

FOSTERING STUDENT'S SPEAKING ABILITY BY USING TIKTOK APPLICATION

Putri Fadillah Manik¹, Sholihatul Hamidah Daulay^{2*}, Deasy Yunita Siregar³

^{1,2,3} Universitas Islam Negeri Sumatera Utara
sholihatulhamidah@uinsu.ac.id

ABSTRACT

This research aimed to find out TikTok application in fostering students' ability to speak in terms of fluency and accuracy. This research was conducted with pre-experimental method. The sample of the research, the respondents are the student grade 8 in Kelurahan Sari Rejo Medan Polonia 2023/2024 which consisted of 15 students. The data were gathered through quantitative. When collecting data, the researcher gave a speaking test, the speaking test was divided into two steps, namely pre-test and post-test, while the researcher used the (t) test to analyze the data. The findings of this research show that the average score on the pre-test in terms of pronunciation is (5) and the post-test is (5.93). The average score for pre-test fluency is (2) and post-test is (5.06). And the total result of pronunciation and fluency or X_1 is (3.5) and the post-test or X_2 is (4.03). So it shows that students have improved in speaking after being taught via the TikTok application, students' English speaking skills are better than before.

Keywords: Fostering, Speaking, TikTok

INTRODUCTION

The effective speaking skills play various roles in communication. Communication process engineering provides guidance to ensure the acquisition and processing of information products. It is an interactive process in which students express their ideas about information. Speaking in this definition is the process of creating and expressing meaning using verbal and non-verbal symbols in different context. English speaking skills can improve students' fluency in speaking. While you are still talking, it will be upgraded. And the skill of speaking English develops motivation to discover new worlds and dialects. Then the ability to speak English allows one to learn from mistakes. If you are talking to someone, and you make a grammatical pronunciation mistake, you can revise it through practice and practice. As an educator, a teacher must determine and choose the right media based on the needs of your students. It is also the highlight of every teachers media selection. Choose the right medium and application support teachers and students in the transfer and delivery of teaching materials to schools student. Choosing the right medium has become a strategy to ensure its effectiveness or no communication. Finding media to teach is easy. Teachers can make them themselves or get them from many sources.

Indonesian student's currently use social media-based applications as their main source of information. Now, Social media developing at a rapid rate, and it is well known that many innovative applications continue to like TikTok. Yet because TikTok allows social media users to access short music clips. TikTok media users in Indonesia now have about 15 million views, more than users of the Instagram and Facebook apps. Most users of the TikTok application are millennials, teens and adults. TikTok social media is used by all circles, especially students in Kelurahan Sari Rejo. Students are facilitated with Smartphone by their parents since the COVID-19 pandemic, which requires learning, entertainment and many activities to be carried out online. Students love TikTok more than other applications, not infrequently found when I researched them scrolling TikTok during their spare time. In fact, many students are learning to speak through TikTok since there are creators who create duet videos and TikTok stitch video

features. Therefore, researchers use speaking skills through videos more interesting. Because videos uploaded by creators are engaging innovative and more uplifting for students. However some students may find it is difficult to concentrate on audio studies because the duration of TikTok videos is very fast.

METHOD

In this study, the researchers used pre-experimental studies. In this study, one group pre-experimental group is used. In the study, the researchers pre-tested the students and then used TikTok video links for the treatment. The researcher given a test to introduce themselves orally. After the treatment was given, the researcher give the student post-test. There are 15 students for represents certain characteristics found in the population where the conclusion will hold. Sample is a part of the population. Researchers may take only a portion of the population to be studied even though the conclusions are the results research will apply to all populations. There are 15 students will become respondents.

FINDING AND DISCUSSION

The results of this study relate to the scores of students before and after the test, the categorization of student achievement, the average score, the significant difference in the scores before and after the test, and the fair sample hypothesis test. While discussions involved interpretation of observations, students found that what they said was accurate in terms of pronunciation and fluent in terms of fluency. To improve the accuracy and fluency of the students' pronunciation, the study used the TikTok app. Judging from the many functions of TikTok, the researcher used a VT sample to help students get a references to introduce themselves or the others and create the new one on their verse.

