IMPROVING STUDENTS' SPEAKING SKILLS BY USING STORYTELLING ON TIKTOK

(A Classroom Action Research on the Tenth Grade Student at SMAN 3 Pontianak).

A THESIS

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LANGUAGE AND ART EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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ABSTRACT

This study aims to improve the speaking skills of students in class X.10 at SMAN 3 Pontianak by applying storytelling techniques through the use of TikTok. This study was conducted using the Classroom Action Research (CAR) method and involved 34 students as participants. The study was conducted in two cycles, with adjustments made to the implementation based on the difficulties identified in the first cycle to encourage application and adjustment in the second cycle, thus improving the overall results. The results of the study showed a positive impact on students' speaking skills after implementing storytelling activities through TikTok. This improvement was reflected in both the learning process and learning outcomes. Throughout the process, students demonstrate greater focus, enthusiasm, and participation in classroom activities. These results indicate that digital platforms like TikTok can function not only as entertainment tools but also as innovative and relevant media for improving English speaking skills in an educational context.

Keywords: Speaking Skills, Storytelling, TikTok, Classroom Action Research

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TABLE OF CONTENTS

COVER .....

APPROVAL SHEET ..... **i**

CERTIFICATION SHEET ..... **ii**

DECLARATION OF ORIGINALITY ..... **iii**

ABSTRACT ..... **iv**

ACKNOWLEDGE ..... **v**

TABLE OF CONTENTS ..... **viii**

LIST OF TABLES ..... **xi**

LIST OF FIGURES ..... **xii**

LIST OF APPENDICES ..... **xiii**

CHAPTER I : INTRODUCTION **1**

1.1 Background of Research 1

1.2 Research Question 5

1.3 Research Purpose…….. 5

1.4 Research Significance 5

1.5 Research Scope and Limitations 6

1.6 Research Terminology 7

1.6.1 Improving 7

1.6.2 Speaking Skills 7

1.6.3 Storytelling 7

1.6.4 TikTok 7

CHAPTER II : LITERATURE REVIEW 8

2.1 Speaking 8

2.1.1 The Definition of Speaking 8

2.1.2 The Element of Speaking 9

2.2 Storytelling 12

2.2.1 The Definition of Storytelling 12

2.2.2 The Stage of Storytelling 13

2.2.3 Narrative Text Used for Storytelling 19

2.2.4 Generic Structure of Narrative Text 21

2.2.4 Legend Stories Used in Storytelling 22

2.2.5 Storytelling in Teaching Speaking English 23

2.3 TikTok 24

2.3.1 The Definition of TikTok 24

2.3.2 The Use of TikTok in Learning 25

2.4 Teaching Speaking 26

2.4.1 The Definition of Teaching Speaking 26

2.4.2 Teaching Procedure by Brown 26

2.4.3 Teaching Procedure by The Researcher 32

2.5 The Teaching of English in SMAN 3 Pontianak 35

CHAPTER III : RESEARCH METHODOLOGY 37

3.1 The Research Design 37

3.2 The Subject of Research 42

3.3 The Time and Place of Research 42

3.4 The Technique of Data Collection 42

3.5 The Instrument of Data Collection 45

3.6 The Data Analysis 47

3.7 The Indicator of Success 52

CHAPTER IV : FINDINGS AND DISSCUSION 53

4.1 Description of Research Result 53

4.2 Cycle I Action Result 52

4.3 Cycle II Action Result 76

4.4 Disscussion 88

CHAPTER V : CONCLUSION AND SUGGESTION 92

5.1 Conclusion 92

5.2 Suggestion 92

REFERENCES..... 94

APPENDICES 100

LIST OF TABLE

Table 3.1 Score Calculation 48

Table 3.2 Percentage Calculation 48

Table 3.3 Average Students 49

Table 3.4 Speaking Assessment Rubric 49

Table 4.1 Assessment of Speaking Skills Cycle I 69

Table 4.2 Assessment of Speaking Skills Cycle II 82

LIST OF FIGURE

Figure 3.1 Kemmis and McTaggart's Action Research Design 38

Figure 8.1 The students raise their hands to perform storytelling in front of the class.....158

Figure 8.2 The researcher sticked up the text story that the students will choose in front of the class.....158

Figure 8.3 The students try using the TikTok App 158

Figure 8.4 The students attempt to do storytelling in TikTok as practice in the classroom 158

Figure 8.5 The teacher gives the students the opportunity to perform their Storytelling in front of the class 158

Figure 8.6 The students try to do storytelling guided by a teacher 158

LIST OF APPENDICES

Appendices 1 Research Schedule 101

Appendices 2 Modul Ajar Cycle I and Cycle II 103

Appendices 3 Instrument Stories 124

Appendices 4 LKPD Narrative Text 132

Appendices 5 Observation Sheets 136

Appendices 6 FieldNotes 146

Appendices 7 Speaking Skills Assessment Results 156

Appendices 8 Documentation 158

Appendices 9 Research Permit for School 159

Appendices 10 Research Permit for the Departmennt of Education 160

Appendices 11 Letter of Assignment 161

Appendices 12 Proposal Design Letter 162

Appendices 13 Supervisor's Decree 163

Appendices 14 Examiner Proposal Decree 164

Appendices 15 Examiner Thesis Decree 165

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CHAPTER I

INTRODUCTION

1.1 Background of Research

Speaking skills are very important, especially in education, because they enable students to communicate well, boost their confidence, and support active and participatory learning processes. However, there are still students in class X.10 at SMAN 3 Pontianak who experience difficulties with their speaking skills, and the school faces challenges in helping them overcome these difficulties.

Based on observations in class X.10 at SMAN 3 Pontianak, teachers have begun integrating technology into their teaching, such as using PowerPoint to display materials and Canva to support dialogue and presentations in class. However, the use of technology remains one-sided and does not provide enough space for students to actively practice speaking. As a result, many students still rely on memorization and tend to read texts rather than understand the content and speak naturally. Although technology has been introduced into the learning process for tenth grade students at SMAN 3 Pontianak, its implementation still requires adjustments to truly support the development of speaking skills. As a result, students still rely on memorization and reading instead of speaking naturally, due to limited opportunities for active speaking practice.

The main challenges include incorrect pronunciation, low fluency, and limited vocabulary. Students often mispronounce words, struggle with intonation, and pause frequently, making their speech unclear. This is influenced by their native language and their habit of mixing English with their mother tongue. Therefore, an approach is needed that encourages more active, engaging speaking practice use of technology.

The hurdles faced by Class X.10 students at SMAN 3 Pontianak were addressed through the Merdeka Curriculum, which prioritizes student-centered learning. This approach allowed teachers to be more active in choosing flexible and interesting materials and media (Aditomo, 2023). When students were given the freedom to explore learning activities that incorporate technology, they became more motivated to learn. Technology, when used wisely, serves as a powerful tool for language learning, providing a variety of online applications and platforms that improve speaking skills (Yang, 2020).

Previous research conducted by Zuhriyah (2017) showed that the use of storytelling can improve students' speaking skills, and in its findings, this