



PROCEEDING AISELT

(Annual International Seminar on English Language Teaching)

Available online at <https://jurnal.untirta.ac.id/index.php/aiselt>

e-ISSN: 2597-4955 and p-ISSN 2597-4947

DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

The Influence of TikTok as Social Media toward Students' Speaking Skills at Eight Grade of SMPN 2 Balaraja

Novianingsih, Murti Ayu Wijayanti, Ika Handayani

novianingsih027@gmail.com

University of Sultan Ageng Tirtayasa

murtiayuwijanti@gmail.com

University of Sultan Ageng Tirtayasa

ika.handayani@untirta.ac.id

University of Sultan Ageng Tirtayasa

APA Citation:

Novianingsih, Handayani, I., Wijayanti, M.A. (2023). "The Influence of TikTok as Social Media toward Students' Speaking Skills at Eight Grade of SMPN 2 Balaraja". PROCEEDING AISELT (Annual International Seminar on English Language Teaching), 8(1), 195-203.

Abstract

The students' difficulties on speaking skills should be overcome through an appropriate teaching media, such as Tik Tok. The researcher conducted research at SMPN 2 Balaraja with Eight-Grade students. Then, the purpose was to find out whether Tik Tok as teaching media influence the students' speaking skills or not by applying non-equivalent control group design. The researcher picked the sample by using purposive sampling technique, whereas the teacher recommended VIII J as experimental class, and VIII I as control class. In collecting the data, the researcher used pre-test and post-test that were done orally. The result of hypothesis test using t-test formula showed that the alternative hypothesis was accepted because the $t_{count} \leq t_{table}$ or $8.04 \geq 2.00$ with the significance level of 0.05 (5%). So, it can be concluded that Tik Tok as Social Media influenced the students' speaking skills at Eight-Grade of SMPN 2 Balaraja. Eventually, the researcher hopes that future researchers will conduct research related to Tik Tok in teaching speaking and given suggest focus on delivering speech for using Tik Tok for listening comprehension.

Keywords: Eight-Grade Students, Non-Equivalent Control Group Design, Speaking, Social-Media, Tik Tok

INTRODUCTION

Speaking is one of language skills in teaching learning english. Speaking is an media for conveying ideas, and mind with a stated reason with phrases to listeners or interlocutors. In line with Nunan (2003) who said that mastering speaking is the maximum important component of studying. Speaking is simple oral communication (Maulana, et. al. 2018). Based on Chaney in Zainurrahman and Sangaji (2019) that speaking is a social pastime that includes the technique of building and dispensing which means in a selection of contexts. As stated by Brown (2001) that communicative competence is the language gaining knowledge of purposes. It can be concluded that speaking is a method of interaction that related to a way to produce, receive, and method the meaning producing to acquire the records.

Several factors of the students' troubles in speaking competencies; First, the lack of speaking practice Aftat cited in Dalem (2017) added that little pupil practice is related to public speaking mastering motivation. Second, tension refers to emotions of anxiety in the face of getting to know a foreign language. Shyness, students feel shy to speak English in elegance. Talking in the front of the elegance is commonplace phobias that students come upon which makes their minds move clean and forget what to say (Dalem, 2017). Third, now not optimizing the use of the social media especially Tik Tok, students normally do not recognize the way to use the Tik Tok utility to exercise speaking skills. As the results of preliminary interviews with the researcher in the English teacher at SMPN 2 Balaraja, especially the one who teaches eight-grade students, it was found that they still use conventional strategies while the teacher acts as a center during the coaching and studying process and still use conventional teaching media. Additionally, the teacher mentioned most of the eighth graders are lack of speaking practice which can be seen that they did not reach passing grades (<75) at speaking skills, and most of students are lack of confidence, shy opinion, doubtful, and they use inappropriate language when they are asked to speak in front of the class. Referring for the issues diagnosed, the researcher proposes the English teacher should practice the appropriate strategy in order to influence students' speaking skills.

