



TIKTOK AS A MEDIA APPLICATION FOR IMPROVING THE STUDENT SPEAKING SKILLS

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Abstrak

This research reports on the study of students' speaking ability through the use of the TikTok application. The problem of this research was the improvement of the students' speaking accuracy and fluency through the use of the TikTok application at SMA Negeri 13 Bone. The purpose of the study was to determine students' ability to speak through the use of the TikTok application. The researcher used classroom action research (CAR), which was conducted in two cycles; each cycle consisted of four meetings. Thirty students in the eleventh grade at SMAN 13 Bone participated in this study. The techniques for collecting data were observation and speaking tests. The research findings indicated that the application of the TikTok application was significant in improving the students' speaking skills in terms of fluency and accuracy. It was proved by the mean score in the speaking ability for *DT* of 50.7, *C1* of 65.79, and *C2* of 77.69. So the improvement of the student's speaking *ability* from *DT* to *C1* is 30.11%, *DT* to *C2* is 52.96%, and *C1* to *C2* is 18.08%. The researcher suggests that the use of media in language learning, particularly for speaking students, is absolutely essential. The TikTok media application is one that must be used. Students respond positively and enjoyably to the use of social media in the language learning process.

Keywords: media application; speaking skill; tiktok.

TIKTOK SEBAGAI APLIKASI MEDIA UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA

Abstrak

Penelitian ini melaporkan kajian kemampuan berbicara siswa melalui penggunaan aplikasi TikTok. Permasalahan dari penelitian ini adalah peningkatan ketepatan dan kelancaran berbicara siswa melalui penggunaan aplikasi TikTok di SMA Negeri 13 Bone. Tujuan penelitian adalah untuk mengetahui kemampuan berbicara siswa melalui penggunaan aplikasi TikTok. Peneliti menggunakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus; setiap siklus terdiri dari empat kali pertemuan. Tiga puluh siswa kelas sebelas di SMAN 13 Bone berpartisipasi dalam penelitian ini. Teknik pengumpulan data adalah observasi dan tes berbicara. Temuan penelitian menunjukkan bahwa penerapan aplikasi TikTok signifikan dalam meningkatkan keterampilan berbicara siswa dalam hal kelancaran dan ketepatan. Hal ini dibuktikan dengan skor rata-rata kemampuan berbicara untuk *DT* sebesar 50,7, *C1* sebesar 65,79, dan *C2* sebesar 77,69. Jadi peningkatan kemampuan berbicara siswa dari *DT* ke *C1* sebesar 30,11%, *DT* ke *C2* sebesar 52,96%, dan *CI* ke *C2* sebesar 18,08%. Peneliti menyarankan bahwa penggunaan media dalam pembelajaran bahasa, khususnya untuk siswa berbicara, sangatlah penting. Aplikasi media TikTok menjadi salah satu yang wajib digunakan. Siswa merespon positif dan menikmati penggunaan media sosial dalam proses pembelajaran bahasa.

Kata kunci: aplikasi media; keterampilan berbicara; TikTtok.

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INTRODUCTION

These days, communication tools like the phone, the internet, and the facsimile are evolving quickly. Of course, using languages as a means of communication cannot liberate them. All areas, including education, the economy, trade, politics, industries, and interpersonal interactions, depend heavily on language. Without language, people are powerless. They are unable to perform more of their daily tasks. Communication is carried out, among others, through oral, written, visual, body language, media, and multimedia (Syarifuddin & Gunawan, 2022).

English language studies Learning and acquiring communication abilities has been transformed by the growing development of technology. Social networking has recently been utilized in often used both within and outside of the English language classrooms (Xiuwen & Razali, 2021). Our ability to connect and effectively engage with people depends on communication, which is a crucial component of our existence. We may express our ideas, opinions, and feelings while also comprehending those of others through successful communication.

