

**THE EFFECTIVENESS OF TIKTOK AS A MOBILE-ASSISTED LANGUAGE
LEARNING (MALL) COMBINED WITH TWO STAY-TWO STRAY (TSTS)
COOPERATIVE LEARNING METHOD ON THE SPEAKING SKILLS IN ENGLISH
AS A FOREIGN LANGUAGE**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
DECEMBER, 2023**

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THESIS

*Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the
Requirement for the Bachelor Degree of English Education Teaching (S.Pd.) in the English
Education Department*



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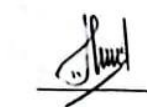
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Assalamualaikum Wr. Wb.

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I declare that the thesis undertaken to fulfill the requirements for a bachelor's degree is original research conducted for the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State University Malang. All theories and findings that do not belong to me are something that has been acknowledged by experts. As for the Theoretical Contribution and findings in this thesis, this is my original work and has never been published or submitted for any type of degree at other university.

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Yuliana Asa Kurnia

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All praise belongs to Allah SWT who has given the author the guidance and the commitment to complete this undergraduate thesis entitled “The Effectiveness of TikTok as a Mobile-Asisted Language Learning (MALL) Combined with Two Stay-Two Stray (TSTS) Cooperative Learning Method on the Speaking Skills in English as a Foreign Language (EFL) Students.”

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It is surely with every hardship, there is an ease (Quran 94:5).

ABSTRAK

Efektivitas TikTok sebagai Mobile-Assisted Language Learning (MALL) Dikombinasikan dengan Metode Cooperative Learning Two Stay-Two Stray (TSTS) terhadap Keterampilan Berbicara Siswa Bahasa Inggris sebagai Bahasa Asing (EFL)

Yuliana Asa Kurnia

Pembimbing: Wahyu Indah Mala Rohmana, M.Pd.

Berbicara adalah keterampilan penting yang dibutuhkan oleh siswa di Kelas Bahasa Inggris sebagai Bahasa Asing (*English as a Foreign Language* atau EFL) untuk menyampaikan ide dan perasaan. Kemampuan berbicara yang baik membantu siswa memandang diri mereka sebagai subjek (“subjektifikasi”), sehingga mampu membuat keputusan dan berkontribusi bagi masyarakat. Namun, siswa EFL umumnya memiliki motivasi yang rendah untuk berbicara Bahasa Inggris dan jarang terlibat dalam aktivitas kelas berbahasa Inggris secara aktif. Hal ini dapat menyebabkan siswa EFL tidak mampu berbahasa Inggris. TikTok telah banyak digunakan dalam pendekatan *Mobile-Assisted Language Learning* (MALL) di kelas EFL karena popularitas dan karakteristiknya sebagai sarana berbagi video berdurasi pendek yang dapat meningkatkan minat siswa. Tetapi, penerapan TikTok di kelas EFL sebagian besar terbatas pada kelompok berpasangan, sehingga tidak mencerminkan saling ketergantungan dalam berkelompok di kehidupan nyata. Berdasarkan hal ini, penelitian ini kemudian menggabungkan TikTok dengan pembelajaran kooperatif yang disebut *Two Stay Two Stray* (TSTS) (TikTok+TSTS) untuk mengetahui apakah kombinasi keduanya berpengaruh signifikan terhadap keterampilan berbicara bahasa Inggris siswa EFL. TSTS memfasilitasi penugasan kolaboratif terstruktur yang memungkinkan siswa EFL berkeliling di kelas untuk membangun dan berbagi pengetahuan bahasa bersama-sama.

Untuk menganalisis efektivitas pendekatan pedagogi tersebut, penelitian semi-eksperimental dengan teknik *purposive sampling* dan desain pra-ujian (*pre-test*) pasca-ujian (*post-test*) dilakukan pada kelas eksperimen yang menerima TikTok+TSTS dan kelompok kontrol. Keterampilan berbicara diukur dengan menggunakan penilaian kinerja berbicara yang diberikan saat pra-ujian dan pasca-ujian. Peningkatan keterampilan berbicara diukur dari perubahan nilai pasca-ujian dibandingkan dengan nilai pra-ujian. Efektivitas TikTok+TSTS dievaluasi berdasarkan apakah terdapat peningkatan signifikan skor perolehan keterampilan berbicara kelompok eksperimen dibandingkan dengan kelompok kontrol. Hasil penelitian menunjukkan bahwa (1) terdapat pengaruh signifikan TikTok+TSTS terhadap keterampilan berbicara siswa EFL, sehingga dapat disimpulkan bahwa TikTok+TSTS bermanfaat bagi siswa EFL; dan (2) tidak ada korelasi antara perolehan keterampilan berbicara dan nilai pra-ujian siswa EFL, sehingga menunjukkan bahwa TikTok+TSTS bermanfaat baik siswa dengan kemampuan berbicara rendah maupun siswa dengan kemampuan berbicara tinggi. Dengan demikian, penelitian ini menunjukkan bahwa menggabungkan pendekatan MALL dengan pembelajaran kooperatif berpotensi untuk diterapkan dalam pendidikan bahasa.

Kata-kata kunci: TikTok, Mobile-Assisted Language Learning (MALL), Two Stay Two Stray, MALL kolaboratif, pembelajaran kooperatif, keterampilan berbicara, Bahasa Inggris sebagai Bahasa Asing (EFL)

ABSTRACT

The Effectiveness of TikTok as a Mobile-Assisted Language Learning (MALL) Combined with Two Stay-Two Stray (TSTS) Cooperative Learning Method on the Speaking Skills in English as a Foreign Language (EFL) Students

Yuliana Asa Kurnia

Advisor: Wahyu Indah Mala Rohmana, M.Pd.

Speaking is substantial skills required by English as a Foreign Language (EFL) students to convey ideas and feelings, which allowing them to view themselves as subjects (“subjectification”) with the ability to make decisions and contributions for the society. However, EFL students are lowly motivated to speak English and rarely exposed to the active English-speaking classroom activities. These can lead to incompetence of English-speaking. Owing to its popularity and characteristics as a short video sharing which boost student’s interests, TikTok has been widely used as Mobile-Assisted Language Learning (MALL) in EFL classroom. But TikTok utilization in EFL classroom is mostly limited to student pairs, therefore restricting interdependence and complete simulation of real-life situations. This study thus proposed combining TikTok with cooperative learning called Two Stay Two Stray (TSTS) (TikTok+TSTS) to investigate whether it showed a significant effect on English speaking skills of EFL students. TSTS provides a structured collaborative work that enables EFL students to roam around the classroom for constructing and sharing language knowledge together.

To investigate the effectivity of the proposed pedagogical approach, a quasi-experimental research with purposive sampling and pre-test-post-test design was subjected to an experimental class who received TikTok+TSTS and a control group who did not. Speaking skills were measured using speaking performance assessment given on pre-test and post-test. Gain of speaking skills was measured from the change of post-test relative to pre-test scores. The effectivity of TikTok+TSTS was evaluated based on whether there was a significant increase of the gain scores of speaking skills of experimental group compared with control group. Results indicated that (1) there is significant effect of TikTok+TSTS on the speaking skills of EFL students, reflecting that EFL students benefit from it; and (2) no correlation observed between gain of speaking skills and EFL students’ pre-test scores, indicating that students with low and high ability of speaking skills equally benefits from TikTok+TSTS. Collectively, this study highlights the promising value of incorporating MALL with cooperative learning in language education.

Key words: TikTok, Mobile-Assisted Language Learning (MALL), Two Stay Two Stray, collaborative MALL, cooperative learning, speaking skills, English as a Foreign Language (EFL)

ملخص البحث

فعالية تيك توك كوسيلة تعليمية باستخدام الأجهزة المحمولة مدموج مع طريقة اثنان مستوطن اثنان متجول من طريقة مجموعة في تعليم مهارة الكلام لدى طلاب اللغة الإنجليزية كلغة أجنبية

يولينا أس كرنية

المشرفة: وحيو إنداه مالا رحمنة، الماجستير

يعد الكلام هو مهارة مهمة الذي يحتاج طلاب اللغة الإنجليزية كلغة أجنبية لنقل الأفكار والمشاعر، مما يسمح لهم بالنظر إلى القدرة على اتخاذ القرارات والمساهمة في المجتمع. بل، طلاب اللغة الإنجليزية كلغة أجنبية لديهم دافع منخفض للتكلم باللغة الإنجليزية ونادرا ما يشاركون في أنشطة الفصول باللغة الإنجليزية. وهذا يمكن أن يسبب عدم القدرة على التكلم باللغة الإنجليزية. نظراً لشعبيته وخصائصه كوسيلة لمشاركة مقاطع الفيديو القصيرة التي تزيد من اهتمام الطلاب، فقد تم استخدام تيك توك على نطاق واسع كتعلم اللغة باستخدام الأجهزة المحمولة في فصل لدى طلاب اللغة الإنجليزية كلغة أجنبية. بل، فإن استخدام تيك توك في فصل اللغة الإنجليزية كلغة أجنبية يقتصر إلى حد كبير على أزواج من الطلاب، مما يحد من الترابط والمحاكاة الكاملة لمواقف الحياة الواقعية. يقترح هذا البحث الجمع بين تيك توك وتعليم بطريقة مجموعة يسمى طريقة اثنان مستوطن اثنان متجول (تيك توك + طريقة اثنان مستوطن اثنان متجول) للتحقق مما إذا كان يظهر تأثيراً كبيراً على مهارة الكلام باللغة الإنجليزية لدى طلاب اللغة الإنجليزية كلغة أجنبية. يعيل طريقة اثنان مستوطن اثنان متجول عملاً مجموعاً منظماً يسمح لطلاب اللغة الإنجليزية كلغة أجنبية بالمتجول في الفصل لبناء المعرفة اللغوية ومشاركتها معاً.

للتحقق من فعالية النهج التربوية المقترحة، تم إجراء بحث شبه تجريبية مع أهداف أخذ العينات وتصميم اختبار قبلي وبعدي لمجموعة تجريبية تلقى تيك توك + طريقة اثنان مستوطن اثنان متجول ومجموعة ضابطة لم تلق ذلك. يتم قياس مهارة الكلام باستخدام تقييمات أداء التكلم المقدمة في اختبار قبلي وبعدي. يتم أن تحسین في مهارة الكلام من خلال التغير في درجة اختبار بعدي مقارنة بدرجة اختبار قبلي. تم تقييم فعالية تيك توك + طريقة اثنان مستوطن اثنان متجول بناءً على ما إذا كانت هناك زيادة كبيرة في درجات اكتساب مهارة الكلام للمجموعة التجريبية مقارنة بالمجموعة الضابطة. أظهرت نتائج البحث أن (1) هناك تأثير كبير لتيك توك + طريقة اثنان مستوطن اثنان متجول على مهارة الكلام لدى طلاب اللغة الإنجليزية كلغة أجنبية، مما يعكس استفادة طلاب اللغة الإنجليزية كلغة أجنبية منه؛ و(2) لم يلاحظ أي ارتباط بين مكاسب مهارة الكلام لدى طلاب اللغة الإنجليزية كلغة أجنبية ودرجات الاختبار القبلي، مما يشير إلى أن الطلاب ذوي قدرة التكلم المنخفضة والعالية استفادة بالتساوي من تيك توك + طريقة اثنان مستوطن اثنان متجول. بشكل جماعي، تسلط هذا البحث الضوء على القيمة الواعدة للجمع بين وسيلة تعليمية باستخدام الأجهزة المحمولة وطريقة تعليمية مجموعة في تعليم اللغة.

الكلمات الأساسية: تيك توك، وسيلة تعليمية باستخدام الأجهزة المحمولة (MALL)، طريقة اثنان مستوطن اثنان متجول (TSTS)، مدموج مع وسيلة تعليمية باستخدام الأجهزة المحمولة (MALL)، طريقة مجموعة، مهارة الكلام، اللغة الإنجليزية كلغة أجنبية.

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CHAPTER I

INTRODUCTION

1.1 Background of the research

In language learning, speaking is one of the fundamental skills that needs to be mastered by students as it conveys thoughts, ideas, and feelings to be understood by others (Yusuf & Zuraini, 2016). Building speaking skills in English language learning is considered difficult because the students not only need to have knowledge of language features, namely grammar, vocabulary, and pronunciation, but also require the ability to process the information immediately to be able to communicate effectively (Bouzar, 2019). Poor speaking skills can lead to misunderstandings and faulty in conversation, therefore it is important for the teacher to help the students to improve their speaking competence.

There are specific challenges in developing speaking skills in the classroom in which English exists as a Foreign Language (EFL). Most teachers noticed that nearly 50% of EFL students felt shy and afraid of making mistakes in speaking in front of other students and did not really know what to say due to the insufficient vocabulary (Al-Hassaani & Qaid, 2021; Ratnasari, 2020; Yusuf & Zuraini, 2016). Furthermore, EFL students can be rarely exposed to the classroom activities that requires active participation of speaking in English because the teacher explains the content in the local/native language (Chand, 2021), causing a low interest of speaking practice in a regular basis. To overcome these barriers, teachers can develop students' speaking skills by establishing a social purpose and context of a given appropriate communicative events (Aleksandrak, 2011), followed by presenting and analyzed a typical example, and ultimately ask the students to create their own samples. This way, EFL students can learn to understand or

interpret information being passed and produce responses that correspond to the specific social context of communicative situation (Aleksandrak, 2011).

One of the materials in *Kurikulum Merdeka*, the current curriculum implemented in Indonesia, that demands speaking skills for purposeful social context of communicative situation is ‘Giving and Asking Opinions’. This material requires two students or more to express his/her thoughts to others as well as to ask others about their thoughts. It is important for teachers to foster students to express their opinions because education itself functions not only to transmit knowledge and skills but also to encourage subjectification (Biesta, 2020). Subjectification is a view on the students’ existence as a subject of his or her own life, and thus refers that every human being has the freedom to say ‘yes’ or ‘no’ or ‘to do this’ or ‘that’. By promoting subjectification in EFL classroom via expressing opinions, students can learn to ask themselves whether what they say or do contributes to living well with and for themselves and living well together with others (van Balen et al., 2022). Introducing students on how to ask and give opinions becomes essential part of education as subjectification because it also gives students opportunities to see that freedom comes with its limits – as those limitations may be provided by law or for respect of others (Biesta, 2020). The exercise of practicing ‘qualified’ freedom is therefore helping students that they *can* exist as a self.

Several studies had been conducted to improve EFL students’ ability in giving and asking opinion. These studies mostly focused by utilizing pre-existing computer-based game (Prastuti, 2013), traditional game (Elzahra, 2022), guided conversation (Rahmah & Adnan, 2017; Randong et al., 2013), conversation video (Ningsih et al., 2018), and role-play (Marsianus et al., 2014). Game-based strategy can positively engage the students in the English learning activities, but their speaking skills in giving and asking opinion is still low (Elzahra, 2022; Prastuti, 2013) and

easily makes the students become bored to play after consecutive usage (Prastuti, 2013). Guided conversation, role-play, and conversation video are effective in improving appropriate responses in giving and asking opinion, yet these methods are limited to scripted classroom-based conversation and less suitable for real-life communication (Marsianus et al., 2014; Ningsih et al., 2018; Randong et al., 2013). These prior studies emphasize the urgency to investigate utilization of more dynamic strategy that promote enjoyable yet still contextual learning as issued by *Kurikulum Merdeka* in order to broaden student's participation in asking and giving opinion.

The integration of mobile devices such as smartphones and tablets to aid language learning, hereinafter refer to mobile-assisted language learning" or MALL, has emerged as one of innovative approach in *Kurikulum Merdeka* to provide students with enjoyable but meaningful learning environment in English classroom (Febriyanti et al., 2021; Solihin, 2021; Zainuddin & Zumrudiana, 2022). TikTok, as the leading music video and social media platform, has been widely examined as effective MALL in English classroom as it facilitates the students to generate and share short video content based on their personal experience, thus allowing them to be exposed to the real-life social context (Mei & Aziz, 2022; Tan et al., 2022). TikTok is considered to be more superior as MALL in EFL classroom than other platform which requires longer video length because students with basic to intermediate language level are less interested in too complex and prolonged language knowledge (Duan, 2023; Muslem et al., 2022). Most students who watch and use TikTok as educational purpose are generally encouraged to learn the materials and show improved speaking skills (Febliyansyah, 2022; Herwanto, 2022; Tan et al., 2022). Expressing opinions' ability during peer-to-peer conversations is also greatly enhanced after students engaging in English learning activities using TikTok (Zhen et al., 2021). Students further perceive that TikTok makes information spoken in English become easier to comprehend (Mei

& Aziz, 2022). Moreover, TikTok makes the students feel less judged when making mistakes (Rajan & Ismail, 2022), resulting in better speaking skills. These large body of researches collectively proves that TikTok can benefit students in English learning.

Successful utilization of TikTok utilization as MALL in improving speaking skills is generally boosted by the interaction of the students with their classmates (Rajan & Ismail, 2022). Prior studies generally promoted this interaction by assigning the students into pairs (Febliyansyah, 2022; Zhen et al., 2021). This raises two major drawbacks: first, EFL students' opportunity to practice speaking skills is limited to two-persons group, thus the learning activities does not fully reproduce real-life situations that involves larger number of people; and second, EFL students are at varied proficiency levels, hence two-person groups poorly mix high- and low-achieving students and restricts the growth of interdependence (Raba, 2017). Sitting in pairs while using mobile devices as MALL at prolonged time also poses the students to the greater risk of distraction, addiction, and low motivation to focus in learning. These issues motivated the current study to explore the potential of applying TikTok together with Two Stay Two Stray (TSTS) cooperative learning method in improving EFL students' speaking skills.

TSTS allows four students to work in groups for problem-solving then two members 'stay' in the group to become 'the host' to share information with 'the guests' originating from other groups, whereas the other two members 'stray' as 'the delegates' who explain information in other groups (Kagan & Kagan, 2009; D. F. Sari et al., 2019). Although TikTok has never been used with TSTS, previous studies have confirmed that MALL in cooperative learning can help EFL students to gain better learning outcomes (Al-Ahdal & Alharbi, 2021a; Y.-T. Sung et al., 2017). TSTS alone can improve EFL students' speaking, reading, and writing skills (Dimiyati, 2011; Fatmawati, 2019; D. F. Sari et al., 2019). TSTS also increases EFL students' motivation

and promotes a positive relationship among students as the students feel known, accepted, and included by their peers (D. F. Sari et al., 2019). Physical movement as the integral part of TSTS further makes the students become more alert and receptive to learning (Kagan & Kagan, 2009). Taken together, implementing TikTok as MALL in TSTS cooperative learning is very promising to advance EFL students' speaking skills.

