from gathering information are participation in setting, direct observation and dept interviewing.

The researchers use two techniques of collecting the data, they are observation and interview. Those two techniques did in Seventh Grade Students Class A and B in SMPN 5 Satu Atap Geyer Grobogan. These are the details about the techniques of collecting the data:

1. Observation

Observation is an activity of viewing the research subject in detail. According to sugiyono (2018) observation is a data collection technique that has specific features when compared to other techniques. The success of observation as techniques in data collection is very much determined by the research itself, because researchers see and listen to the object of research and

then researchers conclude from what is observed. Researchers who give meaning to what was succeeded in realitas and in a natural context.

The researcher observed directly to the classroom activities of seventh grade students class A and B SMP N 5 Satu Atap Geyer. As a non-participant observer in this study, the researcher acted as a complete observer and presented only action scenes but did not interact or participate in class activities. These observations are helpful in examining topics that may be uncomfortable to discuss on the topic (Creswell, 2010).

2. Interview

The interview is a two-way communication to get information from relevant respondents. Sutopo (2002) states that interview in descriptive qualitative research is generally by giving open-ended questions aimed at getting intimate information and by using unstructured means to get a good view of many things that bring benefits to detailed information.

In this research, in order to support the observation and to get more information, the researcher interviewed the students and teacher to answer the formulation the problem. The researcher records the interview using a sound recorder and then transcribes the interview based on the interviews result.

F. Technique of Analyzing Data

The data analysis was based on Miles, Huberman and saldana (2004: 12-14), consisting of three concepts: Data Condensation, Data Display, and Conclusion drawing verifications. The steps as the follow:

1. Data Condensation

In this stage, data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in the full body of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger.

In data condensation, the researcher reduced information during the research activities if data was unimportant or did not students. Moreover, the result of interview was transcribed in written form and summarized by separating main things relating to research problems.

2. Data Display

In the second step, the researcher identified kinds of problems and how to overcome the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan.

3. Drawing Conclusion

The last step was conclusion the data, the researcher made an initial conclusion about the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan. The initial conclusion was able to achieve the research question based on qualitative data which is taken from observation and interview.

G. The Trustworthiness of the Data

To get the validity and reliability of the data in this research. According to Lexy (2008), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data and divides triangulation into four kinds, there are: triangulation by using source, triangulation

by using methods, triangulation by using investigator, and triangulation by using theories. The explanation kinds of triangulation is:

1. Triangulation by using the resources means that the researcher will compare and check the credibility to information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods that the researcher will check the credibility the data of the researcher and resources by using several data collection techniques analyze them by same method.
3. Triangulation by using investigator is that the researcher will recheck the credibility of this data by using his own researcher or other researcher.
4. Triangulation by using theory, it is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used methodological triangulation. The researcher used various data collection techniques to obtain data from the same source and then combine to form a conclusion. In this case the researcher conducted comparisons of the result of research from several existing methods to obtain valid information about the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presented the finding and discussion about the implementation of tiktok content making in teaching speaking. The findings were from data analysis of observation and interview.

A. Research Finding

1. The Implementation of Tiktok Content Making in Teaching Speaking.

There are types of the implementation of tiktok content making The teacher conduct activities as follow initiation, adaptation, acceptance, routinization:

a) Initiation

Process of scanning of problems or IT solutions are undertaken which give a result of IT solutions and application in the organization. The teacher apply tiktok content making as a solution in teaching speaking to increase self confidence, vocabulary, and pronunciation.

The researcher : Do you implement tiktok content making as a solutions to problem in speaking. If yes how do you do that?

The teacher : Iya mbk, jadi alasannya karena dulu pembelajaran diadakan secara daring jadi membuat saya untuk berfikir mencari cara agar pembelajaran tetap efektif, selain itu alasannya karena siswa masih merasa kurang percaya diri, kurang penguasaan dalam kosa kata dan

pronunciation. Jadi, melalui media ini diharapkan siswa mampu untuk mengembangkan speaking skills mereka dan dapat meningkatkan rasa percaya diri. (Yes, because learning process is done online, it certainly leads me to think of ways to keep learning effective, as well as because students still lack confidence, lack of mastery in vocabulary and inclusion. Thus, through this medium it is expected that students can improve their speaking skills and can boost confidence).

The researcher: Why choose tiktok content making to teaching speaking?

The teacher : Pas dulu pandemi aplikasi yang paling boomkan tiktok mbk, jadi saya pikir siswa juga mempunyai aplikasinya dan ternyata benar, sampai saat ini pun mereka memang menggunakan aplikasi tersebut, jadi saya tidak perlu menjelaskan bagaimana cara menggunakannya karena mereka memang sebenarnya sudah bisa mbk. (In the past when the pandemic of this application was so viral, I think the student did have the application, and they did it, so then I wouldn't have to explain anymore how to use it).

The initiation of this implementation include using media tiktok content making to increase self confidence and to master vocabulary and pronunciation.

Previous related: *Teaching using tiktok have the benefits are increasing students vocabulary, building self-confidence in pronounciacing the words in english (Dewi, L.K & Arifani, Y:2021).* After the researcher analysed the conclusion and previous related study, it can be concluded that using tiktok content making in teaching speaking can make students increasing self confidence, vocabulary and pronounciation.

b) Adaptation

The teacher inovate to apply tiktok content making as learning media in speaking class. The teacher asks students to make a tiktok content making on the topic of speaking class. Beside, also give an example to his students how to make a tiktok content making from the beginning to the end.

The researcher: Does the purpose of adaptation a tiktok content making to anticipate the students in order to not feel borred in learning process. If yes how do you do that?

The Teacher : Jadi awal mulanya karena untuk mengantisipasi agar siswa tidak bosan dengan media pembelajaran dan mencoba memanfaatkan sosial media dengan bijak.(So in the beginning it is to anticipate to students are not bored with the learning media and try to use social media wisely).

The adaptation of the implementation using tiktok content making is to anticipate students feel bored in learning process and using social media with smart.

Previous related: *More in joining the class since the application is not boring (Dewi, L.K & Arifani, Y:2021)*. From the statements above, it can be concluded that the teacher using tiktok application to anticipate students feel bored in teaching speaking english.

c) Acceptance

The teacher try to apply media use in the learning process to organize the learning. The teacher determine the topic of speaking class. The teacher try make students be active in the speaking class.

The researcher: Does using the tiktok content making can make a students active in learning process. If yes how do you do that?

The teacher : Menurut saya bisa mbk, karena siswa yang pasif disini dipaksa untuk aktif dan mereka mampu untuk mengekspresikan tentang dirinya sehingga dapat membuat semakin meningkat rasa percaya diri. (I think they can be helped, because passive students are forced to be active and they are able to express themselves so they can create a growing sense of confidence).

The acceptance of the implementation using tiktok content making can help organize the learning process in the class.

Previous related: *The use of the tiktok application in learning english is very interactive and effective to improve students confidence skills in speaking in english with the results of students scores showing a very drastic increase (Zaitun, Sofian.H & Emma D. I: 2021).* After the researcher analysed the conclusion and previous related study, it can be concluded that application tiktok can help organize the learning process because can make students be active in teaching speaking and make students scores showing a very drastic increase.

d) Routinization

Making tiktok content is not only as a project for learning but also it has become a habit in daily activity.

The researcher: Do you not only apply a tiktok content making in teaching, but also in everyday activities. If yes how do you do that?

The teacher : Terkadang mbk, biasanya kalau saya menggunakan itu untuk membuat video yang sedang fyp mbk.

(Sometimes, usually when I use it I make a fyp video).

Based on the data, The routinization on the implementation of using tiktok content making is the projet can apply in daily activity, not only learning process in the class.

Previous related: *This application has features that are up to date so that everyone depends on it (Destia&Purna: 2022).* Based on all the statements, it can be concluded that tiktok content making attracts

everyone because its features, so it can be used in many activity and not only in learning process.

The implementation of tiktok content making in teaching speaking classified as initiation, adoption, acceptance, and routinization.

The component of the teaching using tiktok content making by the teacher include the following, the role of teacher, the role of students, source of material, purpose, method, evaluation:

1) **The role of teacher**

The aspects of role of teacher there are organizer, assesor, prompter, participant, resource, tutor, observer:

a. Organizer

The teacher can giving the students information, telling them how they are going to do activity, putting them into groups, and finally closing things down when it is time to finish.

The Researcher: What are some of the things done to organize this speaking class?

The Teacher: Ya saya sebagai guru jadi membuka dan menutup pembelajaran, saya yang memberikan informasi apa yang harus dikerjakan dalam tugas ini, seperti itu mbk.(Yes, me as a teacher to open and close the study, I provide the information on what to do with the assigment).

Based on the interview, the most important role of teacher is managing the classroom. The teacher also serves to open and close activities, then give feedback.

Previous related: *The teachers manage the classroom to set the activities and get the students engaged (Erik, Y.P & Yani.A: 2015.* Based on the result of interview and previous related study, it can be concluded that the teacher is managing the activity in the classroom, like open activities, close activity and give feedback. For example, when teaching speaking the topic about introduce ourself, the teacher decides students to be some group in order to students can discuss one each other. Beside, can help the teacher in teaching speaking.

b. Assessor

The teacher should tell them what we are looking for and what success looks like so that they can measure themselves against.

The Researcher: How do you assess the learning using tiktok content making?

The Teacher : Yang pasti saya menilai dari speakingnya mbk, soalnya media ini tujuannya untuk enhance students speaking skill, jadi point pertama speaking atau keluwesan mereka dalam berbicara dan juga saya menilai akhlak mereka didalam kelas. (Yes, I'm judging from the speaking, because the purpose of medium is

for speaking skills, so speaking's first point and I'm also judging the attitudes for the learners in the class).

The teacher evaluates the languages level and attitudes for the learners in the class.

Previous related: *The teachers can write down some written samples of languages produced by students, or memorize some of it, then tell it their students (Erik, Y.P & Yani.A: 2015).* After the researcher analysed the conclusion and previous related study, it can be concluded that assessor in teaching speaking using tiktok the teacher not only evaluates the speaking but attitude and the teacher can write down some written then tell it their students.

c. Prompter

The teacher as prompter when students are lost for words in front of the class. The teacher must help students in the speaking activity.

The Researcher: How do you helping the students when necessary?

The Teacher : Terkadang siswa tak suruh maju, misalkan mereka kesusahan dalam speaking ya saya bantu mbk, dan terkadang saya memberikan pertanyaan yang berbeda dengan topik tujuannya biar mereka bisa mengembangkan vocabnya. (Sometimes students, assuming they are distressed in speaking yes I help,

and sometimes I ask a question that differs from the topic of purpose so they can develop their vocab).