English must play a significant part in this global period as a medium of communication while communicating on an international level. Therefore, it is essential for English teachers to develop their students' speaking abilities. Speaking is considered an important skill to master and also implies communicating, thinking, and learning (Gunawan & Rahman, 2022).

The ability to speak is a crucial component of communication. When we utilize sentences to carry out various actions, such as expressing emotions or demands, requesting and providing information, and identifying people and things, this is referred to as successful communication (Rosali, 2020). Although the ability to talk is a vital part of human communication, recent technological advances have altered the way we communicate with one another. Smartphones, social media, and video conferencing services have made it easier for consumers to communicate with people from all over the world. People can now communicate with anyone in seconds by pressing a button. Speaking is no longer limited to face-to-face interactions, but has spread beyond borders and time zones.

Speaking is employed for a variety of things, including opinion expression, object description, object complaint, object persuasion, and object polite request (Tirtanawati & Salsabila, 2021). The goal of a speaking course is frequently for the students to be able to express themselves in the target language, to deal with fundamental interactive skills like greetings, thanks, and apologies, and to convey their needs, request information, or request other services, among other things. Speaking is the primary means for fostering mutual understanding, mutual communication, and using language as the median (Wibowo & Khairunas, 2019).

Although it is commonly recognized that students lack motivation to do well in their studies and still struggle with speaking English, Speaking skills must be taught via media or other resources. To help the students quickly understand and be stimulated by the media, even the utilization of applications is essential.

In light of the problem, it is important to improve the students' speaking skills. As a result, it is expected of English teachers to think about and take steps to improve their students' speaking skills. Karpovich et al., (2021) said that speaking in a foreign language requires a lot of practice and exercise to become more proficient. To effectively instruct students, it is essential to employ a variety of teaching methods. students mastery of speaking abilities is critical because speaking skills allow students to articulate and convey the views or ideas of others (Gunawan & Rahman, 2022). It is intended that they will choose the appropriate media, make comprehensive preparations, and prepare well in order to engage the students in communication.

Using innovative learning media is one method of implementing 21st century learning. Teachers use learning media as a tool in the teaching and learning process. stated that social media applications are useful tools for improving EFL students' English language skills and motivation to learn (Sharma, 2019). Language learning has also been transformed by technology. Language learning applications allow people to study a new language from the comfort of their own homes. These apps are simple to use and offer a fun approach to learn through interactive language games, quizzes, and audio-visual information. Additionally, language learning applications encourage the use of speech recognition technology, which allows students to practice their pronunciation and intonation. This not only improves the learner's listening and speaking skills, but also gives them the opportunity to interact with native speakers.

The use of learning media is done to provide students with a stimulus so that learning activities are effective and enjoyable, and learning is in accordance with the expected goals. If the teacher has used innovative media in the classroom, it can grow and even develop students' creativity. Multimedia is the use of devices to recognize and present text, audio, linked video, and tooling tools that allow users to browse, chat, create, and communicate (Nabilah et al., 2021).

The TikTok app is a medium that can be used for creative learning. The majority of today's youth are familiar with this application. The TikTok application and its features are widely used throughout the world. Tiktok is not just for teenagers. However, everyone from the elderly to small children are familiar with this application because it has become a medium for the larger community to express their personal and life experiences. Furthermore, Xiuwen & Razali (2021) asserted that the use of TikTok in language learning has the potential to improve students' speaking ability.

Based on Lindade, (2020) TikTok has grown in popularity among teens and tweens all over the world, with an estimated 800 million TikTok users. TikTok is suitable for teachers to assess students' learning outcomes. TikTok may also be utilized to encourage students' speaking ability as a goal of communicative language learning (Ferstephanie & Lady Pratiwi, 2022). The TikTok app gives students the ability to create short lived videos that they can share in order to practice their motivational speaking abilities. Students can also study English on this site by watching those brief films of English native speakers. Also, it increased students' understanding of fluent English speakers' speaking styles.

