

**THE EFFECTIVENESS OF USING TIKTOK AS A MEDIUM
IN TEACHING ENGLISH OF ELEVENTH GRADES
STUDENTS OF UPT SMAN 10 SINJAI**



As a Requirement for Compiling a Thesis
English Education Study Program

By:
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN
YEAR 2024**



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A THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness Of Using Tiktok As Medium In Teaching English Of Eleventh Grades Students Of UPT SMA Negeri 10 Sinjai*, yang ditulis oleh Yusrianti Nomor Induk Mahasiswa (NIM) 200110025, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Sabtu, tanggal 29 Juni 2024 M bertepatan dengan 22 Dzulhijjah 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd).

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ABSTRACT

Yusrianti. *The Effectiveness of Using TikTok as a Media in Teaching English to Grade XI Students of UPT SMAN 10 Sinjai.* Thesis, English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University Sinjai, 2024.

This study evaluates the effectiveness of TikTok as a teaching medium for improving English listening skills among grade XI students of UPT SMAN 10 Sinjai.

The research employs a quantitative approach, utilizing observation and tests (pre-test and post-test) for data collection. The sample consists of 25 students from grade XI IPA I. Listening comprehension and skills were measured through initial and final tests.

The findings reveal that using TikTok significantly enhances students' engagement and interest in the learning process. Specifically, TikTok proved to be an effective medium for delivering complex material in a captivating and easily comprehensible manner, contributing to improved listening skills in English. This study underscores the potential of TikTok as an innovative and effective educational tool, paving the way for further integration of digital platforms in teaching methodologies.

Keywords: Listening, English, TikTok.

مستخلص البحث

يوسرينتي. فعالية استخدام تيك توك كوسيلة في تدريس اللغة الإنجليزية لطلاب الصف الحادي عشر في مدرسة المتوسطة ١٠ الحكومية سنجائي. البحث، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٤.

تقيم هذه الدراسة فعالية تيك توك كوسيلة تعليمية لتحسين مهارات الاستماع باللغة الإنجليزية بين طلاب الصف الحادي عشر في مدرسة المتوسطة ١٠ الحكومية سنجائي.

يستخدم البحث نهجاً كمياً، باستخدام الملاحظة والاختبارات (اختبار ما قبل الاختبار وما بعده) لجمع البيانات. تتكون العينة من ٢٥ طالباً من الصف الحادي عشر علوم الطبيعية ١ تم قياس فهم الاستماع والمهارات من خلال الاختبارات الأولية والنهائية.

تكشف النتائج أن استخدام تيك توك يعزز بشكل كبير من مشاركة الطلاب واهتمامهم بعملية التعلم. على وجه التحديد، أثبت تيك توك أنه وسيلة فعالة لتقديم المواد المعقدة بطريقة آسرة وسهلة الفهم، مما يساهم في تحسين مهارات الاستماع باللغة الإنجليزية. تسلط هذه الدراسة الضوء على إمكانات تطبيق تيك توك كأداة تعليمية مبتكرة وفعالة، مما يمهد الطريق لمزيد من دمج المنصات الرقمية في منهجيات التدريس.

الكلمات الأساسية: الاستماع، اللغة الإنجليزية، تيك توك.

FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ

۞

وَعَلَى آلِهِ وَاصْحَابِهِ أَخْمَعِينَ آمِينَ

In this opportunity, the author would like to express gratitude and gratitude profusely to all parties involved who have provided assistance in the form of encouragement and direction during this research process. Therefore, the author expresses his gratitude and appreciation to:

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Sinjai, 29 February 2024

Yusrianti

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the current era of globalization, the rapid impact of information technology development on the world of education has become an undeniable reality. Global challenges emphasize the crucial importance of constant adaptation in the education sector to technological advancements as part of efforts to enhance the quality of education. Specifically, the tailored adjustment in the utilization of information and communication technology in the learning process becomes an urgent necessity in the world of education (Agustian & Salsabila, 2021).

The utilization of technology in education provides significant benefits for the advancement of knowledge. In accordance with Article 31, paragraph (5) of the 1945 Constitution which states that the government is responsible for advancing science and technology while upholding the values of religion and national unity for the progress of civilization and the development of humanity. Also, in the Quran, there is a verse related to knowledge in Surah Al-Alaq (96:1) أَفْرَأُ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

The Surah Al-'Alaq begins with the command "Iqra' bismi rabbika allathee khalaq," which translates to "Read in the name of your Lord who created." This command emphasizes the importance of reading, learning, and seeking knowledge.

The use of modern technology in teaching English encompasses a wide application of innovative methods, tools, materials, devices, systems, and strategies directly relevant to English language instruction, contributing to the achievement of desired goals. Therefore, while technology is generally accepted as an important educational tool in various teaching and learning contexts, this is particularly true in English language instruction. It provides numerous potential opportunities to enhance both the content and delivery of

pedagogies typically associated with traditional English language instruction (Alqahtani, 2019).

In Senior High School, English language learning is conducted with the aim of developing students' knowledge, language skills, and positive attitudes towards English. Therefore, the learning materials need to be presented in an interesting, high-quality manner, and appropriate to the students' developmental level. This engagement is expected to enhance students' motivation in developing their initial English language proficiency. The role of the teacher is a key factor in the learning process. To achieve successful learning outcomes, teachers need to adopt suitable teaching methods. Effective teachers always strive to employ the best teaching methods and utilize appropriate teaching aids or media (Sulaiman, 2021).

Given the importance of English language in the current era of globalization, every teacher always strives to develop the best teaching methods so that their students can understand and compete with students from other schools. The same holds true at SMA Negeri 10 Sinjai. Teachers at SMA 10 Sinjai also make efforts to ensure that their school can compete with others. One of the things done by the teachers at SMA 10 Sinjai is using social media in the learning process, particularly in English language instruction.

Several school actively utilize social media technology from various platforms as a means to facilitate learning activities, including English language instruction. According to Yaqin in Athariq (2020), in his research, he states that the use of social media in foreign language learning can enhance student motivation and interest. Educators are expected to integrate social media or other applications as a learning platform, making the classroom environment more engaging and encouraging students to be more active in expressing their opinions. Collaborative learning processes through social media can provide an additional boost to student motivation (Athariq et al., 2023).

The utilization of social media as a learning medium not only facilitates learning activities but also makes the learning process more effective. There

are numerous social media platforms used, such as Instagram, YouTube, WhatsApp, Facebook, and TikTok. Currently, learning can also be conducted by leveraging video applications that are popular among the Indonesian community, especially TikTok (Altania & Sungkono, 2021).

The strength of TikTok in English language learning lies in its appeal as a creative and interactive social media platform. By utilizing short video features, TikTok provides an entertaining and educational environment. The diversity of users and the variety of accessible materials make English language learning through TikTok more engaging and contextual. This allows learners to actively participate, improve fluency, and broaden their understanding of English culture in a fun and effective way.

The use of TikTok as a learning medium can also assist educators in the teaching and English learning process. This is due to the appeal of the features within the application, as well as the short yet concise and easily understandable duration of its content (Bahri et al., 2022). By leveraging the various features TikTok offers, educators can create a more dynamic and enjoyable learning experience.

Through its short video feature, TikTok enables users to listen to various audiovisual materials with creative and diverse content. Users can enhance their understanding of language, accents, and vocabulary in real-life situations, simultaneously improving their ability to capture information more effectively. With its unique appeal, TikTok motivates learners to actively engage, stimulates initiative in listening, and enjoyable hones their listening skills.

Additionally, TikTok has the capability to update its application, including the development of features to provide users with more freedom, especially in the context of education. The addition of music elements and user reviews has enhanced its appeal, even for those who did not previously utilize this application. This is what captivates many individuals, particularly students or university students, leading them to find interest and continue using this video platform (Devi, 2022).

Through its short video feature, TikTok enables users to listen to various audiovisual materials with creative and diverse content. Users can enhance their understanding of language, accents, and vocabulary in real-life situations, simultaneously improving their ability to capture information more effectively. With its unique appeal, TikTok motivates learners to actively engage, stimulates initiative in listening, and enjoyable hones their listening skills.

The use of the TikTok application in education has become the focus of researchers' attention. Some previous studies have explored the use of TikTok in the context of education, particularly in the learning process. (Bahri et al., 2022) *The TikTok Application as an English Language Learning Medium in Indonesia*. This research focuses on discussing the TikTok application for its users to learn English through online video content shared by content creators under the popular hashtag #samamabelajar. The discussion in the research highlights the success of the TikTok application in providing a creative and interactive learning environment, particularly in enhancing learner engagement.

According to (Warini et al., 2020) *The Allure of TikTok as an Online English Language Learning Medium*. This research aims to depict the widespread phenomenon of using social media as an online English language learning platform. It focuses on discussing the appeal of TikTok for millennials and Generation Z to learn English through online video content presented by top content creators under the popular hashtag #learnenglish. The results of this research indicate that the widespread phenomenon of using social media as an online English language learning platform, especially through the TikTok application, is a significant reality. The research focuses on the appeal of TikTok as a learning tool for millennials and Generation Z in understanding the English language.