1. Fostering Student's Accuracy of Speaking

Accuracy adjusting with pronunciation which is the way someone pronounces a word or words the language is clear. It refers to the Oxford dictionaries. It's said that the pronunciation is the process in which a language or specific words or sounds are spoken. Based on earlier findings, it was evident from the description of the data on students' phrase pronunciation accuracy that their speaking abilities had improved. The average score and percentage of the students' results on the pre- and post-tests provided evidence for it. Additionally, the average student speaking score in the post-test was 5.93, which was higher than the pre-test's score of 5, with an increase percentage of 18%.

In treatment process, to fostering their speaking, the researcher found the strategy of pronounce every phrase that students difficult to understand to use save feature, then the students' can do the repetition of the video repeatedly without download the VT into the phone gallery, so the students' pronunciation can be developed. This statement also said by Pop, Tomuletiu, & David (2011), they stated that tools have been introduced and used in language teaching in various ways in an effort to provide opportunities for learners to delay speaking to convey "as they allow language students to practice and enhance their speaking skills outside the classroom while receiving feedback on their performance".

2 Fostering Students' Fluency in Speaking

Fluency is an important aspect in the research reported here, regarding research in the context of international education, Masuram and Sripada (2020) studied task-based learning

develop fluency in speaking. The objective of the study was to improve the students' speaking ability achieving the target language through task-based language teaching. Each and every research in this study have suggested the need for task-based teaching for speaking fluency because tasks give learners the chance to learn and speak the target language fluently. Additionally, communicative task completion activities expose, use and motivate learners. Besides, the quality of the participant's English speaking improved in task performance, sentence structure, grammar and endurance of speech. The TikTok application used were implemented within the classes and did not follow only a specific approach, however, in some classes we adopted the task-based learning indeed.

At the first class, the researchers conducted a pre-test. In pretest, pupils are found lack English vocabulary and lack mastery of the language grammar prevented her from speaking fluently. Turns out they do too much pause, repeat the word many times. It state occurs automatically affect the tone of their speech. The students look stuttering so they fall the ability to speak has declined. So, most of the student's find out was hard to speak fluently. For the result, the average scoring aspect of the speaking students pre-tests are still running smoothly. On the other hand, when the TikTok videos landed, the students were expressive and brave. One of the biggest benefits for the students use video references so the student's could follow the child and do peer correction, discussion ask their friend about the difficult words written during running the dialogue creation.

In treatment process, to enhance their mastery to introduce themselves, the researcher asks the students to take notes and memorize new words, if they don't know how to refer to a word, they look it up in a dictionary. After treatment with sharing video references, researchers conducted a post-test and the students were able to speak. They can speak English fluently and introduce themselves and others. One of the problems faced by students who are not fluent in English is unconfident to speak English in front of classmates, but with TikTok, students can express their sentence-making ideas without meeting their classmates in person. So that they don't know, their English has improved.

After calculating the scores, the researchers determine the students' speaking ability in fluency is an improvement (22%) over the pretest average of 2 and 5.06. on post-test. Based on the research at Bimbingan belajar LK III Kelurahan Sari Rejo, it can be inferenced that speaking by using TikTok application is better than without by using TikTok application. Furthermore, the students who learned speaking through TikTok application and those who are not, having such a significant difference that the students' speaking scores who were taught by using TikTok are higher than those who were not. It can also be concluded that using TikTok application can attract students speaking ability in language learning. Based on (Dewanta 2020), TikTok isn't as it were a media of excitement but moreover as a media of instruction, particularly those related to english dialect. There are numerous substance makers who give English learning substance, such as talking, articulation, lexicon, linguistic use and common botches since talking is one the four abilities in English which may be a prepare of communication by utilizing verbal shape, it isn't as it were for perusing or composing, but too for communicating the thoughts and conclusions (Perdana and Rianti 2021).