1.2 Research question

Based on the background above, the research question investigated in this study was: “Is there any significant effect of TikTok combined with TSTS on English speaking skills of EFL students?”

1.3 Objective of the research

Based on the research question, the objective of this study was to determine whether TikTok combined with TSTS showed significant effect on English speaking skills of EFL students

1.4 Hypothesis

Based on the research question and the objective of the study, the hypotheses of this study were:

H_0 (the null hypothesis): There is no significant effect of TikTok combined with TSTS on English speaking skills of EFL students. We assumed that H_0 was true until this study showed sufficient evidence against it.

H_1 (the research hypothesis or the alternative hypothesis to H_0): There is significant effect of TikTok combined with TSTS on English speaking skills of EFL students.

1.5 Definition of terms

Specific terms pertaining to this study are described as follows:

a. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) refers to an approach subset of both mobile learning (m-learning) and computer-assisted language learning (CALL) that exploits mobile devices (such as mobile or smart phones and hand-held computers) which are potentially available for use anytime and anywhere to provide language learners with continuous or spontaneous assistance and feedback (Hashim et al., 2017; Kukulska-Hulme & Shield, 2008).

b. TikTok

TikTok refers to social media application developed by TikTok Company (TikTok.com) which allow users to share content in the form of short videos with the entire other users (TikTok Company, 2023).

c. Two Stay Two Stray (TSTS) cooperative learning method

Two Stay Two Stray (TSTS) is one of the cooperative learning methods that provides opportunity for a collaborative group to share information to other collaborative groups ('staying') by visiting each other ('straying') during classroom activities (Kagan & Kagan, 2009; D. F. Sari et al., 2019). For each collaborative group, two members act to stay in their seating arrangement as the host while the other two members act to stray to the other groups at the other seating clusters as the delegates.

d. English as a Foreign Language (EFL) students' speaking skills

English as a Foreign Language (EFL) students' speaking skills refers to speech production which takes place in a real time in order to convey information, to express thoughts and

feelings, and to respond the other speakers where English is taught to learners whose native language is not English and where English is not an official language (Bouzar, 2019; Thornbury, 2007). Assessment of students' speaking skills consists of four main categories adopted from speaking assessment rubric proposed by O'Malley and Pierce (1990) (in (A. S. P. Sari & Sembiring, 2019)): (1) pronunciation and intonation; (2) fluency; (3) accuracy; and (4) vocabulary. To figure out whether there is a change in English speaking skills, a pre-test given before the intervention acts an indicator of EFL students' initial speaking skills, while a post-test given at the end of intervention functions as the indicator of their final speaking skills.

1.6 Scope of the research

Based on the background of research, the scope of the research are as follows:

- a. This study assessed EFL students' speaking skills based on four categories as previously described: ((1) pronunciation and intonation; (2) fluency; (3) accuracy; and (4) vocabulary. Each category consists of four-level scale adopted from O'Malley and Pierce (1990) (in (A. S. P. Sari & Sembiring, 2019)) where 4 (four) characterizes students with excellent speaking skills, while 1 (one) characterizes students with poor speaking skills.
- b. The sample of this study was limited to two EFL classrooms. One classroom that served as experimental group received TikTok as MALL and TSTS as cooperative learning method, whereas the other classroom that only followed conventional instruction served as the control group.
- c. The study only employed one type of cooperative learning method, namely TSTS.

- d. The materials employed by the author (ie. giving opinion, asking opinion, agreeing, and disagreeing) was given in a mixture of formal and informal English because TikTok videos posted by the native speakers are mostly expressive, thus exposing EFL students with a full range of variations of formality and informality in English speaking. Mastering stylistic variation of formality and less degree of formality (or informality) is important for a balanced communicative competence of EFL students (Lasan, 2021).

1.7 Significance of the research

This study provides information for teachers about the efficacy of combining TikTok with TSTS to foster EFL students' speaking skills, especially in expressing opinions, thus extending its future application to other materials or topics stated in *Kurikulum Merdeka*. For future researchers, this study serves as an additional resource to the body of knowledge in investigation involving the benefits of collaborative MALL in EFL classroom.

CHAPTER II

LITERATURE REVIEW

2.1 Mobile-assisted language learning (MALL)

Over the past ten years, the field of mobile-assisted language learning (MALL) has grown with an increasing number of studies examining various mobile devices used in settings both inside and outside of formal language learning. As mobile technology has become more common, MALL has become most relevant resource for language learners. These tools give students the freedom to learn whenever and wherever they want, increasing accessibility and convenience for language learning. Language learners can engage in interactive activities, access multimedia resources, and even take part in virtual language exchanges with native speakers all from the convenience of their hands thanks to a variety of language learning applications.

2.1.1 Definition and theoretical framework of MALL

The term "mobile-assisted language learning" (MALL) describes how mobile devices like smartphones and tablets are incorporated into language learning experiences and activities (Kukulska-Hulme & Shield, 2008). In order to enhance language learning and practice, it makes use of the portability and flexibility of mobile devices. MALL provides a more individualized and collaborative learning environment by allowing students to access language learning resources whenever and wherever they choose.

Through their mobile devices, learners in MALL can access a variety of language learning programs, interactive language courses, online dictionaries, and language exchange sites. These resources provide a variety of learning possibilities, such as listening comprehension exercises, grammar drills, vocabulary drills, and live language practice

with native speakers. The ease of studying while on the go allows students to turn their free time, like as standing in line or traveling, into productive language.

MALL stems from constructivism theory of learning which views that students construct new ideas based on their pre-existing knowledge (Joseph & Uther, 2009). This means that knowledge construction is built as a social process by which the student needs to interact, collaborate, and co-develop the knowledge with others. Other study also argued that MALL is based on the Framework for the Rational Analysis of Mobile Education (FRAME) (Andujar, 2016). FRAME describes MALL as a process resulting from mobile technologies' convergence with human capacities of learning and social interaction. FRAME emphasizes the role of technology and gives an important emphasis to constructivism. In this model of learning, students can use different physical and virtual situations, interacting with other people, information or systems at any time and place. Learning experiences take place in an information context where interaction is mediated through technology.

2.1.2 Characteristics of MALL

MALL has five unique characteristics reflected from the use of mobile devices (Hashim et al., 2017): (1) portability, which allows students to access language learning resources whenever and wherever they choose; (2) social interactivity, which facilitates and promotes the communication among students; (3) context sensitivity, that provides real data of students' location, environment, and time; (4) connectivity, which allows each learner to be immediately connected to each other in a continuous manner; (5) individuality, which enables students to learn on their own. Due to these characteristics, MALL has becoming more common for use in the EFL classrooms. By employing MALL in the EFL

classroom, language learners can download language learning apps, access online resources, and take part in language exercises. This allows them to continue their language studies during daily commutes or while waiting for appointments. This ability to adapt encourages daily and continuous language practice, which improves learners' language competency.

2.1.3 Benefits of MALL

The flexibility of MALL to accommodate different learning methods and preferences is one of its main benefits. MALL frequently provides learning experiences that let users select their own speed and concentrate on particular skills or themes (Hashim et al., 2017). MALL also encourages individualized and flexible learning opportunities. Most language-learning applications have complex algorithms that follow students' progress and adjust the content accordingly. MALL provides customized activities, vocabulary lists, and grammar explanations by identifying a learner's areas of strength and weakness (Lei et al., 2022). As students concentrate on topics that need work, such adaptive learning not only maximizes learners' engagement but also supports effective and efficient language learning. Both teachers and students can also benefit from global connectivity by receiving information or feedback from people from different areas or countries (Solihin, 2021).

MALL also improves learner engagement and motivation (Dong et al., 2022). Traditional language learning techniques can occasionally be considered as boring and repetitive, which affects motivation and interest (Teravainen-Goff, 2022). Mobile devices, on the other hand, provide a wide choice of multimedia materials that can enhance the fun and interaction of language learning. By engaging in MALL, learners can participate

language learning games, listen to audios, and view subtitled pictures or videos (Peng et al., 2021).

2.2 TikTok

2.2.1 TikTok as video sharing platform

TikTok is a video creation-based social networking platform founded in September 2016 by Chinese company ByteDance (Anderson, 2020). In August 2018, TikTok was merged with popular musical-based application Musical.ly. Indonesia has 113 million active TikTok users aged 18 and above in 2023, marking its place as the country with the second largest TikTok users worldwide (Kemp, 2023). This indicates that teenager and young adults in Indonesia is adept in using TikTok to express themselves. Thus, TikTok has a great potential to serve as platform for language learning.

TikTok is available for download in the Apple, Android, and Amazon app stores for free (Anderson, 2020). As a video sharing platform, TikTok allows their users to instantly view and search videos on the app or any web browsers, but an account needs to be created if the users wish to upload videos and engage with other features in TikTok. After creating an account, users are asked to choose their interest to enable TikTok to determine which videos the users view. On the video screen (**Figure 1**), there is a heart icon that can be clicked to like the video as well as a chat bubble icon that shows the number of comments and bring up a page of those comments. TikTok also allows the users to mark the video as a favorite by clicking a ribbon icon so that the users can easily watch the video again later. An arrow icon can be used to share the video to other social media platforms.

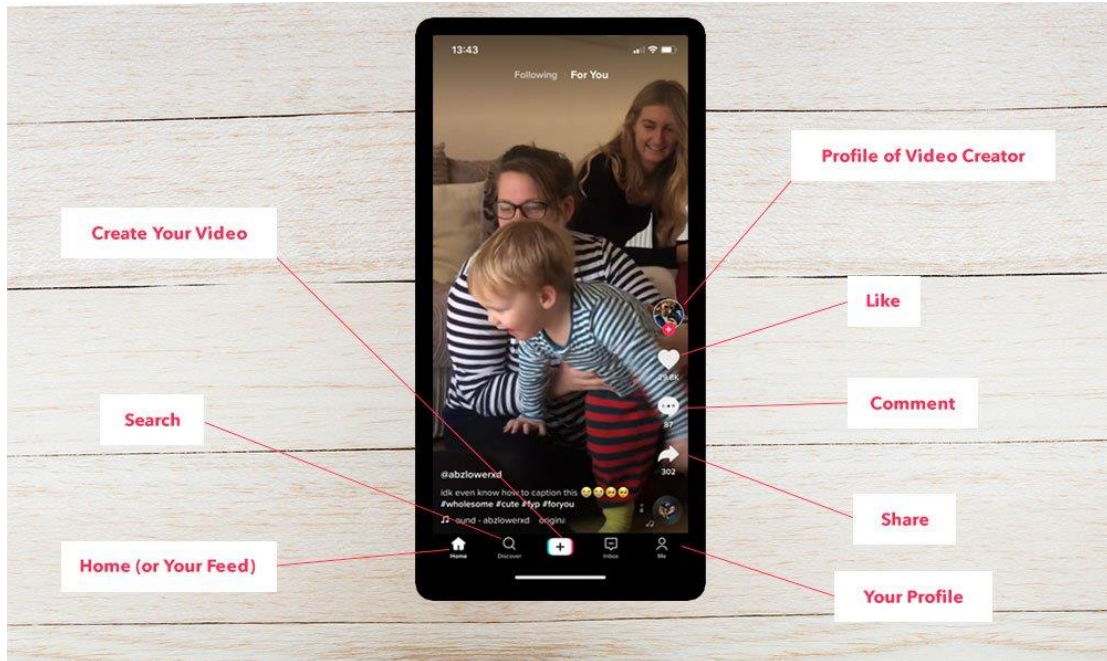


Figure 1 TikTok feature icons

On the right side of the video screen, TikTok has (1) a heart icon to enable the users to like the video; (2) a chat bubble to write the comments; (3) a ribbon icon to add the video as favorite list; (4) an arrow icon to share the video. At the bottom of the video screen, TikTok enables the users (1) to create video by tapping the white 'plus' sign and (2) to browse specific content by tapping the magnifying glass icon. Image was taken from (Cattermole, 2020).

Apart from showing recommended videos to view, TikTok also enable the users to create their own short length videos (3-60 seconds) using a phone camera to film desired footage as well as to add a range of audio or visual effects such as songs, filters, and stickers (**Figure 2**) (Hayes et al., 2020). Creating a video can be done by clicking the white 'plus' sign which directly gives access the phone camera. Once the video is created or pre-recorded, it can be uploaded onto the user's TikTok account. Users can add a feature called 'hashtags' which functions as a keyword, making the uploaded video is easily searched by other users after tapping a magnifying glass icon (**Figure 1**). To actively engage with other users, TikTok provides a feature called 'duet' that allows users to add themselves into a

video and another feature named ‘react’ that enables users to film themselves to respond to a video. During an active video recording feature called ‘live streaming’, TikTok makes users can film themselves in real-time system and have comments sent to them from other users.

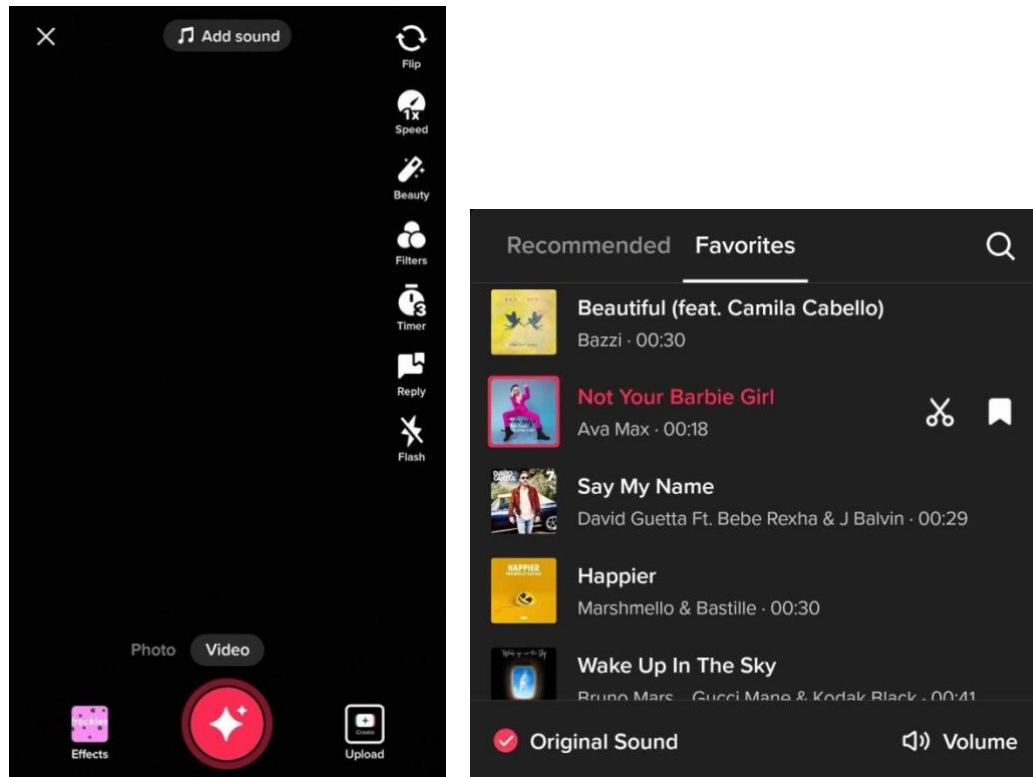


Figure 2 Creating video with TikTok

After the users tap the white plus ‘Create’ icon, the phone camera will be connected to TikTok. Users can choose whether to choose front- or back-facing camera by clicking ‘Flip’ button. Users can also select any desired filters or special effects by tapping on ‘Filters’ and ‘Effects’ icons, respectively. The video will be recorded when the users tap the red button. At the top of the screen, the users can tap ‘Add sound’ icon to add desired song or audio sound. The sound can be trimmed to align with the created video by a scissor icon. Image was taken from (Anonymous, 2023b).

2.2.2 Use of TikTok as MALL in EFL classroom

In 2022, according to (Tan et al., 2022), there were 60 studies reporting the use of TikTok as MALL to learn a second or foreign language. Most of the studies indicated that students show positive feedback when using TikTok as their language learning media.

TikTok can effectively capture students' attention and interest in learning English (Ubaedillah et al., 2021). Students further perceived that learning English by using TikTok makes them feel more motivated and connected to real-life situations (H. Yang, 2020). TikTok also increases students' confidence levels and reduce their self-consciousness (Dewi & Arifani, 2021). TikTok is considered as a better-fit MALL in EFL classroom because short videos (shorter than 5 minutes) can significantly enhance students' engagement and learning satisfaction at greater degree than medium (10-20 minutes) and longer (more than 30 minutes) videos (Yu & Gao, 2022).

In the context of the learning outcomes, TikTok has been widely used to assist the teacher to improve EFL students' abilities in conversing and public discourse. Because many students have social media account, teacher can emphasize a parallel use of the same platform for communication and educational purpose (Edwards, 2021). By using TikTok, students not only learn diverse vocabulary and its pronunciation, but also observe how to carry it in a daily conversation (Tan et al., 2022). Students can also utilize TikTok to create videos with less effort and allotted time outside the classroom, then post it to be shared with their classmates and teachers (Hayes et al., 2020; Tan et al., 2022). Their enthusiasm in language learning can be boosted by TikTok likes and shares featurette (Hayes et al., 2020). Another TikTok feature such as duet challenge has been further demonstrated to promote cooperation and teamwork among students (Zhen et al., 2021). TikTok also enables EFL students to directly practice conversation with native speakers (Xiuwen & Razali, 2021). This underlines the significance of TikTok as MALL which improves the quality of teaching and learning process.

2.3 Two Stay Two Stray (TSTS) cooperative learning method

2.3.1 Definition, theoretical supports, and principles of cooperative learning

Cooperative learning is an instructional model in which students work together in small groups to achieve shared learning tasks or goals (Arends, 2011). In cooperative learning, students are asked to collaborate, communicate, and support each other's learning. Cooperative learning is developed based on two theories: Structure-Process-Outcome theory and Social Interdependence theory (Johnson & Johnson, 2019). Structure-process-outcome theory argued that the way a learning goal is structured determines how the student interacts with each other to complete the task, which determines the learning outcomes. Social interdependence theory proposed that the students have dynamic impact on each other, therefore, the change that occurs in one member of the group can modify other group members due to their created common goals.