Although there have been studies investigating the use of social media in the context of English language learning, there is still limited research specifically exploring the effectiveness of TikTok as a tool for English language learning, particularly in listening skills. Therefore, there is a

significant research gap that needs to be addressed to understand to what extent TikTok can be an effective instrument in supporting the learning process. By acknowledging the existing research gap, this study aims to fill this knowledge void by investigating the effectiveness of using TikTok as a platform for English language learning. Focusing on aspects that have been less explored, this research is expected to provide new insights and make a significant contribution to the literature on social media-based language learning.

So for this reason, researcher is interested in researching with the title “The Effectiveness of Using TikTok as a Medium in Teaching English of Eleventh Grades Students of SMAN 10 Sinjai”

B. Problem Formulation of the Research

Based on the background of the problem above, the formulation of this research problem is: Is the use of TikTok as a medium in teaching English (listening skills) effective for eleventh-grade students of UPT SMAN 10 Sinjai?

C. Objective of the Research

Based of the problem formulation of the research, the objective of this research to determine the effectiveness of using TikTok as a medium in teaching English (listening skills) of Eleventh-grade students of UPT SMAN 10 Sinjai.

D. Significance of the Research

There are two significance of this research, namely:

1. Theoretical Benefits

This research has the potential to contribute to the academic community by providing a deeper understanding of how social media, especially TikTok, can be integrated into learning theories and serve as a crucial input in the effort to advance scientific knowledge.

2. Practical benefits

This research can provide insights into how the use of social media can influence English language learning. The results of this study can be utilized to improve English language teaching methods at the high school

level and this research can also be used to develop an English language education curriculum that is more oriented towards the use of technology and social media. This can help students develop skills relevant to the modern world

CHAPTER II

THEORITICAL REVIEW

A. Literature review

1. Effectiveness of Learning

In general, effectiveness refers to the success of achieving goals accurately or selecting appropriate goals from various alternatives or options, as well as determining the best option from several alternatives (Nugroho, 2020).

According (Maulida, 2022) Effectiveness not only encompasses impact, relationships, consequences, and impressions, but is also related to the achievement of goals for a company or organization, the establishment of standards, levels of professionalism, target setting, program existence, materials, as well as being associated with the methods or approaches used.

Effectiveness refers to the level of success that aligns with the desired goals through the implementation of a learning model or media. In this context, effectiveness is measured through students' learning achievements. If there is an improvement in students' learning outcomes, it can be considered that the learning model or media is effective (Novitasari & Wahyu, 2019).

The effectiveness of learning is an indicator of the success of an interaction process, both among students and between students and teachers, in the context of an educational situation to achieve learning goals. The assessment of learning effectiveness can be conducted through observations of student activities during learning sessions, student responses to instructional materials, and the level of mastery of concepts achieved by students (Rohmawati, 2017). According (Arif et al., 2023) The effectiveness of learning can be expressed as the educator's ability to provide new learning experiences through specific approaches and strategies, capable of achieving learning goals effectively.

Based on the opinions above, the researcher can conclude that effectiveness involves successfully achieving goals by selecting the best option

from various alternatives. In the context of learning, effectiveness is measured through the improvement of students' learning outcomes, indicating the success of the instructional model or media. The effectiveness of learning reflects the success of the interaction between students and teachers in achieving learning objectives, which can be assessed through observation of activities and responses of students, as well as the mastery of concepts. It also emphasizes the educator's ability to provide new learning experiences through specific strategies to effectively achieve learning goals.

According to Slavin in (Triwibowo, 2017) there are four indicators that can use to measure the effectiveness of a learning process. These four indicators are:

1. Quality of Learning is the extent to which the presentation of information or the ability to assist students in easily mastering the material. The quality of teaching can be seen from the process and results of learning. The learning process is observed through the alignment between the teacher's activities and the students' activities with the learning steps used.
2. The appropriate level of teaching is the extent to which the teacher ensures that students are ready to learn a new lesson, meaning they have the skills and knowledge required to study it but have not yet acquired that lesson. The appropriate level of teaching is assessed based on the readiness of students to learn.
3. Incentive is the extent to which teachers ensure that students are motivated to complete teaching tasks and to learn the material being presented. Incentives are observed through the teacher's activities in providing motivation to students.
4. Time is the extent to which students are given an adequate amount of time to study the material being taught. Learning can be considered effective when students can complete the learning within the specified time allocation.

2. Instructional Media

- a. Defenition of Instructional Media

Media in the context of education becomes a crucial tool in determining the success of the teaching and learning process. Its presence directly has the potential to provide specific dynamics for learners. The term "instructional media" originates from the Latin word "medius," which literally refers to "middle," intermediary, or mediator. In the context of the Arabic language, media is interpreted as an intermediary or messenger conveying a message from the sender to the recipient (Arsyad A, 2020).

According to AECT (Association of Education and Communication Technology), "media is any form used for the process of information dissemination." According to Oemar Hamalik, instructional media refers to tools, methods, and techniques used to more effectively facilitate communication and interaction between teachers and students in the educational and teaching process at school. Ruth Lautfer believes that instructional media is a teaching aid for teachers to deliver instructional material, enhance student creativity, and increase student attention in the learning process. Meanwhile, according to Steffi Adam and Muhammad Taufik Syastra (2019), instructional media encompasses everything, both physical and technical, in the learning process that assists teachers in delivering teaching material to students, facilitating the achievement of formulated learning objectives. Instructional media plays a crucial role in supporting the quality of the teaching and learning process. Media can also make learning more interesting and enjoyable (Tafonao, 2018).

From the above understanding, the researcher can conclude that Instructional Media is any form of tool, material, facility, or device applied in teaching and learning to support the delivery of information, facilitate understanding, and enhance the engagement of learners. Its function is to ease the achievement of learning objectives more effectively.

b. Type of Instructional Media

Instructional media can be classified into three main types: visual, audio, and audio-visual.

- 1) Visual Media: this is a means or source of learning that contains messages and information, especially course materials, presented in an interesting and creative way. The use of visual media involves the sense of sight, making it inaccessible to those who cannot see. This media is created specifically to be enjoyed and understood through the use of the sense of sight.
- 2) Audio Media: this refers to tools or learning sources that rely on the element of sound to convey information and messages. This type of media can involve sound recordings, narration, or other auditory course materials. With an emphasis on hearing, audio media is suitable for general use and can be accessed by various individuals regardless of visual ability.
- 3) Audio-Visual Media: this is a combination of visual and audio elements in presenting learning materials. It includes the use of images, graphics, or videos accompanied by sound elements. This media presents a holistic approach by utilizing both the sense of sight and hearing. Although accessible to most individuals, this media still has limitations for those who cannot fully perceive its visual aspects (Susanti & Zulfiana, 2019).

The conclusion from the explanation is that instructional media can be categorized into three main types: visual, audio, and audio-visual. Visual media focuses on utilizing the sense of sight to present messages and information in course materials in an engaging and creative way. On the other hand, audio media relies on the element of sound and can be accessed generally regardless of visual ability. Meanwhile, audio-visual media is a combination of visual and audio elements to present learning materials holistically, although it still has limitations for those who cannot fully experience its visual aspects.

In this research, the focus is on the type of audio-visual media using the TikTok application because TikTok involves the simultaneous use of both audio and visual elements.

c. Benefits of Instructional Media

In general, the use of media in the context of the teaching and learning process aims to facilitate interaction between educators and learners, thereby enhancing the effectiveness and efficiency of learning activities. Specifically, there are several detailed benefits of media. The Directorate of Higher Education of the National Ministry of Education identifies eight benefits of media in the implementation of the teaching and learning process, namely:

- 1) Standardizing the delivery of course materials,
- 2) Making the learning process clearer and more engaging,
- 3) Enhancing interactivity in the learning process,
- 4) Efficiency in time and energy,
- 5) Improving the quality of learners' outcomes,
- 6) Allowing the learning process to take place anywhere and anytime,
- 7) Fostering a positive attitude among learners toward the content and the learning process,
- 8) Transforming the role of teachers toward a more positive and productive direction (Wulandari et al., 2023).

It can be concluded that the use of media in the teaching and learning process aims to simplify the interaction between educators and learners, thereby enhancing the effectiveness and efficiency of learning activities, as well as enabling more active interaction in the learning process.

d. Characteristics of Instructional Media

The characteristics of media, according to Gerlach and Ely can be categorized based on the type of object or medium, including:

- 1) Real-world objects: these can be individuals, real-life experiences, or specific objects.

- 2) Verbal media: one example is print media, which can be displayed on a transparency screen.
- 3) Charts: such as graphs, tables, and others.
- 4) Still visuals: these can be explained through books, framed films, sequential films, or magazines.
- 5) Film or video tape: this involves footage or images captured directly or indirectly.
- 6) Audio recording: also known as audio media, it includes recordings of verbal language, sound effects, or music.
- 7) Programs: commonly referred to as programmed instruction, it consists of a sequence of information, whether verbal, visual, or audio, deliberately designed to elicit a response from the learner. Some are prepared and programmed through computer systems.
- 8) Simulation: this involves imitation in demonstrations or the flow of a story observed from its origin (Ibrahim et al., 2022).

