

The Implementation of TikTok Application to Increase The Students Speaking Skill

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Abstrak : English is the international language that should be understood by many people in this world. Nevertheless, some students felt difficult to learn English. The problem is grammar error, lack of vocabulary, and lack of self-confidence in speaking English. It challenges the teacher to facilitate the students to learn. This digital era pushes the teacher to connect the digital and the learning strategy. For that reason, the researcher tries to apply the TikTok application in the learning process. Thus, the aim of this research is to know whether TikTok application can improve the students' speaking skill or not? This research was conducted in MTs Negeri 2 Murotai Timur. The samples in this research were the second grade of MTs Negeri 2 Morotai Timur with a total of 30 students. The researcher uses a pre-experimental design that focuses on using one group as a pre-test and post-test. The result of this research showed that the pre-test score was 5,30 and after implementing the use of TikTok application, the mean of the post-test score was 7,27. It means that the implementation of TikTok application can improve the students' speaking skill.

Kata Kunci : English Learner; TikTok Application; Speaking Skill

INTRODUCTION

Language is a system of conventional spoken, manual (signed), or written symbols utilized by human beings, as members of a social group and participants in its culture, expressing themselves. The English language is one of thousands of languages that use a tool to communicate. English has become an important language to learn in this era. English has become the most essential language in the world. English is a medium of communication and promotes people to be easily in communication, in particular, the people who come from the non-English country. English consists of four skills to be

taught. They are speaking, listening, writing, and also reading skills. (SA Gani, D Fajrina & R Hanifa. 2015), (Zuhriyah, Mukminatus. 2017) Speaking skill is an ability to orally express opinions, thoughts, facts, and feelings to other people. Speaking needs not only the learners' understanding about the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak (Khorashadyzadeh 2014). In speaking English, pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (AP Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Learn about pronunciation should also comprehend with the vocabulary. Vocabulary in three senses that, cover the total number of the words which make up a language, all the words known to a person or used in a particular book, subject, and etc, A list of words with their meaning (Asyiah D., 2017).

However, speaking is regarded as prominent language skill in spoken communication. Speaking is a speech utterance with the purpose of having intention to be recognized by speaker and the receiver process the statement in order to recognized their intention (Efrizal D, 2012). In the fact, English learner faces some problems when they are forced to speak English. Firstly, most of them are insufficient in mastering grammatical roles, lack English vocabulary competences, besides that psychological aspect are considered to play an important role in the students' courage in speaking (Sarmila, S. et al., 2023). The students who are lack self-confidence feel hesitant when she/they try to speak in masses. Based on research observations, students at MTs Negeri 2 Morotai Timur face several problems in speaking English, most of them find it difficult when asked to speak English. More than half of the students are not confident and feel hesitant to speak due to several basic reasons, such as lack of mastery of the language and anxiety of making mistakes.

However, this problem must be addressed immediately, as a teacher this phenomenon can cause students to become pessimistic about learning English. Therefore, a teacher who is creative and innovative must consider the condition and psychology of students before receiving material. The TikTok application is appropriate, even though this strategy is in accordance with the conditions and situations of students at MTs Negeri 2 Morotai Timur, using the TikTok application in promoting student interest and enjoyment in the learning process. Based on the background above, the researcher puts the main problem statement as follow: "Does Using TikTok application can enrich students speaking skill at MTs Negeri 2 Morotai Timur?" and the aim of this research is determine whether the use of the TikTok application can improve students' speaking skills at MTs Negeri 2 Morotai.

RESEARCH METHOD

This research was held at MTs Negeri 2 Morotai Timur in January to February. This study uses quantitative research. The researcher uses a pre-experimental design as part of a research method that focuses on using one group as a pre-test and post-test. In applying the one group pre-test post-test, the researcher used a purposive sampling technique to obtain the sample in this study that applies to the population. There are two variables in this research that independent variable and dependent variable,

TikTok application as independent variable (variable x) and speaking skill as dependent variable (variable y).