The key principles of cooperative learning include (Gillies, 2016):

- (1) Positive interdependence: Students understand that they need each other to succeed.

The success of the group is dependent on the success of each individual member, fostering a sense of collective responsibility.

- (2) Individual accountability: Each student is responsible for contributing to the group's work. Individual roles and tasks are assigned to ensure that everyone participates actively and learns the material.

- (3) Face-to-face interaction: Students interact and communicate with each other, discussing ideas, explaining concepts, and resolving problems. This social interaction promotes deeper understanding and the exchange of diverse perspectives.

- (4) Cooperative skills: Students learn how to work effectively in a group setting. They develop skills such as active listening, collaboration, leadership, and conflict resolution, which are valuable for both academic and real-life situations.
- (5) Group processing: Group processing involves students' group reflects on their collaborative efforts to discuss what worked well and how they can improve in the future. Reflecting on the progress helps students develop better self-awareness and interactions.

2.3.2 Syntax of cooperative learning

Cooperative learning has six major phases or steps which are associated with specific teacher behaviors (Arends, 2011). Each phase is described as follows (**Table 1**):

Table 1 Syntax of the cooperative learning

Phase	Teacher Behavior
Phase 1: Clarify goals and establish set.	Teacher goes over goals for the lesson and establishes learning set.
Phase 2: Present information.	Teacher presents information to students either verbally or print or online text.
Phase 3: Organize students into learning teams.	Teacher explains to students how to form learning teams and helps groups make efficient transition.
Phase 4: Assist teamwork and study.	Teacher assists learning teams as they do their work.

Phase	Teacher Behavior
Phase 5: Test on the materials.	Teacher assesses students' knowledge of learning materials or groups present results of their work.
Phase 6: Provide recognition.	Teacher finds ways to recognize both individual and group effort and achievement.

2.3.3 Two Stay Two Stray (TSTS) and its implementation

Two Stay Two Stray (TSTS) is one of the methods in cooperative learning developed by Spencer Kagan to allow the students to see the work of other students (Kagan & Kagan, 2009). TSTS are created based on the real life outside of school in which the students are rarely work alone and they are likely to be interconnected on one another. In TSTS cooperative learning, students are encouraged to understand that there is much more they can gain than just sitting in groups, leading to awareness that there are both individual and group accountabilities (D. F. Sari et al., 2019).

As one of methods in cooperative learning, the procedure to implement TSTS is therefore identical to the syntax of cooperative learning but characterized by its unique ways in organizing groups (Phase 3) and assisting the groups during learning activities (Phase 4) (Kagan & Kagan, 2009). Practically, at Phase 2, the teacher organizes the classroom into some groups which consist of four members for each group. After the teacher assigns the students with a specific learning goal, the group members will work or discuss with each other to accomplish the task or to solve the problem. After group work,

at Phase 3, the teacher assists the learning processes by asking two students to stay and two students to stray (D. F. Sari et al., 2019). At this step, two members of each group visit another group to find information. Afterwards, group members who stray re-join their own group to share what they have learned from the visited group. The exemplary seating arrangement and students' dynamic movement during TSTS can be observed at **Figure 3** (Kismasari, 2018). The strayed and the visited group can discuss and compare answers to the problems/tasks. During Phase 3, the teacher can move around from one group to another to make sure that everyone a chance to speak or share ideas within their groups. The number of cycles in which the group sends the representative to another group depends on the level of complexity of the problem assigned by the teacher (D. F. Sari et al., 2019).

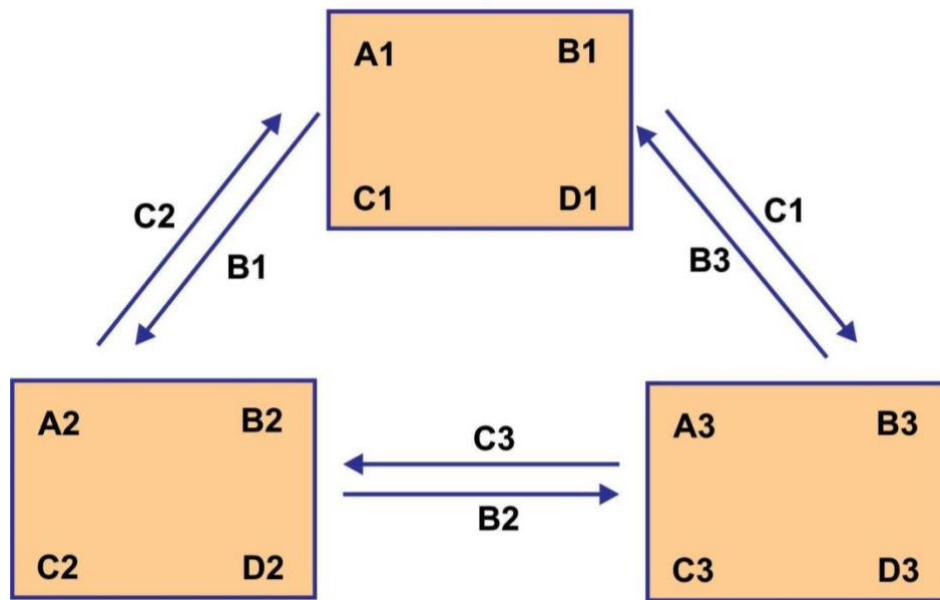


Figure 3 Implementation of TSTS

Each group consists of four members in which two members acts as the 'staying' host whereas the other two members as the representatives sent to 'stray' to the other groups. In the first group (top), A1 and D1 stay at the original seating as the host, while B1 and C1 stray to the second group (bottom left) and the third group (bottom right), respectively. A1 and D1 are responsible to share information to the guests coming from the other groups (C2 and B3). B1 and C1 are assigned to collect information from the other groups. By identical interaction pattern, A2 and D2 serves as the host of the second group, whereas B2 and C2 are sent as the delegates to the first and the third group. The third group has A3 and D3 act as the host, sending B3 and C3 to the first and the second group (modified from (Kismasari, 2018)).

2.4 Speaking skills for expressing opinions

2.4.1 EFL students' speaking skills

Speaking skills refers to speech production which takes place in a real time in order to convey information, to express thoughts and feelings, and to respond the other speakers (Bouzar, 2019; Thornbury, 2007). Speaking consists of at least three stages (Ramoo, 2021; Thornbury, 2007): (1) conceptualization; (2) formulation; and (3) articulation. In conceptualization, the speaker needs to determine what to say. To conceptualize the speech, speaker develops an intention and select relevant information from his/her memory or environment. In formulation, the concepts are structured with relevant words associated with them. Formulation creates a beginning, middle, and end of the concepts. This structure is eventually articulated or spoken in the form of sounds and produced in a continuous manner. In terms of the stages involved, speaking of another language (L2) is essentially the same as speaking of a first language or mother tongue (L1). However, it is important to note that L2 speakers have less or unavailable knowledge of the language itself than L1 speakers, including its vocabulary and grammar. Problem of speaking skills in EFL students can be classified into four subcategories as follows (**Table 2**) (Chand, 2021):

Table 2 Problem of speaking skills in EFL students

Category of problem	Specific problems
Personal problem	Nervousness Lack of confidence Hesitation Anxiety

Category of problem	Specific problems
Social problem	Fear of criticism/insult from the peer Fear of committing mistake Fear of correct pronunciation
Linguistic problem	Problem in choosing an appropriate word Problem in fluency Mother tongue comes first in mind Problems in using appropriate grammatical patterns
Environmental problem	Teaching method Classroom interaction Institutional system

Therefore, EFL students need to be exposed to various opportunities to practice English speaking skills in the classroom and beyond the classroom (Chand, 2021).

2.4.2 Phrases for expressing opinions

Speaking skills can be effectively improved by increasing oral practice in the form of student interactions (Aleksandrak, 2011). One of the speaking activities which heavily utilizes student interactions is conversation. During a conversation, students may require to express their opinion. Being able to express opinions is an essential speaking skill because students directly practice subjectification by which providing the freedom as an individual within a community (Biesta, 2020).

Giving and asking (or expressing) opinions is a way of conveying one's personal view on a certain situation, topic or person (van Balen et al., 2022). It is important to note that

an opinion is different from a fact. Opinion cannot be checked on correctness and the persons may not be entitled to have the knowledge associated with the situation. There are several phrases that can be taught to EFL students on how to ask for or to give opinions (Anonymous, 2023a) (**Table 3**).

Table 3 Phrases for asking and giving opinions

Asking for opinions	Giving opinions
<i>Opening questions (to start talking about a subject):</i> What do you think...? In your opinion, what/how/why...? What are your thoughts about...? <i>Questions after giving your opinion (to continue talking about a subject):</i> ...What do you think? ...What do others think? ...Do you agree?	I think (that)... In my opinion, ... It seems to me that... <i>Less certain:</i> I could be wrong, but I think... I'm not sure, but I think... <i>More certain:</i> I'm (absolutely) convinced that... I'm certain that...

There are also certain phrases that commonly used to express an agreement or disagreement of someone's opinion (**Table 4**), for instances (Anonymous, 2023a):

Table 4 Phrases for agreeing and disagreeing of someone's opinion

Agreeing	Disagreeing
Yes, I agree (with that). Yes, I agree that... Yes, that's a good point. <i>Less certain:</i> Yes, you might be right there. Yes, that might be right. I think I (probably) agree. <i>More certain:</i> Yes, absolutely. That's absolutely right. I couldn't agree more.	Yes, but... <i>Less certain:</i> I'm not so sure about that. You might be right, but... I don't think I agree. <i>More certain (often less polite):</i> No, I (definitely) don't agree with that. I can't agree with you there. <i>More polite:</i> I see what you mean, but... I understand/take your point, but... Yes, it's true that... But...

CHAPTER III

METHODS

3.1 Research design

This study was a quasi-experimental research in which the learning method and approach served as independent variable and the participants of the study were not randomly assigned to conditions. Quasi-experimental research refers to research design that employs independent variable but the subjects who are exposed to the experimental conditions (ie. treatment and non-treatment or control) are not on a random basis or not purely based on chance (Gopalan et al., 2020). This research design was chosen because it was not feasible and ethical for the author to randomly assign individual student who could or could not participate in the learning method/approach being evaluated. In practice, the author took two different classes with similar student ability from the same school as intact units (involved the use of existing classrooms) and purposively assigned these two intact units as a treatment and control group pair. Quasi-experimental research design with purposive pairing selection method is more effective to control confounding variables in education research (such as school factor, classroom factor, learning ability, and student effort) compared to random pairing (Davies et al., 2008), allowing an unbiased causal claim that the treatment is the most the substantial driver of the measured outcomes.

The type of quasi-experimental research used was pre-test-post-test design in which the speaking skills as the dependent variable of this study were measured once before the treatment or intervention was introduced and once after it was introduced. This pre-test-post-test design allows the measurement of the difference between two points in time, which are before and

after the intervention, thus representing a period of change in speaking skills imposed by the learning method and approach. To investigate whether independent variable has an effect to the dependent variable, there were two groups of the participants used in this study. The experimental group was taught using TikTok as MALL combined with TSTS cooperative learning method, whereas the control group was taught using traditional learning. Collectively, the research design of this study was summarized in **Table 5**:

Table 5 Research design

Group	Group	Pre-test	Treatment (intervention)	Post-test
Experimental group	A	O ₁	X ₁	O ₂
Control group	B	O ₃	X ₂	O ₄

A : experimental (class) group

B : control (class) group

O₁, O₃ : speaking skills measured by pre-test

O₂, O₄ : speaking skills measured by post-test

X₁ : TikTok as MALL combined with TSTS cooperative learning

X₂ : traditional learning

3.2 Population and sample

Based on the *Kurikulum Merdeka*, expressing opinion is mandatory to be given in Grade 8. Population of this study was therefore all students in 8th grade, whereas the sample of the study consisted of two classes. Class A served as experimental group while Class B served as control group. Class A was composed of 29 students, whereas Class B was composed of 27 students.

3.3 Data collection and research instrument

To investigate whether TikTok as MALL combined with TSTS cooperative learning method could improve EFL students' speaking skills, this study collected data by conducting performance pre-test (**Appendix 1**) and post-test (**Appendix 2**). Prior to the intervention, a performance pre-test was given to students to assess their speaking skills, particularly in expressing opinion. After the implementation of either traditional learning or TikTok combined with TSTS, a performance post-test was given to identify whether or not the students' show improvement in the speaking skills. During the performance test of speaking skills, there were four main categories assessed: 1) pronunciation and intonation; (2) fluency; (3) accuracy; and (4) vocabulary. Each category consists of four-level scale adopted from O'Malley and Pierce (1990) (in (A. S. P. Sari & Sembiring, 2019)) where 4 (four) characterizes students with excellent speaking skills, while 1 (one) characterizes students with poor speaking skills. Assessment rubric of speaking skills were described in **Appendix 3**. This rubric has been tested for content validity previously by using Aiken's V coefficient with $V > 0.88$ (valid) for all categories (Syahidah & Umasugi, 2021), suggesting that the assessment rubric can truly assess the targeted speaking skills. Moreover, as analyzed by previous study (Zuhri, 2021), this performance-based assessment rubric also shows substantial Cohen's kappa result ($\kappa = 0.750$) for reliability testing, indicating that the assessment can consistently and accurately measure speaking skills over different observers or data collectors. Because the validity and reliability criteria have been fulfilled and confirmed by previous studies, the rubric is considered acceptable and effective as research instrument for assessing speaking skills in this current study.

3.4 Intervention procedure

At the first week, a pre-test was administered to both control and experimental groups, and a pre-trained examiner was assigned to assess the students' performance using the aforementioned speaking assessment rubric (**Appendix 3**). The control group was taught to express opinions traditionally, while the experimental group was taught the same skills using TikTok and TSTS cooperative learning. After a period of 3 weeks in which the EFL students were subjected to a 2-hour learning activity per week, a post test was administered to both groups, and again, was assessed by the examiner. List of topics for expressing opinions given to the students were described in **Table 6**.

Table 6 Topic title given to the students for expressing opinions

Weeks	Topic title
0 (pre-test)	What TV shows have you seen recently? What do you think about it?
1	Asking for opinion in English
2	• Have you watched <i>Wednesday</i>, yet? • What movies or TV shows have you seen recently? Were they good?
3	• Captain America has the best suit of any superhero. Agree or disagree? • Do you agree that Spiderman has better suit than Captain America? Why do you think so?
4 (post-test)	What is your favorite superhero suit? Why do you like it?

In experimental group, a classroom procedure was performed according to a lesson plan (**Appendix 4**) that utilizes TikTok as MALL and TSTS cooperative learning as per the syntax of the cooperative learning. The details of the classroom procedure were as follows:

1. Phase 1: Clarifying learning goals/objectives. At this phase, the author who also acted as the teacher initiated the class by conveying learning goals. By the end of the first meeting, students were expected to identify expression used for asking opinion and to be able to ask for opinion. By the end of the second meeting, students were expected to identify expression used for giving opinion and to be able to give an opinion. By the end of the third (last) meeting, students were expected to identify expression used for agreeing/disagreeing and to be able to express agreement/disagreement to someone else's opinion. During this phase, the teacher also communicated that the students would learn in groups and listen to various TikTok videos using their mobile phone alongside the importance of developing their speaking skills.
2. Phase 2 and Phase 3: Presenting information and organizing students into groups of four. During this phase, the teacher divided the classroom into groups. Each group consisted of four members. The teacher distributed student's worksheets (**Appendix 5-7**) then showed a TikTok video using a projector. TikTok videos were pre-selected by the teacher to meet the needs for identifying expression in asking and giving opinion as well as in agreeing or disagreeing. To imitate the best available real-life situations, all of these pre-selected videos were posted by native speakers' accounts, namely: "Asking for Opinion in English" posted by @pocenglish (employed in first meeting), "Have you watched *Wednesday*, yet?" by @moviesaretherapy, and "What's your favorite superhero suit" posted by @lad (employed in third meeting). The worksheets

(**Appendix 5-7**) given to the students consist of a set of questions and instructions (such as gap fill, matching, and read aloud) for identifying expressions required for expressing opinions. The worksheets are adapted from Level A1-A2 English Speaking Skills Practice “Giving Your Opinion” and “Different Opinions” released by British Council (British Council, 2023) with modifications which are fitted to the content TikTok videos selected by the teacher. To ensure the students were familiarized with TikTok platform, the teacher demonstrated how to find the indicated TikTok video by exploiting “Search” box and how to adjust playback speed of the video at the first meeting. The group first formed by the teacher referred to the initial group.

3. Phase 4: Assisting teamwork to ‘stay’ and ‘stray’ to study together with new members of the group. To initiate the learning activities, teacher then guided the student to re-play the TikTok videos by their own mobile phone while working on their worksheet together with their group. After 10-15 working on the worksheet with their initial group, teacher explained to the classroom that their next learning process required two members of the group to stay seated as ‘host’ and two other members to stray or visit the neighboring groups for sharing their work result. To ensure meaningful learning experience, the teacher could inform the classroom that the process of ‘staying’ and ‘straying’ was called TSTS, and this would help them to have more learning resources. The direction of the movement of from initial group to the neighboring groups was shown on the projector’s screen. By saying ‘Stray’ out loud, the teacher started TSTS process simultaneously across all of the groups in the classroom. With their new groups, students were asked to re-play TikTok video and worked together to check whether there was any difference found from one’s group’s work to other’s.

Alternatively, teacher asked them to solve new set of question in their worksheet. After 10-15 minutes working with their new group, teacher instructed the strayed members to return to their initial group. Strayed members and stayed (host) members were requested to discuss about what they had found during TSTS process. For the next two meetings, the teacher would ask the stayed and strayed members to switch role to ensure there was growth interdependence.

4. Phase 5: Testing student's understanding. At this stage, teacher asked a representative of each group to deliver what they had learned, specifically in identifying expressions used for asking and giving opinions as well as agreeing and disagreeing. Teacher also corrected student's mistakes and requested the initial group to collaboratively recorded a video to be posted in TikTok. This self-recorded video reflected on how the students developed their speaking skills in expressing opinion. At the first meeting, the teacher demonstrated how to use basic TikTok features for posting videos and using hashtags. Username used for posting the video was reported to the teacher for future evaluation.
5. Phase 6: Providing recognition. The classroom activities were ended by providing gift for students. Teacher also asked whether students overcame difficulty during the learning process with TikTok and TSTS.