It can be concluded that instructional media can take various forms, including people, real-life experiences, or specific objects. Verbal media, such as print media, can be projected onto a transparency screen. Diagrams, such as graphs or tables, also fall into the category of instructional media. Still visuals, like images in books, film frames, or magazine pages, can be used to explain a concept. Film or video tape, containing images captured directly or indirectly, is also considered a type of media. Audio recordings, known as audio media, can be sound recordings encompassing verbal language or sound effects like music and sound effects. Structured instructional programs, known as programmed instruction, involve a sequence of verbal, visual, or audio information designed to elicit responses from learners. On the other hand, simulations involve imitating situations or storylines to understand concepts from their original source.

e. Advantages of Instructional Media

The advantages of instructional media can generally be seen from various positive aspects it offers. Firstly, instructional media is capable of creating a more dynamic and engaging learning environment. Its interactive and entertaining appearance can enhance student engagement in the learning process. Secondly, instructional media allows the presentation of information or learning concepts in a more vivid visual manner. This can help students to more easily comprehend the material and directly observe the processes that occur within a specific concept or topic. Overall, the use of instructional media has many advantages, ranging from creating an engaging learning atmosphere, providing better visual understanding, to offering a direct learning experience in real-life situations (Muawanah, 2019).

In summary, the advantages of instructional media include creating a dynamic and engaging learning environment. Instructional media achieves this by providing an interactive and entertaining display that enhances student engagement. The presentation of real visual information allows instructional media to present information or learning concepts vividly, facilitating students' understanding of the material and related processes. By allowing students to utilize as many sensory tools as possible, instructional media provides a comprehensive learning experience that involves not only vision but also other senses such as hearing and touch.

f. Disadvantages of Instructional Media

Instructional media also has its disadvantages, especially in terms of technical aspects and costs. Its usage requires specific infrastructure such as electricity supply and specialized equipment/materials, which may not always be readily available in some locations. Additionally, the costs associated with obtaining various physical objects can sometimes be quite high, especially when considering the potential for damage during use. The use of instructional media often requires technological

devices such as computers, tablets, or projectors. Dependency on this technology can be a hindrance if access is limited or technical issues arise (Muawanah, 2019).

It can be concluded that, besides having advantages, instructional media also has some disadvantages that need to be considered. From a technical standpoint, its use requires infrastructure that may not always be easily accessible in certain locations. The costs associated with acquiring physical objects for learning can also be a limiting factor. Additionally, there is a dependency on technology, such as computers, tablets, or projectors. Therefore, careful consideration and meticulous planning are necessary to maximize the advantages of instructional media while addressing potential technical and cost-related constraints.

3. TikTok as Instructional Media

a. Defenition of TikTok

TikTok is an application that provides unique and captivating special effects, allowing users to easily create cool and attention-grabbing short videos. The results of these short videos can be shared with friends on social media and other TikTok users. This short video app come equipped with various music options, enabling users to engage in dances, express their free-style, and create other unique videos. It encourages user creativity as content creators, often referred to as TikTokers. TikTokers are individuals actively creating unique videos on TikTok, seeking recognition, and building a large following through the creativity, uniqueness, and inspiration reflected in their videos. All of this depends on the perspectives of each viewer or other users. The TikTok app allows users to create their own short music videos (Malimbe et al., 2021).

Based on the definition, the researcher concludes that TikTok is a creative application that provides special effects for creating engaging short videos. Users can easily share their creations on social media,

utilizing various music options for dances and free-style expressions. TikTok users are commonly referred to as TikTokers.



Picture 2. 1

Page TikTok

b. History of TikTok

Initially, TikTok was not known by the name TikTok. In September 2016, the Chinese company ByteDance launched a short video application called Douyin. Within just one year, Douyin successfully attracted the attention of 100 million users, recording 1 billion video views daily. With the rapid surge in popularity, ByteDance decided to expand the reach of Douyin beyond China, giving it a new name, TikTok. TikTok's primary mission is to capture precious moments from around the world through the use of smartphones and showcase the creativity of its users. TikTok provides users with the opportunity to become content creators through its app, offering simplicity and ease of use factors that make TikTok more appealing compared to its competitors (Susanto, 2021).

From the above explanation, the researcher can conclude that initially, TikTok was known as Douyin, a short video application from ByteDance that gained significant popularity within one year, boasting 100 million users and 1 billion daily views. Due to this success,

ByteDance decided to expand its global reach by renaming it TikTok. TikTok's mission is to capture precious moments from around the world through the creativity of its users.

c. Features in the TikTok

Sasongko in Pratama (2019). This application is equipped with various interesting features designed to support the creative expression of its users. Some features available on TikTok involve the use of music, stickers, effects, filters, and voice-changing functions. The diverse features available in the TikTok application apparently manage to attract the interests of people worldwide. In addition to features, there are other unique aspects compared to other video-sharing social media. According to Layzuardy in Pratama (2018), there are five advantages to the TikTok application, including not requiring an account to watch videos, limited video duration of only 15 seconds, a variety of filter options more diverse than other social media platforms, the ability to use background music as desired, and the absence of advertisements. Therefore, it is not surprising that TikTok has become popular among many people. (Pratama, 2021).

From the opinions, the researcher concludes that TikTok has various attractive features such as the use of music, stickers, effects, filters, and voice-changing functions, all of which are designed to support the creative expression of its users. With several features and advantages of the TikTok application, it has become very popular in the wider community.

d. Advantages of TikTok

- 1) As a platform that can stimulate individual creativity in creating works.
- 2) An application specifically designed to express creativity, especially through video creation.
- 3) Enables the development of video editing skills, particularly to create more meaningful content.

- 4) Functions as therapeutic healing; the presence of motivational content can provide personal inspiration and motivation, as seen in TikTok content.
- 5) In the business realm, TikTok is not only presenting musical content but has also engaged itself in the business world (Madhani et al., 2021).

It can be concluded that TikTok is a creative platform that encourages individuals to create works, especially through video creation. The application also allows the development of video editing skills to create more meaningful content. Additionally, TikTok can serve as therapeutic healing through motivational content, and this platform has ventured into the business realm.

e. Disadvantages of TikTok

- 1) Spending time ineffectively, various content on TikTok can make users forget the time that should be used for productive activities, such as learning and engaging in other positive endeavors.
- 2) Without age restrictions, easy access to various TikTok content makes this platform open to all ages, allowing content that may not be suitable for children to be accessed by anyone.
- 3) Hate speech abuse, often content creators on TikTok exploit the platform to seek popularity by insulting each other (Rahmawati, 2023).

It can be concluded that the use of TikTok can lead to ineffective time management, as its diverse content may divert attention from productive activities. TikTok, being an open platform without age restrictions, allows content unsuitable for children to be accessed by all users. Additionally, there is the potential for abuse of hate speech by content creators on TikTok.

4. English Learning

a. Defenition of English Learning

According to Kasihani (2001:43), English is considered the first foreign language that is important for accessing information, absorbing and developing knowledge, technology, cultural arts, and fostering relationships with other nations. According to Wells, cited from the Ministry of National Education in Decree No. 22 of 2006: English is a tool for oral and written communication. Communication involves understanding and expressing information, thoughts, feelings, and developing knowledge, technology, and culture using the language. The ability to communicate in a comprehensive sense is the ability to discourse, which is the ability to understand and/or produce oral and/or written texts realized in the four language skills: listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. Therefore, the English language subject is directed towards developing these skills so that graduates can communicate and discourse in English at a certain literacy level. Furthermore, according to Chodijah (2000:21), learning English is essential for all age groups, both early childhood and adults, because English is an international language that everyone must know. It is not only to be understood but also to be mastered (Kasihani & Sukarnyana, 2020).

From the various opinions above, it can be concluded that English is a foreign language used for accessing information, absorbing knowledge, technology, cultural arts, and fostering relationships with other nations. English is also recognized as a tool for oral and written communication, enabling the understanding and expression of ideas, feelings, and the development of science and technology. The English language subject is aimed at developing the four language skills (listening, speaking, reading, and writing) so that graduates can communicate and discourse in English at a certain literacy level.

Learning English is essential for all age groups, both early childhood and adults, because English is considered an international language that must be mastered by everyone.

b. English Language Skills

1) Speaking Skills

Speaking skills, as one of the four language skills, play a crucial role in the communication process. According by Jack C. Richard, speaking skills is, Speaking is used for many different purposes, and each purpose involves different skills. When we engage in discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes (Tarigan et al., 2017).

Based on the statement above, it can be concluded that speaking abilities develop over time, especially when students begin listening, triggering the development of speaking skills to achieve communicative goals. In everyday life, speaking skills become essential for effective communication, forming social connections, and building relationships.

2) Reading Skills

Reading skills play a crucial role for English language learners as a foreign language. For many learners, it is not only an essential skill to master in learning English but also in various subjects that require reading in English. Reading not only enhances students' general language proficiency in English but also aids them in thinking in English, expanding vocabulary, improving writing skills, and serving as an effective way to gain new ideas, facts, and experiences. Therefore, reading skills are considered a tool to help students enrich their understanding of the English language (Ismail et al., 2017).

It can be concluded that strengthening reading skills helps students make greater progress in various learning fields, enhancing

language proficiency, thinking in English, expanding vocabulary, improving writing skills, and effectively acquiring new ideas, facts, and experiences. Therefore, reading skills are considered a tool to enrich students' understanding of the English language.

3) Writing Skills

Writing skills are considered one of the most complex among various language skills. This is because writing is not just about copying words and sentences, but also about developing and expressing thoughts within an organized structure of writing. Writing is a language skill used for indirect communication, without face-to-face interaction with others. Writing skills do not emerge automatically; they require intensive and regular practice (Sukmaningrum et al., 2019).

