

ABSTRACT

Arinni Putri Fitrianto. 2026. Integrating Storytelling Technique and TikTok Videos to Teach Speaking Skill for the Tenth Grade Students of SMAN 1 Sukomoro. Thesis. Faculty of Teacher Training and Education, Universitas PGRI Madiun. Advisor: Dr. Samsul Arifin, S. Pd., M.Pd Co-Advisor: Dr. Rengganis Siwi Amumpuni, S. Pd., M.Pd.

Keywords: *speaking skill, storytelling technique, TikTok videos, English language teaching.*

Speaking skill is one of the essential skills in English language learning that students need to master in order to communicate effectively. However, in practice, many students still experience difficulties in expressing their ideas, have limited vocabulary, lack self-confidence, and are not fluent in speaking English. Therefore, teachers need to implement learning strategies that create an engaging and interactive learning environment while providing students with more opportunities to actively practice speaking. This study aimed to describe the implementation of the storytelling technique integrated with TikTok videos in teaching speaking skills and to identify the challenges faced by the tenth-grade students of SMAN 1 Sukomoro during the learning process. This study employed a qualitative approach using a descriptive research design. The participants of this study were the tenth-grade students of SMAN 1 Sukomoro. The data were collected through classroom observation, interviews, documentation, and students' speaking performance assessments. The data were analyzed through the processes of data reduction, data display, and conclusion drawing to obtain a comprehensive understanding of the learning process and the challenges experienced by the students. The findings revealed that the implementation of the storytelling technique integrated with TikTok videos created a more engaging, interactive, and student-centered learning process. During the learning activities, students were encouraged to develop their ideas through storytelling and present them in the form of TikTok videos, allowing them sufficient time to practice before delivering their presentations. The study also found that students still encountered several challenges, including difficulties in idea delivery, limited vocabulary, lack of speaking fluency, pronunciation errors, and low self-confidence when speaking English. Nevertheless, the interview results indicated that most students responded positively to the implemented learning activities. They perceived the learning process as more enjoyable and less monotonous, appreciated the opportunity to practice repeatedly through video recording, and expressed their expectation that similar activities would be implemented in future English learning sessions.

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Kata Kunci: *keterampilan berbicara, teknik storytelling, video TikTok, pembelajaran bahasa Inggris.*

Kemampuan berbicara merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris yang perlu dikuasai oleh siswa untuk menunjang kemampuan berkomunikasi. Namun, dalam praktiknya masih banyak siswa yang mengalami kesulitan dalam menyampaikan ide, memiliki keterbatasan kosakata, kurang percaya diri, serta belum lancar dalam berbicara menggunakan bahasa Inggris. Oleh karena itu, guru perlu menerapkan strategi pembelajaran yang mampu menciptakan suasana belajar yang menarik, interaktif, dan memberikan kesempatan kepada siswa untuk lebih aktif berlatih berbicara. Penelitian ini bertujuan untuk mendeskripsikan implementasi teknik storytelling yang diintegrasikan dengan video TikTok dalam pembelajaran keterampilan berbicara serta mengidentifikasi tantangan yang dihadapi siswa selama proses pembelajaran pada siswa kelas X SMAN 1 Sukomoro. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian adalah siswa kelas X SMAN 1 Sukomoro. Data penelitian diperoleh melalui observasi, wawancara, dokumentasi, dan penilaian performa berbicara siswa. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan untuk memperoleh gambaran yang komprehensif mengenai proses pembelajaran dan tantangan yang dialami siswa. Hasil penelitian menunjukkan bahwa implementasi teknik storytelling yang dipadukan dengan video TikTok mampu menciptakan proses pembelajaran yang lebih menarik, interaktif, dan berpusat pada siswa. Selama kegiatan pembelajaran, siswa diberikan kesempatan untuk mengembangkan ide melalui kegiatan bercerita, kemudian menampilkan hasilnya dalam bentuk video TikTok sehingga mereka memiliki waktu untuk berlatih sebelum melakukan presentasi. Mereka merasa kegiatan belajar menjadi lebih menyenangkan, tidak membosankan, memberikan kesempatan untuk berlatih secara berulang melalui perekaman video, serta berharap kegiatan serupa dapat diterapkan kembali pada pembelajaran berikutnya.