

RESEARCH REPORT



Improving the Students' Speaking Skill by Using Tik Tok
Application

Diusulkan Oleh:
LUSI MARLENI
NURHIDAYAH SARI
VITRI ANGRAINI HARDI

LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
BANGKINANG 2021

HALAMAN PENGESAHAN PENELITIAN

Judul Penelitian : **Improving the Students' Speaking Skill by Using Tik Tok Application .**

Kode>Nama Rumpun Ilmu : 742/ Pendidikan Bahasa Inggris

Peneliti
a. Nama Lengkap : Lusi Marleni
b. NIDN/NIP : 1008038501/096542115
c. Jabatan Fungsional : Lektor
d. Program Studi : Pendidikan Bahasa Inggris
e. No Hp : 081211909562
f. email : lusimarleni12@gmail.com

Anggota Peneliti (1)
a. Nama lengkap : Nurhidayah Sari
b. NIDN/NIP : 1027108801

Anggota Peneliti (2)
a. Nama lengkap : Vitri Angraini Hardi
b. NIDN/NIP : 1024129002
c. Program Studi : Pendidikan Bahasa Inggris

Mengetahui,
Dekan Fakultas Ilmu Pendidikan



Universitas Palawan
NIP-TT 096.542.104

Bangkalan, Juli 2021
Ketua Peneliti



(Lusi Marleni, M.Pd)
NIP-TT 096.542.115

Menyetujui,
Ketua LPPM Universitas Palawan Tuanku Tambusai



Ns. Apriza, S.Kep. M.Kep
NIP-TT 096.542.024

TABLE OF CONTENT
IDENTITY AND DESCRIPTION

Title : The Use of Video as Media in Online Class

1. Researchers :

No	Name	Position	Expertise	Study Program
1.	Lusi Marleni, M.Pd	Team leader	TEFL, Listening	English Language Education
2.	Vitri Angraini Hardi,M.Pd	Research Member	Speaking	English Language Education
3.	Nurhidayah Sari,M.Pd	Research Member	TEFL	English Language Education

2. Research object of creation (type of material to be studied and in terms of the research)

The use of media in online class.

3. Time

start :Februari 2021

End :Juli 2021

4. Location of the Research: Universitas Pahlawan Tuanku Tambusai

5. Other institution: No

6. Targeted scale of change and increase in social and / or educational capacity:

The effect of media which is used in online class.

8. Targeted journal for publication: Journal of English Language Education

TABLE OF CONTENTS

HALAMAN PENGESAHAN.....	i
IDENTITAS SURAIAN UMUM	ii
Table of Contents	iv
ABSTRACT	v
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Formulation of the Research	4
C. Purposes of the Research	5
D. Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Speaking	6
B. Teaching Speaking	14
C. Techniques in Speaking	16
D. Activities in Speaking	17
E. Relevant Studies	27
CHAPTER III RESEARCH METHOD	
A. Research Design	29
B. Location and Time	29
C. Population and Sample	29
D. Research Instruments	31
E. Data Collection	33
F. Data Analysis	34
CHAPTER IV RESEARCH RESOURCES AND TIME ALLOCATION	
A. Research Resources	36
B. Time Allocation	36
CHAPTER V. RESEARCH FINDINGS	
A. Data Presentation	38
B. Data Analysis	42
CHAPTER VI 54	
REFERENCES 56	

ABSTRACT

The classroom action research was conducted at the second semester of English Language and Education Department of University of Pahlawan Tuanku Tambusai. This research aims to find out the improvement of students' speaking skill by using TikTok application in academic year 2021/2022. It involved 24 students as respondents. The data were obtained by using observation and test. Test was given to analyze the research showed that the average students using t-test analysis. Based on the data analysis of the research showed that the average students in the class were 70. It can be concluded that there was the improvement students' speaking skill by using TikTok application.

Keywords: Tik Tok Application, Speaking Skill, Improvement.

CHAPTER I

INTRODUCTION

A. Background of the Problem

There are four skills in English namely listening, speaking, reading and writing. Meanwhile, speaking is one the four skills in English which is a process of communication by using oral form, it is not only for reading or writing, but also for expressing the ideas and opinions (Perdana and Rianti 2021). Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. According to (Dionar and Adnan 2018), state that speaking is the core of language learning. There is an assumption that successfulness in language learning is discovered by accomplishing acquisition in speaking. According to in (Dionar and Adnan 2018), speaking is the foremost skills for the effectiveness of communication. It means that without any speech, communication will not exist.

Speaking is the skill which is hard to understand for some people. For example, many adult Japanese speakers cannot distinguish the pronunciation between /A/ and /E/ sounds in English despite years of school education or immigration to an English speaking country, according to (Zhang and Cheng 2011). Meanwhile, according to (Andi and Arafah 2017), states that speaking is the act of saying something orally in which the act is built by a language system containing grammar, vocabulary, pronunciation as well as cultural awareness in a spoken discourse. Therefore, human being will use this skill if they want to express everything that they have in their mind. Therefore, the correct way of speaking will ensure the success of interaction among people.

The preliminary research at Universitas Pahlawan Tuanku Tambusai

especially on English Language and Education Department showed that the students got an opportunity to express the ideas. In fact, they prefer to be silent than speak up because of the lack of vocabulary. The students need more time to think about what they want to say. They are motivated to speak English without thinking much by the teacher, but they remain silent. Passive participated students were found in the class; only three people were active. There were only four students who could give their response in talking about the topic given.

A teacher must think suitable and interesting media for students. The teacher never use TikTok application as media in teaching speaking skill. It will gave different atmosphere in teaching and learning process. Hopefully, the students will learn English easily especially for speaking skills. TikTok application is a Chinese social network and music video platform launched in September 2016 based on (Aji 2018). The application allows users to create their own short music videos. The majority of TikTok application users in Indonesia, themselves, are millennial children or commonly known as generation Z. Currently, based on (Dewanta 2020), TikTok is not only a media of entertainment but also as a media of education, especially those related to English language. There are many content creators who provide English learning content, such as speaking, pronunciation, vocabulary, grammar and common mistakes.

Based on (Yang 2020), TikTok application has many advantages. Seeing the various features that exist in TikTok application. It is very possible to be designed as a media for learning English language and literature. TikTok application can be used to teach four skills, namely listening, speaking, reading and writing skills integrated in it. For speaking skills, students can use the voice feature in this application and then communicate via the network. Likewise, by using the features in TikTok application students can play roles that prioritize student expression and creativity. TikTok application is also an effective media to use in teaching and learning, by using TikTok application, process teaching

and learning is more efficient and effective, because with a short time the teacher only conveyed important things that could make it easier for students to understand the learning conveyed by the teacher.

Based on the explanation above, it is important to conduct a research on using TikTok application to improve students' speaking skill. This research was taken at the second semester of English Language and Education of University of Pahlawan Tuanku Tambusai in academic year 2020/2021.