The traditional learning was implemented in the control group by using direct instruction learning model which was regularly used by the current English teacher. A detailed classroom procedure entailed to the aforementioned direct instruction and the students' textbook was performed as per prepared lesson plans (**Appendix 8**). Learning activities involved drilling and a structured and anticipated question and answer sessions prescribed in the student's

worksheets (**Appendix 9-11**). Minor attention was given to both of real-life speaking skills and subjectification exercises. The author also acted as the teacher in the control group.

3.5 Data analysis

De-identification (or removing the identifier, such as name, of the students) was performed to preserve the privacy of the participants of this study. Before being subjected to the analysis, the 4-levels scale speaking skills assessment from each student (both post-test and pre-test) was converted into a normalized score (S) with 100 as maximum score. To this end, all of the scales from the criteria given (**Appendix 3**) were added (minus the minimum scale possible) over the maximum scale (minus the minimum scale possible) to achieve a fraction which was then converted into a score. This conversion was based on Likert scorings conversion into percentages (Hasson & Arnetz, 2005). Level 4 is the top scale for each criterion of speaking skills (see **Appendix 3**), whereas 1 is the minimum scale possible. Therefore, the calculation is as follows:

Score (S)

$$= \frac{((Pronunciation \ \& \ Intonation) - 1) + ((Fluency) - 1) + ((Accuracy) - 1) + ((Vocabulary) - 1)}{(4 - 1) + (4 - 1) + (4 - 1) + (4 - 1)} \times 100$$

Pre-test score from each group was subjected to unpaired Student's *t*-test to check whether the speaking skills before the intervention were equal. Next, to indicate whether there is a difference pertaining to the given intervention, a paired Student's *t*-test was subjected to the pre-test and the post-test scores of control and experimental group. If the *p*-value of the paired sample *t*-test is less than 0.05, it is considered that there is a significant change in the students'

speaking skills between the pre-test and post-test. The paired Student's *t*-test of control and experimental groups was computed separately.

Students' speaking skills were considered to show any changes by calculating each student's normalized gain (*g*) or normalized change (*c*) between the post-test given at the end of intervention (S_{post}) and the pre-test given before the intervention (S_{pre}). If student's speaking skills performance improves from the pre-test to the post-test ($S_{post} > S_{pre}$), their improvement is computed as normalized gain (*g*) which is the ratio of the actual gain to the maximum possible gain based on the Hake Gain formula as follows (Hake, 1998):

$$\text{Normalized gain } (g) = \frac{S_{post} - S_{pre}}{100 - S_{pre}}$$

However, if student's speaking skills worsens ($S_{post} < S_{pre}$), their decline is computed as the normalized change (*c*), which indicates the ratio of the actual loss to the maximum possible loss as follows (Marx & Cummings, 2007):

$$\text{Normalized change } (c) = \frac{S_{post} - S_{pre}}{S_{pre}}$$

Of note, if the student achieves a perfect score during the pre-test and post-test, resulting $g \vee c = \infty$ and if the student does not show any difference of speaking skills on the pre-test and the post-test ($S_{post} = S_{pre}$), resulting $g \vee c = 0$, the student's score fits the exclusion criteria (excluded from the data sets) because the student's speaking skills performance is beyond the scope of the measuring instrument (Marx & Cummings, 2007). Gain scores were then used to characterize whether EFL students' speaking skills showed "high", "medium", or "low" improvement (**Table 7**) (Hake, 1998) compared to their pre-test. Gain scores were calculated separately for the experimental and the control group.

Table 7 Category of gain scores

Criteria	Interpretation
$(g) \geq 0.7$	High
$0.7 > (g) \geq 0.3$	Medium
$(g) < 0.3$	Low

Afterwards, gain scores between the control group and the experimental group was subjected to the unpaired Student's *t*-test to test the hypothesis. If the *p*-value of the unpaired Student's *t*-test was less than 0.05, H_0 will be rejected, indicating that there was a significant difference in the students' speaking skills between experimental group who learned with TikTok as MALL combined with TSTS cooperative learning model versus (vs.) control group who did not. However, if *p*-value of the unpaired sample *t*-test was greater than 0.05, H_0 failed to be rejected, indicating that there was no sufficient evidence that demonstrated a significant difference in the students' speaking skills between experimental group vs. control group.

To further indicate whether the gain score was correlated to the student's pre-existing or inherent speaking skills, Pearson correlation analysis was subjected to the paired data of S_{pre} and the gain scores as measured variables. This analysis produces a correlation coefficient, denoted by *r*, with a range of value from +1 to -1. If *r* is 0, there is no correlation between S_{pre} and *g*. If *r* value is less than 0 and accompanied with *p*-value is less than 0.05, there is a negative association between S_{pre} and *g*. Concomitantly, *r* value greater than 0 with *p*-value less than 0.05 indicates a positive association between S_{pre} and *g*. All of the data was automatically tested for normal distribution and homogeneity of variance as the prerequisite of Student's *t*-test. Welch's correction was used if the data indicated unequal variances. Data processing and statistical analysis using paired and unpaired Student's *t*-test as well as Pearson's correlation analysis were performed using Microsoft Excel and GraphPad Prism 9.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

4.1.1 Distribution of EFL students' speaking skills before and after the intervention

EFL students' speaking skills over the course of the intervention are summarized in **Table 8** and **Figure 4** (the details are included in **Appendix 12**). Their initial speaking skills (before the intervention) were reflected by the pre-test score (S_{pre}), whereas the final speaking skills (after the intervention) was reflected by the post-test score (S_{post}). Students from the experimental group ($N=29$) achieved S_{pre} at 66.09 ± 3.51 (mean $\pm$ SEM) (**Table 8**), then showed increased S_{post} at 77.87 ± 3.10 after receiving TikTok combined with TSTS (hereinafter abbreviated as TikTok+TSTS). Similarly, students from the control group ($N=27$) who were taught by traditional learning earned S_{pre} at 60.49 ± 2.21 and modestly showed increment at 64.51 ± 2.62 on their S_{post} . At this point, both groups seemed to indicate better speaking skills after the intervention.

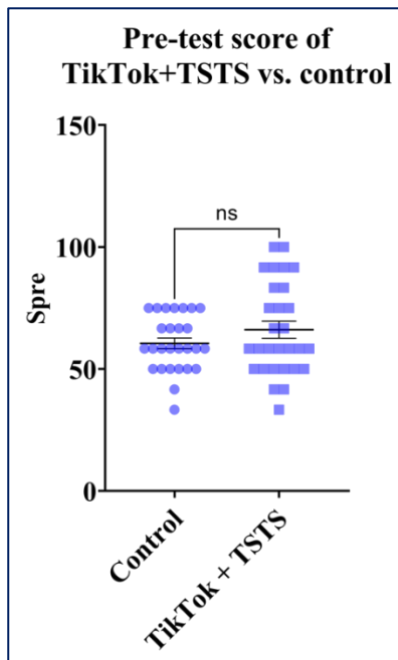
Table 8 Summary of descriptive statistics of post-test (S_{post}) and pre-test (S_{pre}) scores

Group/Class	N	Score (S)	Mean (Average)	Standard Deviation (SD)*	Standard Error of the Mean (SEM)**
TikTok+TSTS (experimental)	29	S_{pre}	66.09	18.89	3.51
	29	S_{post}	77.87	16.71	3.10
Control	27	S_{pre}	60.49	11.46	2.21
	27	S_{post}	64.51	13.59	2.62

*SD indicates the average variability of the dataset or how each student's scores vary from one another.

**SEM indicates the precision of the mean by considering the value of SD and the number of the sample (N) ($SEM = SD: \sqrt{N}$).

By observing **Figure 4** (the details of statistic analysis are in **Appendix 13**), both control and TikTok+TSTS groups displayed no difference in their S_{pre} ($p = 0.19$, not significant), reflecting that their initial speaking skills before the intervention was equal. This was also seen from the distribution of S_{pre} , where the highest frequency of S_{pre} from control and TikTok+TSTS groups both ranged at $S_{pre}=60$ (**Figure 5**). After the intervention, the frequency of students who earned high S_{post} ($S_{post}=80$ and $S_{post}=100$) was dramatically elevated in the TikTok+TSTS group, with the largest proportion at $S_{post}=80$ ($n=13$). By comparing the frequency of students at the same score ($S=80$, $S=100$), the TikTok+TSTS group exhibited more than 50% increase of number of students achieving high scores. Interestingly, the frequency of students with low-to-intermediate S_{post} ($S_{post}=30-70$) in the TikTok+TSTS group often indicated a decline or no change compared to the S_{pre} . There was no shift observed in control group after the intervention as the largest frequency of S_{post} still remained at $S_{post}=60$. Of note, the frequency of S_{post} and S_{pre} in control group was



unchanged or showed only negligible increment of proportion across the large range of score. At the first glance, it appeared that TikTok+TSTS promoted more students in developing speaking skills than the control.

Figure 4 Comparison of pre-test scores (S_{pre}) achieved by TikTok combined with TSTS (TikTok+TSTS) vs. control groups

Data was analyzed with two-tailed, unpaired Student's t-test. Blue symbols represent individual score earned by each student. Middle line floating within the data points indicates mean $\pm$ SEM (ns: not significant).

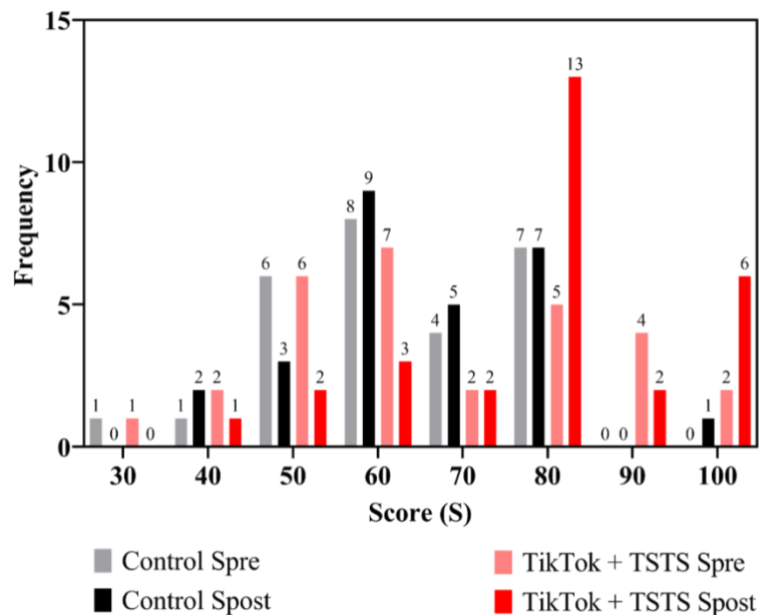


Figure 5 Distribution of post-test (S_{post}) and pre-test (S_{pre}) of EFL students, reflecting their speaking skills

The vertical (y) axis is the frequency or the number of the students with the indicated score (S) range represented by the horizontal (x) axis. Each group is plotted in the different color bars as indicated below the graph (grey and black represent scores from S_{pre} and S_{post} of the control group, respectively; pink and red represent scores from S_{pre} and S_{post} of the experimental [TikTok+TSTS] group, respectively). The value above each bar indicates the detailed frequency.

4.1.2 Gain of speaking skills in response to TikTok combined with TSTS

Although previous observations showed both control and TikTok+TSTS likely increased S_{post} (Table 8), and TikTok+TSTS fostered more students to obtain high S_{post} (Figure 5), we did not understand whether there was a real difference between S_{pre} and S_{post} . To this end, S_{post} was compared to S_{pre} through statistical analysis and computed separately for control and experimental groups (Appendix 13). Results showed that there was no difference ($p = 0.131$) observed between S_{pre} and S_{post} in control group (Figure 6, left), indicating that the speaking skills could not be flourished when students learned using traditional approach. However, as TikTok+TSTS group were subjected to the analysis (Figure 6, right; Appendix 13), S_{post} showed significant increase compared to S_{pre} ($p =$

0.00029 or $p < 0.001$). Therefore, while traditional learning did not promote any change, EFL students benefited significantly better from combination of TikTok and TSTS in terms of speaking skills development.

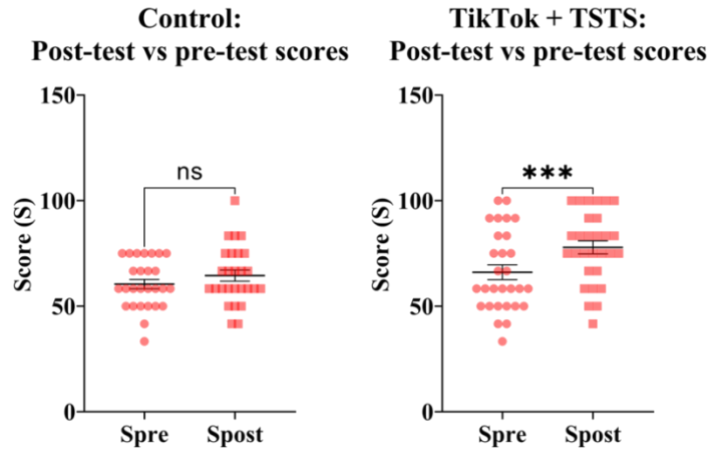


Figure 6 Comparison of post-test (S_{post}) and pre-test (S_{pre}) scores in the given groups Red symbol (circle indicates S_{pre} , rectangular indicates S_{post}) represents individual data point (score) from the student. Middle line floating within the data points indicates mean $\pm$ SEM. Data was analyzed using paired Student's t -test ($*** < 0.001$; ns: not significant).

Table 9 Summary of descriptive statistics of the gain score

Group/Class	N*	Mean of gain score (g or c)	SD	SEM
TikTok+TSTS	25	0.43	0.38	0.08
Control	23	0.16	0.32	0.07

*N is the number of the students after removing those whose scores fit the exclusion criteria (see full list in Appendix 14).

Next, to examine if combining TikTok with TSTS was effective in fostering speaking skills, the gain score (g or c) of the TikTok+TSTS group was compared with the control group (the details are included in **Appendix 14**). Statistical analysis using unpaired Student's t -test (**Appendix 13**) revealed that TikTok+TSTS group had significantly higher

gain scores (0.43 ± 0.08 , $N = 25$) than control group (0.16 ± 0.07 , $N = 23$) (**Table 9, Figure 7**, $p = 0.011$). These results finally confirmed that there were sufficient evidences to accept H_1 , stating that there was a significant effect of TikTok combined with TSTS on English speaking skills of EFL students. Thus, this study demonstrated TikTok combined with TSTS was an effective approach to boost EFL students' speaking skills.

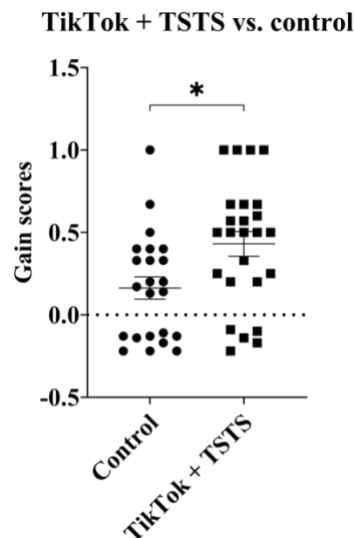


Figure 7 Gain scores in TikTok combined with TSTS vs. control groups
Gain scores derived from control (denoted as circle) and TikTok+TSTS (denoted as rectangular) groups was subjected to the unpaired Student's t-test ($* < 0.05$).

4.1.3 Gain of speaking skills in relation to the initial speaking skills

Because a large proportion of high S_{post} was at range of high S_{pre} (**Figure 5**), this study wanted to understand whether the effectivity of the TikTok+TSTS relied on the fact that the students were endowed with excellent English-speaking skills (or “naturally good” speakers), their initial speaking skills (before the intervention, S_{pre}) was plotted against the gain score category then subjected to the Pearson correlation analysis (**Appendix 13**). As seen in **Figure 8**, no correlation between gain score and S_{pre} was found in both TikTok+TSTS group ($r = +0.1116$; $p = 0.298$, not significant) and control group ($r =$

-0.1724; $p = 0.216$, not significant), indicating that student's gain scores imposed by the intervention did not associate with their inherent speaking skills. This also meant that the effectiveness of TikTok+TSTS is independent of student's initial speaking skills. Students with or without pre-existed good speaking skills could equally benefit from EFL classroom that employed TikTok+TSTS.

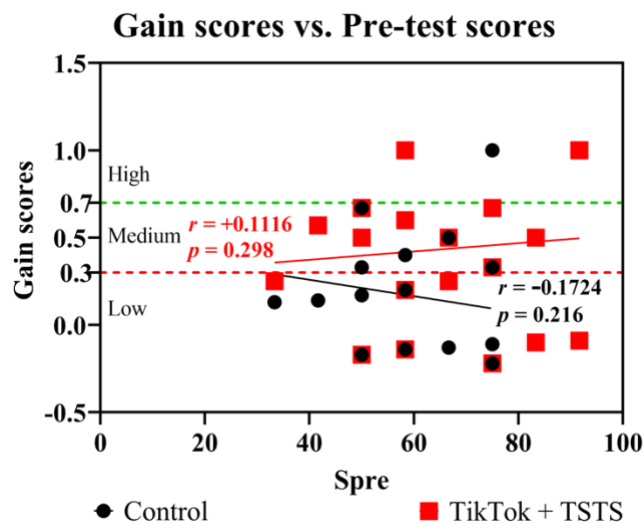


Figure 8 Gain scores vs. pre-test score (S_{pre}) for TikTok+TSTS and control groups

The vertical (y) axis is the gain score earned by each student, whereas the horizontal (x) axis is the S_{pre} that reflects student's speaking skills before the given intervention. Each group is plotted in the different symbol as indicated in the graph (black circle represents the control group; red rectangular represents the experimental [TikTok+TSTS] group). Linear line with r and p values (red solid line denotes TikTok+TSTS group; black solid line denotes control group) indicates correlation between x and y axes as computed by Pearson correlation analysis. The plot is divided into three area according to the classification of the student's gain score, where high- g are those with $g \geq 0.7$; medium- g are those with $0.7 < g \leq 0.3$, and low- g are those with $g < 0.3$.

