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The Effectiveness of TikTok As a Tool to Improve Students' Speaking Skill

[Efektivitas TikTok Sebagai Alat untuk Meningkatkan Kemampuan Berbicara Siswa]

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Abstract. Speaking skills have always been a major need to be enhanced amidst the difficulties of learning foreign languages for junior high school, such as English. The purpose of this study is to determine whether the TikTok social media can improve English-speaking skills in seventh-grade students in junior high school. However, English has not been fully mastered by students in primary and secondary schools, even though English is very important for learning and knowledge in the field of education on a global scale. Therefore, the researcher conducted an experiment using TikTok social media, which is now a trending among young people, as an alternative to their learning. This research uses a pre-experimental case study with a pre-test, treatment, and post-test instrument design. The methodology with 30 students to assess fluency, pronunciation, grammar, and comprehension with an average pre-test score of 58.67 and 68.67 for the average post-test score was seen in the findings that showed a difference in students' abilities after treatment using the TikTok social media. The difference in the results of these scores shows that students' speaking skills are in the sufficient category. Then the researcher sees an opportunity that the study using TikTok social media can be useful to be one of the innovators with the idea of new ideas in the English-speaking learning process. So that in the future, the learning process can be more diverse and creative, which will be in the interest of students.

Keywords – English Teaching, Speaking, TikTok as Learning Tool, Junior High School

Abstrak. Keterampilan berbicara selalu menjadi kebutuhan utama untuk ditingkatkan di tengah sulitnya mempelajari bahasa asing untuk sekolah menengah pertama, seperti bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah media sosial TikTok dapat meningkatkan kemampuan berbicara bahasa Inggris pada siswa kelas tujuh di sekolah menengah pertama. Namun, bahasa Inggris belum sepenuhnya dikuasai oleh siswa di sekolah dasar dan menengah, padahal bahasa Inggris sangat penting untuk pembelajaran dan pengetahuan di bidang pendidikan dalam skala global. Oleh karena itu, peneliti melakukan eksperimen dengan menggunakan media sosial TikTok, yang sekarang sedang menjadi tren di kalangan anak muda, sebagai alternatif pembelajaran mereka. Penelitian ini menggunakan studi kasus pra-eksperimental dengan desain instrumen pre-test, treatment, dan post-test. Metodologi dengan 30 siswa untuk menilai kefasihan, pelafalan, tata bahasa, dan pemahaman dengan skor rata-rata pre-test 58,67 dan 68,67 untuk skor rata-rata post-test terlihat pada hasil temuan yang menunjukkan adanya perbedaan kemampuan siswa setelah diberikan perlakuan dengan menggunakan media sosial TikTok. Perbedaan hasil skor tersebut menunjukkan bahwa kemampuan berbicara siswa berada pada kategori cukup. Kemudian peneliti melihat adanya peluang bahwa pembelajaran

menggunakan media sosial TikTok dapat bermanfaat untuk menjadi salah satu inovator dengan ide gagasan baru dalam proses pembelajaran berbicara bahasa Inggris. Sehingga kedepannya, proses pembelajaran dapat lebih beragam dan kreatif, yang nantinya akan diminati oleh para siswa.

Kata kunci - Pengajaran Bahasa Inggris, Berbicara, TikTok sebagai Alat Pembelajaran, Sekolah Menengah Pertama

I. INTRODUCTION

It is very rare to find teenagers having the ability to speak proficiently when using foreign languages. Even though language is an important communication tool for sustainable living. All of them have significant causal factors, such as for example because of the difficulty of understanding foreign languages without supporting tools and English is the most widely used language by people from different backgrounds. For example, countries that gather for conferences, debates, and social gatherings usually also use English as an alternative communication tool. [1]. But sometimes the use of a foreign language is also an obstacle for anyone who does not master it well. Finally, speaking ability becomes one of the things that needs to be improved so that the individual can rely on himself in social settings with different backgrounds, such as different languages. Teaching pronunciation is a big challenge in Indonesia, where the majority of pronunciation teachers are not native English speakers. Lack of confidence due to non-native speakers often prevents teachers from teaching pronunciation in well-planned lessons. [2].