Based on the problem above the researcher proposes the usage of TikTok as media to teach speaking skills. In line with Yang (2020) who diagnosed that the scholars' perspectives showed high-quality attitudes in making use of TikTok as an English studying platform. They believed that TikTok may be used to extend English getting to know strategy and decorate their learning motivation. In addition Pratiwi, et. al. (2021), said that Tik Tok is powerful in helping the students and teachers within the lecture room. They showed that a number of the students' pronunciation is stepped forward in mastering English thru the Tik Tok software. Sharma (2019) concluded that social media programs are useful gear for boosting EFL students' English language talents as well as their studying motivation. However, Gupta and Bashir (2018) said that social media has 4 primary functions. They have been for enjoyment, socialization, informativeness, and educational functions.

Moreover, previous studies confirmed there are robust correlation between listening and efficient skills mainly speaking skills. Tri & Santoso, explained showing the impact of using social media Tik Tok on speaking capabilities. Then, Yang (2020) said that the information became amassed from quantitative survey research from 187 secondary-school students. The research instrument becomes the usage of an internet questionnaire. It can be seen from the observation that the students indicated an advantageous view of implementing Tik Tok as learning aid. In line with Pratiwi, et. al. (2021) who revealed that TikTok application helped the students in analyzing language where the students acquired high-quality attitudes and strong preferences while using TikTok application.

METHOD

In order to find out whether social media Tik Tok influence students' speaking skills at the eight – grade of SMPN 2 Balaraja, the researcher carried out this research by applying a quantitative – research. The research design was a quasi – experimental with pre – test and post – test design. Referring to (Creswell, 2014), quantitative research is the research that requires the research to collect and analyze the numerical data. Also, it represents and reports the results by using the tables, figures, and a discussion of each statistical result, and it interprets the results by restating the general findings by comparing the findings to previous researches.

Quasi – experimental research enables the researcher to collect data by using the intact groups. As cited from (Creswell, 2014), it allows the researcher does not have full control and is required to used the available class for the sample, since the researcher was prohibited to form artificial groups for the experiment. The quasi-experimental design is divided into two types which are; Time-Series Design and Non-Equivalent Control Group Design (Ary, 2010).

In this research, the researcher applied Non-Equivalent Control Group Design whereas the control group and experimental group are not randomly assigned. Referring to (Ary, 2010), the experimental group got a new treatment with social media TikTok in order to find out the influence of social media TikTok toward students' speaking skills, while the control group got the conventional treatment.

RESULT

Validity Test

The validity of test was measured with content validity which both pre-test and post-test must be approved their content validity by the English teacher. Then, the results of content validity showed that both tests were valid because they were approved by the English teacher.

Reliability Test

Then, the reliability of test was measured with inter-rater reliability by Cohen Kappa's formula and done with IBM SPSS 26. The inter-rater reliability analysis was done by including scores from two raters, which were researcher' scores as rater 1, and teacher's scores as rater 2. From the results, it was interpreted that the tests have good reliability.