B. The Identification of the Problem

Based on the observation, there are some problem occurred in teaching and learning process. The problem will be mentioned in the following:

1. The students prefer to be silent than speak up because of the lack of vocabulary.
2. The students need more time to think about what they want to say.
3. The students remain silent although they are motivated to speak English without thinking much by the teacher
4. Passive participated students were found in the class
5. There were only four students who could give their response in talking about the topic given.

C. The Focus of the Problem

According to identification of the problem above, this research will be focused on using Tik Tok Application to improve the students speaking skill at the second semester of English Language and Education of University of Pahlawan Tuanku Tambusai in academic year 2020/2021.

D. Research Questions

Based on the identification of the problems, the research questions is

“How is the improvement of the students’ speaking skill at the second semester of English Language and Education of University of Pahlawan Tuanku Tambusai in academic year 2020/2021?”

E. The Purpose of the Research

Based on the research question, the purpose of the research is to see the improvement of the students’ speaking skill at the second semester of English Language and Education of University of Pahlawan Tuanku Tambusai in academic year 2020/2021”

G. The Significance of the Research

This research helps the teacher in improving the students’ speaking skill at the second semester of English Language and Education of University of Pahlawan Tuanku Tambusai in academic year 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

Speaking is one of the basic language skills that have to be mastered by English Foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel according to (Gard & Gautam 2010) cites in (Susnawati, Marhaeni, and Ramendra 2019).

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, according (Marzuki, Jabu, and Basri 2018), state that speaking is considered as the most difficult skill among other skills, because it needs skills to develop correct sentences as well as skills to pronounce it correctly. Furthenmore, based on (Mukminatien 1999) cites in (Hardi 2019),

speaking skill is complicated because it covers various language components (Grammar,vocabulary,pronunciation,and ect).

According to (Marleni 2018), states that speaking is an important skill in expressing idea in communication. Meanwhile, from (Chaney 1998) in (Efrizal 2012), speaking is the process of making and sharing meanings using verbal and non verbal symbols in different contexts. The main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking skill because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the description above, the researcher concluded that, speaking is an approach to convey, share ideas and feelings orally. Speaking involves several skills such as vocabulary, pronunciation, accuracy and fluency. Students must master all of these elements. Speaking especially in Foreign languages is an activity that is necessary for all ages of students because from this activity people can understand what other people who use foreign languages say as well, meaning that people in the world have the ability to speak because speaking is an activity. Which people do all the time to communicate with other people and build good relationships in the community.

2. The indicators of Speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they must understand the elements involved in English speaking skill. According to Harris in (Andi and Arafah 2017), states as follows :

a. Pronunciation

Pronunciation is what speakers concern with as it comprises rules to utter words accurately, according to (Harmer 2001) cites in (Nurani and Rosyada 2015).

b. Vocabulary

According to (Hornby 1995) cites in (Asyiah 2017), defined vocabulary in three senses that,cover the total number of the words which make up a language, all the words known to a person or used in a particular book, subject, and etc. A list of words with their meaning.

c. Grammar

Grammar is viewed as the most essential aspect of language learning for second language learners based on (Singh et al. 2017)

d. Comprehensibility

According to (Cahyaningrum 2020), comprehensibility is a ability to understand, know or get the speakers' point to other.

e. Fluency

According to (Fillmore 1979) cites in (Pratiwi 2018), fluency is the ability to fill the time by talking without stopping or making pause.

3. Components of Speaking Skill

According to Vanderkevent in (Azlina, Elinawati, and Novitri 2015) there are three components in speaking:

a. Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. If there are no speakers, the opinion or won't be stated.

b. Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. Utterances

Utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

4. Assessing Speaking Skill

According to (Brown 2004) in (Azlina, Elinawati, and Novitri 2015), indicator in assessing language teaching are:

Table 2. 1

Indicators of Assessing Speaking Skill

Pronunciation	
5	Equivalent to and fully accepted by educated native speaker.
4	Errors in pronunciation are quite rare.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

2	Accent is intelligible though often quite faulty.
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Vocabulary	
5	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
1	Speaking vocabulary inadequate to express anything but the most elementary needs.
Fluency	
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
1	No specific fluency description. Refer to other four language areas for implied level of fluency.
Comprehension	
5	Equivalent to that of an educated native speaker
4	Can understand any conversation within the range of his experience
3	Comprehension is quite complete at a normal rate of speech.
2	Can get the gist of most conversation of non-technical subjects.
1	Within the scope of his very limited language experience, can understand simple

questions and statements if delivered with slowed speech, repetition, or paraphrase

5. TikTok Application as Learning Media

According to (I Wayan Santyasa 2007) cites in (Aji 2018) learning process contains five communication components, namely teacher, learning materials, learning media, students and learning objectives. Learning media used by the teacher must be arranged systematically, based on (Aji 2018). Without learning media, teaching and learning process is impossible, at least it requires one media to teaching and learning proces according to (Isroqm 2013) cites in (Aji 2018).

According Yusuf cites in (Mahnun 2012), states that the first thing teachers must do in effective use of media is to find and select media that meet children's learning needs and attract children's interests. Learning media in the form of TikTok application can be run on mobile devices based on Android and Ios. Learning media can operate anytime and anywhere. Learning media is included in the category of mobile learning based learning media. This is in accordance with the definition of mobile learning stated by O'Malley in (Setyadi 2017), which is a learning that learners do not stay in one place or learning activities that occur when learners make use of mobile technology devices.

According to (Warini et al. 2020), there are already several TikTok users who create video content about English. Then follow their account and like each video, usually they will actively post videos. Take advantage of comments to ask. TikTok users always answer questions in the comments column or later via the next video post. If you are an English content creator, make videos that are unique and easy to understand so that in addition to attracting someone's interest in learning, TikTok users are also comfortable watching TikTok videos, don't forget to include English learning to explore even more.

6. How to Use TikTok Application

The ways to use TikTok application according to (Hadi and Indriani 2021) are as follows:

a. Download TikTok application

Before you know how to use TikTok application, of course you must have TikTok application first. Take it easy, TikTok is a free application that can be downloaded on

the Google PlayStore or Apple Store. How to download it is very easy, here are the steps:

- 1) Access the PlayStore application.
- 2) Search on a search engine by typing TikTok.
- 3) Install the application.

b. Log in to TikTok application

Already have TikTok application, you have to enter or log in TikTok application account first. If you don't log in, then you might find it difficult to save the recordings and edit videos on TikTok. Every video that you make will be automatically saved into your draft TikTok account. This is how to log in to TikTok application:

- 1) Access TikTok application that you downloaded earlier.
- 2) Click the person symbol in the lower right corner.
- 3) Log in with your Facebook, Instagram, or Google account.

c. Record video

Most importantly before editing a short video, you must record the video first. You can do the following how to use TikTok application using the steps below:

- 1) Access downloaded TikTok application.
- 2) To record a video, you can directly click the plus (+) symbol in the middle.
- 3) Select the desired music genre. Choose any song genre, because TikTok has a fairly complete list of songs starting from local, Korean, and Western songs. Click more to get a variety of other song genres. TikTok will automatically display all the song lists.
- 4) Click confirm to use and begin shooting.

d. Edit TikTok videos

After recording the video, it will be incomplete if it has not been edited. To edit it is also very easy and simple. Here you can follow several ways here:

- 1) Save the recording directly or you want to edit the recording first. To edit it, TikTok prepares three editing features, namely editing music, sound and special effects.
- 2) Click save in the upper right corner.
- 3) Save the result by clicking draft.