From the interview, the teacher encourages students to participate and make suggestions about how students proceed in activity of speaking in the class. The teacher should be helping students when necessary.

Previous related: *The teachers provide the students with discrete suggestions, leave them to struggle by themselves, and give them chunks not words, without disrupting the discussions (Erik, Y.P & Yani.A: 2015).* Based on all statement above, it can be concluded that the teacher only give suggestions when students necessary and not giving them chunks not words.

d. Participant

In this role, the teacher does not only just a teacher, but the teacher also as a students or participant when students in the class.

The Researcher: What do you do when a students is going a assigment?

The Teacher : Saya muter ke masing-masing meja, dan bertanya apakah ada kesulitan. (I went to every table, and I asked if there was a problem).

From the interview with teacher, can be conclude that the teacher not only in just a teacher, but the teacher went around and asked if there was any trouble.

Previous related: *The teachers participate in the discussion by introducing new information and by ensuring the continuation of students engagement (Erik, Y.P & Yani. A: 2015).* Based on the result of interview and previous related study, it can be concluded that the teacher as a participant not only as a teacher. For example, the teacher also as a students or participant when students discussion in the class.

e. Resource

The teacher can guide learners to use available resources such as internet.

The Researcher: What material resources are used in this learning? The Teacher: Biasanya saya suruh cari diinternet mbk, misal seperti di tiktok, google, dan youtube. (. I would put them search on the Internet, like tiktok, Google, and youtube).

Previous related: *The teachers have to provide some tools to improve their students oral competence (Erik, Y.P & Yani. A: 2015).* After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher have to provide some tools to improve their students, the tools like internet.

f. Tutor

In this role, the teacher acts as a coach when students are involved in project work. The teacher can advice, guidance, and helps students clarify ideas.

The Researcher: How do you apply tiktok content making in the class?

The Teacher: Pertama-tama saya memberikan contoh, lalu praktek, dan yang terakhir siswa membuat reg-regan (modelling, praktek, dan independent intruction) sebelum membuat tugas siswa biasanya tak panggil random untuk maju membacakan tugasnya mbk.(First I give an example, then practice, and the last student created script (modeling, practice, and independent instructor) before creating random tasksto be invited forward to read the assignments).

From the interview with the teacher, the teacher provides advice, guidance, and help students clarify ideas. In teaching sepakting using tiktok content making the teacher apply this application with the explain steps by steps like modelling, practice, and independent intruction.

Previous related: *The teacher provides advice, guidance, and helps students clarify ideas. This role can be a great way to pay individual attention to a students. It can also allow the teacher to make a course based on students need (Izatussariroh: 2019).* Based on all statement above, it can be concluded that the teacher as a coach when students are involved in project.

g. Observer

In this role, the teacher go to around the class during individual, pair and group, cheeking learning and support.

The Researcher: Do you observe if students are making script?

The Teacher : *Ya pasti mbk (Yes sure).*

From the interview above, it can be conclude the teacher always checking the activity students in the class.

Previous related: *The teacher should observe the class speaking activity and find out what makes the activity breakdown (Erik, Y.P & Yani. A: 2015).* Based on the result of interview and previous related study, it can be concluded that the teacher must checking all activities in order to the activity not breakdown, the activity like checking attentande, learning process, and assignment.

From the data, in speaking classroom the teacher apply organizer, assessor, prompter, participant, resource, tutor, and observer. The teacher not apply controller in speaking class because he assumed controller is same with organizer.

2) **Students Role**

Component of students role there are planner, monitor, tutor, member:

a. **Planner**

Learners plan their own learning program and this ultimately assumes responsibility for what they do in the class.

The Researcher: What do you do the students mean as a planner?

The Teacher: Maksudnya siswa harus membuat rencana mengenai apa yang akan dilakukan ketika ada tugas tiktok content

making, seperti itu mbk. (It means that students must make plans for this assignment).

Students as a learners must arrange the planner to do in the speaking class in tiktok content making. The students as a planner is prepare the theme, concept, and tools before record videos.

Statement by the students:

The Researcher: What will you do when preparing to make a video?

The Student A (Aji): Membuat script, mengonsep tempat, dan konsep videonya akan seperti apa gitu mbk.(Making script, concept the place, and concept the video)

The Student B (Rinda): Kalo aku, jadi setelah bikin script biasanya tak hafalin dulu mbk, setelah itu baru record video.(if I, after making script also remember and also record the videos).

Previous related: *The teacher as a planner which have strategically the person who's planning the activities to do in class (Minsih & Aninda, G: 2018).* After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher as a planner to students and the teacher explain about how to plan when to do the assignment. The students can prepare to determine the concept and tools before recording videos.

b. Monitor

Learners monitor and evaluate their own progress.

The researcher: What do you do the students mean as a monitor?

The teacher : Maksudnya dalam mengimplementasikan media tiktok content making dikelas, siswa harus selalu mengecek kembali dan harus mengevaluasi atau memperbaiki jika ada yang kurang bagus. (its mean, to implement the type of media ticktock content making in class, the students should always check back and evaluate or improve if anything goes wrong).

In this point the students must always evaluate and monitor their project in order to they can do better in the assigment.

The Researcher: What do you do after recording the video?

The Student A (Aji): Dicek ulang mbk, biar bagus videonya.(I correc The Students B (Rinda):Pastinya dicek ulang videonya mbk, takutnya

kalo jelek. (I will check back, I'm afraid the results are bad).

Previous related: *The teacher explain to students understanding and check learning progress (Prommin, S & Jutharat, J: 2019). Based on the statements from previous related study, it can be concluded that the teacher explain to students to check the assigment in order to better in assigment.*

c. Tutor

Learner tutor other learners. Learners learn from the teacher, from other students, and from other source.

The researcher: What do you do the students mean as a tutor?

The teacher : Maksudnya ya siswa itu jadi tutor bagi siswa lainnya yang belum paham, jadi mereka saling bertukar pikiran, karena kadang ada yang tidak paham jadi bisa bertanya dengan teman yang sudah paham. (That is, the students tutor other students who do not understand, so they reason with each other, since some do not understand so they can ask a friend who does).

Students can be tutor for other students. They can discuss and study together to get the understanding.

Previous related: *By tapping into the existing student abilities, the learning process takes place from student, by students and for students (Purnomo, G: 2017).* From the conclusion and previous related study, it can be concluded that the students as a tutor to other students when they not yet understand and they can study together to get understanding.

d. Member

Learners are members in the classroom and learn by interacting with others.

The researcher: What do you do the students mean as a member?

The teacher : Jadi semua siswa adalah anggota, dengan demikian mereka harus menaati peraturan yang diberikan guru. (So,

all students are members, so they must obey the rules given by the teacher).

As a students in the classroom, the students must okey the regulation of the students.

Previous related: *Dicipline is absolutely necessary in a student life, since there is so much of discipoline (Khairani: 2019).*

From the previoud related study, it can be concluded that the students must dicipline in the class because they as a member.

3) Purpose

The teacher are expected to be able to:

R: What is the purpose in using tiktok content making in teaching speaking?

T: Tujuannya ya sebagai solusi untuk berbagai masalah mengenai speakingnya mbk, jadi maksudnya mereka agar mampu berbicara lancar dihadapan publik dan mereka jadi percaya diri. (The aim is yes as a solution to the problem of talking, so that they are able to speak smoothly in public and be confident).

The teacher apply tiktok content making in teaching speaking because to make the student feel confidence in the public and to enhance students speaking skill. So, the students can fluently using appropriate english in academic english setting.

Previous related: *They do need a different application for learning english, especially an application that is often used in their daily*

life, like tiktok application. So that it can help students in facilitating to increase their confidence, especially their ability to speak english (Destia & Purna: 2022). After the researcher analysed the conclusion and previous related study, it can be concluded that the purpose teaching speaking using tiktok to increase self confidence students in public.

4) Source of Material

There are some source used by teacher in teaching of speaking class, such as material from internet. Based on the interview from teacher:
The Researcher : What material source is used in teaching speaking? The Teacher : Sumber materinya biasane tak carikan dari buku,

internet, terkadang juga siswa tak suruh cari sendiri di internet mbk. (Material from books, internet, sometime the students search in internet).

Based on the interview above, there are some topic will be learn in speaking for academic purposes based on the lesson plan. The material is about introduction myself, introduction my family.

Previous related: *The learning media that teacher apply to students must be innovate, creative, and varied so that they can be used by teacher as a tool for learning. Teacher can use learning media according to creativity each (Haerul Tamimi: 2021).* Based on the statement above, it can be concluded that the teacher can utilize social media, like tiktok application for learning tools, so the learning source is not just from books.

Then, the students will be attracted to the new media and can encourage the students again.

5) Method

In speaking class, the teacher using techniques in teaching english speaking.

The researcher: What technique teachers use in applying this tiktok content making?

The teacher: Saya menggunakan diskusi dan simulasi mbk. (I use discussion and simulation).

a. Discussion

Teacher giving intruction to the students to discuss about some topic that relevant with corse outline. Techer divide students into four groups consist five students.

The Researcher: Why chosee this technique miss?

The Teacher : Karena tujuan saya supaya mereka saling memperoleh informasi dari berbagai sudut pandang, disini caranya siswa tak suruh bikin grup dan dengan demikian mereka bisa berdiskusi. (Because my goal is the students get information from each other's points of view, here is how the students do send a group and so they can discuss).

b. Simulation

In simulation students can bring items to create a realistic environment.

The Researcher: If this technique, how do you do to apply steps modelling, praktek, dan independent intruction?

The Teacher : Pertama-tama saya mempraktekkan membuat content itu seperti apa, setelah itu siswa tak suruh membuat script misal ada yang kurang paham bisa langsung maju kedepan dan bertanya saya setelah itu saya mencoba acak memilih siswa untuk maju kedepan, kalo dikira sudah bagus lalusaya kasih idependent instruction untuk membuat project berupa tiktok content making. (The first time is practice making content and then the students tell me to make the script if the kids didn'tknow enough can come up and ask me).

Based on the interview, the teacher using two technique in teaching speaking there are discussion and simulation. Previous related:

1. Discussion : The students may aim to arrive at a conclusion, shares ideas about an event, or find solution in their discussion grups (Erik, Y.P & Yani. A: 2015)..

