THE UTILIZATION OF TIKTOK VIDEOS AS LEARNING MEDIA TO ENHANCE STUDENTS’ SPEAKING PROFICIENCY

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Abstract
The purpose of this study was to determine whether or not TikTok videos contribute on English pre-service teachers’ speaking proficiency. The population of the study was 54 of second-semester English students of Faculty of Education, Universitas Muhammadiyah Jakarta. There were 30 students participated as samples selected through random sampling technique. This study employed quantitative method with pre-experimental design and one group pre and post approach. The instruments used in data collection were oral pre- and post-tests. This study was conducted online both in synchronous and asynchronous ways. Synchronously, the researchers used Google Meet platform in doing the treatment, while asynchronously, WhatsApp group was used to discuss the materials and open question and answer session with the participants. The data were analyzed quantitatively and statistically through the formula of paired- sampled t-test. The quantitative calculation showed that in the average, the students gained higher achievement in the post-test (75.00) than in the pre-test (61.57). Besides, the statistical computation found out that level of significance was higher than 0.000 < 0.005. This also indicated that H0 was rejected and H1 was accepted. Thus, this research work concluded that TikTok videos used as media in learning was effective to improve students’ speaking proficiency.
Keywords: digital application, learning media, students’ speaking skills, TikTok videos
INTRODUCTION

In learning a language including English, speaking is considered as the most important skill since the successful of people learning a language is measured from their ability to use the language learnt in spoken context. “Speaking is the core of language learning” (Dionar & Adnan, 2018:369). It is the active use of language to express meaning (Al-Nakhalah, 2016:97). People who speak a certain language are called literate or “speakers” of that language. Through speaking, people are not only able to express their feelings and thoughts, even more, they will also be able to understand, practice and learn many things.

In the context of English learning, speaking is mostly taught by providing the students interactive activities since this skill will be effectively acquired if the students practice their English through interactive communication; between a speaker and a listener. According to Rao (2019:11), interactive speaking situations are more meaningful atmosphere for both speaker and listener since they can comprehend the matter in certainty. In line with this opinion, Achmad & Yusuf (2014) added that communicative and interactive learning activities will facilitate students with more opportunities to practice the target language. In speaking, the students learn how to compose thoughts, form sentences and produce spoken language with correct pronunciation and comprehensibly, appropriate with the contexts. However, to reach this ability, most of Indonesian students counter varied issues since English is not used by the environment; they are only exposed to either local language of the parents or Indonesian language since they were born until they are at schools. Some of the problems the students face are including limited knowledge of English, low English vocabulary mastery, lack of confidence, motivation, and interest when learning the language. This condition is getting worse if the teachers do not use appropriate teaching methods and strategies such as providing their speaking classes with effective, appropriate, and interesting learning media. Students will enjoy the learning and be encouraged to practice their active skill with joyful and having no pressure if the learning activities and zones are fun.

In accordance with this, and to adjust this current technological era, Ampa (2015) suggested the use of interactive learning media as one of the means to build interactive learning since this kind of media provides students with text, audio, videos, animations and graphics simultaneously. There was plethora of prior studies reported the effectiveness of using various number of applications utilized as interactive media in teaching and learning English, particularly to improve students’ skill of speaking. Some of those studies discussed by Wahyuni & Fitri (2023), Octavianita, et.al., (2022), who studied Cake Application; Mardiah, Suharsih, Hamidiyah (2022), who investigated Memrise Application; Deliza & Sadikin (2023), who examined ORAI Application; Samad, Bastari & Ahmad (2017), who researched Podcasts, and others.

Besides those applications, the use of TikTok in related to students’ speaking skill was also reported by many previous researches with various objectives such as to measure students’ learning motivation and interests. Interestingly, it was also found that several studies scrutinized TikTok to improve English speaking skills of the students of non-English majors, for example Rahmawati (2023) who used TikTok in improving Midwifery students’ speaking skill; Pratama & Hastuti (2023) who improved Business Administration students’ speaking skill of English using TikTok; and, Kaban (2023) who enhanced Nursing students’ speaking skill of English by using TikTok. From these prior studies, the writer acknowledged that the research which focused on investigating TikTok...
as learning media in improving English pre-service teachers’ speaking skill was still scarce.