- 4) Click post.
- e. View recorded videos on TikTok

If you Didn't create a video, you can watch the video edits of other TikTok users. The method is very easy, please follow the steps below:

 - 1) Access TikTok application and immediately select a symbol such as a planet.
 - 2) TikTok will display all other people's videos. TikTok also displays every of the most popular videos.
 - 3) Click on one of them or scroll down to find the video you want to watch.

7. Using Tiktok Application as Media in Language Teaching

According to (Hadi and Indriani 2021), teacher need some preparation before teaching students using TikTok application.

- a. Teacher made four videos using TikTok application. One video contain an explanation of the cause and effect as material, while the four videos contain conversations about cause and effect as material
- b. Teacher shows the video to the students.
- c. Student see and take the knowledge about cause and effect.
- d. Teacher concludes the video which contains an explanation of the cause and effect.
- e. To show students' speaking skills, teacher give instruction students to duet with four videos that the teacher has made containing conversations about cause and effect.
- f. Teacher sees and assesses the results of the videos that students have.

B. Relevant Research

Some studies that have been done by many researcher in using TikTok application in teaching English:

1. (Hadi and Indriani 2021), this research entitled "Tik Tok as a Media to Enhancing the Speaking Skills of EFL Students. The results showed that using Tik Tok application as a media for speaking students could increase students' confidence in speaking English and also added new experiences for students in expressing their ideas freely on TikTok application. From the results of the pre test session, there were 15 students who scored between 30-40. The remaining 21 students got a score above 60. While in the post test session 1 there was an increase with a total of 22 students getting a score above 70.

Then in the post test session 2 showed a very significant increase with the achievement of the highest student scores of 95 and the lowest of 70.

2. (Kusuma and Dian 2020), this research is entitled "The Attractiveness of TikTok as a Media for Learning English Online" TikTok is an application for creating and sharing content that is favored by the majority of millennials and generation Z in 2020. This study aims to describe the phenomenon of the widespread use of social media as a learning media English online. This study uses a qualitative method with an inductive approach. The data was collected with documentation from online videos. The research findings show that there are five types of lessons from online video TikTok that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts.
3. (Anggi E Pratiwi 2021), this research entitle "Utilizing Tiktok Application as Media for Learning English Pronunciation". This study aims to learn how a TikTok application can become a media of learning for the pronunciation skill of students. Subject of this study was the university's English education student Suryakencana. The total number of respondents was eight persons of five regular class students and three non regular class students. The data collections device was done with observation and questionnaire. The data in this study was analyzed by qualitative. From this research shows that the respondents had a positive attitude toward a TikTok application as a video aid while learning through TikTok application used it as an English language learning strategy to help and enhance literacy and speaking skills. In addition, respondents expressed a strong desire to use a TikTok application to watch and understand all the content associated with basic English skill.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The type of this research is Classroom Action Research. Kemmis And Teggard (2010) stated that a classroom action research is done in cycles. The cycles consist of some steps; planning, action, observation, and evaluation steps

B. Location and Time of TheResearch

The research was conducted at second semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai. It is located on Jl. Tuanku Tambusai No.23 Bangkinang-Kampar.This research was conducted from February- July 2021.

C. Participants of the Research

The subject of this research is the second semester students of English Language Education of University of Pahlawan Tuanku Tambusai. There are 24 students in the classroom.

D. Research Instruments

The researcher used some instruments in collecting the data. The instrument is observation sheet and test. The test is used to measure the students speaking skill after learning in the speaking class by using Tik Tok Aplication. The test was used based on the indicators of speaking skill.

E. Data Collection Technique

The researcher collected data from observation sheet and test.

F. Data Analysis Technique

In this research, the data are analyzed by using statistical method. First, the data analyzed from the classroom observation, the researcher used category standard as follows:

Table 2 1 The Classification of Students' Score

No	Categories	Score
1	Excellent	86-100

2	Very Good	76-85
3	Good	65-75
4	Fair	55-64
5	Poor	<55

Second, the researcher used student post-test score of the experimental and the control group as the data of the research. The researcher will analyzed the data by using T test to know whether the result of the research. In this research, the researcher used a quantitative data analysis technique to know the students achievement before and after being taught by video recording and the data was analyzed by using statistical method. The T test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ With } S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Where:

t : The value of t-obtained

\bar{x}_1 : Mean score of experiment class

\bar{x}_2 : Mean of score of control class

n_1 : Number of experiment class

n_2 : Number of control class

s_1^2 : Standard deviation of experimental class

s_2^2 : Standard deviation of control class

CHAPTER IV

FINDING AND DISCUSSION

A. Findings of the Research

The implementation of the research was conducted on March to July 23, 2021. In this research, the researcher wanted to know the different result between before and after using TikTok application in teaching speaking skill of cause and effect as the material. The researcher gave test to the students by using 4 indicators of speaking skill. The indicators of speaking skill are pronunciation, vocabulary, fluency and comprehension.

This research consisted of fourth meetings.

1. Students' Speaking skill

Based on the data analysis the students pretest score of pronunciation is fair, it is show that in the following figure below:

a. Cycle 1

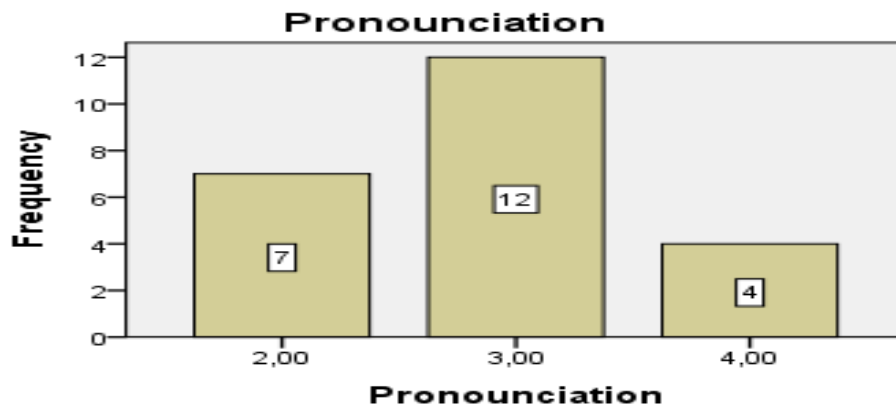


Figure 4. 1

The Students Pretest of Pronunciation

Based on figure 4.1 above, the highest score is 4, they are four students. The lowest score is 2 they are seven students. While most of the students got score 3 for pronunciation, they are twelve students. It can be concluded that, the students pronunciation at level fair and average score is 57,39.