It can be concluded that writing skills are used for indirect communication, requiring expertise in graphology, language structure, and vocabulary. These skills do not emerge automatically but require intensive and regular practice. In the modern era, writing skills are highly important and characterize educated individuals or societies.

4) Listening Skills

Listening skills are language abilities that emerge in the early stages of human development. These skills form the basis for the other three language skills: speaking, reading, and writing. In the early stages of life, children first comprehend spoken language through hearing and listening to their immediate environment, such as their parents or siblings at home. Through the process of listening, children learn language by hearing repetitions of spoken language around them. Evidence of this can be seen in the fact that newborns are often engaged in conversation by those around them. As time progresses, through listening skills, a child's speaking ability will develop through the imitation of simple words, and other language skills will also improve (Arvinia Riski Putri, 2016).

According to Nunan in (Prasetyarini et al., 2019), there are five basic principles in teaching listening skills:

- a. Train students to use various information processing techniques, namely bottom-up and top-down processes (expose students to different ways of processing information: bottom-up vs. top-down). Bottom-up involves understanding oral text through the analysis of language components such as words, grammar, and so on. Meanwhile, the top-down process is the listening process by utilizing their prior knowledge (schemata) to comprehend the topic being heard.
- b. Train students to recognize various types of listening skills (expose students to different types of listening).
- c. Teach students through various techniques (teach a variety of tasks).
- d. Pay attention to the type of text, difficulty level, and authenticity of the text (consider texts, difficulty, and authenticity).
- e. Teach listening strategies.

In learning listening skills, it is crucial to pay special attention to several key aspects. Firstly, instruction needs to involve various information processing techniques, such as both bottom-up and top-down approaches, to train students in understanding oral texts. Secondly, students should be exposed to various types of listening skills to recognize and master variations in listening situations. Furthermore, diversifying tasks and learning techniques is also essential to enhance students' listening abilities. It is also important to consider the type of text, difficulty level, and authenticity of materials to make learning more relevant and effective. Lastly, teaching listening strategies will assist students in developing listening skills as a whole.

It can be concluded that listening skills serve as the primary foundation in the development of human language. In the early stages of life, children comprehend spoken language through the process of listening and paying attention to their surroundings, including interactions with parents and siblings at home. In learning listening skills, emphasis needs to be placed on information processing techniques, such as the bottom-up and top-down approaches, to enhance students'

understanding of oral texts. Students also need exposure to various listening skills to recognize variations in listening situations.

Of the four skills mentioned above, the researcher will only focus on the listening skill because in this case, TikTok has certain advantages that emphasize short and engaging audiovisual interactions. Moreover, captivating audio can trigger curiosity and learners' interest to engage further in the learning process. Thus, TikTok users can utilize this platform as an effective means to enhance listening skills in an interactive, enjoyable manner, aligning with the characteristics of learning approaches in this digital era.

B. Listening Skill Indicators

Table 2. 1
Listening Skill Indicators

Aspects	SCORE		
	7-10	4-6	1-3
Understanding the feed material	If able to answer 7 - 9 questions	If able to answer 4 - 6 questions	If able to answer 1 - 3 questions
Making a conclusion about the feed material.	Explaining the issue comprehensively and systematically as it was listened to	If explaining the issues listened to in full, but not sequentially	If explaining the listened issue is incomplete and disorganized
Assessing the feed material	If explaining the advantages and disadvantages of the material being reviewed in a good language	Explaining just one of them in simple language	If unable to explain the advantages and disadvantages of the feed material
Providing feedback on the	Providing opinions and	Providing only one, whether it's	Not providing logical opinions

feed material	solutions to the issues presented in a logical manner	an opinion or a solution from the feed material logically	or solutions regarding the feed material.
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(Saputra, 2018)

C. Some Pertinent Ideas

Research relevant to this research is as follows:

1. Bahri et al., "TikTok Application as an English Language Learning Platform in Indonesia" (2022). Based on the research findings, it can be concluded that TikTok users prefer videos in the grammar category. Several factors contribute to TikTok's appeal as an English language learning tool, including short videos, clear and non-monotonous content delivery, along with attractive text and emoji effects that can have a positive impact on the learning process (Bahri et al., 2022). The similarity between this research is that both investigate the use of the TikTok application as a learning tool, especially in English language learning. The difference between this research in the specificity of the current research location, Bahri's research is more general for Indonesia, while this research is more specific to SMA 10 Sinjai.
2. Warini et al., "The Allure of TikTok as an Online English Language Learning Medium." (2020). Based on the research findings that there are five types of lessons frequently presented in TikTok videos, namely pronunciation, vocabulary, grammar, common mistakes, and English facts. Pronunciation stands out as the most dominant category among the top four content creators. Additionally, the findings suggest that TikTok holds appeal as a tool for English language learning; the videos are short, feature simple and engaging content, accompanied by background music, images, and editing filters that can provide benefits while also entertaining (Warini et al., 2020). The similarity in this research lies in both utilizing TikTok as a learning media and focuses

on the role of TikTok as a tool for learning the English language. The difference in these lies in Warini's research, which places more emphasis on the interesting aspects of using TikTok as a learning tool, such as visual appeal, methods of delivering content, and student engagement, while this research will concentrate more on the extent to which the use of TikTok can enhance listening skills in English language learning.

3. Julianto, "The Potential of TikTok Application as an Integrated Learning Media with the Pancasila Students Profile in the Indonesian Language Subject" (2022). Based on the research findings that utilizing the TikTok application, which is familiar to students, has the potential to enhance the learning of the Indonesian language. This enhancement encompasses the development of language skills, including listening, speaking, reading, and writing. Moreover, the integration of noble character, independence, critical reasoning, creativity, mutual cooperation, and global diversity within the Pancasila learner profile is emphasized through this approach (Julianto, 2022). The similarity between this research and the previous one lies in both discussing the TikTok application as a learning tool. The difference in this study lies in its research focus. Julianto's research focuses on the potential of TikTok as an integrated learning media with the pancasila students profile in the Indonesian language subject. In contrast, the current study examines the effectiveness of using TikTok as a learning tool for the English language subject.
4. Mahardhika et al., "Factors Causing High Interest of Indonesian Post-Millennial Generation in Using the TikTok Application." (2021). Based on the results of the conducted research, it can be concluded that there are three factors underlying the post-millennial generation's use of the TikTok application. The first factor is knowledge, followed by entertainment, and also economic factors (Mahardhika et al., 2021). This similarity between this research is involve the younger

generation as the subjects of the research, with the Mahardhika's research exploring the interest of the post-millennial generation in Indonesia towards TikTok, while this research study assesses the effectiveness of TikTok as a learning medium among high school students. The difference lies in Mahardhika's research focuses more on understanding the reasons for the high interest of the post-millennial generation in TikTok, while this research is more oriented towards evaluating the extent to which TikTok is effective as a tool for learning the English language.

5. Yovita & Purmaningsih, "The Use of TikTok Application as an Innovation for English Language Learning During the Covid-19 Pandemic." (2022). Based on the results, the TikTok application could be easy-to-use English learning media, innovative, and has various advantages or benefits for students. For example, increasing the student interest in learning and students' motivation to be creative, interactive communication between students and teachers, and the videos could be watched repeatedly with attractive visuals (Yovita & Purnamaningsih, 2022). The similarity of this research lies in its common focus on the use of TikTok as a tool for learning the English language. The difference of this research is Yovita's and Purmaningsih's research aims to explore how TikTok can be an innovation in English language learning amid the pandemic, with a focus on sustainability and relevance in various learning situations. Meanwhile, this research is more oriented towards measuring the extent to which TikTok is effective as a media for English language learning.

Overall, the presented reserachs indicate that the use of the TikTok application as a language learning tool, especially for English, has significant potential. Factors such as user preferences for grammar-related videos, the appeal of short videos, clear content delivery, and attractive text and emoji effects are crucial elements in enhancing the

effectiveness of TikTok as a learning medium. While these studies share a similar focus on examining TikTok's role in language learning, differences lie in the specific research locations, innovative approaches, and emphasized variables, such as using TikTok as an integrated learning tool with Pancasila student profiles or innovating English language learning during the Covid-19 pandemic. This conclusion suggests that TikTok has the potential to enhance various aspects of language learning, and proper implementation can positively contribute to the development of students' language skills.

D. Hypothesis

Hypothesis or hypothesis is a provisional statement, temporary conclusion, or logical assumption about a population. In the context of statistics, a hypothesis involves statements about population parameters, describing variables within the population and calculated using sample statistics (Heryana, 2020). The hypothesis is proposed in the form of a statement containing two possibilities. The hypothesis of this research is:

H_0 : The use of TikTok is not effective as a medium in teaching English of eleventh grades students of SMAN 10 Sinjai.

H_a : The use of TikTok is effective as a medium in teaching English of eleventh grades students of SMAN 10 Sinjai.