2. *Simulation: the students can bring items to the class to create a realistic environment. (Erik, Y.P & Yani. A: 2015).*

After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher using discussion and simulation in teaching speaking because to the teacher can shares ideas to other students.

6) Evaluation

The component of evaluation there are daily asesment, attitude, behaviour, test scores and based on the presentage of assesment which include progress.

The Researcher: What are the components of the evaluation?

The Teacher : Kalau untuk evaluasinya itu berdasarkan tugas akhir yaitu bikin tiktok content making ini, dan tugas yanglainnya. (If for his evaluation it was based on one final assignment, it was to make this tiktok content, and other things).

The teacher explain the evaluation using tiktok content making and other assigment. According to observation the researcher can be cocluded the teacher give presentage of assesment which include progress 1 30%, Progress 2 30%, and 10% For the presentage of students attendance.

Previous related: *In learning activities, teachers must pay attention to the evaluation of learning programs that will be implemented*

in class. Evaluation of learning that will be carried out by the teacher is one of the important elements in teaching and learning process. The evaluation will be carried out by the teacher after the learning process or transfer of knowledge through assignments and the material being taught has been completed (Agnes Meilina: 2021). Based on the statement above, it can be concluded that the teacher must evaluate after learning process because this very important, the teacher can evaluate the daily assesment, attitude, behaviour, and project.

2. The Problems and Overcome The Impelementation of Tiktok Content Making in Teaching Speaking

2.1 The problem on the implementation tiktok content making

There are some problem faced by the teacher on the implementation tiktok content making. Teacher conduct problem as follow cognitive and affective interferences, technical problem, weak linkage to real communication, and time management, there are explanation from the aspects:

a. Cognitive and Affective Interferences

Cognitive and affective interferences in question is about the problem when teacher implementing tiktok content making in teaching speaking. That problem based on the interview with the teacher below:

The researcher: Give an example of the problem with implementing of tiktok content making, according in cognitive and affective interferences?

The teacher: Masalahnya itu pada memori hp yang full, trus mereka jika ada masalah belum bisa mengatasinya misal contohnya pada script kadang mereka ngga mau mikir jadi tinggak dibaca saja, disini guru harus memberikan intruksi agar siswa tidak merasa kesusahan lagi. (The problem is a memory, and if there's other problem yet they can't fix it like the script sometimes they don't think about it so just read it, here the teacher should instruct the students not to feel burdened anymore).

The cognitive is a problem that affect cognitive abilities including learning, memory and problem solving. The students feel difficult when memorizing the scripts before making video content in tiktok application. This can inhibit the quality of video if students can not memory which well. Beside, the cognitive problem can happen when the teacher giving intruction to the students and the students don't understand the clearly.

Previous related: *The teacher give instruction to students, students does understand the intruction clearly. So, it will affect students project (Izatussariroh: 2019).* After the researcher analysed the conclusion and previous related study, it can be concluded that the students don't pay attention to teacher properly so when given a assigment they don't do the maximal.

b. Technical Problem

Technical problem in question is about the problem when teacher implementing tiktok content making in teaching speaking. That problem based on the interview with the teacher below:

The Researcher: Was there a problem with technical problem when applying tiktok content making?

The Teacher: Masalahnya pada record video, mereka kurang persiapan untuk barang yang digunakan untuk merecord video jadi mereka bisa dibidang asal-asalan dan monoton mbk. (The problem with the video record is that they lack the preparation for the stuff used so reproduce the monoton videos).

The students does not prepare the tools of making video, so the students have not been maximal in editing video, so stills monotonous, and the internet not stable for uploading the video in application tiktok.

Previous related: *The students have to prepare for it. As the result, the students seems to give the best performance as they can (Novia, K: 2018).* Based on the result of interview and previous related study, it can be concluded that the students must prepare the tools to making video, in order to the videos not monotonous and can make a good videos.

c. Weak linkage to real time communication

In this problem, tiktok content making increased the student opportunities to speak the target language but it seemed unable to train student real-time and face to face communication skills.

The researcher: When you applying tiktok content making, make the students to enhance speaking skill?

The teacher: Jadi mbk, walaupun tiktok content making ini dapat meningkatkan speaking siswa namun dalam proses pembuatan itu bagus, lancar, namun terkadang ada juga pada saat dikelas itu masih less vocab. Jadi sepertibelum benar-benar enhance begitu mbk. (So mbk, although this tytock content making may improve speaking students, it was good, fluent, but sometimes there was also less vocab in the class. So it's like not really enhance).

The statement from Miss Siti same with Students A (Aji).

“Lumayan susah mbk, karena tiktok content making ini harus bener bener bagus dari berbagai segi, baik pengucapan dan kualitas videonya”. (it was hard, because it had to be good for

pronunciation and the quality of the videos) (statement from student).

From the statement above, the researcher can be concluded that the teacher and students provide the same explanation that although tiktok could increase speaking skill, but to make a tiktok took a long and must be good because the teacher was judging from all aspects.

Previous related: *The tiktok project increased the students opportunities to speak the target language but it seemed unable to train students real-time and face to face (Izatussariroh: 2019).* After the researcher analysed the conclusion and previous related study, it can be concluded that the teaching speaking using tiktok content making can enhance students speaking skill but only in project not in everyday conversation in class.

d. Time requirement

Time involvement as one of the major concern in tiktok content making based learning projects.

The researcher: What are some of the problem that arise in time requirement?

The teacher: Dalam proses pembuatan tiktok membutuhkan waktu yang lama mbk, mulai membuat script, record video, editing, upload sehingga siswa harus benar-benar memanfaatkan waktu sebaik mungkin agar timingnya pas dengan deadline. (In the process it takes a lot of time to be back

at the moment, starting a script, video record, editing, upload so that students have to make the most of their time to make the timing fit to a deadline).

Time requirement here constituted another crucial issue. Making tiktok content include making an outline, recording videos, uploading videos, giving feedback took a lot of time.

Previous related: *A teacher must be able to manage the class to the best possible to accomplish a comfortable learning process for learner (Rury, S. D: 2012)*. Based on the previous related study, it can be concluded that in learning speaking, not only teacher have to set time, but students have to make a good use of their time, because on this project the students will take a lot of time so they have to be good at setting a deadline.

From the data, the teacher clarify the problem in teaching speaking using tiktok content making, there are cognitive and affective interferences, technical problem, weak linkage to real time communication, time requirement.

2.2 Overcome The Impelementation of Tiktok Content Making in Teaching Speaking

There are some overcome faced by the teacher on the implementation tiktok content making. Teacher conduct overcome as follow giving motivation, technical capability, professional development, time management:

a. Giving Motivation

The solution to solve cognitive problem is giving motivation.

The researcher: How do you to provide motivation for the students?

The teacher: Sebelum saya memberikan motivasi mereka tak suruh correksi mengenai tugasnya lalu setelah itu saya memberikan refleksi dan melakukan pengawasan agar mereka merasa ada dorongan untuk membuat yang terbaik, kurang lebih begitu sih mbk. (Before I give them the motivation they don't correct the task and then after that I give them the reflection and the surveillance so they can feel the urge to make the best video).

Students should do self correction when they less master speaking well. The teacher encourage students to become reflection to learners, and monitoring their own learning process in the classroom.

Previous related: *Motivation plays a significant role for the students to be active in a learning activity (Jennie. F & Theodesia: 2021).* After the researcher analysed the conclusion and previous related study, it can be concluded that giving motivation to students very important because can make students to be active in a learning activity, but motivation not only from teacher but from self to correction.

b. Technical Capability

The teacher should hold on going training for students about how to make a good tiktok content making, what is tool and needed to make a tiktok content making. Students should have technical capability through technology based media development training.

The researcher: What do you do for this technical problem?

The teacher: Saya mengingatkan kembali kepada siswa untuk mempersiapkan kembali barang yang harus disiapkan dan saya juga memberikan masukan atau latihan kembali agar mereka benar-benar paham sehingga video yang dibuat tidak asal-asalan. (I remind to the students to reprepare the items to be prepared and I also give feedback or repractice to make them fully understand so that videos are perfect).

The teacher tells students to prepare tools to use before making the video and also gives the training related to how to make a good video.

Previous related: *The teacher asked the students to create the videos as creative and as good as it will be. The teacher tells the students that they have to submit their video and it will be shown in front of the class (Novia, K: 2018).*

From the explanation above, the researcher can be concluded that the teacher can give the students example about making a good video, so students have not reason to make a bad video.

c. Professional Development

Professional development not only in project tiktok content making but also in daily activities in speaking class.

The researcher: How do you to apply the professional development in speaking ? only on project or other activities?

The teacher: Ya siswa itu tidak hanya dituntun bagus dalam project ini saja namun ya diaktifitas dalam kelas harus bagus juga. Disini biasanya saya menggunakan cara siswa diharuskan

menggunakan bahasa inggris dalam berbicara didalam kelas, namun ya sebisanya mereka saja, begitu sih mbk. (The students not only perfect in the project because done active in the class. The students must using the english language to speak up).

The teacher also have a significant role in supporting students to enlarge their vocabulary so that students can use phrases in a scholarly issue. In addition, teacher can increase opportunities for students to practice the target language.

Previous related: *Develop speaking not only in a project, but also in daily activity in speaking class (Izatussariroh: 2019)*. After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher also have an important role in support the students to develop their vocabulary in order to students can use expression in academic issue. The teacher can increase opportunities for students to practice the target language and teacher can as a role in supporting the students.

d. Time Management

Students need to manage their time well. Because, if they can't manage time, it can make the project tiktok content making not well done.

The teacher: How do you to give orders for students to manage time?

The teacher: Biasanya tak usuh bikin jadwal mbk, misalnya membuat script, membuat videonya, pokonya dijadwal begitu mbk, agar ketika deadline tugas mereka sudah selesai dan tidak ada alasan-alasan belum menggumpulkan video karena masalah waktu. (So

students must schedule, such as making a script, making the video, so that when their deadline is up and there is no reason to collect the video because of the time).

The teacher who gives the instructions for managing time, the students may create a time line so that the project is completed on time.

Previous related: *Students need to manage their time management well. Because, if they not manage the time, it can make the project was not carried out well (Izatussariroh: 2019)*. From the statement above, the researcher can be concluded that the students must manage the time in order to make a good project. If they can not manage the time, it can make the project was not carried out well.

From the data, the teacher clarify the problem in teaching speaking using tiktok content making, there are giving motivation, technical capability, profesional development, and time management.

B. Discussion

In this section, the researcher discussed the research findings conducted during the focus of observation and interview.