Based on the data analysis the students pretest score of vocabulary is fair, it is show that in the following figure below:

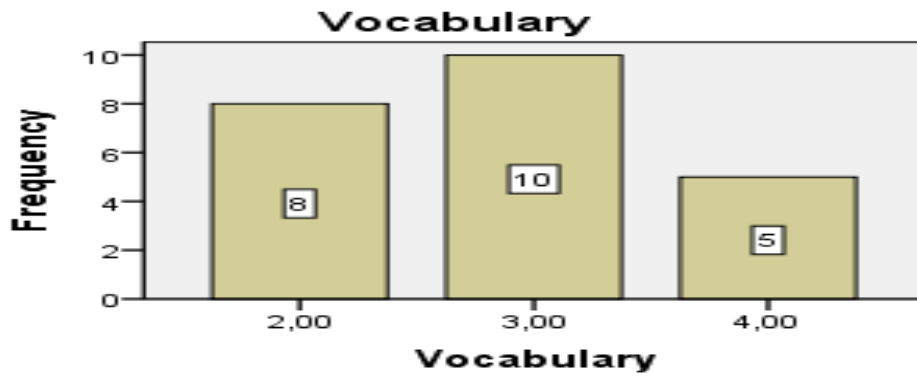


Figure 4. 2

The Students Pretest of Vocabulary

Based on figure 4.2 above, the highest score is 4, they are five students. The lowest score is 2 they are eight students. While most of the students got score 3 for vocabulary, they are ten students. It can be concluded that, the students vocabulary at level fair and average score is 57,39.

Based on the data analysis the students pretest score of fluency is fair, it is show that in the following figure below:

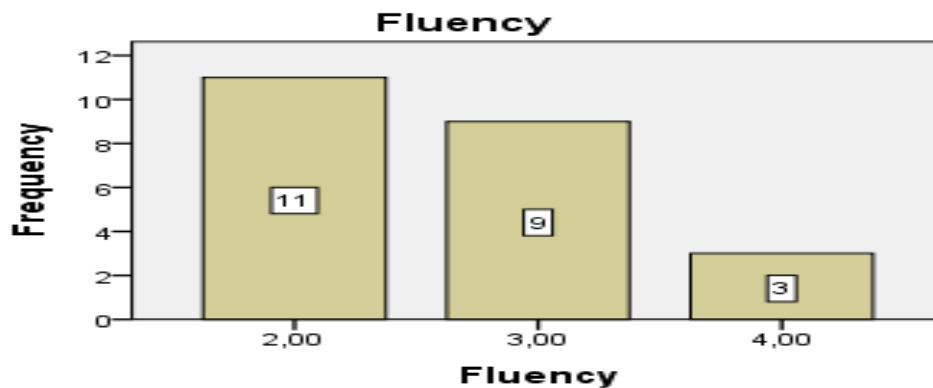


Figure 4. 3

The Students Pretest of Fluency

Based on figure 4.3 above, the highest score is 4 they are three students. While most of the students got score 2 for fluency, they are eleven students. It can be concluded that, the students fluency at level fair and average score is 53,04.

Based on the data analysis the students pretest score of comprehension is fair, it is show that in the following figure below:

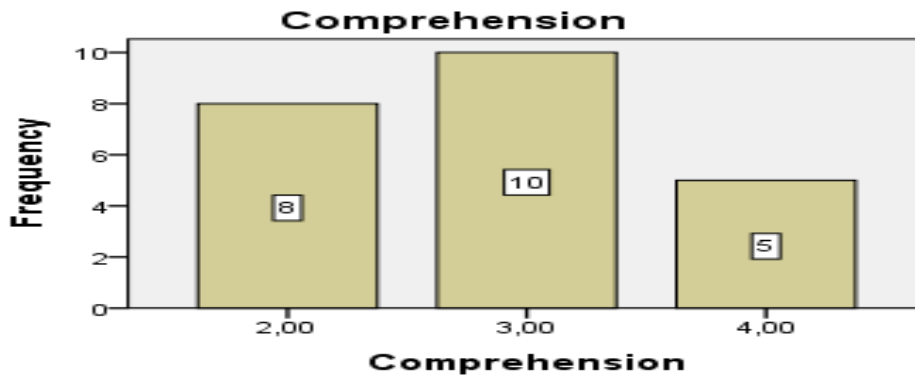


Figure 4. 4

The Students Pretest of Comprehension

Based on figure 4.4 above, the highest score is 4 they are five students. The lowest score is 2 they are eight students. While most of the students got score 3 for comprehension, they are ten students. It can be concluded that, the students comprehension at level fair and average score is 57,39.

Based on the data analysis the students pretest score is fair, it is show that in the following figure below:

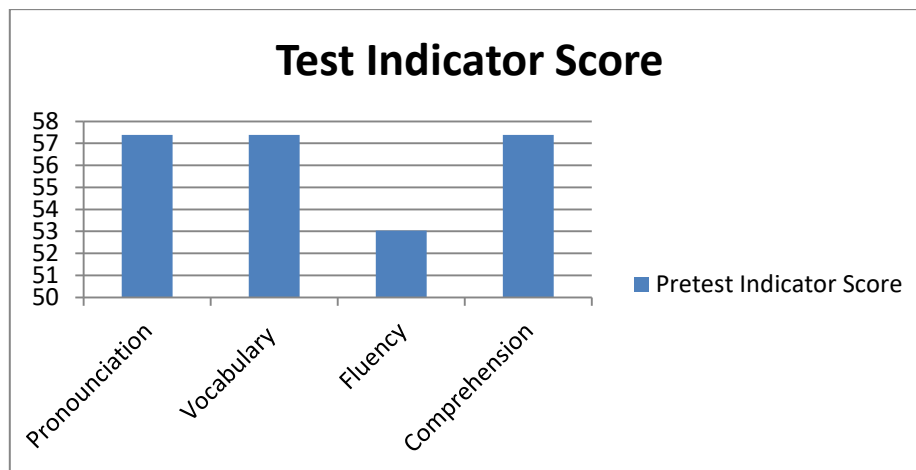


Figure 4. 5

The Indicator of Students test Score

Based on figure 4.5 above, the higher indicator are pronunciation,vocabulary and comprehension. Where students got average 57,39 in test. The lowest average 53,04 is fluency. It can be concluded that, in speaking, students can use fair pronunciation, vocabulary, fluency and comprehension indicators.