Speaking ability is an interesting topic to discuss. Many people believe that students can communicate fluently in English if they can speak confidently and fluently with their teachers, friends, or other people. However, both teachers and learners of English will not easily face the challenge of making this happen. [3]. There are several factors that cause difficulties in speaking English, such as their lack of knowledge of certain vocabulary, fear of making mistakes, and reluctance to speak. [4]. As said by a previous researcher Parupalli Srinivas, even in the IT field, most programs are written in English, so they speak English and communicate in English with colleagues and other software professionals working around the world. Most foreign language learners try to learn English because this language is used for international communication. They need to master all four basic language skills: listening, speaking, reading, and writing. [5]. Therefore, having English language skills is very important to learn in order to become a communication weapon in a global context. According to Muhammad Yuseano Kardiansyah and Qodriani and Yulianti and Sulistyawati success in learning to speak is measured by students' ability to communicate their ideas orally, so this speaking skill must be developed by students. When students speak, they express what is in their minds and express themselves and their feelings in such a way that they can be understood by their listeners. [6]. In addition, self-assessment can stimulate students to receive individualized instruction to achieve subject objectives by increasing their awareness of their own speaking ability. [7].

Therefore, the researcher aims to find out the English speaking ability of students, especially junior high school children, by utilizing the digital era. The more advanced students and teachers are, the easier it is for them to respond to each other in the learning process. [8]. Teachers can also provide different social media to attract students' attention, and students can also complete tasks in different ways using their social media. In this way, students' speaking abilities will gradually improve. Especially in junior high school, which is in the transition period from

elementary school, which certainly requires a lot of knowledge and knowledge in accordance with the applicable procedures, One of the goals of language education is to improve students' language skills. Most students of English for foreigners is difficult to acquire speaking skills. Therefore, the researcher would like to focus on this topic to foster and improve speaking skills in students. In addition, speaking allows one to express and convey their feelings and thoughts directly. Therefore, the researcher aims to determine the English language speaking skills of students, especially junior high school students, by utilizing the digital era. The more advanced students and teachers are, the easier it is for them to respond to each other in the learning process. [9]. If someone wants to speak, then they must be able to convey understanding and express thoughts to people who are willing to listen. Therefore, mastering English is one of the most important things to use as a means of communication with others.

One way that can be used is to use the TikTok social media to improve children's speaking skills, especially in the field of English as a foreign language. According to Zhang & Ardasheva, the approach used by the teacher when teaching public speaking can also affect how students understand what the teacher is teaching. The more creative and interesting the activity is, the more students will be interested. As a result, a good teacher approach to teaching public speaking will be more important in helping students acquire intensive skills to improve public speaking. [10]. According to Bulele & Wibowo, TikTok is one of the most popular web applications today, especially in Indonesia, and has even become more popular than popular applications such as Facebook, WhatsApp, YouTube, and Instagram. [11]. Studies show that the use of social media and videos in language teaching helps students improve their oral presentation as well as their speaking skills. [12]. Speaking also requires supporting media as a support for student learning so that students are more interested and ultimately easier to absorb the material discussed. During the observation at SMPN 1 Tanggulangin, Sidoarjo, the English teacher, had never done learning with social media such as TikTok. So the researcher wants to use TikTok social media as an easy and fun alternative learning medium for children, especially in the first grade of junior high school. The researcher chose SMPN 1 Tanggulangin, Sidoarjo, as an experimental target to find out how effective the application of TikTok as a student learning tool is in improving speaking skills. From the selected TikTok media, researchers used video content from @learningwithlucas as the creator content that would be used as an example in the research process. Because the content published by the owner of Lucas's real name on TikTok provides education about English specifically for speaking lessons, which are very suitable if used as learning materials to be carried out during classroom research to prove whether TikTok is effective as a tool to improve students' speaking skills?