While there was no obvious correlation of Spre and gain scores, **Figure 8** indicated that larger number of the students with low improvement (low- g or $g < 0.3$, below the dashed red line) was derived from control group. On the contrary, students with high improvement (high- g or $g \geq 0.7$, above the dashed green line) were mostly from

TikTok+TSTS group. Majority of students with intermediate improvement (medium- g or $0.7 < g \leq 0.9$) also came from TikTok+TSTS group, marked with *ca.* 23% higher proportion than control group. It was also interesting to note that one student from TikTok+TSTS group initially had relatively poor speaking skills ($S_{pre}=58$) (**Figure 8**), but he or she tremendously improved, reaching improvement at high- g ($g=1.00$). Two students inherently had proficient speaking skills and they still benefited by TikTok+TSTS as seen with their high- g ($g= 1.00$). Some students with inherently good speaking skills (high S_{pre}) could also apply low- g even after learning with TikTok+TSTS.

In contrast to TikTok+TSTS group who frequently showed medium- or high- g , control group exhibited that students with any range of S_{pre} mostly achieved low to medium improvement of speaking skills (low- to medium- g). In fact, most of students in control group were placed as low- g category. Only one student from control group earned high- g , but he or she had inherently adequate speaking skills ($S_{pre}=75$). Collectively, this further validated that TikTok+TSTS was effective in fostering EFL students' speaking skills regardless student's initial speaking skills.

4.2 Discussion

This study reveals that the combination of TikTok as MALL and TSTS as cooperative learning can develop EFL students' speaking skills to a greater degree than traditional learning. This increased speaking skills is a truly significant effect of TikTok and TSTS because the students from two separate classes used during the study exhibited identical initial speaking skills as demonstrated on their pre-test. It is also apparent that TikTok combined with TSTS is an effective approach for teaching speaking skills in EFL classrooms regardless of whether

the students are intrinsically low-performing or high-performing students. All of these results demonstrate that MALL has become an essential approach to hone student's English-speaking skills by developing knowledge together with their peers. This further emphasizes the significance of incorporating MALL with cooperative learning in language education.

Although this is the first study that embraces TikTok together with TSTS, there are several studies supporting MALL (or its predecessor, CALL) in combination with collaborative learning as effective approach in EFL classrooms. MALL itself has been extensively implemented in primary and secondary levels of education to help the students acquiring English speaking skills (Zhen & Hashim, 2022), ranging from the use of video-based applications (such as YouTube, Augmented Reality app, or multimedia flash animation), speaking applications (such as voice recording app, English pronunciation app, or Voice Thread app), search engines (such as Google), and to the most commonly used social networking sites (such as Whatsapp, Instagram, Facebook). When CALL is introduced in the form of web-based platform together with cooperative learning in a college in Korea (K. Sung, 2005), no difference can be observed between mid and final exams in English course; however, students are motivated to learn more and use computers more. As the technology and information era accelerates, MALL implementation grows adapted based on the experienced EFL teachers' suggestion and its implementation in elementary schools can enhance the score of reading skills up to 2-fold higher than their initial ability (Lan et al., 2013). A mixture of MALL platform consisting of video editor, audio editor, online game, online text-to-speech conversion, and online test generator combined with cooperative learning also improves students' listening comprehension (Each & Suppasetserree, 2021). In addition to reading and listening skills, incorporating MALL with social network platform such as Whatsapp to the

cooperative learning demonstrates improvement in college students' writing skills (Yuliantini et al., 2021) and speaking skills (Butarbutar et al., 2023). Better retention in vocabulary and high learning motivation can be achieved when 3-months period of MALL is used on collaborative learning, while lecture method cannot (Al-Ahdal & Alharbi, 2021b). All of these prior studies align with the author's findings, reflecting that the synergy of MALL across many different platforms and cooperative learning can enhance any elements of language skills.

One can argue that this combination of learning approach and instructional strategies can be only effective if the students involved are high-achievers with inherently proficient speaking skills. After all, prior study indicated that students' willingness and motivation towards the technology for learning is one of the key factors contributing to the successful implementation of collaborative MALL (L. Hu et al., 2023). This becomes relevant because English low-achiever students are characterized by their low interest and less frequent self-directed effort in learning English (Samperio, 2019), leading to a low grade on their exams. Interestingly, this study does not find any correlation between student's pre-test scores and gain scores, highlighting that low-achievers and high-achievers share the same potential to flourish their speaking skills from the combination of TikTok and TSTS. Previously published reports further confirm that low-achievers obtain better performance from MALL (W.-C. Hu & Hsu, 2021) and cooperative learning (Koh et al., 2007). Authors of these studies emphasizes that the low-achievers perceive the course as an opportunity to 'meet friends and have fun' and 'know each other more' and enable them to learn at their own pace, and therefore they are able to gain benefits from the intervention. Further studies are warranted to further validates whether low- and high-achievers equally benefits from the combination of TikTok and TSTS.

The efficacy of MALL in combination with cooperative learning depends on multifactorial aspects, including (1) the compatibility of MALL platform with the type of activities in cooperative learning, (2) the student's willingness and perceptions to use MALL for learning, and (3) the technical aspects that might prevent student's engagement. Similar to this study, task-based activity during collaborative MALL can engage primary school students to listen and speak more with their peers (Kirsch, 2016). In other type of activity, such as situational learning, where students are asked to go outside the classroom with their peers to encounter familiar real-life situation, collaborative MALL reduces students' anxieties and consequently promotes their writing performance better than the control group (Hwang et al., 2014). If students are motivated and highly perceived regarding the usefulness of MALL and cooperative learning, their performance in language skills increases up to three-fold, especially in vocabulary (Berns et al., 2016). Similarly, students who learn using MALL in pairs frequently mentions an increased enjoyment in learning and obtain more correct answers in their language course (Cho & Castañeda, 2019). Technical aspects such as student's difficulty to upload picture or operate the features of MALL can also frustrate students before they gain benefits in language learning (C. Yang & Xie, 2013). Fortunately, because TikTok are very-well received, EFL students in the present study are relatively familiar with TikTok features and therefore do not overcome technical challenge that burdens the direct task associated with the learning outcomes. Video recording task designed alongside the classroom activities also only exploited essential features of TikTok platform to sustain enjoyable collaborative learning experience (see **Appendix 5-7**). Nevertheless, the previously mentioned multifactorial aspects shall be taken into considerations when EFL teachers intend to implement TikTok in combination with TSTS. Furthermore, it will be interesting if the

future studies also explore student's perceptions about their learning experience during the implementation of TikTok and TSTS to understand whether their acceptance impacts on the effectiveness of the pedagogical strategies.

4.3 Limitations of the study

One caveat of this study is the effectiveness of the combination of TikTok and TSTS can be only inferred by relative difference to traditional learning. The design of this study did not allow to answer whether the efficacy of the combination is better than implementing TikTok alone or TSTS alone. This question per se is not the aim of this study. It is possible that TikTok alone or TSTS alone is sufficient to boost EFL students' speaking skills. However, prior research has demonstrated that implementing MALL by self-studying cannot drive the students to learn more (Nguyen & Takashi, 2021). TSTS alone also does not change learning outcomes in English class in secondary schools unless it is implemented in a prolonged duration (Yusri et al., 2018). Future studies with an increased sample size and a multiple comparison design, for instance by implementing TikTok combined with TSTS and comparing the result with separate groups which employs TikTok and TSTS as single intervention, could possibly add the layer of the findings of this study. Beside this caveat, it must be noted that the synergy of TikTok and TSTS holds a promising value to be adopted in EFL classrooms as an attempt to hone speaking skills rather than solely relies on lecture-based English classes.

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the data collected during the implementation of TikTok as MALL in combination with TSTS cooperative learning, this study hereby summarizes information as follows:

1. There is a significant effect of combining TikTok and TSTS as learning approach and method on English-speaking skills of EFL students. Therefore, combining TikTok as MALL and TSTS as cooperative learning is an effective pedagogical approach to foster EFL students' speaking skills. This holds a promising value in language education as other element of language skills and/or other learning materials could also benefit from the implementation of this collaborative MALL.
2. There is no obvious correlation between students' initial speaking skills with gain scores achieved after the implementation of TikTok in combination with TSTS, suggesting that low-achiever as well high-achiever students potentially obtain equivalent advantages by learning using TikTok in combination with MALL. Nonetheless, the classroom activities designed by the teachers shall maintain the enjoyable learning experience to heighten students' motivation and active engagement without a trade-off of technical challenge from operating the MALL platform per se.

5.2 Suggestion

This study suggests teachers and/or educational practitioners to apply TikTok as MALL in combination with TSTS cooperative learning by considering (1) customized classroom activities that involve active engagement of the students, (2) the sense of enjoyment during the language learning, and (3) familiarization of the TikTok features that fit the needs of the learning outcomes. In addition, future studies may conduct more investigations regarding (1) students' attitudes and perceptions about the incorporation of TikTok in combination with TSTS, and (2) whether TikTok and TSTS can develop language skills independent from each other.

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APPENDICES

Appendix 1 Pre-test

Expressing opinion

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Question/topic given by the examiner: What TV shows have you seen recently? What do you think about it?

Appendix 2 Post-test

Expressing opinion

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Question/topic given by the examiner: What is your favorite superhero suit? Why do you like it ?

Appendix 3 Speaking assessment rubric

Adopted from O'Malley and Pierce (1990) (in (A. S. P. Sari & Sembiring, 2019))

Aspects	Score	Criteria	Indicator
Pronunciation and intonation	1	Poor	Makes frequent problems with pronunciation and intonation
	2	Fair	Pronunciation and intonation are sometimes not clear or accurate
	3	Good	Pronunciation and intonation are clear or accurate
	4	Excellent	Pronunciation and intonation are almost always clear or accurate
Fluency	1	Poor	Hesitates too often when speaking, which interferes the communication
	2	Fair	Speaks with some hesitation, which often interferes the communication
	3	Good	Speaks with some hesitation, which seldom interferes the communication
	4	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication
Accuracy	1	Poor	Uses basis structures and makes frequent errors
	2	Fair	Uses a variety of structures with frequent errors, or uses basic structures occasionally
	3	Good	Uses a variety of grammatical structures, but makes some errors
	4	Excellent	Uses a variety of structures with only occasional grammatical errors
Vocabulary	1	Poor	Uses only basic vocabulary and expressions
	2	Fair	Uses limited vocabulary and expressions
	3	Good	Uses a variety of vocabulary and expressions, but makes some errors in the word choice
	4	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice

Appendix 4 Lesson plans for experiment group

MODUL AJAR: KELAS EKSPERIMEN

Satuan Pendidikan	: SMPN 6 SIDOARJO
Mata Pelajaran	: Bahasa Inggris
Fase	: D
Kelas / Semester	: VII/ Genap
Materi Pokok	: Expressing opinions
Alokasi Waktu	: 6 JP (3 x 2 x 40 menit)
Elemen CP	: Menyimak – Berbicara

A. Capaian dan Tujuan Pembelajaran

Capaian Pembelajaran (CP):

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen CP: Menyimak – Berbicara

Cuplikan kalimat Elemen CP:

Menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Tujuan Pembelajaran:

Menggunakan bahasa Inggris untuk berinteraksi dan bertukar pikiran, pengalaman, minat, pendapat, dan pandangan tentang teks deskripsi, Untuk memberikan pendapat lisan menggunakan pengulangan dari ide utama/detail teks.

Dimensi Profil Pelajar Pancasila :

1. Beriman, bertaqwa kepada Allah dan berakhlak mulia: Berdoa sebelum dan sesudah kegiatan belajar mengajar.
2. Mandiri: berpikir mandiri dan menyelesaikan tugas sungguh-sungguh.
3. Bernalar kritis: mengevaluasi informasi detail dari sebuah teks
4. Bergotong royong: Berkolaborasi mengerjakan tugas secara berkelompok.
5. Kreatif: membuat video TikTok untuk menyampaikan pendapat dengan bahasa sendiri.
6. Berkebinekaan global: merasa menjadi warga dunia (*global citizenship*).
7. Berani berpikir, berpendapat, dan berbeda

B. Detail Rancangan Penggunaan

Total Alokasi Jam Pelajaran: 6 JP (3 x 2 x 40 menit)

Model Belajar: tatap muka

Model Pembelajaran: Pembelajaran Kooperatif (“Dua Tinggal Dua Tamu” atau “Two Stay Two Stray (TSTS)”)

Sarana Prasarana:

- Laptop
- Proyektor
- Ponsel pintar (*smartphone*) atau gawai (*gadget*) sejenis untuk memfasilitasi *Mobile-assisted Language Learning* (MALL).
- Video TikTok:
 - (1) *Asking for Opinion in English (@pocenglish)*:
<https://www.tiktok.com/@pocenglish/video/7046401794578205958>
 - (2) *Have you watched Wednesday, yet? (@moviesaretherapy)*:
https://www.tiktok.com/@moviesaretherapy/video/7169972927021059371?is_from_webapp=1&sender_device=pc&web_id=7265664107599119874
 - (3) *Captain America has the best suit of any superhero (@lad)*:
https://www.tiktok.com/@lad/video/7111751034401262854?is_from_webapp=1&sender_device=pc&web_id=7265664107599119874
- Lembar Kerja Siswa:
 - (1) *SPEAKING SKILLS PRACTICE: ASKING FOR OPINION – WORKSHEET #1*
 - (2) *SPEAKING SKILLS PRACTICE: GIVING YOUR OPINION – WORKSHEET #2*
 - (3) *SPEAKING SKILLS PRACTICE: AGREEING AND DISAGREEING – WORKSHEET #3*

Prasyarat Kompetensi yang diharapkan diampu murid sebelum pembelajaran dimulai:

- Memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi serta kalimat dalam konteks
- Membaca dan menemukan informasi pada teks lisan atau visual yang didengar atau diamati
- Mengikuti instruksi sederhana yang berkaitan dengan aktivitas belajar
- Menyalin kata atau frase dari teks lisan/visual atau daftar kata

D. Detail Pertemuan

Alokasi Jam Pembelajaran (JP) per Pertemuan : 2 x 40 menit

Rincian Kegiatan Pembelajaran atau Rancangan Pembelajaran:

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
Ke-1	Tujuan Pembelajaran pertemuan ke-1: 1. Melengkapi teks lisan mengenai bagaimana menanyakan pendapat dan pandangan orang lain 2. Menggunakan bahasa Inggris untuk menanyakan pendapat dan pandangan orang lain	
	Indikator Keberhasilan : 1. Peserta didik dapat belajar dengan nyaman dan menyenangkan 2. Peserta didik mampu menanyakan pendapat 3. Adanya peningkatan keterampilan menyimak/berbicara	
	Kegiatan Pendahuluan: <u>Phase 1 of Cooperative Learning-TSTS: Clarify goals and establish set.</u> a. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik b. Guru dan peserta didik membangun kesepakatan pada tujuan pembelajaran, hal-hal yang akan dipelajari, pembelajaran secara berkelompok dengan menggunakan TikTok, serta penilaian berbasis kemampuan berbicara c. Guru memberikan pertanyaan pemantik “<i>Why is it important to ask someone’s opinion?</i>” dan “<i>Have you ever used TikTok?</i>” untuk menyampaikan motivasi (manfaat) pembelajaran.	10 menit
	Kegiatan Inti: <u>Phase 2 of Cooperative Learning-TSTS: Present information.</u> <u>Phase 3 of Cooperative Learning-TSTS: Organize students into teams.</u> a. Membagi peserta didik menjadi kelompok belajar dengan anggota 4 (empat) orang b. Memberikan tugas kelompok mengenai “<i>Asking for opinion</i>” melalui <i>Student Worksheet #1</i> dan meminta mereka mengerjakan bagian ‘<i>Preparation</i>’ dari <i>Student Worksheet #1</i>. Hal ini bertujuan agar peserta didik memahami frase atau daftar kata yang berkaitan dengan aktivitas belajar pada langkah selanjutnya. c. Meminta peserta didik menonton video TikTok <i>Asking for Opinion in English</i> yang diunggah oleh akun @pocenglish bersama-sama melalui proyektor. Jika sebagian besar peserta didik tidak familiar dengan TikTok, maka guru dapat memberikan penjelasan singkat mengenai fitur yang berkaitan dengan aktivitas pembelajaran, yaitu <i>username</i> dan ikon <i>play</i>, <i>pause</i>, serta <i>playback speed</i>. <u>Phase 4 of Cooperative Learning-TSTS: Assist teamwork to stay and stray to study together with new members of the team.</u> d. Menginstruksi peserta didik untuk mengerjakan <i>Student Worksheet #1</i> dengan menonton ulang video TikTok <i>Asking for Opinion in English</i> melalui gawai yang dimiliki kelompok masing-masing.	55 menit

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	e. Setelah peserta didik mengerjakan <i>Student Worksheet #1</i> selama 10 menit, guru menjelaskan bahwa mereka akan belajar dengan metode Dua Tinggal Dua Tamu atau <i>Two Stay Two Stray</i>. Guru menjelaskan bahwa sebagian anggota kelompok diminta bertamu sementara sebagian lainnya tetap tinggal untuk menerima tamu dari kelompok lain. f. Guru memberikan aba-aba “<i>Stray!</i>” agar dua anggota kelompok bertamu ke kelompok lain untuk berbagi informasi dan bekerja sama menyelesaikan <i>Student Worksheet #1</i> g. Dua anggota kelompok diminta tetap tinggal (di kelompok asal) untuk membagikan hasil kerja dan bekerja sama menyelesaikan <i>Student Worksheet #1</i> kepada (anggota kelompok) tamu dari kelompok lain. h. Untuk mempermudah perpindahan dan pemerataan anggota kelompok, anggota kelompok yang tinggal (di kelompok asal) diminta untuk mengacungkan tangan hingga mendapatkan tamu dari kelompok lain. i. Setelah 10 menit belajar dengan kelompok baru, guru memberikan aba-aba “<i>Return!</i>” agar peserta didik kembali ke kelompok awal j. Peserta didik yang bertamu dan tetap tinggal melaporkan hasil kerjasama dengan kelompok lain. <u><i>Phase 5 of Cooperative Learning-TSTS: Test on the materials.</i></u> k. Meminta peserta didik untuk mencocokkan dan membahas hasil kerja mereka selama beraktivitas dengan TSTS. l. Meminta setiap kelompok mempresentasikan hasil kerjasama mereka, yaitu dengan menyebutkan frase atau susunan kata yang digunakan untuk menanyakan pendapat orang lain. m. Mengajak peserta didik berbicara dengan lantang untuk mengaplikasikan frase atau susunan kata yang digunakan untuk menanyakan pendapat orang lain.	
	Kegiatan Penutup: <u><i>Phase 5 of Cooperative Learning-TSTS: Test on the materials.</i></u> a. Meminta setiap kelompok membuat video TikTok dengan durasi minimal 15 detik untuk mendemonstrasikan kemampuan berbicara dalam menanyakan pendapat orang lain. Jika peserta didik tidak familiar dengan cara mengunggah video melalui TikTok, guru dapat mendemonstrasikan bagian TIPS dari <i>Student Worksheet #1: Posting your TikTok video</i>. b. Kelompok yang sudah membuat video diminta melaporkan <i>username</i>-nya pada guru. <u><i>Phase 6 of Cooperative Learning-TSTS: Provide recognition.</i></u> c. Memberikan hadiah pada peserta didik yang sudah membuat video TikTok.	15 menit