CHAPTER III

RESEARCH METHOD

A. Types and Approach of the Research

The type of the research that was used in this research is experimental research. Experimental research is the application of a scientific method or methodology to gather information about an object for a specific purpose to resolve an issue (Pratama, 2019). In this research, researcher used quasi experiment, a quasi-experimental design is a kind of study design in which the experimental and control groups were not chosen at random (Goleman et al., 2018). The research approach was used in this research is a quantitative approach. The main goal in this research is to test a hypothesis or answer a research question using statistical methods, the hypothesis of this research is the use of TikTok effective as a medium in teaching English of eleventh grades students of SMAN 10 Sinjai.

The approach took in this research is a quantitative approach was focuses on the effectiveness of using TikTok as a medium in teaching English of eleventh grades students of SMAN 10 Sinjai

The design of this experimental research can be seen in the table below.

Table 3.1

One-Group pretest-posttest Design

Pretest	Treatment	Posttest
01	X	02

(Fitrianingsih & Musdalifah, 2019)

Note:

01: Pretest Score (Before treatment)

02: Posttest scores (After Treatment)

X: Treatment (TikTok)

B. Variable Definition

Research variables refer to elements that are related or attached to the research subject. The objects of the research may include individuals, objects, transactions, or events gathered from the research subjects, reflecting a condition or value held by each research subject. The naming of variables actually stems from the fact that specific characteristics can vary among objects within a population (Purwanto, 2019). In this research there are 2 research variables, these variables are:

- a. Independent variable: Independent variable, often also called independent variable, influencing variable. An independent variable can also be interpreted as a condition or value which, if it appears, will give rise to (change) another condition or value. Independent variables or independent variables (X) or epredictor variables, are variables that can influence positive and negative relationship (Purwanto, 2019). The independent variable in this research is the use of TikTok. TikTok in English language learning can involve creating videos that include conversations, presentations, or various other language-related activities. Users can explore content relevant to English language learning, such as grammar tutorials, pronunciation exercises, or speaking skill enhancement. Additionally, it can serve as an innovative and engaging tool to motivate students in developing their language skills.
- b. Dependent variable: The dependent variable is the variable that is affected or the result of the independent variable. There is also another view which says that the dependent variable, which is also known as the criterion variable (Y), is the main focus in observation and is the aim of the research. The dependent variable in this research is English learning by class XI at SMA Negeri 10 Sinjai.

C. Place and Time of the Research

1. Place of the Research

This research was take place at class XI IPA 1 of SMA Negeri 10 Sinjai Jl. Andi Akbar, Mangarabombang, Samataring district, East Sinjai, Sinjai Regency, South Sulawesi Province.

2. Time of the Research

The research was conducted from January 2024 to May 2024.

D. Population and Sample

1. Research Population

Population refers to the total number of entities, units, or individuals whose characteristics you want to investigate. Especially students of class XI IPA 1 SMA Negeri 10 Sinjai which amounts to 26 students.

Table 3. 2

Jumlah Siswa Kelas XI SMA Negeri 10 Sinjai

Class	Total
XI IPS 1	30
XI IPS 2	21
XI IPA 1	25
XI IPA 2	20
Total	96

(Documentation of SMA Negeri 10 Sinjai, 2024)

2. Research Sample

According to Sugiyono (2019:127), sample is a part of the quantity and characteristics of the population (Eka Putra, 2021). The sampling technique to be employed is purposive sampling. Purposive sampling is a method of data sampling that is carried out by considering specific factors, such as expertise or specialized knowledge of individuals who are deemed to have the best understanding related to the research expectations (Chan et al., 2020). The researcher chooses this sampling technique because only students

in class XI IPA 1 possess smartphones, and they are permitted to use TikTok .

E. Research Procedure

1. Preparation

- a. Creating a lesson plan integrating TikTok.
- b. Compiling research instruments such as listening skills tests and observation sheets.

2. Implementation of Actions

Cycle 1

- a. Planning: Designing learning activities using TikTok.
- b. Implementation: Using TikTok in several learning sessions.
- c. Observation: Recording student engagement and challenges faced.
- d. Reflection: Evaluating the results of cycle 1 and devising improvement plans.

Cycle 2

- a. Planning: Improving plans based on reflection from cycle
- b. Implementation: Continuing learning with planned improvements.
- c. Observation: Conducting further observations.
- d. Reflection: Assessing the final results and determining the success of the research.

F. Data Collection Techniques

This Research uses a quantitative approach. Therefore, data collection techniques are in the form of observation, tests, and documentation.

1. Observation

Observation is a very useful method in research, especially when the research involves human behavior, work processes, or natural phenomena. The use of observation becomes relevant when the number of respondents observed is not too large, so that researcher can focus more on observations. Observation is conducted to assess the implementation of using TikTok as a medium in teaching English of eleventh grades students of SMAN 10 Sinjai

2. Test

This data collection technique was used to collect data to compare in the result score of students before and after using the TikTok as a medium in teaching English.

a. Pretest

Administering a pre-test on listening skills can provide an initial overview of students' abilities before engaging in learning activities. In this context, the pre-test can be tailored to specific needs and grade levels. For instance, when using TikTok as a learning tool for English, a pre-test can be designed to measure students' initial understanding of listening skills before they start interacting with the platform. The pre-test method may include a written test with ten questions, offering an initial insight into the students' comprehension levels before involving them in more in-depth listening learning activities.

b. Treatment

The administration of treatment before the post-test in listening skills is a crucial step in the learning process. Treatment may involve various methods, activities, or materials designed to enhance students' listening skills. Examples include the use of audiovisuals, listening to dialogues, or English language simulation activities. The goal of the treatment is to provide students with a deep learning experience and enhance their understanding of spoken language. After the administration of treatment, a post-test can be conducted to measure the improvement in students' listening skills after engaging in a series of learning activities. Thus, this treatment stage becomes an essential phase in ensuring the effectiveness of the listening skills learning process.

c. Posttest

Administering a post-test on listening skills is an evaluative step after students have participated in a series of learning

activities. The post-test is designed to measure the comprehension and listening abilities of students after engaging in learning activities. In the context of using TikTok as an English learning tool, the post-test may include various types of questions or tasks, such as listening to audio or video recordings, answering questions, and presenting their understanding. The results of this post-test can provide valuable information to teachers for evaluating the effectiveness of teaching methods and assessing students' progress in developing listening skills.

3. Documentation

In various activities or research, documentation plays a crucial role in supporting transparency, efficiency, and sustainability. In the context of this research, the documents to be collected include attendance lists, observation, and student grades pre and post-tests.

G. Research Instruments

Research instruments are devices used to collect data in a research context. In this research, the instruments will be use include attendance list, observation sheets, test (pretest and post-test), and list of documentation.

1. Observation sheets

The observation sheets, there are ten questions that can be used as guidelines to observe and evaluate the implementation of TikTok as a learning medium in learning English classes for 11th-grade students at SMA Negeri 10 Sinjai. In the observation sheets, there are ten questions serving as guidelines to observe and evaluate the implementation of TikTok as a learning medium in learning English classes for class XI at SMA Negeri 10 Sinjai. The observation focuses on how introduces content through TikTok, assessing the extent to which the use of this social media platform can spark interest and engagement among students. Monitoring includes observing student interactions with the platform, assessing the level of participation,

discussions, and active involvement in the learning activities. Additionally, observation is directed towards students' responses to the learning content presented via TikTok, identifying whether this medium is effective in delivering information in an engaging and understandable manner.

Assessment aspects are also observed. Observations are made regarding the extent to which students' creativity can be expressed through this medium. Moreover, attention is given to how teachers respond to questions or comments posed by students through the platform. Observations cover technical aspects of using TikTok in learning, such as the availability of internet access, devices used, and potential technical barriers that may affect the implementation of learning. Special attention is given to the classroom atmosphere, involving elements such as student enthusiasm, clarity of instructions, and the overall learning environment. By using these observation guidelines, a comprehensive assessment of the effectiveness of using of TikTok as a learning medium in learning English for class XI at SMA Negeri 10 Sinjai can be obtained.

3. Test

In this research, two tests were carrier out, pre test dan post test, where the test given is a written test consisting of ten numbers. The administration of pre-tests and post-tests can provide an overview before and after learning using TikTok, helping to measure progress and the effectiveness of learning in listening skills.

4. List of Documentation

In supporting the data collection for this research, several crucial elements need consideration. Firstly, an attendance list is implemented to identify participants, ensure consistent attendance, and facilitate the verification of the representativeness of the participant group. Secondly, detailed research questions provide a framework for data collection, ensuring comprehensive coverage of the aspects under

investigation and laying the foundation for in-depth data analysis. Additionally, student grades before and after interventions are recorded to evaluate the impact of the independent variable on academic performance. By integrating all these elements, this research can yield comprehensive and diversified data, providing profound insights into the impact of interventions or variables under investigation.

H. Validation and Reliability Test

Data that has been collected, such as questionnaires, tests, and observation sheets, were tested used Validation Test and Reliability Test are carried out, this is an absolute requirement to get research results that are valid and reliable (Ilham et al., 2021).

1. Validation Test

Is the degree of consistency between the data that actually occurs on the object and the data collected by the researcher. Validation Test Criteria are as follows:

- a. If $0.05 > T\text{-table}$ then the observation item is valid.
- b. If $0.05 < T\text{-table}$ then the observation item is said to be invalid (Abdullah et al., 2017).

The instruments that will undergo validation testing are the test and observation sheet.

