THE EFFECT OF TIKTOK VIDEO APPLICATION TOWARDS STUDENTS SPEAKING SKILLS

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Abstract

The objective of this research is to find out the effect of TikTok application towards students' speaking skills at the tenth grade students of SMK N 1 Songgom. The researcher hypothesis there is positive effect of TikTok Application towards student speaking skills at SMK N 1 Songgom.

The researcher used true experimental methode. The population of this researchis tenth grade students of SMK N 1 Songgom which total 216 students. The researcheruses simple random sampling. The total of sampleos 72 students, which consist of 36 students from X TJKT 2 as experimental class and 36 students from X TJKT 3 as control class.

The researcher used paired T-test to determine if the test result were statistically significant or not. The results of the test showed that the experimental group had improved their speaking skills more than the control group. It can be concluded that the TikTok application is effective in increasing students speaking skills. Therefore, the result of the Independent sample T-test showed that the sig (2-tailed) value was 0.000 which is less than 0.05. The students pretest of experimental class was score 58.67, while the control class hada score 75.67. Than the post test score experimental class was 55.22 and control class was score 72.78. Which means that the post test score was higher than the pretest. So it can be concluded that the application of the TikTok has a positive effect on students speaking skills.

Keywords: TikTok Application, Speaking Skills

1   INTRODUCTION

In recent years, there has been a significant shift in language pedagogy, particularly in foreign countries, transitioning from a teacher-centered approach to a student-centered model (M. Al-Tamimi & Attamimi, 2014 in (Rahmawati et al., 2023). Language learning comprises four key skills: listening, speaking, reading, and writing. Among these, speaking is considered the most essential when acquiring a second or foreign language(Dewi Sri Kuning, 2019). There are also those who said, speaking is one of the English skills that plays a crucial role in facilitating communication between people all over the world. Talking is one of the types of forming in language, the type that is rapid, complex, continuous, and essential because language is an image that communicators use to develop and transmit information (Molla, 2019). Qonsequently, English educators must create opportunities for students to express their thoughts and opinions. One method of enhancing students' speaking abilities is utilizing the TikTok platform (Pratiwi et al., 2021).

TikTok is a social media platform and video-sharing app that allows users to create, edit, and share short video clips with filters and background music (Afidah et al., 2021). It was originally developed in China and launched by entrepreneur Zhang Yiming in September 2016 as part of the technology company ByteDance.

Based on the results of observation and interview at SMK N 1 Songgom on February 2nd, 2023, there are several speaking difficulties among students. The first is that students lack of courage in expressing their opinions. Second, there are difficulties in pronunciation. The third is constrained by the language lab that is not yet available at the school, but it does not diminish the enthusiasm of teachers and students in learning to speak. Fourth, the students of mastery of the material provided because the students lack learning. In addition, the reality on the ground is that the English learning process during learning uses the project-based learning method, which involves solving problems in groups. However,

according to the teacher, this method is still considered ineffective because students feel bored when learning in class.

Based on the foregoing, it is critical to undertake study on the TikTok application in order to improve students' speaking skills. This research was conducted with tenth grade students from SMK N 1 Songgom.. As a result, the researcher conducted a study titled "The Effect of TikTok Video Application Towards Students' Speaking Skills (An Experimental Research at Tenth Grade Students of SMK N 1 Songgom)".

1.1   Definition of Speaking

According to (Brown, 2003) speaking can be observed directly and empirically, but the acciracy and effectiveness of a test-taker's listening skillscan affect the reliability and validity of an oral production test. On the other hand, Chaney (2006) in (Rahma Santoso & Taufiq, 2015)   speaking involves contructing and exchanging meaning through verbal and nonverbal symbols in various context. This perspective highlights the importance of nonverbal cuess, such as gestures and facial expression, in the communication process.

1.2   Component Speaking

According to Hughes in (Taraporevala & Sahin, 2017), when speaking, the speaker not only has the ability to speak and communicate with others, but also to understand the factors related to English proficiency.

a)   Pronounciation
   Accent includes how learners can speak with good pronunciation. Poor pronunciation will affect the transmission of unclear messages. Furthermore, accent includes pronunciation, emphasis, and intonation.
b)   Vocabulary
   Vocabulary is very important when students speak English. Vocabulary is a complex mediator between spoken and written language, and its effect on related skills and general language ability.
c)   Comprehension
   Comprehension that can expand learners' knowledge of speaking skills and improve their speaking skills.
d)   Fluency

   Fluency can facilitate a clear understanding of meaning. Fluency is not the process itself, but information about how effective or easy it is. Thus, fluent effects can be produced by almost any form of cognitive processing, making them a difficult construct to define.

e)   Grammar
   Students need to arrange a correct sentence in the conversation. What is consistent with the suggested explanation is the student's ability to manipulate structure and discern appropriate grammatical forms. The usefulness of grammar is also to learn the right way to gain expertise in a language in spoken and written form.