1. The Implementation of Tiktok Content Making in Teaching Speaking

Based on the research, the researcher found that in implementation of tiktok content making in teaching speaking in here the teacher positioned himself as a facilitator who used tiktok content making in submitting project from students. The teacher giving instruction to the students by building knowledge, modelling, joint instruction and giving independent assessment. The teacher giving tiktok content making in the class because to gain students' activeness. Learning process became attractive before using tiktok content making as a supplementary media.

The teacher using tiktok content making as media in learning process because she takes advantages of the development of technology and wants to use media with smart, and the characteristics of students are close to technology and internet. Besides, she also revealed that technology in teaching speaking in which students' speaking skill greatly enhanced. So, not only speaking skill but project tiktok content making also makes students' confidence increase, makes students develop vocabulary, and the students know about how to make a video well.

This finding of this study indicated that the students' expectations towards the teacher remained unchanged. This study found that the students are independent when they learn from many resources in technology or

internet. They were browsing their own learning material as source for them to discuss in the classroom.

2. The Problems and How to Overcome The Implementation of Tiktok Content Making in Teaching Speaking

a. The Problem on The Implementation of Tiktok Content Making in Teaching Speaking

The problem will be discussed here in the problem occurring on the implementation of tiktok content making in teaching speaking is about cognitive and affective interferences. The students still feel difficult when memorizing the script, they have not mastered vocabulary and pronunciation well. Affective interferences emerged when the students record the video some of students felt uncomfortable and embarrassed when recording video.

Beside, the weak linkage to real-time communication also be a problem on the implementation of tiktok content making in teaching speaking. Although the tiktok content making increased students opportunities to speak the target language, it seemed unable to train students to communication skills as indicated in enhancing expressions or ideas in the group discussion. Therefore, the tiktok content making can only develop the students presentation skills but not spontaneous communication skills.

To overcome many problems, the teacher evaluated her lacking to be better in future. Teacher's solution to solve her problem in

implementation of tiktok content making in teaching speaking as a media in teaching english speaking is giving students motivation and encourage the students to become reflective learners, and monitoring their own learning process.

Beside, teacher should utilize tiktok content making as one of the classroom assesment tools to obtain a more holistic picture of students communicative competence. Utilize tiktok content making that contain video entries of students language development to gauge in teaching speaking a more balanced assesment method that values both the process and product of language in learning.

b. Overcome The Implementation of Tiktok Content Making in Teaching Speaking

The implementation of tiktok content making as media in teaching speaking in the classroom was easy to acess, because the students generation z which know about internet or tiktok application. They are able connect it.

Far apart from that findings, the researcher found the many benefits of using tiktok content making for teacher and students. The teacher explained in statement that first, tiktok content making enabled participants to efficiently gain access to both their peers' verbal cues and non verbal expressions, necessary for speaking development but absent in text and voice based tiktok content making.

The second statement, tiktok content making allowed students to carry out self-evaluation. The teacher can monitoring their speaking progress. The students learned to perform self-assesment in tiktok content making based environment.

The third statement, tiktok content making can enhance students speaking skill and professional development. The students can make the video well from making script until upload video in application tiktok.

The fourth, through constructing vlog, peer learning was facilitated. Students can giving peer feedback and suggesting futhur improvement to form a learning community.

From the research the students, teacher and other teacher giving review from the teaching speaking using tiktok there are: The students giving goodfeedback because they are able to happy and enjoy using tiktok to teacher speakingbecause this new media and they not bored using media in learning, The teacher very happy because find the media which make students active in learning. The other teacher giving good feedback because they can use application to teaching ifthey feel difficult while in study, so they can try with this media.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion of the research and suggestion for the implementation of tiktok content making in teaching speaking at the seventh grade students of SMPN 5 Satu Atap Geyer Grobogan. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

The Implementation of Tiktok Content Making in Teaching Speaking, types of the implementation, the components of the implementation and the problem and how to overcome the implementation of tiktok content making.

Types of the Implementation of Tiktok Content Making, Based on the theory, there are 7 types of implementation of tiktok content making. There are initiation, adoption, adaptation, acceptance, routinization, and infusion. But, in this study the teacher using 4 types of the implementation of tiktok content making in teaching speaking in this class. There are initiation, adoption, acceptance, and routinization.

Component of the Implementation of Tiktok Content Making, In this study using 6 component to implementation of tiktok content making, there are teacher role, students role, purpose, the source of material, method, and evaluation.

In teacher role, there are six component that conducted by the teacher in teaching english speaking. Here are organizer, assesor, promter, participant, resource, tutor, and observer.

In students role, there are four aspects. Here are students as planner, monitor, tutor, and member. So, students must comply the regulation of the teacher in classroom.

The purpose of this study is to use appropriate english expressions and terms used in academic english setting and articulate their ideas fluently using appropriate english in academic english setting.

The source of material is part of the components in the implementation tiktok content making. The source of material is from the teacher, the teacher using internet to material. Beside, students also can search the source that correspond to the course outline.

The method is the components of the implementation of tiktok content making. In speaking class, the teacher using techniques in teaching english speaking here are discussion and simulation.

The last component is evaluation, in this study the teacher evaluate based on question answer and discussions.

Problem on the implementation of tiktok content making in teaching speaking there are: Cognitive and effective interferences, Technical problems, Weak linkage ro real-time communication, and time requirement And How to overcome the implementation of tiktok content making there are: Giving motivation for the students, Technical capability, Professional development, and time mmanagement.

B. Suggestion

After the researcher draws the conclusion The Implementation of Tiktok Content Making in Teaching Speaking at The Seventh Grade Students of SMPN 5 Satu Atap Geyer Grobogan, In The Academic Year 2022/2023, The researcher proposes the suggestion for the teacher, students, school, and the other researcher.

1. For the teacher

The teacher can giving motivate to students in learning process using tiktok content making, can the students active in taking participant. The teacher should consider all factors that make the implementation of tiktok content making us media difficult for the students such as a cognitive and affective interference, technical problem, weak linkage to real-time communication, and time requirement.

2. For the students

The students can interest and motivation in learning process using tiktok content making. The students should be aware that media is something interesting and helpful for them. The students can active in classroom and assigment of tiktok content making as supplementary media which implemented teacher. They should take benefits the implementation of tiktok content making as media in learning process. Media would be useful for them in learning today and future life.

3. For the school

The school, tiktok content making can as a new media in teaching speaking. School should appreciate the teacher because using tiktok content making as media in learning process. Can be used as a media in other learning, so the students don't get bored with the old media.

4. For the other researcher

The researcher study was about the implementation of tiktok content making in teaching speaking in the class. It is expected for the other researcher that the result of this study can be used as additional reference for the next research. Beside that, the other researcher will be better to examine the effectiveness of using tktok content making to understand how significant of using tiktok content making in teaching speaking.

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APPENDICES

APPENDIX 1

OBSERVATION CHECKLIST

Transcript of Observation

Observation on March 27, 2023

Place in Classroom

(Component of The Implementation of Tiktok Content Making)

1. The Role of IT	Items	Yes	No	How
a. Initiation	The teacher implementation of tiktok content making as a solutions to problem in speaking.	✓		The teacher using tiktok content making to increase self confidence and to master vocabulary.
b. Adoption	Negotiation process takes place to get an organizations support for the implementation of the application.		✓	The teacher not using adoption in teaching speaking
c. Adaptation	The teacher adaptation this media to anticipate the students feel bored.	✓		The teacher using tiktok to anticipate the students feel bored.
d. Acceptance	The teacher try to make students be active in the speaking using tiktok content making.	✓		The acceptance of the tiktok content making can help organize the learning in the class.
e. Routinization	The teacher only implementation of tiktok content making in teaching speaking.		✓	The teacher not only using tiktok content making in teaching speaking, But the teacher using in daily activities, such as making video which FYP.
f. Infusion	It application and the organization understand and manage the implementation process.		✓	The teacher not using infusion in teaching speaking.
2. Teacher's Role	Items	Yes	No	How
a. Controller	The teacher act as controllers in teaching speaking.		✓	The teacher not apply controller in speaking class because the assumed controller is same with organizer.
b. Organizer	The teacher have to perform of organizing students to do various activity.	✓		The teacher giving students information, telling them how they are going to do activity, and the teacher also serves to open and close activities, then give content feedback.

c. Assessor	The teacher tell the students what aspects to assessed.	✓		The teacher evaluates the language level and attitude students in the class.
d. Prompter	The teachers as prompter when students are involved in a learning activity.	✓		The teacher should be helping students when necessary.
e. Participant	The teacher does not only just a teacher because the teacher as a participant.	✓		The teacher as a participant when students disscusion in the class.
f. Resource	The teacher be a resource of the students.	✓		The teacher can guide learners to use available recources such as internet.
g. Tutor	The teacher acts as a tutor when students are involved in assigment.	✓		The teacher provides advice, guidance, and helps students clarify ideas.
h. Observer	The teacher checking learning and providing support as necessary.	✓		The teacher checking all activities, such as attentande, learning process, and assignment
3. Students Role	Items	Yes	No	How
a. Planner	Students as a learners must arrange the planner to do in teaching speaking with the tiktok content making.	✓		The teacher explains how to plan and when to do the assigment.
b. Monitor	Learners monitor and evaluate their own progress.	✓		The teacher explain to students to checking assigment.
c. Tutor	Learners tutor other learners, learner learn from the teacher and other students.	✓		The students can tutor to other students who do not yet understand.
d. Member	Learners are members of the group and learn by interacting with others student.	✓		As a member, the teacher explain the students must obey the rules agreed upon during in learning.
4. Purpose	Items	Yes	No	How
	Use appropriate english expressions and Articulate their ideas fluently using appropriate english in class.	✓		The teacher explain about the purpose using tiktok content making in teaching speaking.
4. The Source of Material	Items	Yes	No	How
	Source used by teacher in teaching speaking, like internet and book.	✓		The teacher using internet and books to explain the material.
5. Method	Items	Yes	No	How

	The teacher using technique in teaching speaking.	✓		The teacher using technique, such as discussion and simulation.
6. Evaluation	Items	Yes	No	How
	The component of evaluation include daily assesment, attitude behaviour, and project assigment	✓		The teacher explain the component of evaluation daily assesment, attitude, behaviour, and project.
The Problem and How Overcome the Implementation of Tiktok Content Making				
1. The problem	Items	Yes	No	How
a. Cognitive and affective interferences	Cognitive problem is a problem that effect cognitiveabilities including learning, memory, perception, and problem solving.	✓		The teacher give instruction to the students, but students not understand the instruction clearly.
b. Technical Problem	The students doest not prepare the tools of making video.	✓		The students does not prepare the tools of making video.
c. Weak linkage to real time communication	The students oportunnities to speak the target language but it scemed unable to train students real-time and face to face communication skills.	✓		The students still has difficulty being discussion in the class although the assignment was well.
d. Time Requirement	Time requiremnt is very important because in teaching speaking using tiktok content making needed many time.	✓		The students not manage the time requirement to being the problems.
2. The Overcome	Items	Yes	No	How
a. Giving Motivation	The teacher encourage students to become reflective learners, and monitoring their own learning process.	✓		The students should do self correction when they less master speaking well.
b. Technical Capability	The teacher should hold on going training for students about how to make a good content.	✓		The teacher give an example about how to make a good video.
c. Profesional Development	The teacher can increase oportunities for students to practice the target language.	✓		The teacher also have an important role in supporting the students and then the teacher explain to enlarge their vocabulary. So, that the students can use expression in academic issue.
d. Time Management	Students need to manage their time management well.	✓		The teacher explain to manage good time.