Table 3. 3**Obervation Validity of the Test**

Items	r-count	r-table	Criterion
1	1	0,388	Valid
2	0,558	0,388	Valid
3	0,389	0,388	Valid
4	0,398	0,388	Valid
5	0,535	0,388	Valid
6	0,481	0,388	Valid
7	0,466	0,388	Valid
8	0,585	0,388	Valid
9	0,407	0,388	Valid
10	453	0,388	Valid

(Source: Results of data analysis with SPSS 21)

2. Reliability Test

It is the extent to which measurement results using the same object will produce the same data. A obervation is said to be reliable or reliable if students' answers to statements are consistent or stable over time. The instruments that will undergo reability testing are the test and observation sheet. The reliability coefficient typically ranges from 0 to 1, where a value closer to 1 indicates a higher level of reliability (Paul Bela Nadasdy, 2017).

Table 3. 4
Criteria for the realibility

r-count	Criterion
0.00 to 0.20	Very Low Realibility
0.21 to 0.40	Low Realibility
0.41 to 0.60	Moderate Realibility
0.61 to 0.80	High Realibility

(Wardoyo, 2017)

The reliability test was carried out on the observation. Reliability test in this research used maintained level of stability of the research instrument used in this research. The results of reliability test are as follow:

Table 3. 5
Realibility Statistic

Cronbach's Alpha	N of Items
.642	10

(Source: Results of data analysis with SPSS 21)

I. Data Analysis Technique

Data analysis techniques involve diverse data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

To test the normality of data before and after treatment using the TikTok, this study used the Shapiro-Wilk Test. This test will be use the SPSS application, and the significance level used was 0.05. Normality test results are interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed (Abdullah et al., 2017).

2. Homogeneity test

Used to determine whether the variances of two populations (pretest and posttest) are identical. This homogeneity test also uses the SPSS 25 application with the Levene test.

- a. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous.

- b. If the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiyono, 2019).

3. Test for Hypothesis

The paired sample t-test is a parametric test used to test the same hypothesis or not different from two variables. The data came from the paired subjects' two measurement of two different observation periods. The purpose of the paired sample t-test is to determine whether there is a significant in average score before and after treatment. If the significant of the paired samples t-test $< 0,05$, then H_0 is rejected and accepts H_a .

After obtaining pretest and posttest values, the researcher analyzes the scores using the normality gain test. This analysis is utilized to assess the effectiveness of the given treatment. The classification of normality gain values is interpreted as follows (Oktavia et al., 2019):

The formula used to calculate the normalized gain (N-Gain):

$$N-Gain = \frac{\text{Post-Test Score} - \text{Pre-Test Score}}{\text{Max Possible Score} - \text{Pre-Test Score}}$$

Note:

Post-Test Score: Post-Test Score is the score after treatment or learning.

Pre-Test Score: Pre-Test Score is the score before treatment or learning.

Maximum Possible Gain: Maximum Possible Gain is the maximum value that can be achieved, usually calculated as the difference between the maximum score after treatment and the initial score (Max Post-Test Score - Pre-Test Score).

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below.

Table 3. 6
Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High

$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

(Oktavia et al., 2019)

BAB IV

RESEARCH FINDINGS

A. General Description of Research Location

1. Profile of UPT SMAN 10 Sinjai

School name	: UPT SMAN 10 Sinjai
NPSN	: 40318275
Educational level	: Senior High School
Addres	: Jl. Andi Akbar, Mangarabombang, Samataring Village, East Sinjai District, Sinjai Regency, South Sulawesi, Indonesia.
Postal code	: 92671
Area	: Urban
School status	: Country
Acreditation	: B
Geographical position	: -5, 1376 Latitude 120, 2625 Longitude
Date of establishment decree	: August 27, 2010
Operational permit decree	: 11 year 2010
Ownership status	: Local government
Account number	: 297860433
Owned land area (m ²)	: 3268
NPWP	: 9,19739E+12
Implementation time	: Morning-Afternoon
E-mail	: Sman10sinjai@gmail.com
Website	: https://sman10sinjai.sch.id
Headmaster	: Dra. Arni Idawati, M. Pd

2. Vision and Mission of SMA Negeri 10 Sinjai

a. Vision

Excellent in achievement, obedient to IMTAQ, competent in information technology, loves the environment and has national cultural character.

b. Mission

1. Implement and implement 8 (eight) educational standards
2. Developing student behavior in accordance with the teachings adhered to.
3. Developing students' potential optimally based on ethics, logic, aesthetics and kinestics.
4. Developing the potential of teachers and students in using information and communication technology
5. Implement a school-based management system.
6. Implementing a system (mastery learning) so that students have competencies in accordance with competency standards.
7. Improving the quality of human resources who care and have an environmental culture.
8. Integrate life skills in an integrated and professional manner in the learning process.

3. Goals of UPT SMAN 10 Sinjai

- a. Preparing students who are devoted to Allah SWT. And have noble morals and strong character.
- b. Preparing students to become people with personality, intelligence, quality and achievements in academic and non-academic fields.
- c. Equip students to have information and communication technology skills and be able to develop themselves independently.
- d. Instill in students to be tenacious and persistent in competing, adapting to the environment.
- e. Develop an attitude of sportsmanship in all aspects of life.
- f. Preparing students to be able to continue to state universities or universities abroad/internationally.

g. Equipping students with skills/skills that can compete in the global era.

4. State of Students

Student is someone who develops his potential in the educational process, both formal and non-formal education (<http://sman10sinjai.sch.id>).

B. The Result and Discussion of the Research

1. Result of the Research

This research was conducted to prove the effectiveness of using TikTok as a learning media for English language instruction for eleventh-grade students at UPT SMAN 10 Sinjai. The results of this research are stated below.

Observations reveal that the use of TikTok as a learning tool in the classroom has several key benefits. Students demonstrate a deep understanding of using and creating content on TikTok that is relevant to the lessons, and they respond positively to this method. TikTok captures students' interest, making them more motivated and engaged compared to traditional methods. Students also actively provide feedback, express creativity, and feel more comfortable interacting through TikTok. Additionally, TikTok promotes collaboration and enhances students' social skills and teamwork abilities. Overall, TikTok creates a more positive and dynamic learning environment, increasing engagement, motivation, and understanding of lesson material.

The following are the result of test analysis using SPSS:

a. Normality test

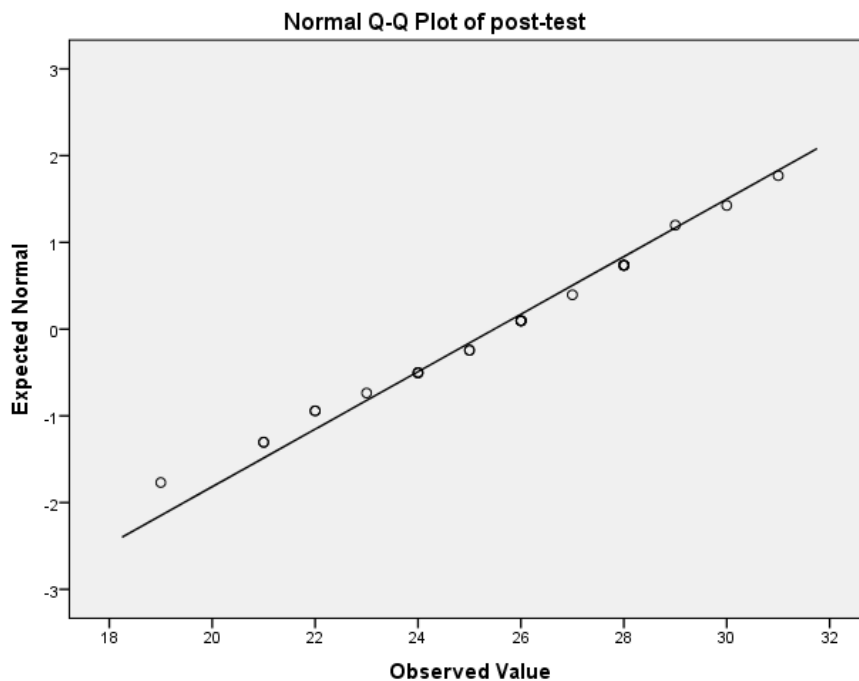
Table 4. 1
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pre-test	.141	25	.200 [*]	.967	25	.565
post-test	.128	25	.200 [*]	.973	25	.728

(Source: Result of data analysis with SPSS 23)

Based on the results of the normality test above, it is observable that the significance value from the pretest is $0.565 > 0.05$, while the significance

value from the posttest is $0.728 > 0.05$. Therefore, it can be concluded that the residual values of the pretest and posttest results are normally distributed, because the significance value is greater than 0.05.