TikTok has evolved into a kind of social media platform that includes short videos of effective and interesting English language communication learning resources posted by English educators or native English speakers (Xiuwen & Razali, 2021). Students should be able to comprehend and accept the teacher's teaching methods, particularly when it comes to speaking, with the usage of the TikTok app as an interactive learning tool. Students can be encouraged to communicate smoothly and effectively based on such a wide range of content or material by employing tiktok. TikTok is simple to use because it only requires a smartphone to upload videos to TikTok. Tik Tok users express themselves, in addition to the already established filters (Nu'man et al., 2022). Teachers may help students learn how to talk by employing learning media like the TikTok app, which will make the speaking learning process more effective and efficient. Technology plays crucial functions in human communication and continues to influence how we communicate with one another. People should be careful to keep in mind how their physical, mental, and interpersonal health may be impacted by the growing use of technology. Technology has the ability to revolutionize language instruction and foster a more connected global community despite these possible downsides.

The fundamental goal of this study is to determine how using TikTok has affected the student's Accuracy and Fluency In speaking. The findings from this research should provide senior high school English teachers with a wealth of useful information that they can use both theoretically and practically. Teachers might use theoretical material as a guide when teaching English to students in order to improve their speaking skills. This study can also provide useful information to English teachers who are developing an alternative program at their schools to help students improve their speaking skills through the use of TikTok.

Based on several explanations above, the researcher attempted to apply TikTok media learning so that the information delivered by the teacher was understandable for students. The goal of this research is really to examine and comprehend strategies for improving students' speaking skills.

METHOD

The research is being conducted through classroom action research (CAR) and carried out several stages such as initial observation, planning, implementation, observation, and reflection. It indicates that the researcher engages in accordance with one English teacher at the school while conducting the study. Two cycles will be run in order to evaluate the student's proficiency in English using the TikTok app. The research instruments used in this study were; observation and speaking test. The scope of the research includes speaking skills focused on fluency and accuracy. The students involved in this classroom action research were 30 students who were in class 11 at SMAN 13 Bone majoring in language.

The procedure conducted in this research includes several stages of the scheme, namely, planning, action, observing and planning. It shown at the scheme below based on (Ferrance, 2000);

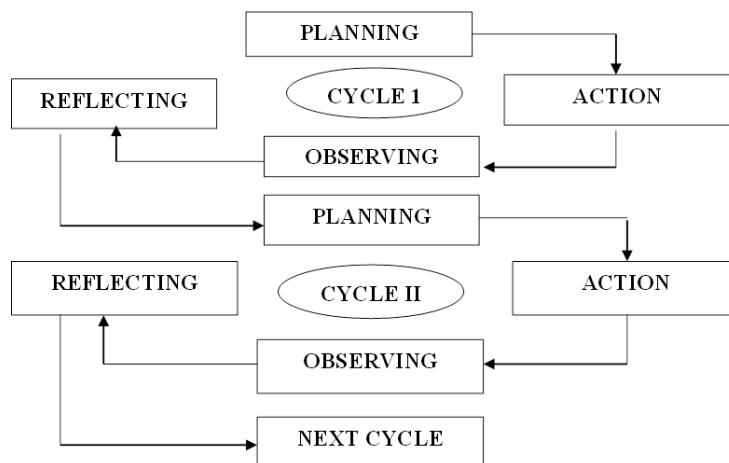


Figure 1. The procedure of action research

In order to implicate the collaborative classroom action research, the researcher and collaborative discuss some preparations such as: preparing the suitable strategy, designing the lesson plan, preparing instructional materials and media and preparing the measurement of students' success for outcomes. The implementation is actual manifestation of what has been designed in the lesson plan. Before, carrying out the speaking activities, the researcher gave explanation to student what they do in learning process to develop their speaking ability.

Observation is the process of recording and collection data about any aspect on event which happen during the implementation of the action. In this stage the observer observed the use of tiktok done by the teacher and students. The activity in this section will be evaluated by researcher, so for the next stage can be develop.