The population in this study were all second grade students of MTs Negeri 2 East Morotai, totaling 73 people. The definition is a subject of the population to which the researcher intends to generalize was "part of the population" (Weisman LS, Bacallao R, Wickner W., 1987:). The population was the results. The samples in these research students the second grade of MTs Negeri 2 Morotai Timur. The researcher only took 30 students from 73 students.

The procedure of data collecting technique include 3 steps, pre-test, treatment, and post-test. Analysis data is used to find out the result of the research. Data analysis can be done with using SPSS for windows 20. SPSS is computer software whose functions to calculate statistical data. The data analysis using Non- Parametric test with Wilcoxon due to the data was not normally distributed.

RESULT AND DISCUSSION

The Finding

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency Pretest	30	1	3	1.27	.521
Pronunciation Pretest	30	1	3	1.47	.629
Vocabulary Pretest	30	1	3	1.33	.547
Grammar Pretest	30	1	3	1.23	.504
Total Pretest	30	4	12	5.30	1.784
Fluency Posttest	30	1	3	1.43	.626
Pronunciation Posttest	30	1	3	1.80	.610
Vocabulary Posttest	30	1	3	2.17	.699
Grammar Posttest	30	1	3	1.70	.596
Total Posttest	30	4	12	7.27	1.999
Valid N (listwise)	30				

The first table tells before using the TikTok application, it indicates that the mean score of pre-test is 5.30, while after TikTok was implemented the mean score is higher, it can be seen in post-test result 7.27. Meanwhile, the dominant indicator of Pronunciation in pretest is 1.47, lowest in Grammar. In the post test, the first indicator is vocabulary (2.17), and the last position is fluency (1.43).

Table 2. Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students' Result	Pre Test experimental	.234	30	.000	.735	30	.000
	Post Test experimental	.186	30	.009	.929	30	.047

1. Lilliefors Significance Correction

Moreover, the result of Normality Test states that the significant level is .0.00, it is lower than 0.05 and it means that the data was distributing not normal. In this research, the researcher used Shapiro Wilk due to the sample less than 100.

Table 3. Ranks

		N	Mean Rank	Sum of Ranks
Class - Students' Result	Negative Ranks	60 ^a	30.50	1830.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	60		

a. Class < Students' Result

b. Class > Students' Result

c. Class = Students' Result

In addition, the result of Paired Sample negative ranks 60^a T-Test shows that the positive ranks 0^b the ties 0^c, the total 60.

Table 4. Test Statistics

	Class - Students' Result
Z	-6.776 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

Because the reseacher uses pre-experimental research, and the data was not normally distributed, it must be tested by non-prametric tests using the Wilcoxon. The result showed that the Asymp sig (2- tailed) has, 0,000 lower than 0,05. H means, by using TikTok application, the student's speaking is improved.

Discussion

Teaching speaking is not easy, the teacher should combine with the interactive strategi and using media. Using media in teaching English is help the student in learning (A. Arianti, Ms. Nurnaningsih, &V. Pratiwi. 2018). In this era the students always full fill their day with playing social media. The use of social media in teaching can be a good idea but the rules should be clear. Media Social media is not only used to share positive information but also can be a boomerang for its users if not used wisely. User impact, the impact can be positive or negative. When someone has a good bias in using the app, won't there is a negative side to using the app, and vice versa. The Tik Tok app is not only used for entertainment but can be used for interacting with new people (Salsabila, E. F., Hanggara, G. S., & Dwi, R. 2022). The application with the use of appropriate methods and techniques can be used as an interactive learning medium that can improve students' speaking ability (Zaitun, Z., Hadi, M. S., & Emma Dwi Indriani, 2021).

Learning process contains five communication components, namely teacher, learning materials, learning media, students and learning objectives. Learning media used by the teacher must be arranged systematically, based on (S.D. Aji et all., 2018). When using the Tik Tok app This learning media is useful for increasing creativity in children (Luisandrith & Yanuartuti, 2020). In the online learning process using the TikTok application, educators are the main actors who plan, direct, and carry out these activities (Puspitasari, A. C. D. D. 2021).