b. Cycle 2

Based on the data analysis the students posttest score is good, it is show that in the following figure below:

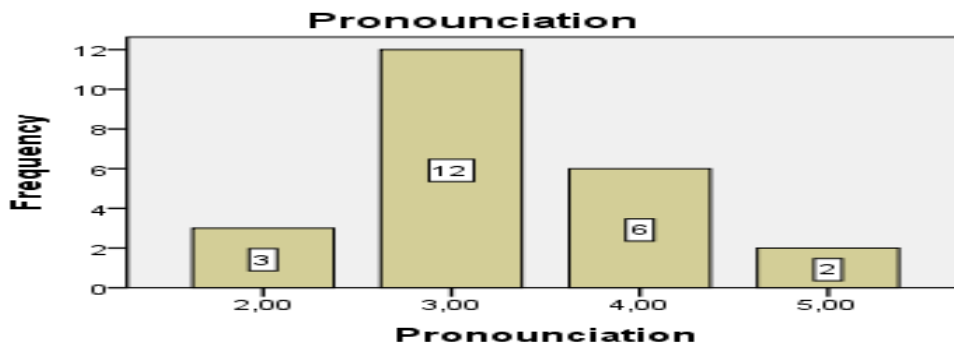


Figure 4. 6

The Students Posttest of Pronunciation

Based on figure 4.6 above, the higher score is 5, they are two students. The lowest score is 2 they are three students. While most of the students got score 3 for pronunciation, they are twelve students. It can be concluded that, the students pronunciation at level good and average score is 66,08.

Based on the data analysis the students posttest score of vocabulary is good, it is show that in the following figure below:

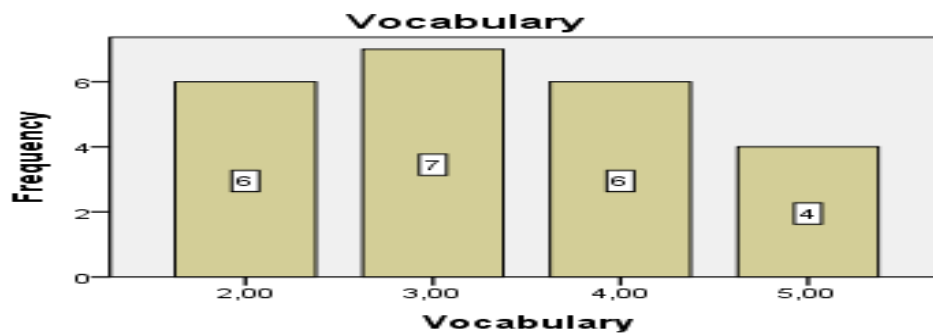


Figure 4. 7

The Students Posttest of Vocabulary

Based on figure 4.7 above, the higher score is 5, they are four students. The lowest score is 2 they are six students. While most of the students got score 3 for pronunciation, they are seven students. It can be concluded that, the students vocabulary at level good and average score is 66,69.

Based on the data analysis the students posttest score of fluency is good, it is show that in the following figure below:

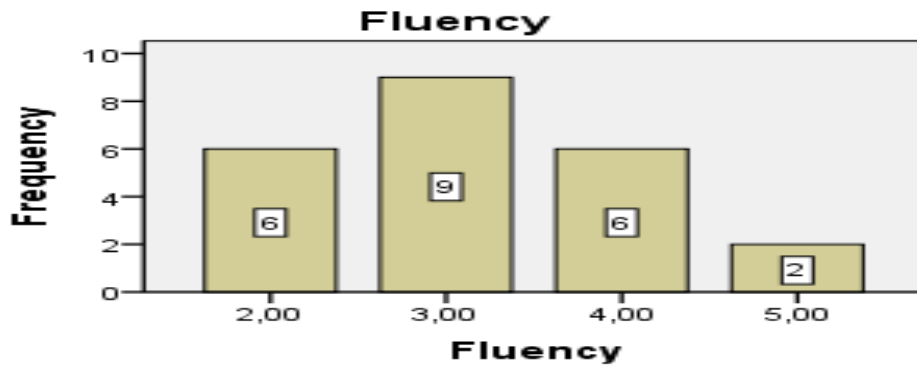


Figure 4. 8

The Students Posttest of Fluency

Based on figure 4.8 above, the higher score is 5, they are two students. The lowest score is 2 they are six students. While most of the students got score 3 for pronunciation, they are nine students. It can be concluded that, the students fluency at level good and average score is 63,47.

Based on the data analysis the students posttest score of comprehension is good, it is show that in the following figure below:

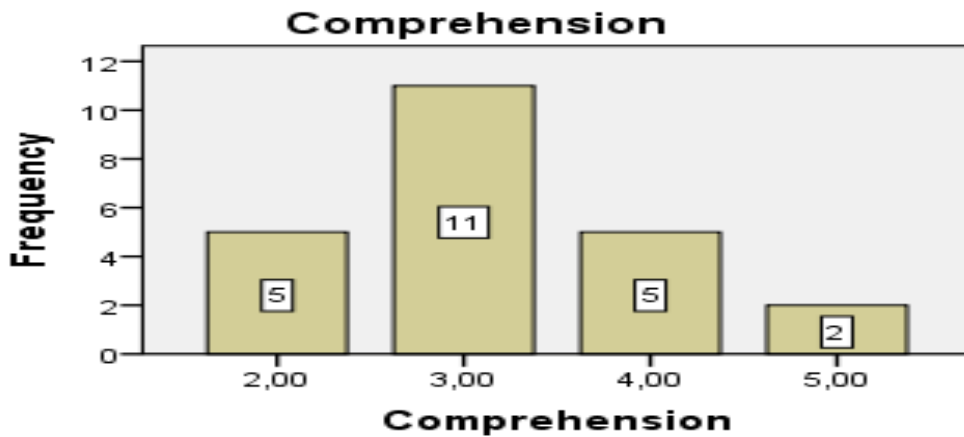


Figure 4. 9

The Students Posttest of Comprehension

Based on figure 4.9 the higher score is 5, they are two students. The lowest score is 2 they are six students. While most of the students got score 3 for pronunciation, they are nine students. It can be concluded that, the students fluency at level good and average score is 63,47.