The result of data that have been done, it would be continue in the analysis until could be reflection after action research. A reflection stage is the process of giving judgment and responses toward action done in class. Through reflection, the action was evaluated to see whether or not the cycle needs to be continued or not. In this case, the result of data analysis were check with the pre-determine criteria of success in order to draw the conclusion. If the result of data analysis has match for the criteria of success, the action are finished. However, if the result is not match, there would be another action in another cycle by revising plan.

The mean score of the students are classified into seven levels as follows: 9,6 – 10 is classified as excellent, 8,6–9,5 is classified as very good, 7,6 – 8,5 is classified as good, 6,6 – 7,5 is classified as fairly good, 5,6 – 6,5 is classified as fair, 3,6 – 5,5 is classified as poor, 0 – 3,5 is classified as very poor (Layman, 1972).

RESULTS AND DISCUSSION

The findings of this research show that the application of TikTok to the eighth-grade students of SMA Negeri 13 Bone improves the students’ speaking ability in terms of speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with smoothness and self-confidence, as follows:

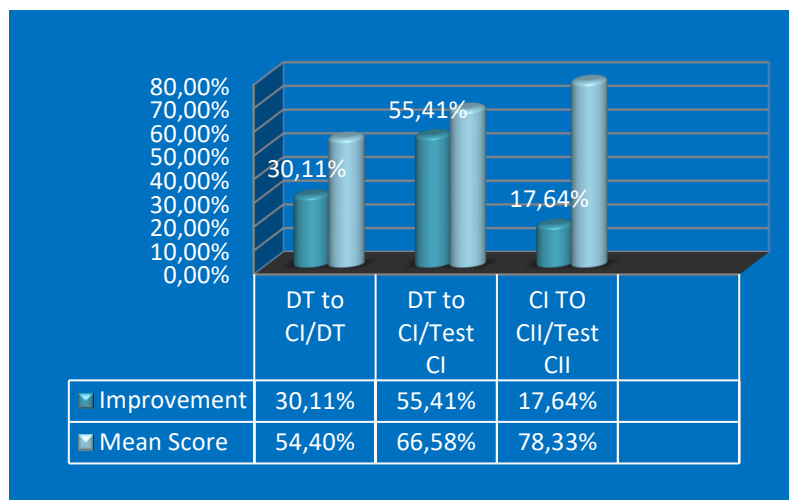


Figure 2. The Improvement of the Students’ Speaking Accuracy

The chart above represented the improvement of the students' speaking accuracy, in which the mean score of the student's diagnostic test (DT) was 50.4, and that of the students' test of cycle I (C1) is 66.58, so the improvement of the students' mean score from the diagnostic test to test of the cycle I was 30.11%, while the mean score of the students' test of cycle II (C II) is 78.33, with the improvement from diagnostic test to test of cycle II being 55.14%. It demonstrates that using the TikTok app improved students' speaking accuracy in terms of vocabulary and pronunciation significantly.

Look at the chart to see the percentage of the students' vocabulary improvement.

