IMPROVING STUDENTS' SPEAKING SKILL THROUGH PROJECT-BASED LEARNING USING TIKTOK DUET CHALLENGE AT SMK NEGERI 3 PALEMBANG

A THESIS

By

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ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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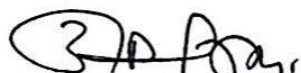
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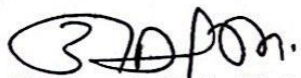
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Certify that the thesis entitled "Improving Students' Speaking Skill Through Project-Based Learning Using TikTok Duet Challenge at SMK Negeri 3 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Plaembang, April 29th 2024

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DEDICATION

This thesis is dedicated to my family who always support and encourage me. My parents, my sister, and all those who have inspired and believed in me.

MOTTO

وُسْعَهَا إِلَّا نَفْسًا ٱللَّهُ يُكَلِّفُ لَا

Allah does not charge a soul except (with that within) its capacity.

[QS. Al-Baqarah: 286]

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Palembang, April 2024

The author

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Improving Students' Speaking Skill Through Project-Based Learning Using Tiktok Duet Challenge at SMK Negeri 3 Palembang

ABSTRACT

This study aimed to know the significant improvement and significant differences of project-based learning, specifically utilizing the TikTok Duet Challenge, in improving students' speaking skills at SMK Negeri 3 Palembang. This study used a quantitative approach. Thirty-six students participated in the study, and they were split into an experimental and a control group. Pre-test and Post-test were used to collect the study's data. The results showed a significant difference in students' speaking scores. Based on the sig value of the independent sample T-test (2-tailed) is $0.000 < 0.05$. The findings showed that the use of Project-Based Learning (PjBL) by utilizing the TikTok Duet Challenge significantly improves students' speaking skills at SMK Negeri 3 Palembang. It can be seen from the mean score of paired sample t-test from pre-test and post-test.

Keywords: Speaking, TikTok, TikTok Duet Challenge, Project Based Learning

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CHAPTER I
INTRODUCTION

1.1. Background of the Study

Speaking skills is one of language skills which is categorize as a productive skill because according to Nunan (2004:48), speaking involves producing systematic verbal utterances to convey meaning. When individuals engage in speaking, they are not only decoding and understanding information (as in listening), but also constructing and expressing their own thoughts, ideas, and messages. Speaking skills are skills that need exposure because it provides opportunities to practice communication in improving fluency and spontaneity. It aligns with the principles of behaviorism, where learning is driven by external stimuli and reinforcement. Exposure to spoken language provides the necessary input for learners to observe, imitate, and refine their speaking skills, ultimately becoming more proficient in their ability to communicate effectively in the target language.

According to Herlisya & Wiratno (2022) many students are good at writing English, but become freezing when it comes to speak English. (Riadil, 2020) stated that the problem that student faced in speaking skills are students concern about their pronunciation, grammatical structure, and vocabularies that make them afraid to be criticism by the others. In addition, Wahyuningsih & Afandi (2020) revealed that one of the problems encountered by the students in English language education department in speaking English cover the lack of correct pronunciation. As speaking skills play a vital role in many aspects, there is a need for learners to concentrate more on them. Furthermore, the teachers are advised to implement several useful strategies in their classrooms in order to involve the learners more on learning speaking skills in their English classrooms.

In response to the problems faced by students, educators have sought innovative approaches to enhance students' speaking skill. One such approach is project-based learning (PjBL). According to Krajcik and Shin (2014), project-based learning (PjBL) refers to an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products. It engages students in solving problems, conducting research, and creating tangible outcomes, fostering critical thinking, creativity, and communication skills.

Therefore, in teaching and learning English, speaking instruction must give a chance for the students to express their idea. According to Cochrane (2020) mobile learning can be a catalyst to think differently about designing learning environments. Among all the mobile learning, TikTok has emerged as a popular and influential platform, known for its short video format and creative content. TikTok is a popular social media platform known for its short video format. TikTok is become very popular and massively used by users which contain short videos up to 60 seconds long. Since TikTok application is contain a short video, it can make the students feel happy to use that application to learn speaking skill. TikTok has lots of features, one of them is the duet feature.

The TikTok Duet feature allows users to create split-screen videos, enabling collaboration and interaction. This feature offers a unique opportunity for students to practice and improve their speaking skills by engaging in creative and interactive duet challenges (Hardi, 2019). A person can have good speaking skills, but if they cannot do it fluently, it may be difficult for listeners to follow or understand well. In particular, accuracy in terms of speaking deals with "the extent to which the language produced conforms to the target language norms" (Yuan, 2003). While fluency deals with more the mechanical skills, such as the use of pauses, the speed, rhythm; the language use, such as being coherent and reasoned; as well as the judgment skills, which is the ability to speak appropriately depending on the contexts (Torres Vigoya, 2016). Fluent speakers can maintain a conversation, convey thoughts coherently, and adapt their language use to different contexts. Everyday definitions of fluency are often based on listeners' impressions of smooth and effortless, native-like speech (Pakula, 2019).

Pratiwi et al. (2021) entitled "Utilizing TikTok Application as Media for Learning English Pronunciation" is aligned with the topic of this research. Subject of this study was the university's English education student Suryakancana. 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 research said that respondents use TikTok for learning because the application can provide many benefits such as recommendations, tips and tricks, benefits and can increase their knowledge and to do business and some are not TikTok users, but they know what is TikTok and what can be done in this TikTok app and more.

This study investigates the improvement of students speaking skill through project-based learning using TikTok duet challenge at SMK Negeri 3 Palembang. SMK Negeri 3 Palembang is a renowned secondary school known for its commitment to academic excellence. The institution

strives to equip students with the necessary skills and knowledge for their future endeavors. However, the teacher said speaking skills among the students at SMK Negeri 3 Palembang often require further development, especially in the hotel sector. The teacher said speaking skills are important for them to have when they graduate, but there are still many students struggle with it.

Finally, the purpose of this study is to know the significant improvement of student's speaking skills by incorporating project-based learning into language instruction and leveraging the interactive nature of TikTok's Duet Challenge,

1.2. The Problem of the Study

In relation to the background, the problems of the study are formulated into the following question.

1. Is there any significant improvement of student speaking skills before and after the treatment?
2. Is there any significant differences of group A and group B after the treatment?

1.3. The Objective of the Study

Based on the problem above, the objective of the study is to find out:

1. To know the significant improvement of student speaking skills before and after the treatment.
2. To know the significant differences of group A and group B after the treatment.

1.4. The Significance of the Study

This research could provide information to students, teachers, lecturers, and other researchers about the improvement student's speaking skill who are taught through PjBL using TikTok. The author hope that this research can help students to practice speaking in a creative and interactive manner, leading to enhanced fluency and increased self-assurance in their speaking abilities and gain confidence in expressing themselves, contributing to their personal and academic growth. For teachers, the author hope that teachers can create dynamic and interactive learning environments that enhance students' speaking skill and promote students' active participation, critical thinking, and collaboration by incorporating project-based learning and TikTok Duet Challenge into the curriculum. For lecturers, the author hope that this research can provide

direction to lecturers in teaching their students later, especially in improve students' speaking skill. Finally, for other researchers, the author hopes that this research can be a helpful reference for further research related to the improvement student's speaking skill who are taught through PjBL using TikTok.

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