1.3   Definition TikTok Application

TikTok is described as a group of Internet applications built on the ideological and technological foundation of Web 2.0, allowing the creation and exchange of user-generated content (Xiuwen & Razali, 2021). Another definition by Wu (2020) in (Zhen et al., 2021) TikTok is considered the most widely used social networking application with overwhelming popularity among the young generation aged 30 and under.

1.4   TikTok as Learning Media

Speaking English via Tik tok allows students to have their own audience. They can be more confident because people will watch their videos and give them a "like". When they get more likes, students will get more excited and keep trying to make better videos. Obviously, in addition to improving speaking skills, Tik tok also trains students' creativity.

2 METHODOLOGY

This research used tru-experimental method. The population chosen by the researcher was all 10th grade students of SMK N 1 Songgom. The total population is 216. Researchers took samples from two classes including X TJKT 2 and X TJKT 3 with a total sample of 72 students. In this research, the researcher used simple random sampling. The instruments used to collect data in this study were speaking tests consisting of pre-test, treatment, and post-test. The researchers applied the speaking test at the beginning and end of the meeting. Students had to describe or do self-introduction by making a video to upload on TikTok app.

This research was conducted from June to July 2023. The first meeting was used to conduct a pre-test for the experimental and control classes. In the second meeting until the fifth meeting, the researcher gave treatment to students in the experimental class through the TikTok app. The students were given material about self-introduction through TikTok app. In the last meeting, the researcher gave a post-test to students to assess students' ability to speak self-introduction text by making an introduction video.

The researchers used statistical methods as a technique to analyze the data, as the study aimed to find out how the use of TikTok app as a medium affects students' speaking skills in self-introduction texts and to identify the differences between students who were taught using TikTok app and those who were not. The researchers analyzed the data after obtaining the pre-test and post-test scores. The researchers used a speaking test for pre-test and post-test as the instrument of this study. The purpose was to evaluate the students' speaking skills after the TikTok app treatment.

3 RESULTS

The findings of this study are that students' ability in learning activities using TikTok app media increases, and there is a significant difference between students who are taught using TikTok app media and students who do not use TikTok app media.

Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test experimental	36	52	64	58.67	3.703
post-test experimental	36	72	80	75.67	2.928
pre-test control	36	48	68	55.22	6.883
post-test control	36	64	80	72.78	5.308
Valid N (listwise)	36				

Table 3.1 *Descriptive Analysis*

We may infer from the data above that there were 36 total samples (N) in the experimental group. At the pre-test, the lowest score was 52 and the highest was 64. In the experimental group, the pre-test mean score was 58.67. After the treatment was given in this class the experimental groups' post-test score ranged from 72 to 80 with the mean of post-test was 75.67. There are 35 samples (N) in the control group. It had a pre-test minimum score of 48 and a maximum score of 68 and the average score was 55.22. After the learning process, the control group took post-tests, with a minimum score of 64 and a maximum score of 80. The mean of the post-test in the control group was 72.78. As we can see from the experimental class that the score of post-test was higher than pre-test.

Paired Sample Test

Table 3.2 Paired Sample Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PretestEks - PostestEks	-17.000	4.721	.787	-18.597	-15.403	-21.607	35	.000
Pair 2	PretestContr - PostestContr	-17.556	3.613	.602	-18.778	-16.333	-29.154	35	.000

Based on the result of Pair 1, the sig. (2-tailed) value is 0.000 < 0.05. It can be concluded that there is significant difference between the mean of pre-test and mean of post-test in experimental class. The researcher concluded that students' speaking ability got improved after being taught by TikTok application.

Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference		Lower	Upper
hasil_belajar	Equal variances assumed	16.019	.000	2.859	70	.006	2.889	1.010	.874	4.904
	Equal variances not assumed			2.859	54.490	.006	2.889	1.010	.864	4.914

Table 3.3 Independent Sample Test

The researcher concluded from the data that research hypothesis (Ha) is approved and hypothesis (H0) is rejected. This is so because the Sig(2-tailed) data ranges from 0.000 < 0.05. In other words, there is a significant difference score for students who were taught by TikTok application and those who were not in teaching speaking at SMKN 1 Songgom.

4 CONCLUSIONS

Based on the research done at SMK N 1 Songgom in the academic year 2023/2024, the researcher can conclude that using the TikTok app can improve students' speaking skills as evidenced by their grades. . In addition, based on students' responses to teaching and learning activities, this is reflected in their perception of class conversations and discussions, their performance in front of the class, pronunciation as well as fluency and confidence in speaking.

Students are more involved in the speaking, teaching and learning process. Therefore, using the TikTok app as a teaching strategy can help students improve and maintain their public speaking skills.

As discussed in the discussion in the previous chapter, using the TikTok app can help students overcome their fear of public speaking. The student's previous test score is low, but the post-test score is higher than the previous test score. That is a remarkable achievement. Using the TikTok application in the learning process helps students feel happier and more comfortable during speaking lessons. This can help students overcome their fear of public speaking. This can increase student motivation and self-esteem.

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