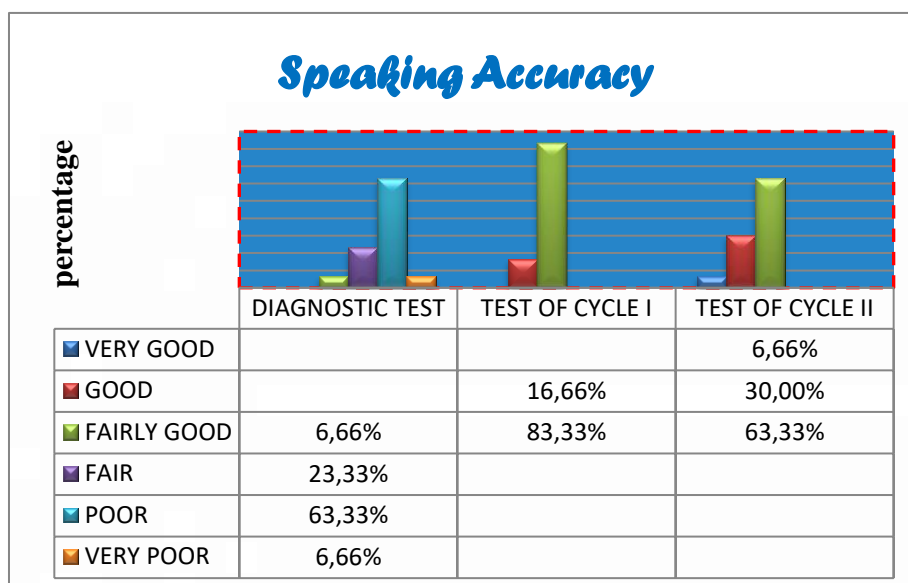


Figure 3. The Percentage of the Students' Speaking Accuracy

Having observed and analyzed the result of TikTok Application at *cycle I (CI)*, the frequency and percentage of the students' *speaking accuracy* were 5 students (16.66%) got good, 25 students (83.33%) got fairly good and none of the students got excellent, very good, fair, poor and very poor classification.

At *cycle II*, the frequency and percentage of the students' speaking accuracy were; 2 students' (6.66%) got very good, 9 students' (30%) got good, 19 students' (63.33%) got fairly good and none of the students got excellent, fair, poor and very poor classification.

To see the significant improvement of the students' speaking fluency clearly, a chart was presented as follows:

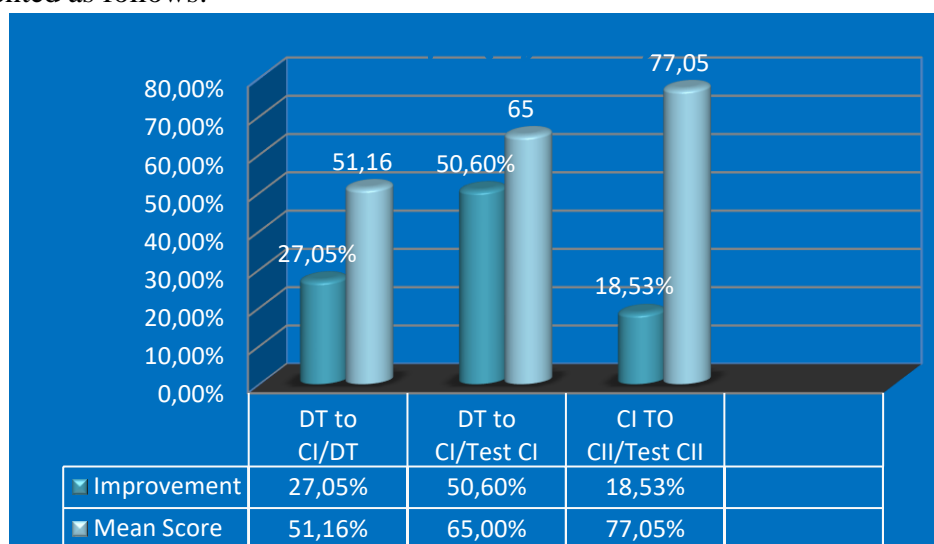


Figure 4. The Improvement of the Students' Speaking Fluency

The chart above shows the improvement of the students' *speaking fluency* in which the mean score of the students' *diagnostic test* was 51.16, and that of the students' test of *cycle I* was 65, so the improvement of the students' mean score from *diagnostic test* to test of *cycle I* is 27.05% while the mean score of the students' test of *cycle II* was 77.05 with the

improvement from *diagnostic test (DT) to test of cycle II*, 50.60%, and with improvement from *Cycle I (CI) to Cycle II (CII)* is 18.53%. It proves that there was significant improvement for the students' speaking fluency dealing with smoothness and self-confidence in applying TikTok app.