However, the student's mean score of the pronunciation in pre-test was 5 and the student's mean score of smoothness in pre-test was 2. While the student's mean score of pronunciation in post-test was 5.93 and the mean score of smoothness in post-test was 5.06. So, the improvement of the students pronunciation of the student's pronunciation in pre-test was

18% and the student's improvement of the smoothness was 22%. It mean, the mean score of post-test was higher than the pre-test.

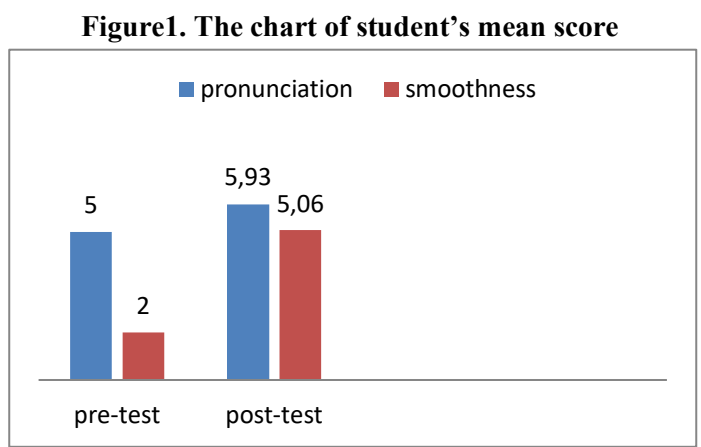


Table 1. The Total of Mean Score of Pre-test and Post-test in Term of Pronunciation and Smoothness

	Score	
	Pre-test (X ¹)	Post-Test (X ²)
Total	52,5	60,5
Average	3,5	4,03

The chart above shows that there was a distinction of the pre-test which is (3,5) and the post-test in term of elocution and moothness was (4,03). For the level of centrality (p)=0.05. it demonstrate that there was a diverse between pre-test and post-test of the talking expertise.

Table 2. The Total of Mean Score and Standar Deviation of Student's Pre-test and Post-test

Data	Mean Score	Standar Deviation
Pre-test	3,5	1,94
Post-test	0,56	3,8

The standard deviation is square root of cruel square deviation from the mean. The standard deviation is sometimes abbreviated the term "Root-Mean-Square ". The calculated standard deviation is the same units as the original value mean. Standard deviation has other properties that make it attractive for summarizing variance, especially when symmetrical distribution of data. Based on the table, the mean score of pre-test is 3,5 and standar deviation is 1.94. the mean score of post-test is 0,56 and the standar deviation is 3,8.

After calculating the scores, the researchers determine the students' talking capacity in smoothness is an improvement (22%) over the pretest average of 1.6.and 5.06. on post-test. Based on the research at Bimbingan belajar LK III Kelurahan Sari Rejo, it can be inferenced that speaking by using TikTok application is better than without by using TikTok application. Furthermore, the students who learned speaking through TikTok application and those who are not, having such a significant difference that the students' speaking scores who were taught by using TikTok are higher than those who were not. It can also be concluded that using TikTok application can attract students speaking ability in language learning. Based on (Dewanta 2020), TikTok isn't as it were a media of excitement but moreover as a media of instruction,

particularly those related to English dialect. There are numerous substance makers who give English learning substance, such as talking, elocution, lexicon, language structure and common botches since talking is one of the four abilities in English which may be a prepare of communication by utilizing verbal shape, it isn't as it were for perusing or composing, but moreover for communicating the thoughts and conclusions (Perdana and Rianti 2021).