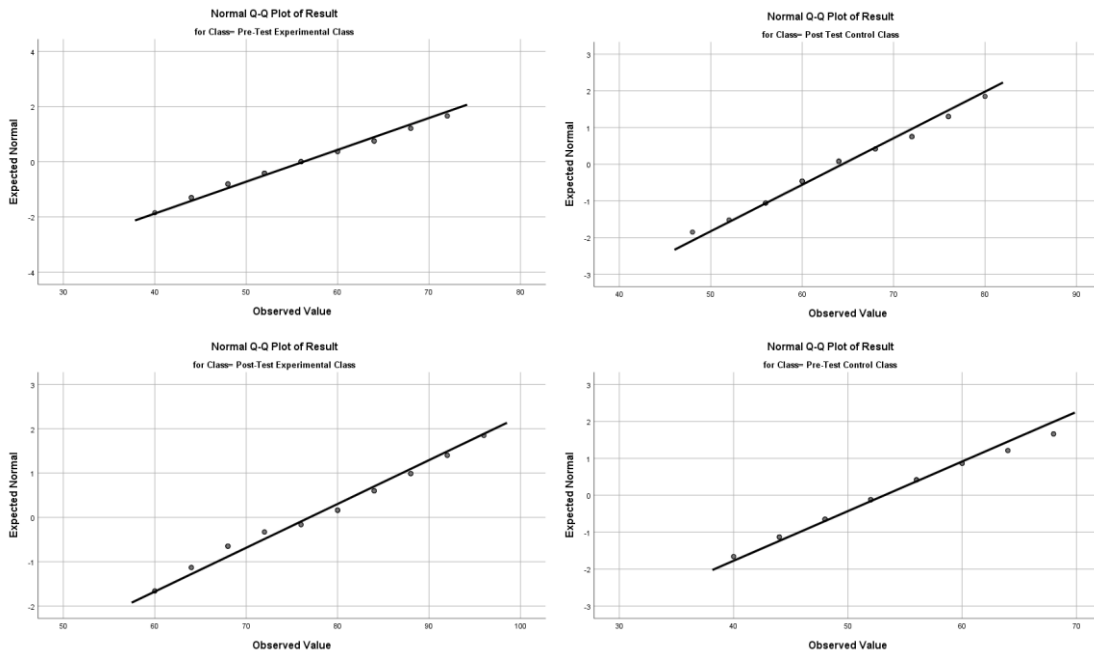
Table 1. Result of Reability Test

		Symmetric Measures			
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.643	.047	22.650	.000
N of Valid Cases		120			

Normality Test

The collected score of pre-test and post-test from both classes of experimental class and control class were analysed with normality test by using *Kolmogorov – Smirnov* through IBM SPSS 26 program. In displaying the normality test results, the researcher used Q-Q Plot.

Table 2. Result of Normality Test



Homogeneity Test

After the normality of test were analyzed, the homogeneity test was done to know whether the data were homogeneous or not. The homogeneity test was done by using *Levene's* formula through IBM SPSS 26 application. The result of homogeneity test showed that the data were homogeneous, since they were higher than 0.05

Table 3. Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.867	3	116	.139
	Based on Median	1.468	3	116	.227
	Based on Median and with adjusted df	1.468	3	108.933	.227
	Based on trimmed mean	1.874	3	116	.138

Hypothesis Test

In this research, there are alternative hypothesis (H_a) and null hypothesis (H_0). In the alternative hypothesis (H_a), there was influence of using Tik Tok as Social-Media toward students' speaking skills at the eight-grade of SMPN 2 Balaraja. Meanwhile, in the null hypothesis (H_0), there was no influence

of using Tik Tok as Social-Media toward students' speaking skills at the eight-grade of SMPN 2 Balaraja. Then, the researcher analyzed the t_{count} and t_{table} by using t_{count} formula as follows:

$$\begin{aligned} T_{xy} &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{76,9 - 64,4}{\sqrt{\left(\frac{115,402 + 118,850}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\ &= \frac{12,5}{\sqrt{2,41}} \\ &= \frac{12,5}{1,55} \\ &= 8,04 \end{aligned}$$

Then, to know the t_{table} , the researcher applied the following formula:

$$Df = (N_x + N_y - 2) = (30 + 30 - 2) = 58$$

t_{table} with the significance level of 0.05 (5%) was 2,00

After that, the researcher compared t_{count} and t_{table} with the following criteria of testing:

If $t_{\text{count}} \geq t_{\text{table}}$ = Alternative Hypothesis (H_a) is accepted, there was influence of using Tik Tok as Social-Media toward students' speaking skills at the eight-grade of SMPN 2 Balaraja

If $t_{\text{count}} \leq t_{\text{table}}$ = Alternative Hypothesis (H_a) is rejected, there was no influence of using Tik Tok as Social-Media toward students' speaking skills at the eight-grade of SMPN 2 Balaraja

Based on the result of t-test above, it was found that the $t_{\text{count}} \geq t_{\text{table}}$ or $8.04 \geq 2.00$. It can be concluded that there was influence of using Tik Tok as Social-Media toward students' speaking skills at the eight-grade of SMPN 2 Balaraja since the alternative hypothesis (H_a) is accepted.

DISCUSSION

Referring to the identified problems from the preliminary interview with the English teachers at SMPN 2 Balaraja, Tik Tok media is suitable for teaching and learning speaking about Asking and Giving Opinion. Before the researcher implemented Tik Tok application as teaching media in the experimental class, the researcher prepared several things by following Hadi & Indriani (2021) guides, which are; 1) show a video related to Asking and Giving Opinion from Tik Tok to the students, 2) students need to pay attention and take knowledge from it, 3) stop playing the video, 4) demonstrate and give instructions about how to make videos individually by using Tik Tok application, 5) prepare the assessment for recorded videos.