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	d. Bertanya pada peserta didik apakah mereka menyukai belajar dengan menggunakan TSTS dan TikTok. e. Meminta ketua kelas untuk memimpin doa dan memberikan salam penutup sebelum meninggalkan kelas.	
Ke-2	Tujuan Pembelajaran pertemuan ke-2: - Melengkapi teks lisan mengenai bagaimana memberikan pendapat mengenai topik tertentu - Menggunakan bahasa Inggris untuk memberikan pendapat	
	Indikator Keberhasilan: - Peserta didik dapat belajar dengan nyaman dan menyenangkan - Peserta didik mampu memberikan pendapat - Adanya peningkatan keterampilan menyimak/berbicara	
	Kegiatan Pendahuluan: <u>Phase 1 of Cooperative Learning-TSTS: Clarify goals and establish set.</u> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik - Guru dan peserta didik membangun kesepakatan pada tujuan pembelajaran, hal-hal yang akan dipelajari melalui TikTok, serta penilaian berbasis kemampuan berbicara - Guru memberikan pertanyaan pemantik “<i>Why is it important to express what you feel and think?</i>” dan “<i>What movies or TV shows have you seen recently?</i>” untuk menyampaikan motivasi (manfaat) pembelajaran.	10 menit
	Kegiatan Inti: <u>Phase 2 of Cooperative Learning-TSTS: Present information.</u> <u>Phase 3 of Cooperative Learning-TSTS: Organize students into teams.</u> - Membagi peserta didik menjadi kelompok belajar dengan anggota 4 (empat) orang - Memberikan tugas kelompok mengenai “<i>Giving your opinion</i>” melalui <i>Student Worksheet #2</i> dan meminta mereka mengerjakan bagian ‘<i>Preparation</i>’ dari <i>Student Worksheet #2</i>. - Meminta peserta didik menonton video TikTok <i>Have you watched ‘Wednesday’, yet?</i> yang diunggah oleh akun @moviesaretherapy bersama-sama melalui proyektor. <u>Phase 4 of Cooperative Learning-TSTS: Assist teamwork to stay and stray to study together with new members of the team.</u> - Menginstruksi peserta didik untuk mengerjakan <i>Student Worksheet #2</i> dengan menonton ulang video TikTok <i>Have you watched ‘Wednesday’, yet?</i> melalui gawai kelompok masing-masing. - Setelah 10 menit, guru memberikan aba-aba “<i>Stray!</i>” agar dua anggota kelompok bertamu ke kelompok lain untuk berbagi informasi dan bekerja sama menyelesaikan <i>Student Worksheet #2</i> - Dua anggota kelompok diminta tetap tinggal (di kelompok asal) untuk membagikan hasil kerja dan bekerja sama menyelesaikan	50 menit

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	<i>Student Worksheet #2</i> kepada (anggota kelompok) tamu dari kelompok lain. g. Untuk mempermudah perpindahan dan pemerataan anggota kelompok, anggota kelompok yang tinggal (di kelompok asal) diminta untuk mengacungkan tangan hingga mendapatkan tamu dari kelompok lain. h. Setelah 10 menit belajar dengan kelompok baru, guru memberikan aba-aba “<i>Return!</i>” agar peserta didik kembali ke kelompok awal i. Peserta didik yang bertamu dan tetap tinggal melaporkan hasil kerjasama dengan kelompok lain. <u><i>Phase 5 of Cooperative Learning-TSTS: Test on the materials.</i></u> j. Guru meminta peserta didik untuk mencocokkan dan membahas hasil kerja mereka selama beraktivitas dengan TSTS. k. Guru meminta setiap kelompok mempresentasikan hasil kerjasama mereka, yaitu dengan menyebutkan frase atau susunan kata yang digunakan untuk memberikan pendapat. l. Mengajak peserta didik berbicara dengan lantang untuk mengaplikasikan frase atau susunan kata yang digunakan untuk memberikan pendapat.	
	Kegiatan Penutup: <u><i>Phase 5 of Cooperative Learning-TSTS: Test on the materials.</i></u> f. Meminta setiap kelompok membuat video TikTok dengan durasi minimal 1 menit untuk mendemonstrasikan kemampuan berbicara dalam memberikan pendapat mengenai film atau serial TV yang mereka tonton. g. Kelompok yang sudah membuat video diminta melaporkan username-nya. <u><i>Phase 6 of Cooperative Learning-TSTS: Provide recognition.</i></u> h. Memberikan hadiah pada peserta didik yang sudah membuat video TikTok. i. Bertanya pada peserta didik apakah mereka mengalami kesulitan selama belajar dengan TSTS dan TikTok. j. Meminta ketua kelas untuk memimpin doa dan memberikan salam penutup sebelum meninggalkan kelas.	20 menit
Ke-3	Tujuan Pembelajaran pertemuan ke-3: 1. Melengkapi teks lisan mengenai bagaimana menyatakan persetujuan atau ketidaksetujuan. 2. Menggunakan bahasa Inggris untuk menyatakan persetujuan atau ketidaksetujuan dalam berpendapat Indikator Keberhasilan: 1. Peserta didik dapat belajar dengan nyaman dan menyenangkan 2. Peserta didik mampu menyatakan persetujuan dan ketidaksetujuan 3. Adanya peningkatan keterampilan menyimak/berbicara	

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	Kegiatan Pendahuluan: <u>Phase 1 of Cooperative Learning-TSTS: Clarify goals and establish set.</u> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik - Guru dan peserta didik membangun kesepakatan pada tujuan pembelajaran, hal-hal yang akan dipelajari melalui TikTok, serta penilaian berbasis kemampuan berbicara - Guru memberikan pertanyaan pemantik “<i>Have you ever had a disagreement with your friends?</i>” dan “<i>How do you deal with that?</i>” untuk menyampaikan motivasi (manfaat) pembelajaran.	10 menit
	Kegiatan Inti: <u>Phase 2 of Cooperative Learning-TSTS: Present information.</u> <u>Phase 3 of Cooperative Learning-TSTS: Organize students into teams.</u> - Membagi peserta didik menjadi kelompok belajar dengan anggota 4 (empat) orang - Memberikan tugas kelompok mengenai “<i>Agreeing and Disagreeing</i>” melalui <i>Student Worksheet #3</i> dan meminta mereka mengerjakan bagian ‘<i>Preparation</i>’ dari <i>Student Worksheet #3</i>. - Meminta peserta didik menonton video TikTok <i>What’s your favorite superhero suit?</i> yang diunggah oleh akun @lad bersama-sama melalui proyektor. <u>Phase 4 of Cooperative Learning-TSTS: Assist teamwork to stay and stray to study together with new members of the team.</u> - Menginstruksi peserta didik untuk mengerjakan <i>Student Worksheet #3</i> dengan menonton ulang video TikTok <i>What’s your favorite superhero suit?</i> melalui gawai kelompok masing-masing. - Setelah 10 menit, guru memberikan aba-aba “<i>Stray!</i>” agar dua anggota kelompok bertamu ke kelompok lain untuk berbagi informasi dan bekerja sama menyelesaikan <i>Student Worksheet #3</i> - Dua anggota kelompok diminta tetap tinggal (di kelompok asal) untuk membagikan hasil kerja dan bekerja sama menyelesaikan <i>Student Worksheet #3</i> kepada (anggota kelompok) tamu dari kelompok lain. - Untuk mempermudah perpindahan dan pemerataan anggota kelompok, anggota kelompok yang tinggal (di kelompok asal) diminta untuk mengacungkan tangan hingga mendapatkan tamu dari kelompok lain. - Setelah 10 menit belajar dengan kelompok baru, guru memberikan aba-aba “<i>Return!</i>” agar peserta didik kembali ke kelompok awal - Peserta didik yang bertamu dan tetap tinggal melaporkan hasil kerjasama dengan kelompok lain. <u>Phase 5 of Cooperative Learning-TSTS: Test on the materials.</u> - Guru meminta peserta didik untuk mencocokkan dan membahas hasil kerja mereka selama beraktivitas dengan TSTS.	50 menit

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	k. Guru meminta setiap kelompok mempresentasikan hasil kerjasama mereka, yaitu dengan menyebutkan frase atau susunan kata yang digunakan untuk menyatakan setuju atau tidak setuju atas topik tertentu disertai dengan pendapat yang mendukung. l. Mengajak peserta didik berbicara dengan lantang untuk mengaplikasikan frase atau susunan kata yang digunakan untuk menyatakan setuju dan tidak setuju terhadap suatu pendapat.	
	Kegiatan Penutup: <u>Phase 5 of Cooperative Learning-TSTS: Test on the materials.</u> a. Meminta setiap kelompok membuat video TikTok dengan durasi minimal 1 menit untuk mendemonstrasikan kemampuan berbicara dalam memberikan persetujuan atau ketidaksetujuan terhadap pernyataan bahwa rendang adalah makanan lezat di dunia. b. Kelompok yang sudah membuat video diminta melaporkan username-nya. <u>Phase 6 of Cooperative Learning-TSTS: Provide recognition.</u> c. Memberikan hadiah pada peserta didik yang sudah membuat video TikTok. d. Bertanya pada peserta didik apakah mereka mengalami kesulitan selama belajar dengan TSTS dan TikTok. e. Meminta ketua kelas untuk memimpin doa dan memberikan salam penutup sebelum meninggalkan kelas.	20 menit

Appendix 5 Student's worksheet #1 for experiment group

SPEAKING SKILLS PRACTICE: ASKING FOR OPINION – WORKSHEET #1

Have you ever heard the word 'opinion'? An opinion is what you think or feel about something. Everyone has opinions on many different topics, but the best thing about opinions is that they can be different! For example, you might like the color yellow, but your friend might like black. That is an opinion, and asking someone's opinion is important because it helps you to get to know people better. Let's watch a **TikTok** video from [@pocenglish](#) who shows us how to ask someone's opinion.



Have you ever used TikTok? TikTok is an app contains lots of short videos posted by many people worldwide, so it is really useful for learning English. In TikTok, each person has a special name called **username**. This special name is usually started by "at sign" (@). You can download TikTok for free and install it to your smartphone.

Before you begin, please make a group of four (4) students and follow the instructions to practice your speaking. Do the **preparation** exercise with your group.

Preparation

Match the vocabulary with the meanings by writing a–f next to the number 1–6.

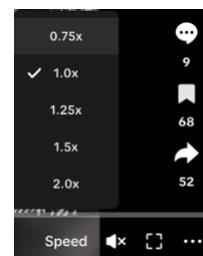
1. Guess what!	a. group of people who work together
2. Congrats! (informal)	b. nice
3. excited	c. payment
4. kind	d. I have good news!
5. salary	e. I wish you happiness!
6. opinion of/on	f. statement of beliefs or feelings
7. colleagues	g. very happy

Watch the video and check your understanding

Now, please watch the TikTok video posted by [@pocenglish](#) "*Asking for Opinion in English*" [#englishteacher](#) [#englishlanguage](#) [#english](#) [#vocabulary](#) [#opinion](#) [#learnontiktok](#) [#inglese](#) together with your teacher and classmates. To re-watch it by using your smartphones, go to TikTok app and type the username in the **Search** box.

TIPS: If the TikTok video plays too fast and you cannot keep up with what the speaker says, you can tap 'Speed' button on the bottom right of the video and reduce the playback speed into **0.75 x**. On the other hand, if the video is too slow, you may increase the playback speed.

Working together with your group, please complete the dialogue below:



A: "Guess what! I finally got a new job!"

B: "Really?! Congrats! By the way, (1) _____ it?"

A: "I'm really (2) _____. Also, I talked to my boss today!"

B: "Oh! (3) _____ him?"

A: "He was nice, and he told me about my salary."

B: "Hmm, (4) _____ your salary?"

A: "Well, it is better than most of my colleagues!"

B: "And (5) _____ your colleagues?"

A: "They were (6) _____ today."

Stay and Stray to review your understanding

After working together with your group, we will play the game called "Two Stay Two Stray" (TSTS) to discuss whether your answers are correct and completed. To do this, **two members of your group will 'stray' to visit** the neighboring group to share or gather information. **Two remaining members will remain seated or 'stay'** to share information when new members join them.

Please wait for your teacher to call "Stray" to begin your quest.

During TSTS, feel free to re-watch the video and discuss further to circle *True* or *False* for these sentences.

1. The man feels sad about his new job.	<i>True</i>	<i>False</i>
2. He thinks that his colleagues hate him.	<i>True</i>	<i>False</i>
3. His boss gives him a good salary.	<i>True</i>	<i>False</i>

Discussion

You may return to your original group to share what you learn during TSTS.

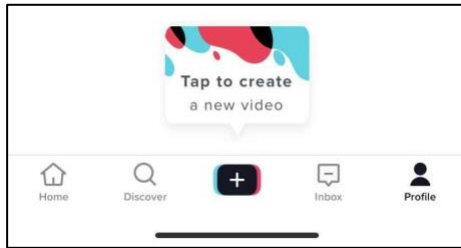
Please wait for your teacher to call "Return" to end your quest.

What do you learn from the TikTok video? How do you ask someone's opinion? Please list at least three (3) phrases you can use to **ask for opinion. Say it out loud.**

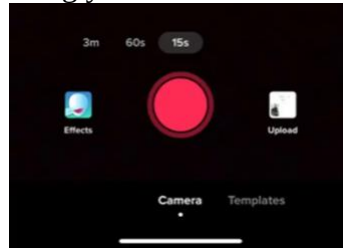
1. _____
2. _____
3. _____

Please record a video of **one of the phrases** by using TikTok. One group only needs to record one video, and it is okay to record a very short video. Use the hashtags [#opinion](#) [#SMP6Sidoarjo](#) [#englishclass](#) and post the video before the end of English class. When you successfully post the video, please report your username to your teacher, and you may claim a gift!

TIPS: Posting your TikTok video



(1)



(2)



(3)

1. At the bottom of the app, tap 'Plus' (+) icon.
2. To record, choose the length of time of your video (15 seconds, 60 seconds, or 3 minutes) then tap the red record button.
3. Select the red check (✓) icon to add hashtags or edits and tap 'Post' to upload the video.

Appendix 6 Student's worksheet #2 for experiment group

SPEAKING SKILLS PRACTICE: GIVING YOUR OPINION – WORKSHEET #2

What movies or TV shows have you seen recently? Were they good? Let's watch a **TikTok** video from **Kit Lazer** (@moviesaretherapy) who shares his opinions about his favorite TV show. **It is important** to share your opinions to others. It helps you **to understand yourself**, and it turn, **allow others to understand what you feel and what you think**.

Please make a group of four (4) students and follow the instructions to practice your speaking. Do the **preparation** exercise first with your group.

Preparation

Are the comments negative or positive? Circle *Positive* or *Negative* for these sentences.

<i>Positive</i>	I had to talk about how much I adore the show	<i>Negative</i>
<i>Positive</i>	The show is really delightful	<i>Negative</i>
<i>Positive</i>	She is crushing it as the main character, leaping over the high bar	<i>Negative</i>
<i>Positive</i>	I am a huge fan of her	<i>Negative</i>
<i>Positive</i>	Other shows never really worked for me	<i>Negative</i>
<i>Positive</i>	I think it is so entertaining and awesome	<i>Negative</i>
<i>Positive</i>	His movies have been missing me repeatedly	<i>Negative</i>

Watch the video and check your understanding

Now, please watch the TikTok video posted by @moviesaretherapy "Have you watched Wednesday, yet?" #movietok #tv #Wednesday #netflix #jennaortega #christinaricci #viral together with your teacher and classmates. You may re-watch it by using your smartphone.

Working together with your group, please complete Kit's opinion below with phrases from the box:

Have you watched Wednesday, yet?



Kit Lazer: "Netflix newest original show *Wednesday* premiered on, well, Wednesday. Can you imagine if Wednesday premiered on Friday? That would be like a 'who is on first' situation. Oh, (1) _____.

There are so many other videos I am supposed to be making, but I had to (2) _____

how much (3) _____ this show. (4) _____

it is a home run, and it is (5) _____. This is easily the best thing that Tim Burton has done in 20 years. He did *Big Fish* in 2003. But, ever since, he has been (6) _____. Though I did learn to appreciate Sweeney Todd after 4 watches,

Wednesday (7) _____. Jenna Ortega is (8) _____ as the titular character, leaping over the high bar set by Christina Ricci, and it is awesome because Christina Ricci is in the show along with Gwendoline Christie. I was (9) _____ the Addams family movies with Christina Ricci as a kid, so I was hoping I would like this show. And it turns out I love it!

The whole Nevermore Academy thing gives off Hogwarts vibes. It is doing the whole young adult supernatural thing really well, whereas shows like *Riverdale* and *Sabrina* (10) _____. Every single macabre witticism and pun makes me laugh. I do not know what that says about me, but they work every single time. (11) _____ it is Jenna Ortega's perfectly deadpan delivery, so I watched it very quickly. I just had to tell you, all, (12) _____ Wednesday."

is delightful	missing me repeatedly		I adore	crushing it
huge fan of	I think	let me know what you think of	I think	never really work for me
talk about	so entertaining		love the show	

Stay and Stray to review your understanding

After working together with your group, we will play “Two Stay Two Stray” (TSTS) again to discuss whether your answers are correct and completed. To do this, **two members of your group will ‘stray’ to visit** the neighboring group to share or gather information. **Two remaining members will remain seated or ‘stay’** to share information when new members join them.

Please wait for your teacher to call “Stray” to begin your quest.