Based on the data analysis the students posttest score is good, it is show that in the following figure below:

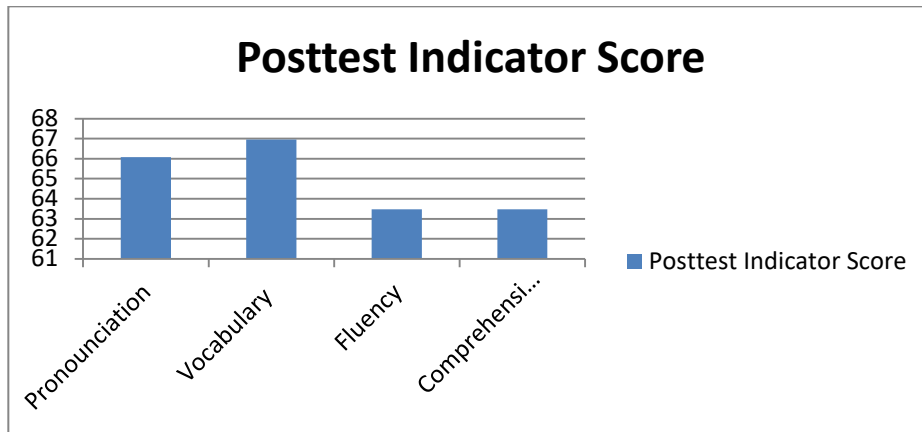


Figure 4.10

The Indicator of Students Posttest Score

Based on figure 4.10 above, the higher indicator are vocabulary pronunciation. Where students got average 66,95 and 66,08 in posttest. The lowest average 63,47 are fluency and comprehension. It can be concluded that, in speaking, students can use good pronunciation, vocabulary, fluency and comprehension indicators.

2. The data analysis

a. The Categorization of Cycle 1

The purpose of pretest for the experimental class was to find out the students speaking skill score before the researcher gave the treatment. The results showed that the student has different level in speaking based on the score that has been collected. After the categorization of the speaking score of the experimental class from the formula the frequency were received, for "Fair" category resulting 13 students and 10 for "Good". In the form of percentage, the result showed that "Fair" category reached 56,52%, for a "Good" category was 43,48 % considering the data above, it can be seen that for the student speaking skill in the pretest score from the experimental class, the score mostly on the fair level.

Table 4.1

The Frequency of Cycle 1

Pretest_Experiment_Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	13	56,5	56,5	56,5
	Good	10	43,5	43,5	100,0
	Total	23	100,0	100,0	

b. The Categorization of Cycle 2

To find out the students' speaking skill scores after being given treatment in the experimental class. In general the score is better than the pretest score. From the students' posttest scores, it can be seen that there is an effect in students' speaking scores. The data on the scores of experimental class students obtained after using the formula showed that the number of students who obtained the "Excellent" category was 2 students, then 3 students for the "Very Good", then 12 students for the "Good" and 6 students for the "Fair".

The results showed that the "Excellent" category was 8,70%, then the "Very Good" category was 13,04% than the "Good" category was 52,17% and the "Fair" category was 26,09% test scores from the experimental class, most of which were at a good level, showed an increase in student scores after treatment using Tiktok application as media.

Table 4. 2

The Frequency of Cycle 2

Posttest_Experiment_Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	8,7	8,7	8,7
	Fair	6	26,1	26,1	34,8
	Good	12	52,2	52,2	87,0
	Very Good	3	13,0	13,0	100,0
	Total	23	100,0	100,0	

c. The Evaluation

The frequencies were found after applying the formula in categorizing the student score and the result showed that the frequency of the "Fair" category was 14, than "Good" category was 9. Meanwhile, in term of percentage "fair" category reached 60,87% than "Good" category was 39,13%. It can be seen that for the student speaking skill in the pretest score from the control class, the score mostly on the fair level it can be seen on table below.

Table 4.3

The Frequency of Pretest Control Class

Pretest_Control_Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	14	60,9	60,9	60,9
	Good	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

In order to find out the student speaking skill scores after teaching and learning process in control class. The result of the posttest scores, it was used as comparison to the data of experimental class posttest measure the effectiveness of the media that the researcher used in this research . The data of the control class showed that the frequency of the "Fair" category was 10 than "Good" category was 12. For the percentage, fair category got 43,48% and good category was 56,52 %

Table 4.4

The Frequency of Posttest Control Class

Posttest_Control_Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fair	10	43,5	43,5	43,5
	Good	13	56,5	56,5	100,0
	Total	23	100,0	100,0	

d. Validity of the Test

Based on interpretation of the validity item , the summary of the results, the calculation of validity pretest and posttest in experimental class that has been tested can be seen on the following table :

Table 4.5

The Result of Validity in Experimental Class

before			After		
Indicator	Score	Category	Indicator	Score	Category
Pronunciation	0,303	Valid	Pronunciation	0,433	Valid
Vocabulary	0,517	Valid	Vocabulary	0,727	Valid

Fluency	0,513	Valid	Fluency	0,403	Valid
Comprehension	0,374	Valid	Comprehension	0,602	Valid

Based on the table above, the result of validity pretest and posttest in experiment class is as follows. All indicators are category valid. Vocabulary has the highest validity with a 0,517 and 0,727 validity. While the lowest validity is pronunciation with a 0,303 and 0,433 validity.

Table 4.6

The Result of Validity in Control Class

Pretest			Posttest		
Indicator	Score	Category	Indicator	Score	Category
Pronunciation	0,396	Valid	Pronunciation	0,466	Valid
Vocabulary	0,531	Valid	Vocabulary	0,476	Valid
Fluency	0,312	Valid	Fluency	0,300	Valid
Comprehension	0,590	Valid	Cpmprehension	0,637	Valid

Based on the table above, the result of validity pretest and posttest in control class is as follows. All indicators are category valid. Comprehension has the highest validity with a 0,590 and 0,637 validity. While the lowest validity is fluency with a 0,312 and 0,300 validity.

e. Reability of the Test

To calculate the reliability of pretest and posttest scores in experimental and control class, the researcher used Cronbach Alpha Formula. The summary of calculation level the result instrument reliability,it can be seen based on the table below:

Table 4.7

The Result of Reability

No	Test	r 11	Interpretation
1	Cycle 1	0,515	Enough
2	Cycle 1	0,677	High
3	Cycle 2	0,295	Low
4	Cycle 2	0,614	High

Based on the table above, it can be concluded that, the pretest in control class has the lower reliability than experimental class with 0.295 reability, it's mean a low interpretation, while the experimental pretest has 0.525 reliability with enough interpretation. Meanwhile, the experimental class has a higher posttest reliability than the control class, 0,677 reability with high interpretation while the reliability in the control class is 0.614 with high interpretation.

The purpose of this research is to find out the effect of TikTok application towards students speaking skill. As the result, the researcher found the average score of posttest in experiment class is 65 from 23 students. The highest score was 85 and the lowest score was 50. The highest categories score was excellent were 2 students. The lowest categories score was fair category were 2 students. It means the students speaking skill after implement TikTok application as media was categorized into good level.