In the implementation of Tik Tok as teaching and learning media, the students showed great response, participated actively, used their critical thinking by asking various questions related to the topic that they were used for creating video on Tik Tok and creative thinking for making concept and creating the video on Tik Tok. It was supported by Sam et. al (2021) who mentioned about the advantages of using TikTok could improve the students' creative thinking, because the students are

asked to make concept and create video on TikTok. Moreover, on the last meeting of treatment, the students created and recorded video individually about Asking and Giving Opinion, during that process, the students could improve their confidence in speaking.

The results of this research were supported by Sam et al (2021) who mentioned the advantages of using Tik Tok as learning media, which are; trigger students' creativity in creating various videos, improve mood, and the students could do physical movement during recording. It is in line with result of this study which the students used their creative thinking while making the concept and creating the video on Tik Tok. Moreover, the previous study conducted by Zaitun et al. (2021) that showed Tik Tok application can help the teachers to improve the students' confidence in speaking English and it can make the class become interactive and effective.

Then, thesis written by Herlisya & Wiratno (2021) showed the results that Tik Tok application can foster the students' interest in learning. Last, study conducted by Fahdin (2020) also showed that the students gave positive feedback of the Tik Tok application in their learning class, because its videos were could easily understood and the various vocabulary appeared on the video could be easily memorized. It is supported by Richards and Renandya (2002) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

During the implementation of Tik Tok as learning media to the experimental class, the researcher faced some challenges which were; some students were sleeping, not paying attention, and some of them did not have internet data. However, the researcher could overcome those challenges by waking up the students, and share the internet hotspot to the students who cannot access Tik Tok due to the internet data. After those challenges have been overcome, the students showed great response and participated actively. Therefore, Tik Tok application gave positive influences to the students' speaking skills at eight – grade of SMPN 2 Balaraja.

CONCLUSION

Based on the result of t-test above, it was found that the $t_{count} \geq t_{table}$ or $8.04 \geq 2.00$. It can be concluded that there was influence of using Tik Tok as Social-Media toward students' speaking skills at the eight-grade of SMPN 2 Balaraja since the alternative hypothesis (H_a) is accepted. Than the results, it can be interpreted that Tik Tok as a social media influenced the eight-grade students' speaking skills, since the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It is proven that the application of Tik Tok as a teaching and learning medium, students show good responses, participate actively, use their critical thinking by asking various questions related to the topics they were used to make videos on Tik Tok and think creatively to create concepts and make videos on Tik Tok

In conclusion, Tik Tok can be an alternative to help students in teaching and learning speaking in enjoyable way. Tik Tok assist students enhance their speaking skills in vocabulary, pronunciation, fluency, grammar, and comprehension.