TikTok was firstly launched in September 2016 as one of Chinese social network and music video platforms that can be used for pleasure and education. In terms of English learning, TikTok users can access English learning contents such as for speaking, vocabulary, grammar, pronunciation and many others uploaded and shared by content creators. Yang (2020:163) further explained that TikTok gives space for any creators to make videos with any theme or style with the duration between 15 seconds to 5 minutes. Among huge numbers of videos in TikTok, there are also plenty of influential English teaching and learning videos made by English educators and native speakers. These videos also serve TikTok watchers with bunch of English learning materials that can be used by both English teachers and students.

TikTok application gives benefits in many extents and in terms of teaching and learning speaking skill, this application has voice feature in which the students can communicate among other users in TikTok network. The students who want to practice their speaking skill can act and play roles that require creativity and expressions. Besides, the students will also be able to give comments to each other, hence, in practicing speaking skill the students can support, suggest, and appreciate the performance of one to another. In this way, most of the students are getting motivated to talk and be more confident since they have friends to talk to. For English teachers, using TikTok to invite their students to practice speaking skill would be more effective and efficient since teachers only need short time to browse any teaching materials they need to be delivered to the students. Among all benefits of using TikTok, the most effective advantage is that students and teachers can access this application from their mobile devices; anytime and anywhere.

A study of Zaitun, et al., (2021:89-94) showed that using TikTok application as a media in speaking subject increased students’ confidence and also added their new experiences in expressing ideas freely. In this globalization era, where Z-generation students are very closed with social media, the utilization of TikTok would certainly interest these students. These students demand modern English teachers, academics, as well as institutions to catch up with global dynamic ways of using any online application as teaching and learning media.

Referring to the background above, the researchers intended to explore the utilization of TikTok application in improving students’ speaking skills. Among big numbers of prior studies that used TikTok in speaking subject, the ones which involved English pre-service teachers as the samples of the research were still scarce. Thus, this research work aimed to fill this gap. This research was guided by a research question: “Is the utilization of TikTok application effective in improving English pre-service teachers’ speaking proficiency?” Thus, this study had the purpose to prove whether or not TikTok application used as the media improve speaking proficiency of English pre-service teachers. The researchers believed that this study would give positive contributions not only to the theories of speaking skill but also to the practices of using interesting and appropriate media in speaking classroom.

**RESEARCH METHOD**

In this research, a quantitative method with a pre-experimental design was applied by using a one-group pretest-posttest research framework. The quantitative
approach, as stated by Creswell (2012:19), is an approach dealt with statistical analysis of data in the form of scores and numbers expressed in math, and must be analyzed and understood by using proper statistical process. Meanwhile, Creswell (2009:160) explained that “pre-experimental design is pre-test measure followed by a treatment and post-test for a single group to collect the data.” One-Group Pretest-Posttest approach is drawn as follows:

\[ O_1: \text{Pretest} \]
\[ X: \text{Treatment} \]
\[ O_2: \text{Posttest} \]

This research design compares students’ achievement before and after treatment through the results of pre-test and post-test. The experiment consisted of three phases: pre-test, treatment, post-test to examine students’ improvement in English speaking ability. In applying TikTok application as media used in speaking class, the experiment was held both in synchronous and a-synchronous types of online learning for 6 meetings excluding the administration of pre- and post-test. In synchronous session, the researchers used the platform of Google Meet. Whereas for the a-synchronous meeting, the researchers used WhatsApp Group to share link of TikTok videos, gave instruction, opened question and answer session, and held discussion. The treatment for each meeting was carried out in 3 learning hours or about 2.5 hours.