To know the percentage of the students' improvement in pronunciation clearly, look at the chart, as follows:

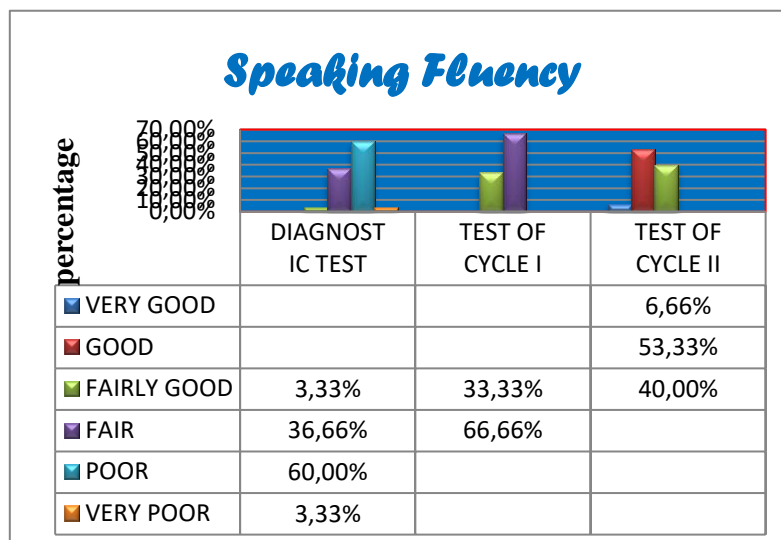


Figure 5. The Percentage of the Students' Speaking Fluency

Having observed and analyzed the result of application TikTok at *cycle I*, the frequency and percentage of the students' *speaking fluency* were 10 students' (33.33%) got fairly good, 20 students' (66.66%) got fair, and none of the students got excellent, very good, good, poor and very poor classification.

At *cycle II*, the frequency and percentage of the students' *speaking fluency* were 2 students' (6.66%) got very good, 16 students' (53.33%) got good, 12 students' (40) got fairly good and none of the students got excellent, fair, poor and very poor classification.

To know the percentage of the students' improvement in speaking ability clearly, look at the chart as follows:

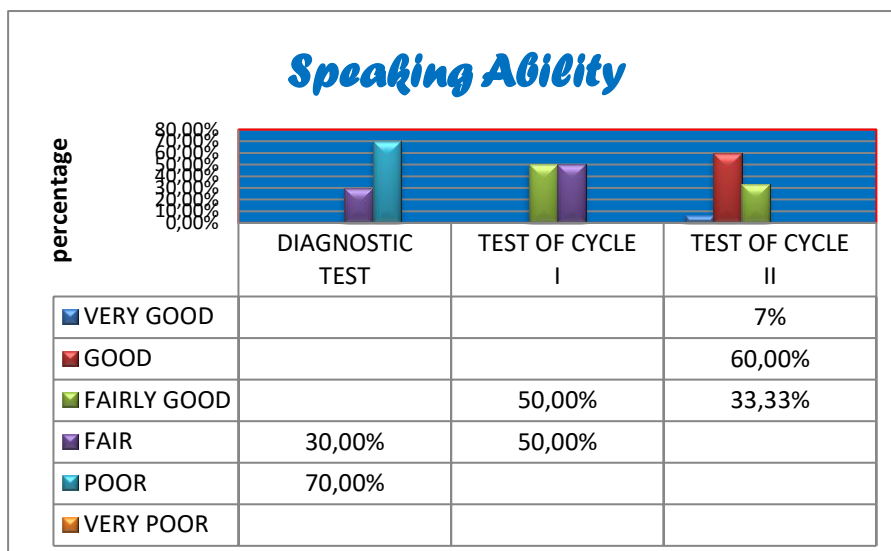


Figure 6. The Percentage of the Students' Speaking Ability

Having observed and analyzed the result of application of TikTok app *at cycle I*, the frequency and percentage of the students' *speaking ability* were, 15 students' (50%) got fairly good, 15 students' (50%) got fair, and none of the students got excellent, very good, good, poor and very poor classification.