REFERENCES

- Aji, Wisnu Nugroho. 2018. "Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia." *Jurnal Metafora* 431: 431–40
- Arends, Richard I. 2008. *Learning To Teach*. Yogyakarta: Pustaka Pelajar.
- Ary, D. 2010. *Intoduction To Research in Education (8th E.D)*. Wadsworth, Cengage Learning ALL.
- Bimbingan, J. :, & Islam, K. n.d. *Penggunaan Aplikasi Tik Tok Dan Efeknya Terhadap Perilaku Keagamaan Remaja Islam Di Kelurahan Waydadi Baru Kecamatan Sukarame Skripsi Diajukan Untuk Melengkapi Tugas-tugas dan Memenuhi Syarat-Syarat Guna Mendapatkan Gelar Sarjana S1 dalam Ilmu Dakwah Oleh: Agis Dwi Prakoso NPM : 1341040008*.
- Brown, H. (2001). *Teaching by Principles : An Interactive Approach to language Pedagogy Second Edition*. San Fransisco: Longman.
- Brown, H. D. (2001). *language assesment Principle and Classroom Practice*. New York: Longman.
- Brown, H. Douglas. 2004. *Language Testing Book: Principles and Classroom Practice*. Book
- Chaney, A.L., T.L. Burke. 1998. *Teaching Oral Communication in Grades K-8 Boston: Allyn and Bacon*. *Journal of Engineering Technology and Education*, 7(1).
- Creswell, J. W. 2014. *Educational research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research*. In *Educational Research (Vol. 4)*.
- Dalem, Mohamed. 2017. "Difficulties of Speaking That Are Encountered By English." *Premise Journal of Education* 6 (2): 20–29.
- Dalimunthe, L., & Yogo Purnomo, S. 2022. *The Effect Of Using Audio Visual Media On Students' English Speaking Ability (Vol. 1)*. <http://lingua.educationis>
- Fahdin. (2020). *Student's Perception Toward The Use Of Tik Tok In Learning English Vocabulary*. International Conference Labma Scientific Fair 2020, Yogyakarta
- Fauzi Bafadal, M. 2019. *The An Analysis of Students' Speaking Ability on Specific Purpose Of Learning*. 7(1), 2339–2940.
- Ferstephanie, J., & Pratiwi, T. L. 2021. *Tiktok Effect to Develop Students' Motivation In Speaking Ability*. *English Journal for Teaching and Learning*, 09(02), 163–178.
- Fulcher, G. (2003). *Assesing Second Language Speaking*. *University of Leicester, United Kingdom*. pp 10-33.
- Gupta, Savita, and Liyaqat Bashir. 2018. "Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context." *Turkish Online Journal of Distance Education* 19 (4): 214–27. <https://doi.org/10.17718/tojde.471918>
- Harmer, J. 2007. *The Practice of English Language Teaching (Fourth Edition)*. United Kingdom. Pearson Education.
- Harmer.J. (2007). *The Practice of English Language Teaching 4th Edition*. England: Pearson.
- Harris, David. 1977. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company.
- Hasiholan, Togi Prima, Rezki Pratami, and Umaimah Wahid. "Pemanfaatan Media Sosial Tik Tok Sebagai Media Kampanye Gerakan Cuci Tangan Di Indonesia Untuk Mencegah Covid-19." *Communiverse : Jurnal Ilmu Komunikasi* 5, no. 2 (2020): 70–80. <https://doi.org/10.36341/cmv.v5i2.1278>.
- Herlisya, D. & Wiranto, R. (2021). *The Influence of Instagram's Pictures towards the Students' Essay Writing Skill*. Vol 1 No 2: JETA (Journal of English Teaching and Applied Linguistic). DOI: <https://doi.org/10.2020/jeta.v1i2.592>
- Herlisya, D., & Wiratno, P. 2022. *Having Good Speaking English Through Tik Tok Application*. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191–198. <https://doi.org/10.54012/jcell.v1i3.35>
- Hughes, Arthur. 2003. *Testing for Language Teachers*. United Kingdom. Cambridge University Press.