APPENDIX 2

INTERVIEW SHEET

Transcript of Interview

T (Teacher) : Miss Siti Nurjanah

Time : March 28, 2023

Place : Teacher Office

Interview the Teacher

Researcher : Assalamu'alaikum wr.wb miss, saya niken nurmalisa yang kemarin melakukan pre-research disekolahan ini.

Teacher : ohh ya mbk.

Researcher : Jadi karena kemarin sudah melakukan pre-research, sekarang saya kesini lagi untuk melanjutkan penelitian dikelas 7 miss.

Teacher : Ya mbk silahkan, penelitiannya bisa dimulai sekarang.

Researcher : Baik miss terimakasih banyak, ini nanti saya langsung saja interview dengan jenengan ngeh miss.

Teacher : Iya monggo silahkan mbk.

Researcher : Miss ini nanti saya bertanya menggunakan bahasa inggris ngeh, ndak papa kan miss?

Teacher : Iya mbk, tapi nanti tak jawab pakai bahasa indonesia saja ya mbk.

Researcher : Ngeh miss, untuk mempersingkat waktu ini langsung saja ya miss.

(Component of The Implementation of Tiktok Content Making)

A. The Role of IT (Tiktok Content Making)

1. How do you use the IT (tiktok) for the teaching learning process?

T: Ya mbk, saya menggunakan tiktok sebagai media pembelajaran.

2. Do you implement tiktok content making as a solutions to problem in speaking. If yes how do you do that?

T: iya mbk, jadi alasannya karena dulu pembelajaran diadakan secara daring jadi membuat saya untuk berfikir mencari cara agar pembelajaran tetap efektif,

selain itu alasannya karena siswa masih merasa kurang percaya diri, kurang penguasaan dalam kosa kata dan pronounciation. Jadi, melalui media ini diharapkan siswa mampu untuk mengembangkan speaking skills mereka dan dapat meningkatkan rasa percaya diri.

R : Why choose tiktok content making to teaching speaking?

T : Pas dulu pandemi aplikasi yang paling boomkan tiktok mbk, jadi saya pikir siswa juga mempunyai aplikasinya dan ternyata benar, sampai saat ini pun mereka memang menggunakan aplikasi tersebut, jadi saya tidak perlu menjelaskan bagaimana cara menggunakannya karena mereka memang sebenarnya sudah bisa mbk

3. Does the negotiation process takes place to get an organizations support for the implementation of the application. If yes how do you do that?

T: No, saya tidak menggunakan ini untuk mengimplementasikan tiktok mbk.

4. Does the purpose of adoption a tiktok content making to anticipate the students in order to not feel borred in learning process. If yes how do you do that?

T: Jadi awal mulanya karena untuk mengantisipasi agar siswa tidak bosan dengan media pembelajaran dan mencoba memanfaatkan sosial media dengan bijak.

5. Does using the tiktok content making can make a students active in learning process. If yes how do you do that?

T: Menurut saya bisa mbk, karena siswa yang pasif disini dipaksa untuk aktif dan mereka mampu untuk mengekspresikan tentang dirinya sehingga dapat membuat semakin meningkat rasa percaya diri.

6. Do you only apply a tiktok content making in teaching, If yes how do you do that?

T: Saya kadang juga memakai untuk keseharian mbk, misalnya saya suka bikin seperti video yang sedang viral atau fyp itu lho mbk.

7. Does the IT application and the organization understand and manage the implementation process. If yes how do you do that?

T: Saya kurang tau untuk hal ini mbk.

B. Teachers Role

1. What do you do to controller this class?

T: Ini sepertinya sama dengan organizer mbk, saya menggunakan yang organizer mbk.

2. What are some of the things done to organize this speaking class?

T: Ya saya sebagai guru jadi membuka dan menutup pembelajaran, saya yang memberikan informasi apa yang harus dikerjakan dalam tugas ini, seperti itu mbk.

3. How do you assess the learning using tiktok content making?

T: Yang pasti saya menilai dari speakingnya mbk, soalnya media ini tujuannya untuk enhance students speaking skill, jadi point pertama speaking atau keluwesan mereka dalam berbicara dan juga saya menilai akhlak mereka didalam kelas.

4. How do you helping the students when necessary?

T: Terkadang siswa tak suruh maju, misalkan mereka kesusahan dalam speaking ya saya bantu mbk, dan terkadang saya memberikan pertanyaan yang berbeda dengan topik tujuannya biar mereka bisa mengembangkan vocabnya.

5. What do you do when a students is going a assigment?

T: Saya muter ke masing-masing meja, dan bertanya apakah ada kesulitan.

6. What material resources are used in this learning?

T: Biasanya saya suruh cari diinternet mbk, misal seperti di tiktok, google, dan youtube.

7. How do you apply tiktok content making in the class?

T: Pertama-tama saya memberikan contoh, lalu praktek, dan yang terakhir siswa membuat reg-regan (modelling, praktek, dan independent intruction) sebelum membuat tugas siswa biasanya tak panggil random untuk maju membacakan tugasnya mbk.

8. Do you observe if students are making script?

T: ya pasti mbk.

C. Students Role

1. What do you do the students mean as a planner?

T: Maksudnya siswa harus membuat rencana mengenai apa yang akan dilakukan ketika ada tugas tiktok content making, seperti itu mbk.

2. What do you do the students mean as a monitor?

T: Maksudnya dalam mengimplementasikan media tiktok content making dikelas, siswa harus selalu mengecek kembali dan harus mengevaluasi atau memperbaiki jika ada yang kurang bagus.

3. What do you do the students mean as a tutor?

T: Maksudnya ya siswa itu jadi tutor bagi siswa lainnya yang belum paham, jadi mereka saling bertukar pikiran, karena kadang ada yang tidak paham jadi bisa bertanya dengan teman yang sudah paham.

4. What do you do the students mean as a member?

T: Jadi semua siswa adalah anggota, dengan demikian mereka harus menaati peraturan yang diberikan guru.

D. Purpose

What is the purpose in using tiktok content making in teaching speaking?

T: Tujuannya ya sebagai solusi untuk berbagai masalah mengenai speakingnya mbk, jadi maksudnya mereka agar mampu berbicara lancar dihadapan publik dan mereka jadi percaya diri.

E. The Source of Material

What material source is used in teaching speaking?

T: Sumber materinya biasane tak carikan dari buku, internet, terkadang juga siswa tak suruh cari sendiri di internet mbk.

F. Method

What technique teachers use in applying this tiktok content making?

T: Saya menggunakan diskusi dan simulasi mbk.

R: Why chosee this technique miss?

T: karena tujuan saya supaya mereka saling memperoleh informasi dari berbagai sudut pandang, disini caranya siswa tak suruh bikin grup dan dengan demikian mereka bisa berdiskusi.

R: if this technique, how do you do to apply steps modelling, praktek, dan independent intruction?

T: Pertama-tama saya mempraktekkan membuat content itu seperti apa, setelah itu siswa tak suruh membuat script misal ada yang kurang paham bisa langsung maju

kedepan dan bertanya saya setelah itu saya mencoba acak memilih siswa untuk maju kedepan, kalo dikira sudah bagus lalu saya kasih idependent instruction untuk membuat project berupa tiktok content making.

G. Evaluation

What are the components of the evaluation?

T: Kalau untuk evaluasinya itu berdasarkan tugas akhir yaitu bikin tiktok content making ini, dan tugas yang lainnya.

The Problem and How Overcome the Implementation of Tiktok Content Making

1. The Problem

- a. Give an example of the problem with implementing of tiktok content making, according in cognitive and affective interferences?

T: Masalahnya itu pada memori hp yang full, trus mereka jika ada masalah belum bisa mengatasinya misal contohnya pada script kadang mereka ngga mau mikir jadi tinggak dibaca saja, disini guru harus memberikan intruksi agar siswa tidak merasa kesusahan lagi, kurang lebih seperti itu mbk.

- b. Was there a problem with technical problem when applying tiktok content making?

T: Masalahnya pada record video, mereka kurang persiapan untuk barang yang digunakan untuk merecord video jadi mereka bisa dibilang asal-asalan dan monoton mbk.

- c. When you applying tiktok content making, make the students to enhance speaking skill?

T: Jadi mbk, walaupun tiktok content making ini dapat meningkatkan speaking siswa namun dalam proses pembuatan itu bagus, lancar, namun terkadang ada juga pada saat dikelas itu masih less vocab. Jadi seperti belum benar-benar enhance begitu mbk.

- d. What are some of the problem that arise in time requirement?

T: Dalam proses pembuatan tiktok membutuhkan waktu yang lama mbk, mulai membuat script, record video, editing, upload sehingga siswa harus benar-benar memanfaatkan waktu sebaik mungkin agar timingnya pas dengan deadline.

2. The Overcome

- e. How do you to provide motivation for the students?

T: Sebelum saya memberikan motivasi mereka tak suruh correksi mengenai tugasnya lalu setelah itu saya memberikan refleksi dan melakukan pengawasan agar mereka merasa ada dorongan untuk membuat yang terbaik, kurang lebih begitu sih mbk.

- f. What do you do for this technical problem?

T: Saya mengingatkan kembali kepada siswa untuk mempersiapkan kembali barang yang harus disiapkan dan saya juga memberikan masukan atau latihan kembali agar mereka benar-benar paham sehingga video yang dibuat tidak asal-asalan.

- g. How do you to apply the professional development in speaking ? only on project or other activities?