Picture 4. 1

Normal Q-Q Plot of post-test

Based on the normal Q-Q plot above, it can be seen that the dots are located around the diagonal line. Therefore, it can be concluded that the residual values of the pretest and posttest results are normally distributed.

b. Homogeneity test

Table 4. 2

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.439	1	47	.511

(Source: Result of data analysis with SPSS 23)

Based on Table, the results of the homogeneity of variance test using the Levene method are displayed. The Levene test statistic and its significance value (Sig.) are shown in the last column. The homogeneity of variance test is used to examine whether the variances among data groups are homogeneous or not. If the significance value is greater than the specified significance level (usually 0.05), then the null hypothesis (homogeneity of variance) cannot be rejected, indicating that the variances among data groups are considered homogeneous. In this case, the significance value of 0.511 indicates that there is not enough evidence to reject the hypothesis that the variances among data groups are homogeneous at the 0.05 significance level. Therefore, the homogeneity of variance is met for the analyzed data, because the significance value is greater than 0.05.

c. T-Test

Table 4. 3
Paired Samples Test

	Paired Differences					t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai pre-test - r 1 post-test	- 4.92000	3.85054	.77011	-6.50943	-3.33057	- 6.389	24	.000

(Source: Result of data analysis with SPSS 23)

Based on the table 4.6 above, the value of Sig. (2-tailed) is 0.000. Since the significance value obtained is less than 0.05, or $0.000 < 0.05$, H_0 is rejected, and H_a is accepted. Therefore, it can be confirms that H_a is accepted and H_0 is rejected. In other words, the use of TikTok is effective as a learning media for English language instruction for eleventh-grade students at UPT SMA 10 Sinjai.

2. Discussion

The results of this research confirm that TikTok is effective as a medium for learning English for eleventh-grade students at SMA Negeri 10 Sinjai. Data analysis indicates that the significance values for the normality and homogeneity of variance tests meet the required statistical criteria. The paired t-test results show a significant difference between the students' pretest and posttest scores after using TikTok as a learning medium. Based on data analysis, the normality test results show significance values for the pretest and posttest of 0.565 and 0.728, respectively, indicating that the data is normally distributed. The homogeneity of variance test shows a value of 0.511, indicating homogeneous data variance. The paired t-test shows a significance value of 0.000, indicating a significant difference between the pretest and posttest scores.

This indicates that TikTok is not only an engaging teaching tool but also effective in improving students' listening skills. These findings suggest that the innovative use of social media in education can be an effective strategy for enhancing students' skills in the context of modern education.

The results of this research are also supported by several previous research. Previous research conducted by Bahri et al., (2022) indicate that TikTok effectively delivers English learning in an engaging manner. TikTok's appeal as an English learning platform lies in its short videos, clear and non-monotonous delivery of material, and the use of attractive text effects and emojis. These features have a positive impact on the learning process for users. Thus, TikTok can be an effective and engaging learning medium for those interested in learning English.

Research conducted by Hutamy, (2021) also indicates that in conventional learning processes, many students still score below the Minimum Competency Criteria (KKM). However, the use of TikTok as a learning medium has successfully improved KKM achievement scores. Therefore, it can be concluded that the use of TikTok as a learning medium can enhance learning outcomes by considering the relevance of the material

presented. This research found that considering the relevance of the material, TikTok as a learning medium can improve students' learning outcomes and increase KKM achievement scores.

From several research indicating that TikTok is effective as a learning medium, there is a research that feels constraints when using TikTok as a learning medium, such as in a research conducted by Puspitasari, (2021), the results show that 85.24% of teachers feel the benefits of the TikTok application, even though on the other hand, there are still obstacles in this distance learning process, such as unstable internet quality. That research indicates that although TikTok has great potential as an effective learning medium, there are significant obstacles such as unstable internet quality that need to be addressed. With the right strategies, such as improving internet infrastructure, using offline mode, and content supervision, TikTok can be integrated more effectively into the distance learning process.

Despite such constraints, the social media platform TikTok remains a popular platform among students and the general public, as shown in research conducted by Mahardhika et al., (2021). As many as 57.7% of respondents stated that they strongly agree to use the TikTok application because it contains many useful tutorial and learning videos. Because TikTok is indeed an application for creating short videos, the tutorials provided are also in a concise format, but can be easily understood.

In short, it can be concluded that numerous researchs indicate that TikTok is effective as an engaging platform for learning English through short videos, clear delivery of material, and the use of text effects and emojis. The use of TikTok has also been successful in improving Minimum Competency Criteria (KKM) achievement scores in conventional learning. However, challenges such as unstable internet quality need to be addressed for TikTok to be more effective in distance learning processes. Despite these challenges, TikTok remains popular due to its abundance of useful tutorials and learning videos presented in an easily understandable format.

Comparison between previous research findings and the current research reveals both similarities and significant additional findings. Several research, including the present one, demonstrate that the use of TikTok as a learning tool facilitates students in creatively expressing their creativity while enhancing engagement and activity in the learning process (Bahri et al., 2021). Furthermore, both past and present research emphasize the importance of collaboration and interaction among students promoted by TikTok, thus improving their social skills and teamwork abilities. Although one study discusses the inefficiency of TikTok in inadequate network conditions, it is reiterated in another study that, despite some constraints, TikTok remains a highlighted medium among today's youth. Previous research also highlights that TikTok usage fosters a more positive and dynamic learning environment, where students become more enthusiastic and involved in discussions and tasks. However, the current study adds a new understanding by demonstrating that TikTok also aids in deepening students' understanding of auditory material by presenting videos that provide clearer and more engaging contexts. Thus, the current research strengthens previous findings and adds a new dimension to the benefits of TikTok in learning.

The use of TikTok allows students to express their creativity by making videos that demonstrate their understanding of the lesson material in a creative and engaging way. Additionally, students feel more comfortable asking questions and providing comments while using TikTok, indicating higher engagement and activity in the learning process. TikTok also promotes collaboration and interaction among students, enhancing their social skills and teamwork abilities. Overall, using TikTok increases student enthusiasm, creating a more positive and dynamic learning environment. Students become more active and involved in discussions and assignments. TikTok also helps students gain a deeper understanding of listening material by presenting videos that provide clearer and more engaging contexts, making it easier for them to comprehend and remember information.

CHAPTER V

CLOSING

A. Conclusion of the Research

This research was conducted in class XI IPA I at SMAN 10 Sinjai with the aim of evaluating the effectiveness of using TikTok media in improving English listening skills among the students. The methodology involved data analysis through observation, tests, and documentation. The results of the normality test showed that the significance values for the pretest (0.565) and posttest (0.728) were greater than 0.05, indicating that the residual values from the pretest and posttest were normally distributed. Subsequent analysis using a paired sample T-test showed that the significance value obtained was 0.000, significantly lower than the predetermined threshold of 0.05. This decrease in significance indicates that the observed difference is statistically significant.

With a significance value lower than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, implying sufficient statistical evidence to support the claim that using TikTok media effectively improves English listening skills among the students of class XI IPA I at SMAN 10 Sinjai. In this context, "effective" means that the use of TikTok successfully achieves the learning objective, which is to improve the students' English listening skills.

Furthermore, the findings of this research also indicate that the utilization of TikTok can increase students' interest and engagement in the learning process. In the context of English language learning, particularly in listening, TikTok has proven effective in delivering complex materials in an engaging and understandable manner for students. Therefore, this research provides a strong foundation for further development in the use of TikTok as an innovative and effective learning tool for students.

The use of TikTok as a learning medium demonstrates that innovative and technology-based approaches can have a positive impact on increasing students' interest and engagement in learning. This is important because high

interest can enhance students' motivation to learn, which in turn can strengthen the learning process. The effectiveness of TikTok in improving English listening skills highlights the importance of using relevant and engaging media in the learning context. TikTok, with its interactive short video format, can deliver learning materials in a more enjoyable and engaging way for students. This indicates that curriculum adaptation to utilize the technology used by students in their daily lives can enhance learning effectiveness.

Moreover, the results of this research also affirm that TikTok is not just an entertainment tool but can also be a useful tool in the educational context. The use of TikTok as a learning tool can stimulate students' creativity and provide them with a platform to actively participate in the learning process. Additionally, these findings provide impetus for the development of a more adaptive and responsive curriculum to meet the needs of students and the development of technology. Teachers can utilize the results of this research to integrate TikTok or other learning media into their curriculum by developing relevant and engaging content for students.

Thus, the results of this research not only provide insights into the potential use of TikTok as a learning media for English language learning but also illustrate the importance of continuously adapting to technological developments to enhance the quality of learning and student learning outcomes.

B. Suggestion of the Research

The use of TikTok as a learning tool provides significant benefits for teachers, students, and schools. Firstly for teachers, teachers can utilize TikTok to enhance students' listening skills by incorporating relevant and engaging content into their teaching methods. It's crucial for teachers to use TikTok wisely to support the learning process and improve students' skills. Secondly for students, students are encouraged to deepen their listening skills by utilizing TikTok, following educational accounts presenting English content. Thirdly for schools, schools need to provide adequate facilities and infrastructure for technology use in education and conduct regular training programs for teachers

to enhance their digital teaching skills. Regular monitoring and evaluation of TikTok's effectiveness in learning is necessary to enhance teaching methods and technology use in the future.

And the last for future researchers in the use of TikTok as a learning tool, several important aspects are involved. Researchers can further explore the effectiveness of TikTok in various subjects and educational levels, providing broader insights into the positive impacts and challenges that may be encountered. Further research can also focus on qualitative analysis to measure the improvement of specific skills, such as understanding of the material, creativity, social skills of students, and more. Longitudinal research can also be conducted to observe the long-term impact of using TikTok on academic development and student engagement. Thus, future researchers will have more comprehensive data and findings to support innovation in education and provide evidence-based recommendations for more effective teaching practices.

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APPENDICES

Research Instrument Grid

1. Learning Quality

- I feel that the material taught by the teacher is easy to understand.
- The teacher helps me to master the material well.
- The learning process runs smoothly and in accordance with the learning steps applied.
- I can feel the usefulness of the learning material in daily life.