Teacher needs some preparation before teaching students using TikTok application (Ramdani, N. S., Hadiapurwa, A. & N Nugraha 2021).

1. Teacher made four videos using TikTok application. One video contains an explanation of the cause and effect as material, while the four videos contain conversations about cause and effect as material.
2. Teacher shows the video to the students.
3. Student sees and take the knowledge about cause and effect.
4. Teacher concludes the video which contains an explanation of the cause and effect.
5. To show students' speaking skills, teacher give instruction students to duet with four videos that the teacher has made containing conversations about cause and effect.
6. Teacher sees and assesses the results of the videos that students have.

From the important of media in teaching language, the researcher apply TikTok Apps. The students in MTS Negeri 2, had a lower in speaking when the researcher observe them, but after the implementation of TikTok application, their speaking is increasing. It is proved by their score in pretest and posttest. (Herlisya, D., & Wiratno, P, 2022). It showed the result that classroom action research by using Tik Tok App improved students' learning activities and students' speaking skill. It same with other research by (Chairunisa, Mia R & Sari, Fatimah M, 2021), (*Fahdin, R.G. (2020)*). The application of the TikTok application to facilitate students' speaking skills in high school, which includes the strengths and weaknesses of the TikTok application and student responses about the TikTok application. The application of the TikTok application was used by the teacher as a student learning media; then students agree that the TikTok application has many advantages; student responses are very positive about the TikTok application.

The respondents had a positive attitude toward a TikTok application as a video aid while learning through TikTok application used it as an English language learning strategy to help and enhance literacy and speaking skills. In addition, respondents expressed a strong desire to use a TikTok application to watch and understand all the content associated with Basic English skills (Pratiwi, et al., 2021). Therefore, the advantage of using TikTok in speaking class is enjoyable and fun learning, because the students more creative and see the video directly and watching their speaking in some dialogue and conversation (Diko Putri, S.M. 2022). There are already several TikTok users who create video content about English. Then follow their account and like each video, usually they will actively post videos. Take advantage of comments to ask. TikTok users always answer questions in the comments column or later via the next video post (Ferstephanie, J., & Lady Pratiwi, T., 2022). If you are an English content creator, make videos that are unique and easy to understand so that in addition to attracting someone's interest in learning, TikTok users are also comfortable watching TikTok videos, don't forget to include English learning to explore even more. In addition, (Putri SDM, 2022), Warini, N. L., et all (2021) says TikTok application improved students' speaking skills well. Students' sentiments toward the usage of TikTok in language learning were favorable. The program TikTok made the educational environment more enjoyable and engaging. By incorporating TikTok into the learning process, students were motivated and excited to participate in oral communication. TikTok can also facilitate students' and teachers' access to learning materials. Students can generate various English-speaking content on TikTok due to the numerous tools used to make videos more engaging and interactive. By practicing and connecting language learning

using TikTok, students can relate it to their daily lives and improve their speaking skills for more meaningful language learning.

(Puspita Sari, 2020) tells that students really like learning using the TikTok application because the learning process is not boring. Learning with the TikTok application is able to build students' confidence in speaking. The use of the TikTok application as a learning media can help during this pandemic where the learning process is online.

After implementing TikTok in the test, students' scores were rapidly increased and better. The average score for the post-test was 7.27 points. It is unexpectedly that the effect of the TikTok application in improving students' motivation received positive feedbacks from the students. The students' performance from each test was encouraged up and better from time to time. It can be implicated that students were encouraged in speaking because they have new experiences in learning the language.

CONCLUSION AND SUGGESTION

Based on the result of the data, the researcher inferred using TikTok application speaking skill. It proved by the tests result that the pre-test were 5,30 and after implemented the of using TikTok application, the mean of the post-test were 7,27. It means that using TikTok application can make their speaking improved in this case, the indicator of speaking namely vocabulary, is higher the in pre-test (1, 33-2, 17), the second one of is pronunciation, grammar is the third and lastly is fluency, with score (1, 27; 9,43). It is very important to apply techniques or strategy in teaching so that students are active and enjoy the learning process in class and TikTok application is the interesting media in teaching English.

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