At cycle II, the frequency and percentage of the students' *speaking ability* in speaking were; 2 students' (7%) got very good, 18 students' (60%) got good, 10 students' (33.33%) got fairly good, and none of the students got excellent, fair, poor and very poor classification.

To see the significant improvement of the students speaking ability clearly, a chart is presented as follows:

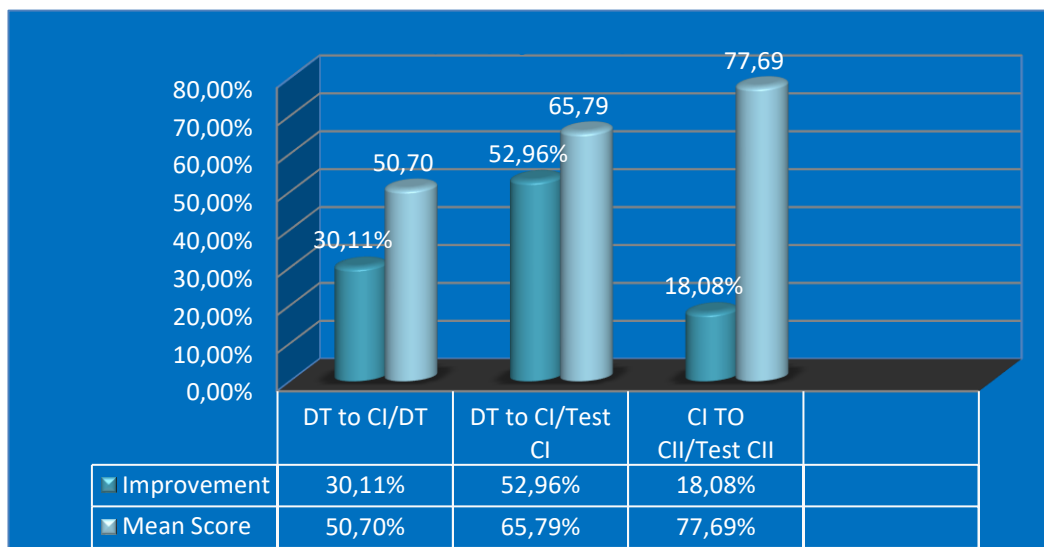


Figure 7. The Percentage of the significant improvement of the students speaking ability

The chart above represents the improvement of the student's speaking ability, in which the mean score of the students' diagnostics test was 50.79, and that of the students' test of cycle I was 65.79, so the improvement of the students' mean score from the diagnostic test to the test of cycle I is 30.11%, while the mean score of the students' test of cycle II is 77.69%, with the improvement from the diagnostic test to the test of cycle II being 52.96%, and with the improvement from cycle I test to cycle II test being 65.79. It demonstrates that students' speaking ability has significantly improved in terms of speaking accuracy dealing with vocabulary and pronunciation, as well as speaking fluency dealing with smoothness and self-confidence when applying TikTok app.