The research was carried out in even semester academic year of 2022/2023 at Faculty of Education, Universitas Muhammadiyah Jakarta. The population of this research were two classes of second semester English major students with totally 54 persons. These students are prepared to become English teachers for secondary level. In order to select the sample, simple random sampling was applied and 30 students were randomly chosen from those populations. In collecting the data, pretest and post-test of speaking were used as the instruments. In assessing students’ speaking achievement, a speaking rubric was used. Brown (2014:172-173) cited in Marleni (2021) proposed scoring rubric of speaking consists of five items: Grammar, Vocabulary, Comprehension, Fluency, and Pronunciation. In order to confirm whether or not TikTok videos affected students’ speaking achievement, statistical formula of paired-sample test was taken.

**FINDINGS AND DISCUSSION**

Referring to speaking rubric used to assess students’ speaking performance in pre-test and post-test, the results can be seen in the following Table 1:

**Table 1. Students’ speaking achievement in the pretest and posttest**

<table>
<thead>
<tr>
<th>Description</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>1850</td>
<td>2250</td>
</tr>
<tr>
<td>Average Score</td>
<td>61.57</td>
<td>75.00</td>
</tr>
<tr>
<td>The highest Score</td>
<td>85</td>
<td>95</td>
</tr>
<tr>
<td>The Lowest Score</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>(X_j - X_i)</td>
<td>403</td>
<td></td>
</tr>
<tr>
<td>(D)</td>
<td>13.4</td>
<td></td>
</tr>
<tr>
<td>(\frac{(X_j - X_i) - D}{D})</td>
<td>389.6</td>
<td></td>
</tr>
<tr>
<td>(\frac{(X_j - X_i) - D}{D}^2)</td>
<td>1517.6218</td>
<td></td>
</tr>
</tbody>
</table>
Based on the result of pre-test and post-test of the students above, the researchers proceeded the analysis by using statistical formula of t-test as follows:

\[
\bar{D} = \frac{403}{30} = 13.4
\]

\[
\text{Variance } (S^2) = \frac{1}{n-1} \sum_{i=1}^{n} ((X_j - \bar{X}) - \bar{D})^2
\]

\[
= \frac{1}{29} = (1517.6218)
\]

\[
SD = \sqrt{\text{variance}} = \sqrt{52.330} = 7.23
\]

\[
t = \frac{\bar{D}}{SD} = \frac{13.4}{7.23} = 10.229
\]

\[T_{\text{table}} \rightarrow \text{degree at significance } 5\% = 2.048\]

The calculation above explains that the result was 10.229 > 2.048. The results of data analysis showed that \(t_{\text{cal}}\) was 10.229 higher than \(t_{\text{table}}\) of 2.048. This indicated that there was a significant effect on using TikTok videos as learning media to enhance students’ speaking proficiency.

**Conclusion**

The research was aimed to answer the research question of whether or not TikTok application used as learning media effective in improving English pre-service teachers’ speaking proficiency. The quantitative analysis of students’ speaking achievement in the pre-test and post-test showed that the students performed better after they were taught speaking by using TikTok application. The average of their post-test score (75.00) was higher than that in the pre-test (61.57). Furthermore, the statistical analysis of paired sample test indicated that the value of \(t_{\text{calculation}}\) (10.229) was higher than the value of \(t_{\text{table}}\) (2.048) at significance level of 5%, hence this result confirmed that null hypothesis (\(H_0\)) was rejected and alternative hypothesis (\(H_1\)) was accepted.

Referring to the results above, this study concluded that TikTok videos used as learning media was proven to be effective in enhancing English pre-service teachers’ speaking proficiency.

**Suggestion**

The findings of this study lead the researchers to address suggestions to several parties. First, it is suggested that English teachers keep on trying their best to be creative in facilitating their students with various interesting learning media, particularly in speaking class. Second, the researchers also suggest the students to utilize any social media or digital application they use to give benefits and or support their academic knowledge, such as use TikTok app not only for fun but also for learning. Third, for those
who are interested to do further research under similar topic, the researchers suggest them to add more variables and involve more samples so that the discussion will be wider.

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