II. METHOD

The method used in this research is quantitative which is obtained by conducting direct experiments on 7th grade students at SMPN 1 Tanggulangin, Sidoarjo. This research is quantitative and uses experiments as its approach. Experimentation is considered the most accurate research method to measure the cause and effect of variables. [13]. The experimental design chosen by the author is pre-experimental. The pre-experimental design used in this research is a pre-test and post-test with quantitative methodology. With a sample size of 1 class, the class has a total of 30 students. From there, the data collection technique uses experimental research methods, which involve students conducting experiments directly to be observed by researchers during classroom learning.

Academic activities through social media technology are very important for the information system of educational institutions, especially because they are easy to use for the first time. [14]. The purpose of this method is to determine the effectiveness of the experimental process of using the TikTok social media as a learning medium. In addition, it is also expected to improve students' ability to think and speak in English through videos available on the TikTok social media. This study found that the TikTok social media is a good tool to help students learn in the learning process and got good responses from students about using it to teach them to stage theater texts. [15]. Previous research has also analyzed the effect of the TikTok social media on improving student English learning, but this research focuses on student interest in Tiktok learning outcomes, namely Wula and Nuryanto. [16]. After discussing the research topic that would use TikTok social media with the experimental method, the teacher decided to appoint classes 7-3 as the experimental class to be studied. The reason for choosing classes 7-3 as the sample is because they have a level of English comprehension that is difficult to improve compared to other classes, which is at the standard of knowledge at their age as students who do not make English their primary language. Although not yet fully proficient, students in grades 7-3 can still follow the teacher's instructions if asked to do written or oral tasks. Therefore, the researcher wanted to apply TikTok social media because she wanted to test whether the media could have an effect or if there was no effect at all. As explained above, the population in this experimental research is seventh grade students of SMPN 1 Tanggulangin, Sidoarjo, totaling 7 classes consisting of 30 students each. Researchers took 30 students who would be the sample for the experimental class. To obtain valid data, researchers used pre-test, treatment, and post-test instruments, which were expected to determine the effectiveness of the media used. At the time of the pre-test, treatment, until the post-test was carried out in 2 meetings with one meeting for 90 minutes. Where each process has the following learning plan:

1. Pre-test

Before starting, the teacher gave a brief explanation of self introduction to be explained again in detail by the researcher in front of the class. Students listened well during the explanation of the material until it was finished for about 20 minutes and asked them to raise their hands if they had any questions. Then the teacher would help to divide the groups from 30 students into 6 groups. The results of the pre-test will be measured by giving the task material with the command to make a related dialog with group friends about self introduction. Students would given 15 minutes. The results of the tasks that have been done will be presented in front of the class with their group friends and speak English one by one in turn according to the order of the dialog that has been made by the students before with a maximum time limit of 10 minutes.

During the presentation, the researcher was assisted the teacher to assess and determine the students' ability into the right classification. The main purpose of the pre-test is to evaluate how much students can understand or master a subject. In addition, the pre-test can also make it easier for teachers to adjust the material needed by students appropriately. Therefore, researchers conducted a pre-test as the first step of the first experiment to determine the extent to which students experienced differences from before and after being given treatment (at the time of the post-test) using the media that had been previously selected. Is it effective or not effective at all.

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2. Treatment

After the pre-test is conducted, the researcher will provide treatment to students by using TikTok media to support the learning process so that it can improve their speaking skills, as expected. If the pre-test is conducted without supporting media, then the treatment is carried out by providing TikTok media to test the effectiveness of the media used. In the treatment process, students will be given more than 1 video content by the TikTok content creator, @learningwithlucas, regarding dialogs that are commonly performed by students or foreigners in English. In this process, the media used in the experimental class was carried out using the students' own cellphones which were still under the supervision of the teacher and also the researcher during the process. Students are asked to be able to pay close attention to the video selected by the researcher. Then students make the video for support or examples of their learning about how to speak English to introduce themselves to others in accordance with the material of self introduction.