CONCLUSION

Based on the result of investigation, the analyst utilized TikTok in cultivating talking at the Kelurahan Sari Rejo Medan is successful to cultivating understudies talking capacity. It was demonstrated by the noteworthiness contrast between students' accomplishment some time recently and after utilized of media TikTok in talking particularly in term familiarity and accuary. There was a noteworthiness move forward in familiarity and exactness for the understudies. It was demonstrated by t-test is higher than t-table was $13.31 > 1.76$. It implies that the invalid speculation (H_0) was rejected and elective speculation (H_1) was acknowledged, where the T=test was greater than t-table.

REFERENCES

- Arkansyah, M., Prasetyo, D., & Amina, N. W. (2021, March). Utilization of Tik Tok Social Media as A Media for Promotion of Hidden Paradise Tourism in Indonesia. In *Proceedings of the 4th International Conference on Communication & Business (ICCB 2021)*.
- Chen, X., & Kang, H. (2023). Utilization TikTok application for learning oral English. *Journal of Education, Humanities and Social Sciences*, 8, 1643-1648.
- Daulay, S. H., Dalimunte, M., & Ningrum, D. W. (2021). The Importance of linguistics for teachers in English language teaching. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 5(2), 339.
- Daulay, S. H., Lubis, Y., Damanik, E. S. D., Wandini, R. R., & Putri, F. A. (2021). Does Pictionary Game Effective For Students' Speaking Skill. *Journal of English Language Teaching and Linguistics*, 13.
- Daulay, S. H., Salmiah, M., & Ulfa, Z. (2019, February). Students' speaking skill through cooperative learning strategy: Time token arends. In *Third International Conference of Arts, Language and Culture (ICALC 2018) (pp. 388-393)*. Atlantis Press.
- Dewanta, Aanbj. (2020). Pemanfaatan Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Indonesia. *Jurnal pendidikan dan pembelajaran bahasa Indonesia* 9(2): 79–85.
- Ferstephanie, J., & Pratiwi, T. L. (2022). The Effect of TikTok Platform to Develop Students' Motivation in Speaking Ability : A Classroom Action Research. *Wiralodra English Journal*, 6(1), 1-12.
- Herlisya, D., & Wiratno, P., (2022). "Having Good Speaking English through Tik Tok Application". *Journal Corner of Education, Linguistics, and Literature*, 1(3),
- Ipan, Diana Anak. dkk. 2020. Enhancing Form 4 Pupils' Speaking Skills Via Tiktok. *MNNF Publisher*. Vol 2.
- Laisouw, F. (2019). The effect of debate technique to students' speaking ability. *LANGUA: Journal of Linguistics, Literature, and Language Education*, 2(1), 15-22.

- Manggo, I., Liando, N., & Wungow, T. (2022). Students' Perception Toward TikTok Media to Improve Speaking Ability. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(10), 1086-1113.
- Perdana, Silvia Putri, and Wida Rianti. (2021). "The Effect Of Story Completion Technique Toward Student' s Speaking Skill By Using Whats'App At The Second Grade Of SMAN." *Journal of Innovative and Creativity(JOECY)* 1(1): 36–43
- Putri, A. W., HZ, B. I. R., & Daulay, S. H. (2022). Does Personality Influence University Students' Public Speaking?. *Scope: Journal of English Language Teaching*, 7(1), 18-23.
- Shahini, G., & Shahamirian, F. (2017). Improving English speaking fluency: The role of six factors. *Advances in Language and Literary Studies*, 8(6), 100.
- Tiwery, S. D. (2019). Inside-outside circle as the way in building students' motivation and interaction in speaking classroom activities. *International Journal of Language Education*, 1(1), 33-45.
- Will. (2020). Five Reasons Why Speaking English Is A Great Way To Learn It. *International journal on orange technologies: (IJOT)* (Vol.02)
- Warini, N. L., Dewi, N. P. E. S., Susanto, P. C., & Dewi, P. C. (2020). Daya tarik TikTok sebagai media pembelajaran bahasa Inggris online. In *Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (SINTESA)* (Vol. 3).
- Yang, H. (2020, June). *Secondary-school Students' Perspectives of Utilizing TikTok for English learning in and beyond the EFL classroom*. In 2020