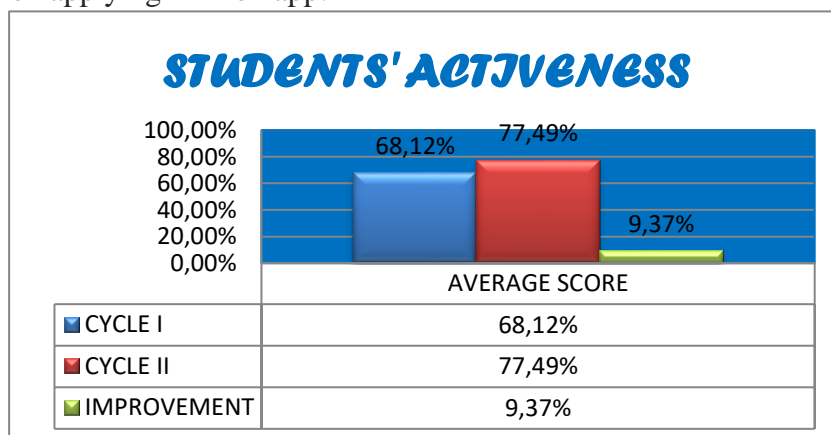


Figure 8. The Improvement of the Students' Activeness

The chart above shows that there was improvement of students' *activeness in teaching and learning process* where in *cycle I* was 68.12% lower than *cycle II*, but after conducting *cycle II* the students' *activeness in learning process* becomes 77.49%. (*Cycle I < Cycle II*). The improvement of students' *activeness* was 9.37%. These results show good improvement and are classified as Excellent based on Layman theory.

The improvement of the students' *speaking accuracy* in which the mean score of the student's *diagnostic test* was 50.4, and that of the students' test of *cycle I* was 66.58, so the improvement of the students' mean score from *diagnostic test to test of cycle I* was 30.11% while the mean score of the students' test of *cycle II* was 78.33 with the improvement from *diagnostic test to test of cycle II* was 55.14%, with the improvement from *Cycle I to Cycle II* was 17.64%.

The improvement of the students' *speaking fluency* in which the mean score of the students' *diagnostic test* was 51.16, and that of the students' test of *cycle I* was 65 so the improvement of the students' mean score from *diagnostic test to test of cycle I* is 27.05% while the mean score of the students' test of *cycle II* is 77.05 with the improvement from *diagnostic test to test of cycle II*, 50.60%, and with improvement from *Cycle I to Cycle II* was 18.53%.

The improvement of the students' *speaking ability* in which the mean score of the students' *diagnostics test* was 50.79, and that of the students' test of *cycle I* was 65.79 so the improvement of the students' mean score from *diagnostic test to test of cycle I* was 30.11%, while the mean score of the students' test of *cycle II* was 77.69 with the improvement from *diagnostic test to test of cycle II* i.e.52.96%, and with the improvement from *cycle I test of Cycle II* was 18.08%.

CONCLUSION AND SUGGESTION

From the significant improvement achieved in every indicator of speaking ability, the researcher draws the conclusion that the application of TikTok can improve the students' speaking ability in terms of speaking accuracy dealing with vocabulary and pronunciation and speaking fluency dealing with smoothness and self-confidence significantly at the eleventh-grade students' of SMAN 13 Bone. Students may easily participate in speaking activities as long as they knew what they would say. Furthermore, students' sense of competence was enhanced because they already knew what to say. Finally, the students were inspired to participate in the speaking activities. It might then be concluded that when teaching speaking, a teacher should be aware of what topics might be of interest to his or her students. One of the most urgent is the use of application media as an effective way of learning for students. To do this, the teacher may find it beneficial to involve his or her students in the preparation or selection of material for the speaking activities. By doing so, a teacher's instruction, particularly speaking, may be successful since it is built on the students' context of knowledge or is directly relevant to their use of media application. TikTok Application as one of the media in teaching is significant in improving *speaking ability*. It can be shown that the student's mean score in speaking ability of *DT* was 50.7, *CI* was 65.79, and *C2* was 77.69. So the improvement of the student's *speaking ability* from *DT to CI* was 30.11%, *DT to C2* was 52.96%, and *CI to C2* was 18.08%.

The evidence from this study demonstrated that the use of TikTok in enhancing students' speaking skills was very interactive and effective, as evidenced by the students' scores increased dramatically. It is recommended that the TikTok application can be used to teach students about speaking skills in terms of accuracy and fluency. This can be inferred from the TikTok app's prior success in raising the accuracy and fluency of the students' speaking performances. It is advised that the English teacher use the TikTok application as one of the alternative ways to enhance student's language skills. In general, teachers should

design a variety of activities to enhance the teaching and learning process and keep the classroom environment engaging for the students.

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