2. Appropriate Teaching Level

- Before starting a new lesson, I feel ready to learn.
- Learning material is presented according to my current abilities and knowledge.
- I feel that the tasks given are suitable for the level of difficulty I can handle.

3. Incentive

- I feel motivated to complete learning tasks.
- The teacher provides encouragement and support that motivates me in the learning process.
- I feel inspired to achieve the learning goals that have been set.

4. Time

- The time given to study the material is considered sufficient.
- I feel that the learning time is utilized efficiently.
- I can complete the learning within the designated time frame effectively.

OBSERVATION

Name:

School:

N O	Indikator	Score			
		1	2	3	4
1.	Students gain a deeper understanding of how to utilize TikTok				
2.	Students respond to the use of TikTok as a learning tool.				
3.	Students show high interest in the presented content.				
4.	Students provide feedback on the presented content.				
5.	Student creativity can be expressed through the use of TikTok as a learning media.				
6.	Students feel inspired to achieve the set learning goals.				
7.	The use of TikTok encourages students to collaborate and interact with each other.				
8.	Students overall engage elements such as student enthusiasm and the learning environment.				
9.	Students are more active when using learning media.				
10.	The learning material is presented according to my current abilities and knowledge.				

Adopted by (Saleh & Muhayyang, 2021)

Keterangan:

1: Very Low

3. Enough

2: Low

4. High

PRE-TEST SHEET

Name:

School:

Audio 1 (Number 1-2)**1. What is the man's name?**

- a. Sarah
- b. Mike
- c. John
- d. Kate

2. What is the girl name?

- a. Sarah
- b. Mike
- c. John
- d. Kate

Audio 2 (Number 3-6)**3. What are the two people planning for the weekend?**

- a. Going to a new restaurant
- b. Watching a movie
- c. Going hiking
- d. Shopping at the mall

4. What does Mike want to do?

- a. Go hiking
- b. Watch a movie

c. Explore a new trail

d. Go shopping

5. When are they planning to meet?

a. In the morning

b. In the afternoon

c. In the evening

d. Late at night

6. Why does Sarah want to see Mike later in the day?

a. To go hiking together

b. To watch the movie together

c. To have lunch together

d. To go shopping together

7. What are the friends planning to do on Saturday?

a) Go to the beach

b) Watch a movie

c) Visit a museum

d. Go hiking

8. Why can't they go hiking on Sunday?

a. Bad weather

b. Prior commitment

c. No hiking trails

d. Rain

Audio 3**9. What does the woman want to order?**

- a. Pizza
- b. Grilled chicken with vegetables
- c. Fish and chips
- d. Hotdog

Audio 4**10. What is the student's favorite subject?**

- a. Mathematics
- b. Science
- c. History
- d. English

POST-TEST SHEET

Name:

School:

Audio 1 (Number 1-2)**1. What is the man's name?**

- a. Sarah
- b. Mike
- c. John
- d. Kate

2. What is the girl name?

- a. Sarah
- b. Mike
- c. John
- d. Kate

Audio 2 (Number 3-6)**3. What are the two people planning for the weekend?**

- a. Going to a new restaurant
- b. Watching a movie
- c. Going hiking
- d. Shopping at the mall

4. What does Mike want to do?

- a. Go hiking
- b. Watch a movie

c. Explore a new trail

d. Go shopping

5. When are they planning to meet?

a. In the morning

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d. Late at night

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Audio 3**9. What does the woman want to order?**

- a. Pizza
- b. Grilled chicken with vegetables
- c. Fish and chips
- d. Hotdog

Audio 4**10. What is the student's favorite subject?**

- a. Mathematics
- b. Science
- c. History
- d. English

RESULT OF PRE-TEST

No	Name	Understanding the feed material	Making a conclusion about the feed material	Assessing the feed material	Providing feedback on the feed material	Scores
1.	Ana Widya Astuti	5	6	6	6	23
2.	Aditia	5	6	5	5	21
3.	Akbar	5	6	4	5	20
4.	Andika Arif	5	5	5	6	23
5	Asrullah	6	4	7	5	22
6	Ardani Anggriani	5	6	6	7	25
7.	Athiya Sabila Afif	5	4	4	3	16
8.	Azman Syahril	5	4	4	5	18
9.	Eva Mesera	6	6	4	7	23
10.	Faikatunnisa	7	6	5	5	23
11.	Aulia Mukarramah	5	4	5	3	17
12.	Fatmainnah	4	4	5	3	16
13.	Hesti	6	4	6	5	21
14.	Fatmainna	7	4	5	5	21
15.	Maulidya Syadilah	7	5	5	6	23
16.	Muh Rijal	3	4	5	4	16
17.	Nurul Hidayah	3	5	3	3	14
18.	Muh Al Irsyam	5	5	4	3	17

19.	Nurul mawaddah	5	5	4	5	19
20.	Rizky	6	4	4	5	19
21.	Sukma ayu	6	5	5	5	21
22.	Tri Ulandari	6	6	5	5	22
23.	Wiwi Wulandari	7	5	5	4	21
24.	Zaskia Ramadhani	8	7	6	6	27
25.	Andi Akmal	8	7	7	6	28

RESULT OF POST-TEST

No	Name					Scores
1.	Ana Widya Astuti	6	8	8	7	29
2.	Aditia	6	8	7	7	28
3.	Akbar	6	7	6	6	25
4.	Andika Arif	6	8	7	7	28
5	Asrullah	7	5	8	6	26
6	Ardani Anggriani	5	7	8	8	28
7.	Athiya Sabila Afif	6	6	5	4	21
8.	Azman Syahril	6	5	5	6	22
9.	Eva Mesera	6	6	5	7	24
10.	Faikatunnisa	7	7	6	6	26
11.	Aulia Mukarramah	7	5	6	4	22
12.	Fatmainnah	6	6	8	7	27
13.	Hesti	7	5	7	6	23
14.	Fatmainna	7	5	6	7	25
15.	Maulidya Syadilah	8	6	5	5	24
16.	Muh Rijal	4	6	4	5	19
17.	Nurul Hidayah	6	6	5	4	21
18.	Muh Al Irsyam	6	7	6	5	24
19.	Nurul mawaddah	7	7	6	8	28

20.	Rizky	7	6	7	6	26
21.	Sukma ayu	8	7	7	6	28
22.	Tri Ulandari	8	5	7	6	26
23.	Wiji Wulandari	7	6	7	6	26
24.	Zaskia Ramadhani	9	7	7	7	30
25.	Andi Akmal	8	8	8	7	31

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Sinjai, 17 Januari 2025
Kepala Perpustakaan



Irwan Setiawan, S.I.P., M. I. Kom
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Perpustakaan UIAD

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**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 263.D1/III.3.AU/F/2024
Lamp : Satu Rangkap
Hal : **Permohonan Izin Penelitian**

Sinjai, 29 Syawal 1445 H
7 Mei 2024 M

Kepada Yang Terhormat

Kepala SMAN 10

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Yusrianti
NIM : 200110025
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Effectiveness Of Using Tiktok As A Medium In Teaching English Of Eleventh Grades Students Of UPT SMAN 10 Sinjai".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian **Di SMAN 10 Sinjai.**

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

Dekan,


Dr. Takdir, M.Pd.I
NBM: 1213495

Tembusan disampaikan Kepada Yth :

1. Rektor UIAD Sinjai
2. Kepala Dinas Pendidikan Kabupaten Sinjai



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 10 SINJAI

Alamat: Jl. A. Akbar No.82 Mangarabombang Kec. Sinjai Timur E-Mail: smn10sinjai@gmail.com Kode Pos 92671

SURAT KETERANGAN PENELITIAN
No. 421.3/073-UPT.SMA 10/ SJ/ DISDIK

Yang bertanda tangan di bawah ini:

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NIP : 19690430 199403 2 006
Pangkat / Gol : Pembina Tk.I / IVb
Jabatan : Kepala Sekolah

Menerangkan bahwa:

Nama : **YUSRIANTI**
NIM : 200101025
Program Studi : Tadris Bahasa Inggris
Pekerjaan : Mahasiswa (S1)

Telah mengadakan penelitian di SMAN 10 Sinjai dengan judul:

***"The Effectiveness Of Using Tiktok As Medium In Teaching English Of Eleventh Grades
Students Of UPT SMAN 10 Sinjai"***

Dilaksanakan pada tanggal 14 s/d 16 Mei 2024

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Sinjai, 20 Mei 2024
Kepala Sekolah,



Dra. ARNI IDAWATI, M.Pd
NIP. 19690430 199403 2 006



**SURAT KEPUTUSAN
NOMOR: 609.DI/III.3.AU/F/KEP/2023**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, ten.ang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Atmaranie Dewi Purnama. M.Pd	Sabaruddin, S.Pd., M.TESOL

untuk penulisan skripsi mahasiswa:

Nama : Yusrianti
NIM : 200110025
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Using Tiktok As A Medium in Teaching English at Eleventh Grade Students of UPT SMAN 10 Sinjai

- Kedua** : Hal-hal yang menyangkut pendapatan/nalkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai
Pada Tanggal : 20 Jumadil Awal 1445 H
04 Desember 2023 M



Dekan,

Dr. H. Akdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:
1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM

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