T: Ya siswa itu tidak hanya dituntun bagus dalam project ini saja namun ya diaktifitas dalam kelas harus bagus juga. Disini biasanya saya menggunakan cara siswa diharuskan menggunakan bahasa inggris dalam berbicara didalam kelas, namun ya sebisanya mereka saja, begitu sih mbk.

- h. How do you to give orders for students to manage time?

T: Biasanya tak usuh bikin jadwal mbk, misalnya membuat script, membuat videonya, pokoknya dijadwal begitu mbk, agar ketika deadline tugas mereka sudah selesai dan tidak ada alasan-alasan belum menggumpulkan video karena masalah waktu.

B. Interview With the Students

S1 (Student 1) : Aji(A)

Time : Apr 1, 2023

Place : Class A

Researcher : Assalamu'alaikum wr.wb dek, masih inget sama saya kan.

Students : Masih mbk

Researcher : Jadi hari ini saya akan melakukan interview dengan kamu, dah siapkan?

Students : Sudah mbk. Silahkan mbk, dengan senang hati saya akan menjawabnya hehe.

Researcher : Baik dek, saya mulai ya.

1. What will you do when preparing to make a video? (Apa yang kamu lakukan diproses awal membuat video)

SI: Menyiapkan hp, dan barang-barang yang lainnya mbk.

2. Are you looking for the concepts or the ideas on the internet before making video? (Apakah kamu melihat contoh concept cara pembuatan diinternet)

SI: Ya jelas mbk, saya melihat contoh video.

3. What things you have to prepare before making a video?(Barang apa saja yang kamu siapkan sebelum membuat video)

SI: Kalo aku Cuma hp, tripod, buku tugas, bolpen, itu saja mbk.

4. Before you making a videos, what you do? (Setelah mengonsep video apa yang kamu lakukan)

SI:Kalo script kan sudah dibuat disekolahan mbk, jadi saya hafalin biar hasilnya bagus nga seperti membaca mbk, soale nek membaca katane miss siti nilaine ga bagus.

5. What things you should pay attention in making script? (Apa yang kamu perhatikan dalam membuat script)

The students:Apa ya mbk, aku asal ngomong mbk hehe.

6. How many times have you done in rehearsing speaking before taking the video? (Berapa lama kamu membuat video ini)

SI: Aku 1 jam kayae mbk, soale kalo masih jelek tak ulangi lagi.

7. How long have you recorded the video? (Berapa lama kamu merecord video?)

SI: 1 jam mbk, tapi ya tergantung juga tugasnya.

8. What do you after recording the video? (Apa yang kamu lakukan setelah record video)

SI: dicek ulang hasil videonya mbk.

9. What things you should pay attention when cheecking the video? (Dalam mengecek video apa saja yang kamu cek)

S1: pengucapannya, suarane kedengeran ngga gitu sih mbk.

10. Is there a problem on the implementation tiktok content making?

(permasalahan apa saja yang muncul dalam tugas ini)

S1: Susah menghafal script mbk dan kadang videonya ngga bagus soale hpne kentang mbk.

S2 (Student 2) : Rinda(B)

Time :Apr 1 , 2023

Place : Class B

Researcher : Assalamu'alaikum wr.wb dek

Students : Wa'alaikum sallam mbk

Researcher : Gimana sudah siap tak interview dek?

Students : Sudah dong mbk, yok langsung saja mbk.

Researcher : Baik dek, saya mulai ya.

1. What will you do when preparing to make a video? (Apa yang kamu lakukan diproses awal membuat video)

S2: Membaca kembali scriptnya dan menyiapkan peralatan untuk membuat video mbk.

2. Are you looking for the concepts or the ideas on the internet before making video? (Apakah kamu melihat contoh concept cara pembuatan diinternet)

S2: Kalo untuk tugas materi ini, aku ngga lihat mbk.

3. What things you have to prepare before making a video?(Barang apa saja yang kamu siapkan sebelum membuat video)

S2: Yang tak siapin Cuma hp soale ngga punya tripod mbk.

4. Before you making a videos, what you do? (Setelah mengonsep video apa yang kamu lakukan)

S2: Setelah itu saya langsung membuat video mbk.

5. What things you should pay attention in making script? (Apa yang kamu perhatikan dalam membuat script)

S2: Kalo kata miss siti pengucapannya harus bagus jadi ya biasane tak hafalin dulu mbk.

6. How many times have you done in rehearsing speaking before taking the video? (Berapa lama kamu membuat video ini)

S2: Sekitar 2 jam mbk, soale kalo masih jelek tak ulangi lagi.

7. How long have you recorded the video? (Berapa lama kamu merecord video?)

S2: Tergantung tugasnya mbk, sekiranya gampang ya cepet kalo susah ya lama.

8. What do you after recording the video? (Apa yang kamu lakukan setelah record video)

S2: dicek lagi mbk.

9. What things you should pay attention when cheeking the video? (Dalam mengecek video apa saja yang kamu cek)

S2: Katane miss siti yang suruh dicek pengucapan, trus suara, sama editnya, jadi semua itu tak cek semua mbk.

10. Is there a problem on the implementation tiktok content making? (permasalahan apa saja yang muncul dalam tugas ini)

S2: Susah menghafal script dan karena aku ngga punya tripod jadinya bingung posisi hpne mbk.

APPENDIX 3

CONCLUSION

Of Observation and Interview

CONCLUSION

No	Aspect	The Result of Observasion	The Result of Interview	Conclusion	Verification
Component of The Implementation of Tiktok Content Making					
1.	The role of IT				
	a. Initiation	The teacher using tiktok content making to increase self confidence and to master vocabulary.	Iya mbk, jadi alasannya karena dulu pembelajaran diadakan secara daring jadi membuat saya untuk berfikir mencari cara agar pembelajaran tetap efektif, selain itu alasannya karena siswa masih merasa kurang percaya diri, kurang penguasaan dalam kosa kata dan pronounciation. Jadi, melalui media ini diharapkan siswa mampu untuk mengembangkan speaking skills mereka dan dapat meningkatkan rasa percaya diri.	The initation of this implementatio n include using media tiktok content making to increase self confidence and to master pronounciation and vocabulary.	Previous related: <i>Teaching using tiktok have the benefits are increasing students vocabulary, building self-confidence in pronounciacng the words in english (Dewi, L.K & Arifani, Y:2021)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that using tiktok in teaching can make increase self confidence, increasing vocabulary and pronounciation.
	b. Adoption	The teacher not using adoption in teaching speaking	No, saya tidak menggunakan ini untuk mengimplementasikan tiktok mbk.	The teacher not using adoption in teaching.	The teacher not using adoption in teaching.
	c. Adaptation	The teacher asks students to make a tiktok content making on the topic of speaking class. Beside, also give an example to his students how to make a tiktok content making from the beginning to the end.	Jadi awal mulanya karena untuk mengantisipasi agar siswa tidak bosan dengan media pembelajaran dan mencoba memanfaatkan sosial media dengan bijak.	The adaptation of the implementatio n using tiktok content making is to anticipate students feel bored in learning process and using social media with smart.	Previous related: <i>More in joining the class since the application is not boring (Dewi, L.K & Arifani, Y:2021)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher using tiktok application to anticipate students feel bored.

	d. Acceptance	The acceptance of the tiktok content making can help organize the learning in the class.	Menurut saya bisa mbk, karena siswa yang pasif disini dipaksa untuk aktif dan mereka mampu untuk mengekspresikan tentang dirinya sehingga dapat membuat semakin meningkat rasa percaya diri.	The acceptance of the implementation using tiktok content making can help organize the learning process in the class.	Previous related: <i>The use of the tiktok application in learning english is very interactive and effective to improve students confidence skills in speaking in english with the results of students scores showing a very drastic increase (Zaitun, Sofian.H & Emma D. I: 2021).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that application tiktok can help organize the learning process and can make students scores showing a very drastic imcrease.
	e. Routinization	The teacher not only using tiktok content making in teaching speaking, But the teacher using in daily activities, such as making video which FYP.	Saya kadang juga memakai untuk keseharian mbk, misalnya saya suka bikin seperti video yang sedang viral atau fyp itu lho mbk.	The routinization on the implementation of using tiktok content making is the projet can apply in daily activity, not only learning process in the class.	Previous related: <i>This application has features that are up to date so that everyone depends on it (Destia&Purna: 2022).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that tiktok content making attracts everyone because its features, so it can be used in many activity and not only in learning process.
	f. Infusion	The teacher not using infusion in teaching speaking.	Saya kurang tau untuk hal ini mbk.	The teacher not using infusion in teaching, because the teacher don't know about infusion.	The teacher not using infusion in teaching, because the teacher don't know about infusion.
2.	Teacher Role				
	a. Controller	The teacher not apply controller in speaking class because the assumed controller is same with organizer.	Ini sepertinya sama dengan organizer mbk, saya menggunakan yang organizer mbk.	The teacher not apply controller and the teacher using organizer.	The teacher not apply controller and the teacher using organizer.
	b. Organizer	The teacher giving students information, telling them how they are going to do activity, and the teacher also	Ya saya sebagai guru jadi membuka dan menutup pembelajaran, saya yang memberikan informasi apa yang harus dikerjakan dalam tugas ini, seperti itu mbk.	The most important role of teacher is managing the classroom. The teacher also serves to open and close	Previous related: <i>The teachers manage the classroom to set the activities and get the students egaged (Erik, Y.P & Yani.A: 2015).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher is managing the activity in