- Irmawati, B. n.d. *Utilizing Audio Visual Aids to Improve English Speaking Skill for The Eight Grade Students of Smp Negeri 3 Banawa A Skripsi*.
- Jack C. Richards. *Teaching Listening and Speaking From Theory to Practice*. (New York: Cambridge University Press 2008). P19
- Johnson, B. R., & Christensen, L. 2014. *Educational Research: Quantitative, Qualitative, And Mixed Approaches (5th Ed)*. SAGE Publications, Inc.
- Kay, C. Y., Kai, F. J., Jun, G. K., & Hor, W. Y. (2014). *The Impact of Social Network on English Proficiency Among Students in University Tunku Abdul Rahman (Utar) Sungai Long, Malaysia*. Final Year Project, UTAR. Retrieved from <http://eprints.utar.edu.my/1684/>
- Kayi, Hayriye (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal Vol. XII, No.11.
- Kelly, G. 2006. *“How to Teach Pronunciation”*. Pearson education limited.
- Kemendikbud. 2013. Kurikulum 2013. Jakarta.
- Khan, R. M. I., Kumar, T., Benyo, A., Jahara, S. F., & Haidari, M. M. F. 2022. *The Reability Analysis of Speaking Test in Computer-Assisted Language Learning (Call) Enviroment*. Education Research International, 2022. <https://doi.org/10.1155/2022/8984330>
- Luoma, Sari 2004. *Assessing Speaking*. Cambridge: Cambridge University Press
- Marini, Riska. 2019. *Pengaruh Media Sosial Tik Tok Terhadap Prestasi Belajar Peserta Didik Di Smpn 1 Gunung Sugih Kab. Lampung Tengah. Lampung*. [9http://repository.radenintan.ac.id/8430/1/SKRI PSI.pdf](http://repository.radenintan.ac.id/8430/1/SKRI%20PSI.pdf). (Online)
- Maulana, Diki, Widya Sri Wahyuni, and Detya Siregar. 2018. *“The Correlation Between Motivation Behaviour and Speaking Ability.”* PROJECT (Professional Journal of English Education) 1 (2): 115. <https://doi.org/10.22460/project.v1i2.p115-124>.
- Muhammad, A, L. 2015. *Statistika Pendidikan Bidang Pendidikan, Psikologi, dan Sosial*. Yogyakarta: Permana Publishing
- Munadi, Yudhi. 2008. *Media pembelajaran*, Jakarta:Gaung Persada Pres
- Nunan, D. 1995. *Language Teaching Methodology; A Text Book for Teachers*. New York. Prentice Hall International.
- Nunan, D. 2001. *Designing Task for the Communicative Classroom*. USA. Cambridge University Press.
- Nunan, D., 2003. *Practical English Language Teaching*. New York. McGraw-Hill.
- Pratiwi, Yovita Asti. 2018. *“Students’ Perception on Impromptu Speech to Improve Speaking Fluency in Speaking Class.”* Journal Pendidikan: 97.
- Rahmawati, N. R., Rosida, F. E., & Kholidin, F. I. (2020). *Analisis Pembelajaran Daring Saat Pandemi Di Madrasah Ibtidaiyah*. SITTAH: Journal of Primary Education. Vol. 1 No. 2
- Sam, U., Manado, R., Malimbe, A., Waani, F., & Suwu, E. A. A. 2021. *Dampak Penggunaan Aplikasi Online Tiktok Terhadap Minat Belajar Di Kalangan Mahasiswa Sociol Dan Politik*. (Vol. 1, Issue 1).
- Syah, Januar Risky., Nurjanah, Siti., Mayu, Putri Andria Veneranda (2020). *Tikio (TikTok App Educational Video) Based on the Character Education of Newton’s Laws Concepts Preferred to Learning for Generation Z*. Pancaran Pendidikan, 9(4). <https://doi.org/10.25037/pancaran.v9i4.325>
- Sharma, Vipin. 2019. *“Saudi Students’ Perspective on Social Media Usage to Promote EFL Learning.”* <https://doi.org/10.32996/ijllt.2019.2.1.17>.
- Sofian Hadi, M., Dwi Indriani, E., & Muhammadiyah Jakarta, U. 2021. *Tik Tok As a Media to Enhancing The Speaking Skills Of Efl Students’s*. Jurnal Studi Guru Dan Pembelajaran, 4(1). <https://doi.org/10.30605/jsgp.4.1.2021.525>
- Susilowati. *Pemanfaatan Aplikasi Tik Tok Sebagai Personal Branding di Instagram (Studi Deskriptif Kualitatif Pada Akun @Bowo_Allpennliebe)*. Jurnal Komunikasi. Vol. 9 No. 2.
- Tampubolon, Tanggapan C. 2018. *“Improving Students’ Motivation in Speaking through Collaborative Learning.”* International Journal of English Literature and Social Sciences 3 (2): 185–91. <https://doi.org/10.22161/ijels.3.2.10>.
- Tri, L., & Santoso, U. n.d . *Pengaruh Pemanfaatan Media Sosial Tik Tok Terhadap Keterampilan Berbicara Siswa Kelas Iv Sdn Trosobo II*.

- Wahyuni Oktavia, S., & Kunci, K. 2015. *Inovasi Model Partisipasi Solusi (Partisal) Untuk Meningkatkan Keterampilan Berbicara Siswa. Seminar Nasional Pendidikan Bahasa Indonesia.*
- Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta : Kencana 2014.
- Yang, Huining. 2020. “*Secondary School Students’ Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom.*” International conference on education technology and social science (Etss): 162–83.
- Zainurrahman, Z, and Sumarni Sangaji. 2019. “*A Study on the University Students’ Speaking Difficulties.*” *Langua-Journal of Linguistics, Literature, and Language Education* 2 (1): 1–8. <https://doi.org/10.5281/zenodo.2588073>.
- Zaitun., Hadi, M. & Indriani, E.D. (2021). *TikTok as a Media to Enhancing the Speaking Skills of EFL Student’s.* Vol 4(1): *Jurnal Studi Guru dan Pembelajaran.* DOI: <https://doi.org/10.30605/jsgp.4.1.2021.525>