Meanwhile, the total score posttest in control class is 60, the total number was 23 students. The highest score was 75 and the smallest score was 50. The highest categories score was good were 2 students. The lowest categories score was fair were 4 students. So, there is an effect for students. Where between experiment and control class after give treatment has a large change compared before give treatment. Moreover the experimental class more gave effect than the control class. It can be concluded there was a positive effect of using TikTok application as media in speaking skill at eleventh grade of English Language and Education of University of Pahlawan Tuanku Tambusai. Teaching and learning activity in class runs effectively, because the researcher used the new strategy that had never been used by the teachers in English Language and Education of University of Pahlawan Tuanku Tambusai.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion, it can be concluded that, TikTok application can be used as media in improving the students speaking skill. After implementing at the second semester of English Language and Education of University of Pahlawan Tuanku Tambusai. The students speaking skill in cycle 2 is higher than in cycle 1. It can be seen in the data analysis that there are many students who got good score in the class by using TikTok application. As the result, the average in cycle 2 is 65 and the cycle 1 class is 60.

B. Suggestion

After conducting the research , the researcher gives several recommendations for the students , English teacher , and other researchers below:

1. Suggestion for Students

- a. The students' are hoped not to be shy in acting out their speaking skill.
- b. The students' are hoped often to use English in practical day such as talking with other friend for any place and any time.
- c. The students' should take much part in acting out.

2. Suggestion for Teacher

- a. The teacher should teach more often about speaking skill, so the students won't be nervous to speak especially in the front of the class.
- b. The teacher should give an interesting topic to build students curious and attention that related to the topic
- c. The teacher who deals with English teaching should put more attention on the students' learning process.

3. Suggestion for the Next Researchers

The further researcher can use the result of this study as reference to other researchers with different skills or subject.

REFERENCES

- Aji, Wisnu Nugroho. 2018. "Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia." *Jurnal Metafora* 431: 431–40.
- Aji, Wisnu Nugroho, and Ngumarno. 2017. "Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Indonesia Di Kabupaten Klaten." *Jurnal VARIDIKA* 29(1): 1–8.
- Andi, Kaharuddin, and Burhanuddin Arafah. 2017. "Using Needs Analysis to Develop English Teaching Materials in Initial Speaking Skills for Indonesian College Students of English." *The Turkish online journal of design, art and communication TOJDAC* (April): 419–37.
- Anggi E Pratiwi, Naura N Ufairah and Riska S Sopia. 2021. "TikTok as Media to Enhancing the Speaking Skill of EFL Students'." *Journal Proceedings International Conference on Education of Suryakencana* (July 2018): 372–82.
- Asilestari, Putri. 2018. "The Effect of Teaching Media and Language Attitudes on Students' Listening Skill at State Junior High School in Bekasi, West Java." *Jurnal Pendidikan Bahasa Inggris* 151(2): 121–30.
- Asyiah, Dewi Nur. 2017. "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery." *Jurnal Bahasa Lingua Scientia* 9(2): 293–318.
- Azlina, Kurniawati, Elinawati, and Novitri. 2015. "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru." *Jurnal Online Mahasiswa*: 1–13.
- Barreiro, Paula Lagares, and Justo Puerto Albandoz. 2011. "Population and Sample . Sampling Techniques." *Journal National* 12.
- Cahyaningrum, Dewi. 2020. "Meaningful and Interesting Learning Process: Accomodating Comprehensible Input for Teaching English to Young Learners in the 4.0 Industrial Age." *Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal)* 5(1): 1–14.
- Dewanta, Aanbj. 2020. "Pemanfaatan Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa Indonesia." *Jurnal pendidikan dan pembelajaran bahasa Indonesia* 9(2): 79–85.
- Dionar, Welli Septi, and Aryuliva Adnan. 2018. "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game." *Journal of English Language Teaching*. 7(2): 369–74.
- Efrizal, Dedi. 2012. "Improving Students ' Speaking through Communicative Language Teaching Method at Mts Ja-Alhaq , Sentot Ali Basa Islamic Boarding School of Bengkulu , Indonesia." *International Journal of Humanities and Social Science* 2(20): 127–34.
- Hadi, Muhammad Sofian, and Emma Dwi Indriani. 2021. "TikTok as a Media to Enhancing the Speaking Skills of EFL Student ' s." *Jurnal Studi Guru dan Pembelajaran* 4(1): 89–94.
- Hardi, Vitri Anggraini. 2019. "Speaking Activities Applied by the Teacher in Teaching Speaking of the Eleventh Grade SMA N 2 Bangkinang." *Journal of English Language and Education* 4(1): 1–24.
- Kusuma, Dian Novita Sari Chandra, and Roswita Oktavianti Dian. 2020. "Penggunaan Aplikasi Media Sosial Berbasis Audio Visual Dalam Membentuk Konsep Diri (Studi Kasus Aplikasi Tik Tok)." *Journal Sinesa* (November): 27–34.
- Mahnun, Nunu. 2012. "Media Pembelajaran (Kajian Terhadap Langkah-Langkah Pemilihan Media Dan Implementasinya Dalam Pembelajaran)." *an-Nida'* 37(1): 27–35.
- Marleni, Lusi. 2018. "The Effect of Using Video as Media toward Students' Speaking Skill." *Journal of English Language and Education* 3(1): 24–36.
- Marzuki, Muhammad Jahid, Baso Jabu, and Muhammad Basri. 2018. "The Use of Digital Vlog Media to Enhance Students ' Speaking Skill." *Journal Pendidikan*.
- Matondang, Zulkifli. 2014. "Validitas Dan Reabilitas Suatu Instrument Penelitian." *Jurnal Tabulasa PPS Unimed* 496–500(1): 1510–15.
- Mulyadi, Mohammad. 2013. "Penelitian Kuantitatif Dan Kualitatif Serta Pemikiran Dasar Menggabungkannya." *Jurnal Studi Komunikasi dan Media* 15(1): 128.