		serves to open and close activities, then give content feedback.		activities, then give feedback.	the classroom, like open activities, close activity and give feedback.
	c. Assesor	The teacher evaluates the language level and attitude students in the class.	Yang pasti saya menilai dari speakingnya mbk, soalnya media ini tujuannya untuk enhance students speaking skill, jadi point pertama speaking atau keluwesan mereka dalam berbicara dan juga saya menilai akhlak mereka didalam kelas.	The teacher evaluates the speaking skill and attitude.	Previous related: <i>The teachers can write down some written samples of languages produced by students, or memorize some of it, then tell it ti their students (Erik, Y.P & Yani.A: 2015).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that assesor in teaching speaking using tiktok the teacher not only evaluates the speaking but atitude and the teacher can write down some written then tell it ti their students.
	d. Prompter	The teacher should be helping students when necessary.	Terkadang siswa tak suruh maju, misalkan mereka kesusahan dalam speaking ya saya bantu mbk, dan terkadang saya memberikan pertanyaan yang berbeda dengan topik tujuannya biar mereka bisa mengembangkan vocabnya.	The teacher encourages students to participant and make suggestions about how students proceed in activity of speaking in the class. The teacher should be helping students when necessary.	Previous related: <i>The teachers provide the students with discrete suggestions, leave them to struggle by themselves, and give them chunks not words, without discripting the discussions (Erik, Y.P & Yani.A: 2015).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher only give suggestions and not giving them chunks not words.
	e. Participant	The teacher as a participant when students disscusion in the class.	Saya muter ke masing-masing meja, dan bertanya apakah ada kesulitan.	The teacher does not only just a teacher, but the teacher also as a students or participant when students in the class.	Previous related: <i>The teachers participate in the discussion by introducing new information and by ensuring the continuation of students engagement (Erik, Y.P & Yani. A: 2015).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher as a participant when students discussion.
	f. Resource	The teacher can guide learners to use available recources such as internet.	Biasanya saya suruh cari diinternet mbk, misal seperti di tiktok, google, dan youtube.	The teacher can guide learners to use available resources such as internet.	Previous related: <i>The teachers have to provide some tools to improve their students oral competence (Erik, Y.P & Yani. A: 2015).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher have to provide some tools

					to improve their students, the tools like internet.
	g. Tutor	The teacher provides advice, guidance, and helps students clarify ideas.	Pertama-tama saya memberikan contoh, lalu praktek, dan yang terakhir siswa membuat reg-regan (modelling, praktek, dan independent intruction) sebelum membuat tugas siswa biasanya tak panggil random untuk maju membacakan tugasnya mbk.	The teacher acts as a coach when students are involved in project work.	Previous related: <i>The teacher provides advice, guidance, and helps students clarify ideas. This role can be a great way to pay individual attention to a students. It can also allow the teacher to make a course based on students need (Izatussariroh: 2019).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher as a coach when students are involved in project.
	h. Observer	The teacher checking all activities, such as attentande, learning process, and assigment	Ya pasti mbk.	The teacher go to around the class during individual, pair and group, cheeking learning and support.	Previous related: <i>The teacher should observe the class speaking activity and find out what makes the activity breakdown (Erik, Y.P & Yani. A: 2015).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher must checking all activities in order to the activity not breakdown.
3.	Students Role				
	a. Planner	The teacher explains how to plan and when to do the assigment.	Maksudnya siswa harus membuat rencana mengenai apa yang akan dilakukan ketika ada tugas tiktok content making, seperti itu mbk.	Students as a learners must arrange the planner to do in the speaking class in tiktok content making.	Previous related: <i>The teacher as a planner which have strategically the person who's planning the activities to do in class (Minsih & Aninda, G: 2018).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher as a planner to students and the teacher explain about how to plan when to do the assigment.
	b. Monitor	The teacher explain to students to checking assigment	Maksudnya dalam mengimplementasikan media tiktok content making dikelas, siswa harus selalu mengecek kembali dan harus mengevaluasi atau memperbaiki jika ada yang kurang bagus.	The students must always evaluate and monitor their project in order to they can do better in the assigment.	Previous related: <i>The teacher explain to students understanding and check learning progress (Prommin, S & Jutharat, J: 2019).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher explain to students to check the assigment in order to better in assigment.
	c. Tutor	The students can tutor to other students who do not yet understand.	Maksudnya ya siswa itu jadi tutor bagi siswa lainnya yang belum paham, jadi mereka saling bertukar pikiran, karena kadang ada yang tidak paham jadi bisa	Students can be tutor for other students. They can discuss and study together	Previous related: <i>By tapping into the existing student abilities, the learning process takes place from student, by students and for students (Purnomo, G: 2017).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the students as

			bertanya dengan teman yang sudah paham.	to get the understanding.	a tutor to other students when they not yet understand.
	d. Member	As a member, the teacher explain the students must obey the rules agreed upon during in learning.	Jadi semua siswa adalah anggota, dengan demikian mereka harus menaati peraturan yang diberikan guru.	As a students in the classroom, the students must okey the regulation of the students.	Previous related: <i>Dicipline is absolutely necessary in a student life, since there is so much of discipoline (Khairani: 2019)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that the students must dicipline when in the classroom.
4.	Purpose	The teacher explain about the purpose using tiktok content making in teaching speaking.	Tujuannya ya sebagai solusi untuk berbagai masalah mengenai speakingnya mbk, jadi maksudnya mereka agar mampu berbicara lancar dihadapan publik dan mereka jadi percaya diri.	The teacher using tiktok content making because to make the student feel confidence in the public and to enhance students speaking skill.	Previous related: <i>They do need a different application for learning english, especially an application that is often used in their daily life, like tiktok application. So that it can help students in facilitating to increase their confidence, especially their ability to speak english (Destia & Purna: 2022)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that the purpose teaching speaking using tiktok is to increase self cofidence students in public.
5.	The source of material	The teacher using internet and books to explain the material.	Sumber materinya biasane tak carikan dari buku, internet, terkadang juga siswa tak suruh cari sendiri di internet mbk.	The teacher using books and internet as a source of material.	Previous related: <i>The learning media that teacher apply to students must be innovate, creative, and varied so that they can be used by teacher as a tool for learning. Teacher can use learning media according to creativity each (Haerul Tamimi: 2021)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher can utilize social media, like tiktok application for learning tools, so the learning source is not just from books. Then, the students will be attracted to the new media and can encourage the students again.
6.	Method	The teacher using technique, such as discussion and simulation.	T: Saya menggunakan discusion dan simulasi mbk. R: Why chosee this technique miss? T: karena tujuan saya supaya mereka saling memperoleh informasi dari berbagai sudut pandang, disini caranya	The teachher using discussion and simulation as a method in teaching speaking.	Previous related: 1. <i>Discussion : The students may aim to arrive at a conclusion, shares ideas about an event, or find solution in their discussion grups.</i> 2. <i>Simulation: the students can bring items to the class to create arealistic environment. (Erik, Y.P & Yani. A: 2015).</i>

			<p>siswa tak suruh bikin grup dan dengan demikian mereka bisa berdiskusi.</p> <p>R: if this technique, how do you do to apply steps modelling, praktek, dan independent intruction?</p> <p>T: Pertama-tama saya mempraktekkan membuat content itu seperti apa, setelah itu siswa tak suruh membuat script misal ada yang kurang paham bisa langsung maju kedepan dan bertanya saya setelah itu saya mencoba acak memilih siswa untuk maju kedepan, kalo dikira sudah bagus lalu saya kasih idependent instruction untuk membuat project berupa tiktok content making.</p>		<p>After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher using discussion and simulation in teaching speaking because to the teacher can shares ideas to other students.</p>
7.	Evaluation	The teacher explain the component of evaluation daily assesment, attitude, behaviour, and project.	Kalau untuk evaluasinya itu berdasarkan tugas akhir yaitu bikin tiktok content making ini, dan tugas yang lainnya.	The teacher explain the evaluation using tiktok content making and other assigment.	<p>Previous related: <i>In learning activities, teachers must pay attention to the evaluation of learning programs that will be implemented in class. Evaluation of learning that will be carried out by the teacher is one of the important elements in teaching and learning process. The evaluation will be carried out by the teacher after the learning process or transfer of knowledge through assignments and the material being taught has been completed (Agnes Meilina: 2021).</i></p> <p>After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher must evaluate after learning process because this very important, the teacher can evaluate the daily assesment, attitude, behaviour, and project.</p>
The Problem and How Overcome the Implementation of Tiktok Content Making					
1.	The problem				
	a. Cognitive and	The teacher give	Masalahnya itu pada memori hp yang full, trus	The students feel difficult	Previous related: <i>The teacher give instruction to students, students does</i>

	affective interferences	instruction to the students, but students not understand the instruction clearly.	mereka jika ada masalah belum bisa mengatasinya misal contohnya pada script kadang mereka ngga mau mikir jadi tinggal dibaca saja, disini guru harus memberikan intruksi agar siswa tidak merasa kesusahan lagi, kurang lebih seperti itu mbk.	when memorizing the scripts before making video content in tiktok application. This can inhibit the quality of video if students cannot memory which well. Beside, the cognitive problem can happen when the teacher giving instruction to the students and the students don't understand the clearly.	<i>understand the intruction clearly. So, it will affect students project (Izatussariroh: 2019).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the students don't pay attention to teacher properly so when given a assigment they don't do the maximal.
	b. Technical problem	The students does not prepare the tools of making video.	Masalahnya pada record video, mereka kurang persiapan untuk barang yang digunakan untuk merecord video jadi mereka bisa dibilang asal-asalan dan monoton mbk.	The students does not prepare the tools of making video, so the students have not been maximal in editing videos, so stills monotonous, and the internet not stable for uploading the videos in application tiktok.	Previous related: <i>The students have to prepare for it. As the result, the students seems to give the best performance as they can (Novia, K: 2018).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the students must prepare the tools to making video, in order to the videos not monotonous and can make a good videos.
	c. Weak linkage to real time communication	The students still has difficulty being discussionin the class although the	Jadi mbk, walaupun tiktok content making ini dapat meningkatkan speaking siswa namun dalam proses pembuatan itu bagus, lancar, namun terkadang ada juga pada	Weak linkage to real-time communication constituted a disadvantages. The tiktok content	Previous related: <i>The tiktok project increased the students opportunities to speak the target language but it seemed unable to train students real-time and face to face (Izatussariroh: 2019).</i> After the researcher analysed the conclusion and previous related study, it can be

		assignment was well.	saat dikelas itu masih less vocab. Jadi seperti belum benar-benar enhance begitu mbk.	making can increase speaking students but only in project not in daily communication.	concluded that the teaching speaking using tiktok content making can enhance students speaking skill but only in project not in everyday conversation in class.
	d. Time requirement	The students not manage the time requirement to being the problems.	Dalam proses pembuatan tiktok membutuhkan waktu yang lama mbk, mulai membuat script, record video, editing, upload sehingga siswa harus benar-benar memanfaatkan waktu sebaik mungkin agar timingnya pas dengan deadline.	Time involvement as one of the major concern in tiktok content making based learning projects.	Previous related: <i>A teacher must be able to manage the class to the best possible to accomplish a comfortable learning process for learner (Rury, S. D: 2012).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that in learning not only teacher have to manage time but students too in order to make good use of time.
2.	The Overcome				
	a. Giving motivation	The students should do self correction when they less master speaking well.	Sebelum saya memberikan motivasi mereka tak suruhcorreksi mengenai tugasnya lalu setelah itu saya memberikan refleksi dan melakukan pengawasan agar mereka merasa ada dorongan untuk membuat yang terbaik, kurang lebih begitu sih mbk.	Students should do self correction when they well less master speaking well and teacher should give motivation to the students. Beside, teacher encourage students to become reflective learners, and monitoring their own learning process.	Previous related: <i>Motivation plays a significant role for the students to be active in a learning activity (Jennie. F & Theodesia: 2021).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that giving motivation to students very important because can make students to be active in a learning activity, but motivation not only from teacher but from self to correction.
	b. Technical capability	The teacher give an example about how to make a good video.	Saya mengingatkan kembali kepada siswa untuk mempersiapkan kembali barang yang harus disiapkan dan saya juga memberikan masukan atau latihan kembali agar mereka benar-benar paham	Students should have technical capability through technology based media development training.	Previous related: <i>The teacher asked the students to create the videos as creative and as good as it will be. The teacher tells the students that they have to submit their video and it will be shown in front of the class (Novia, K: 2018).</i> After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher can