For the first step, researchers provided 2 videos belonging to @learningwithlucas from TikTok as a supporting tool for students' treatment. after showing 2 videos about similar material, namely self-introduction, students were instructed to practice independently for 5 minutes with their groups according to the examples Lucas had shown in the video. in the treatment section, in addition to improving their speaking skills, students can also add new vocabulary with sentences exemplified by Lucas in his Tiktok videos. from this process students can hone their pronunciation clearly through direct practice after being given examples. From this treatment, students would be asked to practice speaking English again in the post-test to find out whether students' understanding has increased after being given video examples by researchers accompanied by teachers. The first step during treatment using TikTok social media, the researcher uses his own ideas to make it systematic. the evidence of the researcher's results can be seen in the picture 1.



Picture 1.

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3. Post-test

The last step is the post-test. Where students would show the results of their achievement after going through each process in the experimental class. The post-test is the last test taken after the learning process is complete, whether with treatment or not. And in this process, researchers can also determine the effectiveness of TikTok media carried out in treatment in experimental classes as a benchmark for the development of students' speaking skills. Apart from being a form

of end-of-learning evaluation, the post-test will also provide outcome evaluation data, which is usually carried out at the closing stage of classroom learning activities.

In using this experimental method, students will conduct an experiment on the effectiveness of TikTok video content to improve their English language skills, then observe the process and write down the results of the experiment. The results of the task are then presented in front of the class and evaluated by the teacher in the post-test step. [17]. If students want to know how to pronounce words correctly, then they must also expand their vocabulary. When students begin to understand the natural meanings of English words, confidentiality is the only topic that can be discussed after students can speak. [18]. Therefore, the researcher made TikTok a learning alternative for modern students to facilitate understanding by watching video content directly on the platform. And the owner of English education content, especially speaking areas, is Lucas, who has an account called @learningwithlucas on the TikTok platform with 275 thousand followers and 650 thousand likes.

This study uses evaluation criteria based on weights and scores such as poor, moderate, good, and excellent. While the students presented the results of the given task, the researcher and the teacher conducted an assessment to determine more valid results based on classifications such as, fluency, pronunciation, grammar, and comprehension. Each individual is given their own score, then the results will be analyzed using the speaking assessment rubric adapted from Brown. [19].

Table 1. Speaking Scoring Rubric from Brown and Harris

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	(No Specific fluency description. Refer to other to four language areas for implied level of fluency).	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple question and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grop for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	Errors in pronunciation are quite rare	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker.

After conducting the test directly, the results can be known as the data needed to state whether or not the use of TikTok media is effective. Data analysis techniques use statistics, and to make it easier to test the effectiveness of the media, researchers use the SPSS Statistics 22.0 version. This quantitative data uses the T-test, or paired T-test. From the test conducted at the time of the pretest to find out the results of the post-test, the test will be conducted during 2 hours of English subjects lasting about 90 minutes.

III. Findings

The findings of this study relate to classification through students' pre-test and post-test scores, which are used to answer research problem questions. Researchers have given tests twice, namely pre-test and post-test. The pre-test was given before treatment to determine the speaking ability of students before being given treatment, while the post-test was given after treatment by giving assignments to make dialogs about self-introduction, and the post-test results of this study can answer the research question, namely whether there is a difference or influence with the use of the TikTok application on students' speaking ability as a learning medium.

A. Descriptive Statistic

Descriptive statistics show student scores containing the minimum and maximum scores, mean scores, and standard deviation collected by the researcher. All of these values were determined from the students' pre-test and post-test scores during the study period.

Table 2. Result of the Pre-test and Post-test

No	Name	Score Pre-test	Score Post-test
1.	RAK	55	70
2.	MSR	45	55
3.	DAS	50	60
4.	MRA	45	50
5.	PABF	50	70
6.	MRDP	50	55
7.	SBP	40	60
8.	DSD	45	60
9.	GDBP	60	75
10.	MRT	55	65
11.	MHM	60	70
12.	PAWS	75	85
13.	CFP	70	80
14.	MEY	65	70
15.	ZAA	65	75
16.	AAP	75	85
17.	NAB	70	75
18.	BDYS	70	85
19.	AA	65	70
20.	NMP	70	75
21.	REA	60	70
22.	LR	65	75
23.	MC	70	80
24.	AHA	50	60
25.	NH	60	65
26.	APN	65	75
27.	M	55	65
28.	NGLM	60	65
29.	AFN	50	60
30.	MN	45	55