During TSTS, feel free to re-watch the video and discuss further to compare your answers with other groups' answers. **Are there any updates or differences?** Write the new or updated answers in **different color**.

Discussion

You may return to your original group to share what you learn during TSTS.

Please wait for your teacher to call “Return” to end your quest.

What do you learn from the TikTok video? How do you express your opinion? Please list at least three (3) phrases you can use to **express your opinion** then **say it out loud**.

1. _____
2. _____
3. _____

TikTok Challenge

What movies or TV shows have you seen recently? Were they good?

Work together in a pair. Upload a TikTok video about your opinion on this movie/TV show to win a **prize** from your teacher. Please use the hashtags [#opinion](#) [#SMP6Sidoarjo](#) [#englishclass](#) and post the video before the end of the English class. The video should be at least **1 minutes**.

Appendix 7 Student's worksheet #3 for experiment group

SPEAKING SKILLS PRACTICE: AGREEING AND DISAGREEING – WORKSHEET #3

When we are expressing opinions, someone may agree or disagree. You may also feel agreement or disagreement to someone else's opinions. "To agree" means you are telling others that you think the same. "To disagree" means to have different opinion or you do not think the same as others. **It is okay to have different opinion from others.** We will learn how to agree and disagree with someone else's opinion in **friendly and respectful** ways!

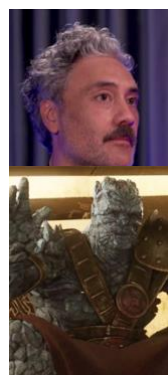
As usual, please make a group of four (4) students and do **preparation**.

Preparation

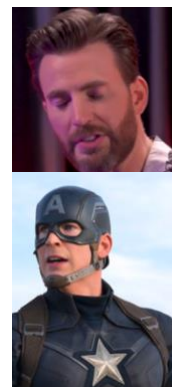
Match the vocabulary with the meanings by writing a–g next to the number.

1. a little biased	a. does something very well
2. suit	b. compare
3. play it by truth	c. unfair
4. pulls it off (informal)	d. costume
5. measuring against	e. respond honestly
6. does a great job	f. to tell (you) the truth
7. let us be honest	g. successfully doing something difficult

Watch the video and check your understanding



Now, please watch the TikTok video posted by **LADBible TV @lad** "What's your favorite superhero suit?" [#ladbible](#) [#ladtv](#) [#fyp](#) [#foryoupage](#) [#viral](#) [#trending](#) [#chrisevans](#) [#taikawaititi](#) together with your teacher and classmates. In this video, Chris Evans (right), an actor who starred as Captain America, discussed with Taika Waititi (left), the voice actor of Korg the alien in *Thor*, whether Captain America has the best suit of any superhero. Working together with your group, you may re-watch the video and discuss further to circle *True* or *False* for these sentences.



1. Chris Evans thinks that Captain America has the best suit of any superhero	<i>True</i>	<i>False</i>
2. Taika Waititi agrees with Chris Evans that Captain America has the best suit	<i>True</i>	<i>False</i>
3. Taika Waititi disagrees that Tom Holland dresses really well with his Spiderman suit	<i>True</i>	<i>False</i>

4. Chris Evans could not agree more that Tom Holland looks great in his Spiderman suit	<i>True</i>	<i>False</i>
5. Taika Waititi thinks that his suit is better than all the Avengers	<i>True</i>	<i>False</i>

Stay and Stray to review your understanding

After working together with your group, we will play the game called “Two Stay Two Stray” (TSTS) to discuss whether your answers are correct and completed. To do this, **two members of your group will ‘stray’ to visit** the neighboring group to share or gather information. **Two remaining members will remain seated or ‘stay’** to share information when new members join them.

Please wait for your teacher to call “Stray” to begin your quest.

Now, together with your new group, please complete the dialogue between Chris Evans and Taika Waititi with phrases from the box.

Captain America has the best suit of any superhero

Becky (TV host): “Captain America has the best suit of any superhero. Three, two, one (counting backwards to start the discussion).”

Chris: “I have to—I mean—Look, I am obviously (1) _____, but we have to (2) _____.”

Taika: “It is not the truth. It is not. (3) _____ too.”

Chris: “It is the (4) _____ for him. And it works for him. But if we are (5) _____ all the Avengers, (6) _____, it is not the best.”

Becky: (laugh)

Taika: “(7) _____, (laugh), they are all (8) _____.”

Chris: “Whether it is Scarlett, whether it is Hemsworth, whether it is Tom Holland, (9) _____, they are all wear— “

Taika: (interrupt) “Tom (10) _____ with his suit.”

Chris: “He does. (11) _____. He really does.”

play by our truths	He pulls it off	measuring against	I mean
let us be honest	I mean	I would disagree	suit
does a great job	a little biased	better than mine	

Discussion

Please wait for your teacher to call “Return” to end your quest.
You may return to your original group to share what you learn.

What do you learn from the TikTok video? How do you say to others that you agree or disagree with their opinions? Please list at least three (3) phrases you can use to **express your agreement/disagreement** then **say it out loud**.

1. _____
2. _____
3. _____

TikTok Challenge



Do you agree that Spiderman has better suit than Captain America? Why do you think so?

Work in pair. Record and upload a **1-minute** TikTok video to address **whether and why you agree or disagree** that Spiderman (left) has better suit than Captain America (right)? Use the hashtags **#opinion #SMP6Sidoarjo #englishclass**.

Appendix 8 Lesson plans for control group

MODUL AJAR: KELAS KONTROL

Satuan Pendidikan	: SMPN 6 SIDOARJO
Mata Pelajaran	: Bahasa Inggris
Fase	: D
Kelas / Semester	: VII/ Genap
Materi Pokok	: Expressing opinions
Alokasi Waktu	: 6 JP (3 x 2 x 40 menit)
Elemen CP	: Menyimak – Berbicara

A. Capaian dan Tujuan Pembelajaran

Capaian Pembelajaran (CP):

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen CP: Menyimak – Berbicara

Cuplikan kalimat Elemen CP:

Menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Tujuan Pembelajaran:

Menggunakan bahasa Inggris untuk berinteraksi dan bertukar pikiran, pengalaman, minat, pendapat, dan pandangan tentang teks deskripsi, Untuk memberikan pendapat lisan menggunakan pengulangan dari ide utama/detail teks.

Dimensi Profil Pelajar Pancasila :

1. Beriman, bertaqwa kepada Allah dan berakhlak mulia: Berdoa sebelum dan sesudah kegiatan belajar mengajar.
2. Mandiri: berpikir mandiri dan menyelesaikan tugas sungguh-sungguh.
3. Bernalar kritis: mengevaluasi informasi detail dari sebuah teks
4. Bergotong royong: Berkolaborasi mengerjakan tugas secara berkelompok.
5. Kreatif: menyampaikan pendapat dengan bahasa sendiri.
6. Berkebinekaan global: merasa menjadi warga dunia (*global citizenship*).
7. Berani berpikir, berpendapat, dan berbeda

B. Detail Rancangan Penggunaan

Total Alokasi Jam Pelajaran: 6 JP (3 x 2 x 40 menit)

Model Belajar: tatap muka

Sarana Prasarana:

- Laptop
- Proyektor
- Lembar Kerja Siswa:
 - (1) *SPEAKING SKILLS PRACTICE: ASKING FOR OPINION – WORKSHEET #4*
 - (2) *SPEAKING SKILLS PRACTICE: GIVING YOUR OPINION – WORKSHEET #5*
 - (3) *SPEAKING SKILLS PRACTICE: AGREEING AND DISAGREEING – WORKSHEET #6*

Prasyarat Kompetensi yang diharapkan diampu murid sebelum pembelajaran dimulai:

- Memahami kata-kata yang sering digunakan sehari-hari dengan bantuan gambar/ilustrasi serta kalimat dalam konteks
- Membaca dan menemukan informasi pada teks lisan atau visual yang didengar atau diamati
- Mengikuti instruksi sederhana yang berkaitan dengan aktivitas belajar
- Menyalin kata atau frase dari teks lisan/visual atau daftar kata

D. Detail Pertemuan

Alokasi Jam Pembelajaran (JP) per Pertemuan : 2 x 40 menit

Rincian Kegiatan Pembelajaran atau Rancangan Pembelajaran:

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
Ke-1	Tujuan Pembelajaran pertemuan ke-1: 1. Melengkapi teks lisan mengenai bagaimana menanyakan pendapat dan pandangan orang lain 2. Menggunakan bahasa Inggris untuk menanyakan pendapat dan pandangan orang lain	
	Indikator Keberhasilan : 1. Peserta didik dapat belajar dengan nyaman dan menyenangkan 2. Peserta didik mampu menanyakan pendapat 3. Adanya peningkatan keterampilan menyimak/berbicara	

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	Kegiatan Pendahuluan: - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik - Guru dan peserta didik membangun kesepakatan pada tujuan pembelajaran, hal-hal yang akan dipelajari, serta penilaian berbasis kemampuan berbicara - Guru memberikan pertanyaan pemantik “<i>Why is it important to ask someone’s opinion?</i>” untuk menyampaikan motivasi (manfaat) pembelajaran.	10 menit
	Kegiatan Inti: - Memberikan tugas kepada setiap peserta didik mengenai “<i>Asking for opinion</i>” melalui <i>Student Worksheet #1</i> dan meminta mereka mengerjakan bagian <i>Task</i> di dalamnya. - Membantu peserta didik apabila mereka mendapati kesulitan - Meminta peserta didik untuk mencocokkan dan membahas hasil kerja mereka selama mengerjakan <i>Student Worksheet #1</i> - Mengajak peserta didik berbicara dengan lantang untuk mengaplikasikan frase atau susunan kata yang digunakan untuk menanyakan pendapat orang lain. - Meminta perwakilan peserta didik untuk maju ke depan kelas dan mencoba menanyakan pendapat orang lain.	55 menit
	Kegiatan Penutup: - Meminta ketua kelas untuk memimpin doa - Memberikan salam penutup sebelum meninggalkan kelas.	15 menit
Ke-2	Tujuan Pembelajaran pertemuan ke-2: - Melengkapi teks lisan mengenai bagaimana memberikan pendapat mengenai topik tertentu - Menggunakan bahasa Inggris untuk memberikan pendapat	
	Indikator Keberhasilan: - Peserta didik dapat belajar dengan nyaman dan menyenangkan - Peserta didik mampu memberikan pendapat - Adanya peningkatan keterampilan menyimak/berbicara	
	Kegiatan Pendahuluan: <u><i>Phase 1 of Cooperative Learning-TSTS: Clarify goals and establish set.</i></u> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik - Guru dan peserta didik membangun kesepakatan pada tujuan pembelajaran, hal-hal yang akan dipelajari, serta penilaian berbasis kemampuan berbicara - Guru memberikan pertanyaan pemantik “<i>Why is it important to express what you feel and think?</i>” dan “<i>What movies or TV shows have you seen recently?</i>” untuk menyampaikan motivasi (manfaat) pembelajaran.	10 menit

Pertemuan	Kegiatan Pembelajaran	Alokasi waktu
	Kegiatan Inti: - Memberikan tugas kepada setiap peserta didik mengenai “<i>Giving your opinion</i>” melalui <i>Student Worksheet #2</i> dan meminta mereka mengerjakan bagian <i>Task</i> di dalamnya. - Membantu peserta didik apabila mereka mendapati kesulitan - Meminta peserta didik untuk mencocokkan dan membahas hasil kerja mereka selama mengerjakan <i>Student Worksheet #2</i> - Mengajak peserta didik berbicara dengan lantang untuk mengaplikasikan frase atau susunan kata yang digunakan untuk memberikan pendapat - Meminta perwakilan peserta didik untuk maju ke depan kelas dan mencoba memberikan pendapat mengenai film atau serial TV yang mereka tonton.	50 menit
	Kegiatan Penutup: - Bertanya pada peserta didik apa mereka mengalami kesulitan dalam berbicara dan memberikan pendapat - Meminta ketua kelas untuk memimpin doa - Memberikan salam penutup sebelum meninggalkan kelas.	20 menit
Ke-3	Tujuan Pembelajaran pertemuan ke-3: - Melengkapi teks lisan mengenai bagaimana memberikan persetujuan dan ketidaksetujuan mengenai topik tertentu - Menggunakan bahasa Inggris untuk menyatakan persetujuan dan ketidaksetujuan	
	Indikator Keberhasilan: - Peserta didik dapat belajar dengan nyaman dan menyenangkan - Peserta didik mampu menyatakan persetujuan dan ketidaksetujuan - Adanya peningkatan keterampilan menyimak/berbicara	
	Kegiatan Pendahuluan: <u><i>Phase 1 of Cooperative Learning-TSTS: Clarify goals and establish set.</i></u> - Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik - Guru dan peserta didik membangun kesepakatan pada tujuan pembelajaran, hal-hal yang akan dipelajari, serta penilaian berbasis kemampuan berbicara - Guru memberikan pertanyaan pemantik “<i>Have you ever had a disagreement with your friends?</i>” dan “<i>How do you deal with that?</i>” untuk menyampaikan motivasi (manfaat) pembelajaran.	10 menit
	Kegiatan Inti: - Memberikan tugas kepada setiap peserta didik mengenai “<i>Agreeing and Disagreeing</i>” melalui <i>Student Worksheet #3</i> dan meminta mereka mengerjakan bagian <i>Task</i> di dalamnya. - Membantu peserta didik apabila mereka mendapati kesulitan - Meminta peserta didik untuk mencocokkan dan membahas hasil kerja mereka selama mengerjakan <i>Student Worksheet #3</i>	50 menit

Perte- muan	Kegiatan Pembelajaran	Alokasi waktu
	d. Mengajak peserta didik berbicara dengan lantang untuk mengaplikasikan frase atau susunan kata yang digunakan untuk menyatakan setuju atau tidak setuju atas topik tertentu disertai dengan pendapat yang mendukung. e. Meminta perwakilan peserta didik untuk maju ke depan kelas dan mencoba menyatakan apakah mereka setuju atau tidak setuju bahwa rendang adalah makanan lezat di dunia.	
	Kegiatan Penutup: a. Bertanya pada peserta didik apa mereka mengalami kesulitan dalam berbicara dan memberikan pendapat b. Meminta ketua kelas untuk memimpin doa c. Memberikan salam penutup sebelum meninggalkan kelas.	20 menit

Appendix 9 Student's worksheet #1 for control group

SPEAKING SKILLS PRACTICE: ASKING FOR OPINION – WORKSHEET #4

Have you ever heard the word 'opinion'? An opinion is what you think or feel about something. Everyone has opinions on many different topics, but the best thing about opinions is that they can be different! For example, you might like the color yellow, but your friend might like black. That is an opinion, and asking someone's opinion is important because it helps you to get to know people better. Let's read the dialogue between Galih and Ratna below to know how to ask someone's opinion.

Galih: "Guess what! I finally got a new job!"

Ratna: "Really?! Congrats! By the way, how do you feel about it?"

Galih: "I am really excited. Also, I talked to my boss today!"

Ratna: "Oh! What do you think of him?"

Galih: "He was nice, and he told me about my salary."

Ratna: "Hmm, what is your opinion of your salary?"

Galih: "Well, it is better than most of my colleagues!"

Ratna: "And what about your colleagues?"

Galih: "They were so kind today."

TASK 1

According to the dialogue, please match the vocabulary with the meanings by writing a–f next to the number 1–6.



1. Guess what!	a. group of people who work together
2. Congrats! (informal)	b. nice
3. excited	c. payment
4. kind	d. I have good news!
5. salary	e. I wish you happiness!
6. opinion of/on	f. statement of beliefs or feelings
7. colleagues	g. very happy

TASK 2

According to the dialogue, please circle *True* or *False* for these sentences.

1. The man feels sad about his new job.	<i>True</i>	<i>False</i>
2. He thinks that his colleagues hate him.	<i>True</i>	<i>False</i>
3. His boss gives him a good salary.	<i>True</i>	<i>False</i>

TASK 3

What do you learn from the dialogue? How do you ask someone's opinion? Please list at least three (3) phrases you can use to **ask for opinion**.

Say it out loud.

1. _____
2. _____
3. _____

Appendix 10 Student's worksheet #2 for control group

SPEAKING SKILLS PRACTICE: GIVING YOUR OPINION – WORKSHEET #5

What movies or TV shows have you seen recently? Were they good? Let's read what Kit Lazer's opinion about a TV show that he recently watched called 'Wednesday'. Similar to Kit, **it is important** to share your opinions to others. It helps you **to understand yourself**, and it turn, **allow others to understand what you feel and what you think**. **Opinions can be different from one person to another, and that is okay!**

Have you watched *Wednesday*, yet?



Kit Lazer: "Netflix newest original show *Wednesday* premiered on Wednesday. I love the show! There are so many things I am supposed to be doing, but I had to talk about how much I adore this show. I think it is a home run, and it is so entertaining. *Wednesday* is the best thing that Tim Burton, the filmmaker, has done in 20 years. He did *Big Fish* in 2003. But, ever since, he has been missing me repeatedly. Though I did learn to appreciate *Sweeney Todd* after 4 watches, *Wednesday* is delightful. Jenna Ortega is crushing it as the titular character, leaping over the high bar set by Christina Ricci, and it is awesome because Christina Ricci is in the show along with Gwendoline Christie. I was a huge fan of the Addams family movies with Christina Ricci as a kid, so I was hoping I would like this show. And it turns out I love it! The whole Nevermore Academy thing gives off Hogwarts vibes. It is doing the whole young adult supernatural thing really well, whereas shows

like *Riverdale* and *Sabrina* never really work for me. I think it is Jenna Ortega's perfectly deadpan delivery, so I watched it very quickly."

TASK 1

Are Kit's comments negative or positive? Circle *Positive* or *Negative* for these sentences.

<i>Positive</i>	I had to talk about how much I adore the show	<i>Negative</i>
<i>Positive</i>	The show is really delightful	<i>Negative</i>
<i>Positive</i>	She is crushing it as the titular character, leaping over the high bar	<i>Negative</i>
<i>Positive</i>	I am a huge fan of her	<i>Negative</i>
<i>Positive</i>	Other shows never really worked for me	<i>Negative</i>
<i>Positive</i>	I think it is so entertaining and awesome	<i>Negative</i>
<i>Positive</i>	His movies have been missing me repeatedly	<i>Negative</i>

TASK 2

Because Kit is a native English speaker, he speaks with various new phrases and words. To better understand Kit's opinion, please match the vocabulary with the meanings by writing a–f next to the number 1–6.