			sehingga video yang dibuat tidak asal-asalan.		give the students example about making a good video, so students have not reason to make a bad video.
	c. Profesional developmen	The teacher also have an important role in supporting the students and then the teacher explain to enlarge their vocabulary. So, that the students can use expression in academic issue.	Ya siswa itu tidak hanya dituntun bagus dalam project ini saja namun ya diaktifitas dalam kelas harus bagus juga. Disini biasanya saya menggunakan cara siswa diharuskan menggunakan bahasa inggris dalam berbicara didalam kelas, namun ya sebisanya mereka saja, begitu sih mbk.	Teacher can increase opportunities for students to practice the target language.	Previous related: <i>Develop speaking not only in a project, but also in daily activity in speaking class (Izatussariroh: 2019)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that the teacher can increase opportunities for students to practice the target language and teacher can as a role in supporting the students.
	d. Time managemen	The teacher explain to manage good time.	Biasanya tak suruh bikin jadwal mbk, misalnya membuat script, membuat videonya, pokonya dijadwal begitu mbk, agar ketika deadline tugas mereka sudah selesai dan tidak ada alasan-alasan belum menggumpulkan video karena masalah waktu.	The teacher who gives the intructions for managing time, the students may create a time line so that the project is completed on time.	Previous related: <i>Students need to manage their time management well. Because, if they not manage the time, it can make the project was not carried out well (Izatussariroh: 2019)</i> . After the researcher analysed the conclusion and previous related study, it can be concluded that the students must manage the time in order to make a good project.

APPENDIX 4

RPP

RPP
(Rencana Pelaksanaan Pembelajaran)

Sekolah : SMPN 5 Satu Atap Geyer Grobogan

Mata pelajaran : Bahasa Inggris

Kelas/Semester : VII / 1

Materi pokok : Self & Family Introduction

Alokasi waktu : 2 X 45 Menit

Tujuan Pembelajaran

1. Siswa mampu memperkenalkan dirinya dan keluarganya
2. Siswa mampu meningkatkan speaking skill dengan menggunakan aplikasi tiktok

Media Pembelajaran, Alat/bahan dan Sumber Belajar

Media : Tiktok, Wa group.

Alat/Bahan : Hp, Internet, Laptop

Sumber Belajar : Buku Modul Pembelajaran Bahasa Inggris Untuk SMP/MTS

Kelas VII Semester 1 Edisi terbaru

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	
Melakukan pembukaan dengan salam dan berdoa untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai sikap disiplin.	
Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh dengan mempelajari materi Self and family Introduction.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti	
Kegiatan Literasi	<ul style="list-style-type: none"> • Peserta didik diberikan motivasi dan panduan teks terkait materi Self and family Introduction.
Critical Thinking	<ul style="list-style-type: none"> • Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal-hal yang belum dipahami, dimulai dari factual sampai ke pertanyaan yang bersifat hipotetik.

Collaboration	<ul style="list-style-type: none"> • Peserta didik diminta untuk mengidentifikasi perbedaan Self and Family Introduction dari contoh yang diberikan
Comunication	<ul style="list-style-type: none"> • Peserta didik diberikan tugas membuat Self and Family Introduction, kemudian salah satu siswa membaca percakapan yang telah dibuat didepan kelas. • Guru dan peserta didik membahas percakapan yang telah dibaca oleh perwakilan siswa
Creativity	<ul style="list-style-type: none"> • Guru dan peserta didik membuat kesimpulan mengenai hal-hal yang telah dipelajari terkait materi Self and family Introduction. • Peserta didik diberi kesempatan untuk menanyakan hal-hal yang belum dipahami. • Guru memberikan tugas membuat video di tiktok yang berisikan video Self and family Introduction sesuai dengan script yang sudah dibuat dikelas, Tugas dikumpulkan melalui link dan diberikan waktu 1 minggu.
Kegiatan Penutup	
Peserta didik beserta Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	
Melakukan doa penutup dan salam penutup	

Penilaian Hasil Pembelajaran

Penilaian Pengetahuan

Berupa tes tertulis : Membuat script tugas Self and Family Introduction.

Penilaian Keterampilan

Berupa penilaian unjuk kerja : Membuat video ditiktok yang berisikan Self and Family Introduction.

Mengetahui,
Kepala SMPN 5 Satu Atap Geyer Grobogan

Grobogan, 18 Juli 2022
Guru Mata Pelajaran

Endah Rekna, S.Pd., M.Pd.

Siti Nurjanah, S.Pd

Lampiran

A. Kegiatan Literasi

1. Self Introduction

Hello, Friends! I would like to introduce myself to you. My name is Arini Setiawati and people call me Rini. I am ten years old and I was born in Surakarta, August 10th, 2010. I live with my parents and grandparents in Mojosoongo, Surakarta. I like to write stories when I have free time. That's why I love language subjects such as Bahasa Indonesia and English. If you have the same hobby with me, I think we can be good friends. That's all from me. Thank you for your attention.

2. Family Introduction

Let me tell you about my family. I live with my mum, my dad and my big sister. We live in California. My mum's name is Carmen. She's Mexican and she speaks English and Spanish. She's a Spanish teacher. She's short and slim, she's got long, brown hair and brown eyes. My dad's name is David. He's American. He's tall and a little fat! He's got short brown hair and blue eyes. He works in a bank. My sister Shania is 14 and she loves listening to music. She listens to music all the time! She's got long brown hair and green eyes, like me. I've got long hair too. We've got a pet dog, Brandy. He's black and white and very friendly.

B. Materi

Self introduction adalah istilah dari bahasa Inggris yang biasa diartikan sebagai "perkenalan diri". Self introduction ialah suatu bentuk ungkapan dan ekspresi yang digunakan oleh individu untuk memperkenalkan dirinya sendiri.

Jika family introduction adalah suatu bentuk ungkapan dan ekspresi yang digunakan untuk memperkenalkan anggota keluarga.

Secara umum, dalam melakukan self introduction ada beberapa tahapan, cara, atau bisa dikatakan langkah-langkah yang harus diperhatikan, yaitu Opening (Pembukaan), Content (Isi), Closing (Penutupan). Jika point yang harus ada di antaranya: (1) Menyampaikan salam pembuka; (2) Kalimat perkenalan; (3) Menyampaikan nama, alamat, dan asal; (4) menyampaikan umur, pekerjaan, hobi, minat atau ketertarikan; serta (5) menyampaikan salam pembuka.

Tujuan introduction untuk memperkenalkan diri sendiri atau keluarga kepada orang yang baru dikenal atau yang belum tahu siapa kita.

C. Soal Latihan (Pengetahuan)

Make a script about self and family introduction.

D. Soal Latihan (Keterampilan)

Make a video tiktok content making in application tiktok about self and family introduction, which in script!

E. Penilaian

1. Keaktifan siswa pada saat tanya jawab dan saat mengerjakan tugas (penilaian autentik/ penilaian proses yaitu menilai keaktifan siswa saat proses pembelajaran)
2. Penilaian Sikap Yaitu melalui observasi
3. Penilaian Pengetahuan melalui penugasan berupa catatan materi dan quis.
4. Penilaian keterampilan yaitu dengan unjuk kerja

F. Rubrik Penilaian

1. Penilaian Pengetahuan

Aspek	Kriteria	Skor	Skor Perolehan
Struktur teks	Benar dan Tepat	3	
	Benar tapi kurang tepat	2	
	Kurang tepat	1	
Unsur kebahasaan	Sangat tepat	3	
	Tepat	2	
	Kurang tepat	1	
Total skor			
Keterangan:			

2. Penilaian Keterampilan

Rubik Penilaian Speaking		
Aspek	Skor	Keterangan
1. Pengucapan	5	Mudah dipahami dan memiliki aksennutur asli
	4	Mudah dipahami meskipun dengan aksenn tertentu
	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan terkadang ada kesalahan

	2	Sulit dipahami karena ada masalah pengucapan
	1	Masalah pengucapan serius sehingga tidak bisa dipahami
2. Tata Bahasa	5	Tidak ada kesalahan tata bahasa
	4	Terkadang membuat kesalahan tata bahasa namun tidak mempengaruhi arti.
	3	Sering membuat kesalahan sehingga mempengaruhi makna
	2	Banyak kesalahan tata bahasa dan sering menata ulang kalimat
	1	Kesalahan tata bahasa begitu parah sehingga sulit dipahami
3. Kosa kata	5	Menggunakan kosa kata dan ungkapan seperti penutur asli
	4	Terkadang menggunakan kosa kata yang tidak tepat
	3	Sering menggunakan kosa kata tidak tepat dan percakapan terbatas karena keterbatasan kosa kata
	2	Menggunakan kosa kata yang salah dan kosa kata terbatas sehingga sulit dipahami
	1	Kosa kata terbatas sehingga tidak mungkin terjadi percakapan
4. Kelancaran	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu karena masalah bahasa
	3	Kelancaran agak banyak terganggu karena masalah bahasa
	2	Sering ragu dan terhenti karena keterbatasan bahasa
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi
5. Pemahaman	5	Memahami semua tanpa mengalami kesulitan
	4	Memahami hampir semuanya, walaupun ada pengulangan pada bagian tertentu
	3	Memahami sebagian besar apa yang dikatakan bisa bicara agak terlambat walaupun ada pengulangan
	2	Susah mengikuti apa yang dikatakan
	1	Tidak bisa memahami walaupun sederhana

G. Remedial

Make a short video about self and family introduction.

H. Pengayaan

Find 2 video in tiktok about self and family introduction.

APPENDIX 5

DOCUMENTATION