Table 3. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	40	75	58.67	9.994
POSTEST	30	50	85	68.67	9.553
Valid N (listwise)	30				

The table above shows that the average student pretest score is 58.67. The maximum score is 75, the minimum score is 40 and the standard deviation is 9.994. Meanwhile, the average value of students' post-test is 68.67. The maximum score was 85, the minimum score was 50, and the standard deviation was 9.553. From the results of this analysis, it can be seen that a total of 30 students in terms of their speaking ability are in a good classification. The researcher can find that the students' speaking ability has successfully improved by using self-introducing dialog, which is done by presenting in front of the class directly to convey the results of their assignments.

B. Pre-requisite Analysis

1. Normality test.

Before conducting the actual test, the researcher needs to conduct a prerequisite analysis, namely the normality test. Below are the results of the normality test of all data on students' pre-test and post-test scores in speaking using self-introduction dialog.

Table 4. Result of the normality test

One-Sample Kolmogorov-Smirnov Test			
		PRETEST	POSTTEST
N		30	30
Normal Parameters ^{a,b}	Mean	58.67	68.67
	Std. Deviation	9.994	9.553
Most Extreme Differences	Absolute	.140	.122
	Positive	.140	.118
	Negative	-.137	-.122
Test Statistic		.140	.122
Asymp. Sig. (2-tailed)		.136 ^c	.200 ^{c,d}

Based on normality testing using SPSS 22.0 with the Kolmogorov semirnov test, it is known that the Asymp sig (2-tailed) value of the pretest parameter is 0.136 while the posttest value is 0.200. Both data can be said to have a normal distribution because they are greater than the research significance value of 0.05.

2. T-test

The table below determines the paired sample t-test analysis result :

Table 5. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTEST	-10.000	4.152	.758	-11.550	-8.450	-13.191	29	.000

Based on the paired sample t test, it is known that the sig value is 0.000. This value is less than 0.05, so it can be said that there is a significant difference between students' pre-test and post-test scores. This implies that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that there is a difference from the post-test results, which indicates that teaching speaking skills with self-introduction dialog using TikTok is influential in improving the speaking ability of Students 7–3 of SMPN 1 Tanggulangin.

IV. Discussion

It turns out that using TikTok as a learning tool can significantly improve students' speaking skills. Students who used TikTok to participate in speaking tasks found that their speaking skills and confidence improved. The results of this study are consistent with the findings of a previous study by Marini, which stated that the use of TikTok social media can have an impact on student academic outcomes.[20]. The observed improvement in speaking skills may be due to the interactive and engaging nature of TikTok. So it can encourage students to practice speaking more often in a less formal and more fun environment through the TikTok social media. This study has limitations as the sample used was limited to one school and one grade level only, the results may also not be generalizable to more people. In addition, the study conducted over a short period of time may not be sufficient to identify the long-term effects of TikTok use. Further research is needed to study TikTok use across different educational and cultural contexts. In addition, long-term studies are needed to investigate the long-term impact of TikTok use on students' speaking ability.

Learning media must continue to develop because they must keep up with technological advances that can be accessed anywhere and anytime so that it is easier for educators and students to follow the lessons. [21]. To achieve optimal learning outcomes, teachers must be creative in fostering students' desire to learn. [22]. Therefore, TikTok as a learning medium can help teachers deliver information effectively. They can also create an interactive and fun learning environment, which, of course, can be adapted to the learning environment and student needs. [23].

V. Conclusion

From the analysis conducted on testing the effectiveness of TikTok social media as an improvement in students' English speaking skills, it has a significant effect. After applying TikTok as a learning support tool also experienced an improvement in their speaking ability in class. In addition, the increase in grades can reflect whether students become more confident and willing to study hard if there is good learning media support. Thus, the use of TikTok social media as a learning tool can not only improve learning abilities in students but can also encourage enthusiasm for learning to speak English in public as a means of communication or conveying the purpose of the conversation.

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