1. adore	a. doing job very well
2. delightful	b. doing job much better than previous person
3. crushing it (informal)	c. something that is really successful
4. a home run	d. disappointing for me
5. missing me (informal)	e. love very much
6. deadpan	f. main character
7. leap over the high bar	g. entertaining
8. titular character	h. expressionless

TASK 3

What do you learn from Kit? How do you express your opinion? Please list at least three (3) phrases you can use to **express your opinion**.

Say it out loud.

1. _____
2. _____
3. _____

TASK 4

What movies or TV shows have you seen recently? Were they good? What do you think about it?

Say it out loud for 1 minute.

Appendix 11 Student's worksheet #3 for control group

SPEAKING SKILLS PRACTICE: AGREEING AND DISAGREEING – WORKSHEET #6

When we are expressing opinions, someone may agree or disagree. You may also feel agreement or disagreement to someone else's opinions. "To agree" means you are telling others that you think the same. "To disagree" means to have different opinion or you do not think the same as others. **It is okay to have different opinion from others.** We will learn how to agree and disagree with someone else's opinion in **friendly and respectful** ways!



Let's read the dialogue between Chris Evans (right), an actor who starred as Captain America, and Taika Waititi (left), the voice actor of *Korg* the alien in *Thor*, as they discuss whether Captain America has the best suit of any superhero.



Captain America has the best suit of any superhero

Becky (TV host): "Hi, Chris and Taika. There is a statement that Captain America has the best suit of any superhero. Do you agree or disagree about this?"

Chris: "Look, I am obviously a little biased, but we have to play by our truths."

Taika: "It is not the truth. I would disagree too."

Chris: "It is the suit for him. And it works for him. But if we are measuring against all the Avengers, let us be honest, it is not the best."

Becky: (laugh)

Taika: (laugh) "I mean, they are all better than mine."

Chris: "Whether it is Scarlett who plays *Black Widow*, whether it is Hemsworth who plays *Thor*, whether it is Tom Holland who plays *Spiderman*, I mean they are all wear—"

Taika: (interrupt) "Tom does a great job with his suit."

Chris: "He does. He pulls it off. He really does."

TASK 1

Match the vocabulary with the meanings by writing a–g next to the number.

1. a little biased	a. does something very well
2. suit	b. compare
3. play it by truth	c. unfair
4. pulls it off (informal)	d. costume
5. measuring against	e. respond honestly
6. does a great job	f. to tell (you) the truth
7. let us be honest	g. successfully doing something difficult

TASK 2

According to the dialogue, circle *True* or *False* for these sentences.

1. Chris Evans thinks that Captain America has the best suit of any superhero	<i>True</i>	<i>False</i>
2. Taika Waititi agrees with Chris Evans that Captain America has the best suit	<i>True</i>	<i>False</i>
3. Taika Waititi disagrees that Tom Holland dresses really well with his Spiderman suit	<i>True</i>	<i>False</i>
4. Chris Evans could not agree more that Tom Holland looks great in his Spiderman suit	<i>True</i>	<i>False</i>
5. Taika Waititi thinks that his suit is better than all the Avengers	<i>True</i>	<i>False</i>

TASK 3

What do you learn from the dialogue? How do you say to others that you agree or disagree with their opinions? Please list at least three (3) phrases you can use to **express your agreement/disagreement**.

Say it out loud.

1. _____
2. _____
3. _____

TASK 4



Do you agree that Spiderman has better suit than Captain America? Why do you think so?

Say it out loud for 1 minute.

Appendix 12 Pre-test and post-test scores from experimental and control groups

Pre-test of the experimental group (Class A, N=29)

No.	Pronunciation and intonation	Fluency	Accuracy	Vocabulary	S _{pre}
1	3	3	2	3	58.33
2	3	3	2	1	41.67
3	3	3	3	4	75.00
4	3	3	3	4	75.00
5	3	2	3	3	58.33
6	3	2	3	3	58.33
7	3	2	3	2	50.00
8	3	2	3	2	50.00
9	3	3	3	3	66.67
10	3	4	3	4	83.33
11	3	4	4	4	91.67
12	3	2	2	2	41.67
13	3	4	4	4	91.67
14	4	3	4	4	91.67
15	3	2	2	3	50.00
16	4	4	4	4	100.00
17	3	3	2	3	58.33
18	2	2	3	3	50.00
19	2	2	2	2	33.33
20	4	3	4	4	91.67
21	3	2	3	2	50.00
22	3	2	3	3	58.33
23	3	2	3	3	58.33
24	3	3	2	3	58.33
25	3	2	2	3	50.00
26	3	4	3	3	75.00
27	4	4	4	4	100.00
28	4	3	3	4	83.33
29	3	4	2	3	66.67
				Mean	66.09
				SD	18.89
				SEM	3.51

Pre-test of the control group (Class B, N=27)

No.	Pronunciation and intonation	Fluency	Accuracy	Vocabulary	S_{pre}
1	3	2	2	3	50.00
2	3	3	3	3	66.67
3	3	2	2	3	50.00
4	2	2	2	3	41.67
5	2	3	3	3	58.33
6	3	3	4	3	75.00
7	3	3	3	3	66.67
8	2	3	2	3	50.00
9	3	3	4	3	75.00
10	3	3	2	3	58.33
11	3	3	4	3	75.00
12	3	2	2	3	50.00
13	3	2	2	3	50.00
14	2	2	2	2	33.33
15	3	3	4	3	75.00
16	3	3	2	3	58.33
17	3	3	3	3	66.67
18	3	3	2	3	58.33
19	2	3	2	3	50.00
20	3	3	3	3	66.67
21	3	3	2	3	58.33
22	3	3	4	3	75.00
23	3	2	3	3	58.33
24	3	3	2	3	58.33
25	4	3	3	3	75.00
26	2	3	3	3	58.33
27	3	3	3	4	75.00
				Mean	60.49
				SD	11.46
				SEM	2.21

Post-test of the experimental group (Class A, N=29)

No.	Pronunciation and intonation	Fluency	Accuracy	Vocabulary	S _{post}
1	3	2	3	3	58.33
2	3	3	3	4	75.00
3	3	2	3	3	58.33
4	3	4	3	4	83.33
5	3	2	3	4	66.67
6	3	2	3	3	58.33
7	3	3	4	3	75.00
8	3	3	3	4	75.00
9	4	3	3	3	75.00
10	3	3	3	4	75.00
11	4	4	4	4	100.00
12	3	4	3	3	75.00
13	4	4	4	4	100.00
14	4	3	3	4	83.33
15	4	3	4	3	83.33
16	4	4	4	4	100.00
17	3	3	3	3	66.67
18	3	3	3	4	75.00
19	3	2	2	3	50.00
20	4	4	4	4	100.00
21	3	4	3	4	83.33
22	4	4	4	4	100.00
23	3	2	2	3	50.00
24	4	3	4	3	83.33
25	3	2	2	2	41.67
26	4	3	4	4	91.67
27	4	4	4	4	100.00
28	3	4	4	4	91.67
29	3	4	4	3	83.33
				Mean	77.87
				SD	16.71
				SEM	3.10

Post-test of the control group (Class B, N=27)

No.	Pronunciation and intonation	Fluency	Accuracy	Vocabulary	S _{post}
1	3	3	2	3	58.33
2	3	3	2	3	58.33
3	3	4	3	4	83.33
4	3	2	2	3	50.00
5	3	3	2	3	58.33
6	3	4	3	4	83.33
7	3	4	3	4	83.33
8	2	2	2	3	41.67
9	3	3	2	3	58.33
10	3	3	3	3	66.67
11	3	3	3	4	75.00
12	3	2	2	3	50.00
13	3	3	3	3	66.67
14	3	2	2	2	41.67
15	3	3	2	3	58.33
16	3	3	2	3	58.33
17	2	3	3	3	58.33
18	3	3	3	4	75.00
19	3	3	3	3	66.67
20	2	3	3	3	58.33
21	3	3	4	3	75.00
22	3	3	2	3	58.33
23	3	3	3	3	66.67
24	3	3	4	3	75.00
25	4	4	4	4	100.00
26	3	2	2	3	50.00
27	3	3	3	3	66.67
				Mean	64.51
				SD	13.59
				SEM	2.62

Appendix 13 Statistical analysis derived from GraphPad Prism

Unpaired t-test: Spre of experimental (TikTok+TSTS) vs. control groups

Table Analyzed Spre: control vs treat

Column B TikTok + TSTS

vs. vs.

Column A Control

Unpaired t test with Welch's correction

P value .183

P value summary ns

Significantly different ($P < 0.05$)? No

One- or two-tailed P value? Two-tailed

Welch-corrected t, df $t=1.351$, $df=46.67$

How big is the difference?

Mean of column A 60.49

Mean of column B 66.09

Difference between means ($B - A$) $\pm$ SEM 5.598 ± 4.144

95% confidence interval -2.739 to 13.94

R squared (eta squared) 0.03764

F test to compare variances

F, DFn, Dfd 2.716, 28, 26

P value .012

P value summary *

Significantly different ($P < 0.05$)? Yes

Data analyzed

Sample size, column A 27

Sample size, column B 29

Paired t-test: Spost vs Spre of control group

Table Analyzed control: Spost vs Spre

Column B Spost
vs. vs.
Column A Spre

Paired t test

P value .131
P value summary ns
Significantly different ($P < 0.05$)? No
One- or two-tailed P value? Two-tailed
t, df $t=1.561$, $df=26$
Number of pairs 27

How big is the difference?

Mean of differences (B - A) 4.012
SD of differences 13.35
SEM of differences 2.570
95% confidence interval -1.270 to 9.294
R squared (partial eta squared) 0.08572

How effective was the pairing?

Correlation coefficient (r) 0.4424
P value (one tailed) .010
P value summary *
Was the pairing significantly effective? Yes

Normality of Residuals

Test name	Statistics	P value	Passed normality test (alpha=0.05)?	P value summary
Anderson-Darling (A2*)	0.6528	.079	Yes	ns
D'Agostino-Pearson omnibus (K2)	0.7920	.673	Yes	ns
Shapiro-Wilk (W)	0.9415	.133	Yes	ns
Kolmogorov-Smirnov (distance)	0.1557	.092	Yes	ns

Paired t-test: Spost vs Spre of experimental (TikTok+TSTS) group

Table Analyzed experiment: Spost vs Spre

Column B Spost
vs. vs.
Column A Spre

Paired t test

P value <.001
P value summary ***
Significantly different (P < 0.05)? Yes
One- or two-tailed P value? Two-tailed
t, df t=4.133, df=28
Number of pairs 29

How big is the difference?

Mean of differences (B - A) 11.78
SD of differences 15.35
SEM of differences 2.851
95% confidence interval 5.942 to 17.62
R squared (partial eta squared) 0.3789

How effective was the pairing?

Correlation coefficient (r) 0.6342
P value (one tailed) <.001
P value summary ***
Was the pairing significantly effective? Yes

Normality of Residuals

Test name	Statistics	P value	Passed normality test (alpha=0.05)?	P value summary
Anderson-Darling (A2*)	0.5950 .112	Yes	ns	
D'Agostino-Pearson omnibus (K2)	1.538 .464	Yes	ns	
Shapiro-Wilk (W)	0.9517 .203	Yes	ns	
Kolmogorov-Smirnov (distance)	0.1749 .024	No	*	

Unpaired t-test: Gain scores of experimental (TikTok+TSTS) vs. control group

Table Analyzed Normalized gain or change

Column B TikTok + TSTS

vs. vs.

Column A Control

Unpaired t test

P value .011

P value summary *

Significantly different ($P < 0.05$)? Yes

One- or two-tailed P value? Two-tailed

t, df $t=2.636$, $df=46$

How big is the difference?

Mean of column A 0.1622

Mean of column B 0.4304

Difference between means ($B - A$) $\pm$ SEM 0.2682 ± 0.1018

95% confidence interval 0.06338 to 0.4731

R squared (eta squared) 0.1312

F test to compare variances

F, DFn, Dfd 1.355, 24, 22

P value .477

P value summary ns

Significantly different ($P < 0.05$)? No

Normality of Residuals

Test name Statistics P value Passed normality test ($\alpha=0.05$)? P value summary

Anderson-Darling (A_2^*) 0.4730 .232 Yes ns

D'Agostino-Pearson omnibus (K_2) 0.4859 .784 Yes ns

Shapiro-Wilk (W) 0.9727 .322 Yes ns

Kolmogorov-Smirnov (distance) 0.1000 .100 Yes ns

Data analyzed

Sample size, column A 23

Sample size, column B 25

Pearson correlation analysis: Gain scores vs Spre in the dataset

	"Spre vs. Control"	"Spre vs. TikTok + TSTS"
Pearson r		
r	-0.1724	0.1116
95% confidence interval	-0.5458 to 0.2582	-0.2966 to 0.4853
R squared	0.02971	0.01245
P value		
P (one-tailed).	.216	.298
P value summary	ns	ns
Significant? (alpha = 0.05)	No	No
Number of XY Pairs	23	25

Appendix 14 Gain scores from experimental and control groups

Gain scores of the experimental group (Class A, N=25)

No.	Spre	Spost	$\langle g \rangle$ or c	Category
1	58.33	58.33	FALSE	EXCLUDED
2	41.67	75.00	0.57	Medium
3	75.00	58.33	-0.22	Low
4	75.00	83.33	0.33	Medium
5	58.33	66.67	0.20	Low
6	58.33	58.33	FALSE	EXCLUDED
7	50.00	75.00	0.50	Medium
8	50.00	75.00	0.50	Medium
9	66.67	75.00	0.25	Low
10	83.33	75.00	-0.10	Low
11	91.67	100.00	1.00	High
12	41.67	75.00	0.57	Medium
13	91.67	100.00	1.00	High
14	91.67	83.33	-0.09	Low
15	50.00	83.33	0.67	Medium
16	100.00	100.00	FALSE	EXCLUDED
17	58.33	66.67	0.20	Low
18	50.00	75.00	0.50	Medium
19	33.33	50.00	0.25	Low
20	91.67	100.00	1.00	High
21	50.00	83.33	0.67	Medium
22	58.33	100.00	1.00	High
23	58.33	50.00	-0.14	Low
24	58.33	83.33	0.60	Medium
25	50.00	41.67	-0.17	Low
26	75.00	91.67	0.67	Medium
27	100.00	100.00	FALSE	EXCLUDED
28	83.33	91.67	0.50	Medium
29	66.67	83.33	0.50	Medium

Note: "FALSE" denotes student's score with no gain ($S_{\text{post}} = S_{\text{pre}}$) and/or maximum score (S_{post} or $S_{\text{pre}} = 100$), thus allowing them to be excluded from the data sets.

Gain scores of the control group (Class B, N=23)

No.	Spre	Spost	<g> or c	Category
1	50.00	58.33	0.17	Low
2	66.67	58.33	-0.13	Low
3	50.00	83.33	0.67	Medium
4	41.67	50.00	0.14	Low
5	58.33	58.33	FALSE	EXCLUDED
6	75.00	83.33	0.33	Medium
7	66.67	83.33	0.50	Medium
8	50.00	41.67	-0.17	Low
9	75.00	58.33	-0.22	Low
10	58.33	66.67	0.20	Low
11	75.00	75.00	FALSE	EXCLUDED
12	50.00	50.00	FALSE	EXCLUDED
13	50.00	66.67	0.33	Medium
14	33.33	41.67	0.13	Low
15	75.00	58.33	-0.22	Low
16	58.33	58.33	FALSE	EXCLUDED
17	66.67	58.33	-0.13	Low
18	58.33	75.00	0.40	Medium
19	50.00	66.67	0.33	Medium
20	66.67	58.33	-0.13	Low
21	58.33	75.00	0.40	Medium
22	75.00	58.33	-0.22	Low
23	58.33	66.67	0.20	Low
24	58.33	75.00	0.40	Medium
25	75.00	100.00	1.00	High
26	58.33	50.00	-0.14	Low
27	75.00	66.67	-0.11	Low

Note: "FALSE" denotes student's score with no gain ($S_{post} = S_{pre}$) and/or maximum score (S_{post} or $S_{pre} = 100$), thus allowing them to be excluded from the data sets.

Appendix 15 Documentation







Appendix 16 Thesis Consultation

KONSULTASI BIMBINGAN SKRIPSI

Nama : Yuliana Asa Kurnia
 NIM : 19180076
 Judul : The Effectiveness Of TikTok As A Mobile-Assisted Language Learning (MALL) Combined With Two Stay-Two Stray (TSTS) Cooperative Learning Method On The Speaking Skills In English As A Foreign Language
 Dosen Pembimbing : Wahyu Indah Mala Rohmana, M.Pd

No	Tanggal/Bulan/Tahun	Materi Bimbingan	TTD
1.	10 November 2022	Konsultasi Pertama	
2.	21 Maret 2023	Konsultasi dan Acc Judul	
3.	27 Maret 2023	Konsultasi Bab 1	
4.	4 April 2023	Penyerahan Revisi Bab 1 dan Bab 2	
5.	12 September 2023	Penyerahan Revisi Bab 2 dan Bab 3	
6.	1 Desember 2023	Konsultasi Bab 4	
7.	4 Desember 2023	Konsultasi Bab 5	
8.	7 Desember 2023	Penyerahan Revisi Bab 4 dan 5	

Malang, 14 Desember 2023

Mengetahui,

Dosen Pembimbing

Ketua Jurusan TBI



Wahyu Indah Mala Rohmana, M.Pd.

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Prof. Dr. H. Langgeng Budianto, M.Pd.

NIP. 197110142003121001

Appendix 17 Curriculum Vitae

CURRICULUM VITAE



Name : Yuliana Asa Kurnia
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Educational Background

No.	Year	Education	Place
1.	2006 – 2012	SD Muhammadiyah 2 Sidoarjo	Lemahputro, Sidoarjo, Jawa Timur
2.	2012 – 2015	SMP Muhammadiyah 1 Sidoarjo	Bulusidokare, Sidoarjo, Jawa Timur
3.	2015 - 2017	SMKN 1 Buduran	Buduran, Sidoarjo, Jawa Timur
4.	2019 - 2024	UIN Maulana Malik Ibrahim Malang	Lowokwaru, Malang, Jawa Timur