- Nurani, Siti, and Amrina Rosyada. 2015. "Improving English Pronunciation of Adult ESL Learners through Reading Aloud Assessments." *Lingua Cultura* 9(2): 108–13.
- Perdana, Silvia Putri, and Wida Rianti. 2021. "The Effect Of Story Completion Technique Toward St Udent ' s Speaking Skill By Using Whats ' App At The Second Grade Of SMAN." *Journal of Innovative and Creativity(JOECY)* 1(1): 36–43.
- Pratiwi, Yovita Asti. 2018. "Students' Perception on Impromptu Speech to Improve Speaking Fluency in Speaking Class." *Journal Pendidikan*: 97.
- Sari, Khamila Andina, Herman Lusa, and Syahril Yusuf. 2017. "Perbedaan Hasil Belajar Dengan Menggunakan Strategi Pemanfaatan Perpustakaan Sekolah Sebagai Sumber Belajar Siswa SDN Kota Bengkulu." *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 10(2): 99–106.
- Setyadi, Danang. 2017. "Pengembangan Mobile Learning Berbasis Android Sebagai Sarana Berlatih Mengerjakan Soal Matematika." *Satya Widya* 33(2): 87–92.
- Singh, Charanjit Kaur Swaran, Amreet Kaur Jageer Singh, Nur Qistina Abd Razak, and Thilaga Ravinthar. 2017. "Grammar Errors Made by ESL Tertiary Students in Writing." *English Language Teaching* 10(5): 16.
- Susnawati, K, A A I N Marhaeni, and D P Ramendra. 2019. "The Effect of Language Games with Audio Visual Aids on Students ' Speaking Competence at Fourth Graders of Tunas Daud Elementary School." *Journal of Education Research and Evaluation* 3(3): 106–12.
- Warini, Ni Luh, NI Putu Elsa Sukma Dewi, Putu Chris Susanto, and Putu Chrisma Dewi. 2020. "Daya Tarik TikTok Sebagai Media Pembelajaran Bahasa Inggris Online." *Journal Trends and Future Perpestives on Arabic Education*: 523–37.
- Yang, Huining. 2020. "Secondary School Students ' Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom." *International conference on education technology and social science (Etss)*: 162–83.
- Yusup, Febrinawati. 2018. "Uji Validitas Dan Reliabilitas Instrumen Penelitian Kuantitatif." *Jurnal Tarbiyah : Jurnal Ilmiah Kependidikan* 7(1): 17–23.
- Zhang, Yang, and Bing Cheng. 2011. "Brain Plasticity and Phonetic Training for English as a Second Language Learners." *English as a Second Language* (October 2015): 1–50.
- Zuhriyah, Mukminatun. 2017. "Storytelling to Improve Students' Speaking Skill." *Jurnal Tadris Bahasa Inggris* 10(1): 119–34.

Lampiran 1

A. Identitas Diri

1. Ketua Tim Pengusul

1	Nama Lengkap (dengan gelar)	Lusi Marleni, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542115
5	NIDN	1008038501
6	Tempat dan Tanggal Lahir	Teluk Pinang, 08 Maret 1985
7	E-mail	lusimarlenihz@gmail.com
8	Nomor Telepon/ HP	0852 7867 0082
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - oran
		2. Bahasa Inggris AUD
12	Mata Kuliah yang Diyajarkan	3. Listening 2 4. Speaking 2

B.

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	
Nama Pembimbing/Promotor	1. Drs. Fakhri Ras, Ph.D,M.A.Ed	1. Prof.DR. Anas Yasin,M, Pd. 2. Dr. Desmawti Radjab,M .Pd	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	42Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	INSTITUSI	5.000.000
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text.	INSTITUSI	5.000.000
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' LISTENING COMPREHENSION AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	DRPM RISTEKDI KTI	11.250.000
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	INSTITUSI	5.000.000

D.

Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000

E.

Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume.2, Nomor.1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume.1, Nomor 1, Februari
3	2016	USING MOVIES TO IMPROVE THE STUDENTS' LISTENING COMPREHENSION AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016
	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI	Jurnal PGPAUD	Volume. 3, Nomor. 1, Jun 2016

F.

Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Development for Foreign Language Teaching	Improving the students' accent at Early Childhood Education of STKIP Pahlawan Tuanku Tambusai	12 Oktober 2016, UIN SUSQA Pekanbaru

G.

Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

Anggota Tim 1

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Vitri Angraini Hardi,M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	-
4	NIP/ NIK/ Identitas lainnya	096542172
5	NIDN	1024129002
6	Tempat dan Tanggal Lahir	Tarusan, 24 Desember 1990
7	E-mail	vitrihardi@gmail.com
8	Nomor Telepon/ HP	0852 7100 4598
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	2. Reading III
		3. Semantics and Pragmatics
		4. Bahasa Inggris untuk PAUD
		5. Bahasa Inggris untuk Keperawatan
		6. Bahasa Inggris untuk Hukum

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Negeri Padang	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Judul Skripsi/Tesis/Disertasi	An Analysis of Students' Speaking Activities of the Second Year Students at SMA N 2 Bangkinang.	An Analysis on Students' Oral Communication Apprehension of English Department Students in Presentation Class at Riau Islamic University in Academic Year 2015/2016	-
Nama Pembimbing/Promotor	1. Dra. Betty Syailun, M.Ed 2. Diyah Ayu, S.S., M.Hum	1. Prof. Jufrizal, M.Hum 2. Prof. Yenny Rozimela, M.Ed., Ph.D	-

C.

Pengalaman

n Penelitian Dalam 5 Tahun Terakhir
(Bukan Skripsi, Tesis, dan Disertasi)

46

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1				
2				

H. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and Get the World	Perguruan Tinggi	1500.000
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000

H.

Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1				
2				
3				

I.

Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/Seminar	Judul Artikel	Waktu dan Tempat

J.

Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

1. Anggota Tim2

A. IdentitasDiri

1	Nama Lengkap (dengan gelar)	Nurhidayah Sari, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Asisten Ahli
4	NIP/ NIK/ Identitas lainnya	096542153
5	NIDN	1027108801
6	Tempat dan Tanggal Lahir	Bangkinang, 27 Oktober 1988
7	E-mail	aie_nurhidayah@yahoo.com
8	Nomor Telepon/ HP	085280642242
9	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10	Nomor Telepon/ Faks	(0762) 21677, Fax (0762) 21677
11	Lulusan yang Telah Dihilangkan	S1 = - orang, S2 = - orang
12	Mata Kuliah yang Diampu	1. Bahasa Inggris 2. Listening comprehension1 3. Listening comprehension2

B. RiwayatPendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Pakuan	UNP	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Tahun Masuk-Lulus	2006- 2010	2010-2015	
Judul Skripsi / Tesis / Disertasi	Improving students' listening komprehensions by using spick figure	The effect of pair check technique and prior knowledge on students' writing skill at SMA Negeri 1 Bangkinang	
Nama Pembimbing	1. Dr. Entis Sutisna, M.Pd 2. Mursidah Rahma, S.pd	1. Dra. Yenni Rozimela, M.Ed., Ph.D 2. Dr. Zul Amri, M.Ed	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	Pengembangan lembar kerja siswa (lks) pada mata pelajaran matematika siswa kelas x sma	DRPMDI KTI	24.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2017	Publish your idea in an article	Perguruan Tinggi	1500.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2016	The effect of pair check technique and prior knowledge on students' writing skill at SMA Negeri 1 Bangkinang	Journal of English Language and Education	Volume.1, Nomor.1, Januari 2016

F. Pemakalah Seminar Ilmiah (Oral Persentation) dalam 5 Tahun

No	Nama Temu Ilmiah Seminar	Judul Artikel	Waktu dan Tempat