

TikTok as a Media to Enhancing the Speaking Skills of EFL Student's

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Abstract

At this time, the world is facing a problem, namely fighting the Covid-19 virus. With a situation that causes everything to be done at home, including studying. And it becomes a challenge for teachers to be able to convey material appropriately online. And the TikTok application is very widely used by users, especially students, to upload related daily activities. Therefore, it is necessary to have new variations in the application of interactive and effective learning media in order to influence student learning motivation. This study aims to determine the improvement of students' speaking skills by storytelling about a person, object or place that you want to describe using the TikTok application. The subjects in this study were 36 students of class VIII H SMP Negeri 164 Jakarta. The method used is descriptive qualitative method using classroom action research techniques. The researcher conducted 1 session for the Pre-Test and 2 sessions for the Post-Test. The results showed that using the TikTok application as a medium for speaking students could increase students' confidence in speaking English and also added new experiences for students in expressing their ideas freely on TikTok. From the results of the Pre-Test session, there were 15 students who scored between 30-40. And the remaining 21 students got a score above 60. While in the post-test session 1 there was an increase with a total of 22 students getting a score above 70. Then in the post-test session 2 showed a very significant increase with the achievement of the highest student scores of 95 and the lowest of 70.

Keywords: *speaking skill, tiktok, storytelling*

Introduction

During the Covid-19 pandemic that is currently happening, learning media is needed that does not make students difficult and does not feel strange in using it. Learning media has a meaning as a learning resource that develops in accordance with the development of learning technology and various forms, from audio and visual to audio visual. With the existence of learning media, of course it has an important role because the media can be a tool for introduction or transfer in clarifying a material and the media can also simplify the abstract to be concrete and complex so that it helps accelerate understanding and facilitate interpretation. The media used is also an integrative part of the learning design that must be mastered by the teacher. Because learning media greatly affect the learning process and student learning outcomes so that teachers must really be able to choose the right and appropriate learning media.

With the development of very sophisticated technology as it is now, it has created breakthroughs in learning, especially media in learning. And in this Covid-19 pandemic situation, online learning has been carried out so that it has caused a drastic increase in the use of mobile applications in teaching and learning in various educational institutions. The learning media used must adapt to changing trends and booms at this time, such as the TikTok application. And the TikTok application is a social media that can upload videos with various video editing features so that they can be created as desired. And the use of the TikTok application can be used with a mobile phone, so it can also be called m-learning. According to Saedah Siraj and Vijay (in Astra, 2015) state m-learning is using of a mobile device to have possession which can organize learning anywhere and anytime. Thus, online learning is carried out by most educational institutions by adopting the use of technology, especially online platforms and social media applications with the aim of ensuring students do not miss the material and can be accessed anytime and anywhere.

With the description of the explanation above, the researcher's experience in observing class VIII teachers at SMP Negeri 58 Jakarta for the 2019/2020 school year, speaking activities did not go well in the classroom because English teachers at SMP Negeri 58 Jakarta rarely used English when explaining lessons English to students and teachers also rarely ask students to do speaking. It can be said that teachers are more dominant in teaching using only written text (PPT) and asking them to choose a, b, c, and d as the correct answers, so that teachers rarely use other media or applications except Zoom meetings and Google Forms to teach English.

From this, the researcher wants to increase students' self-confidence, especially in speaking English with storytelling as a way for students to retell stories with different word constructs using the TikTok application. Storytelling with the theme of descriptive text is one of the texts in English language learning that clearly describes the properties inherent in something, be it humans, animals, place, plants or inanimate objects with the aim of providing clear information about the object being depicted to the reader. Students will be asked to make storytelling videos according to their creativity. And the researcher also gives freedom to students to edit the storytelling video. Apart from practicing speaking, students also indirectly practice writing. With storytelling using the TikTok application, it is hoped that it can solve students' problems in improving speaking and also improving students' English writing skills.

Method

The research method used in this research is qualitative with a qualitative descriptive approach to reveal events that occur during research in English online learning or when students tell stories (storytelling) using the TikTok application. And researchers decided to use classroom action research techniques or PTK with researchers intervening in teaching and expecting reflection from class VIII H students of SMP Negeri 164 Jakarta in making storytelling videos related to the descriptive text they made with the TikTok application. In this study, the researcher as a teacher by teaching online and analyzing classroom situations through the Zoom meeting application so that the researcher can also find out exactly and accurately the shortcomings. The subjects in this study were students of class VIII H SMP N 164 Jakarta in the odd semester of the 2020/2021 school year, totaling 36 students.

The procedures of collecting data are as follow (1) Observation, researchers make observations to collect data by looking directly at the behavior and meaning of behavior

performed by students during the learning process. From observations, data will be obtained that refer to the activeness and involvement of students when learning occurs, (2) Test, the researcher conducts a test to hone students' understanding of the learning material that has been given. Test in the form of making video storytelling from students on the TikTok application. From this test, data will be collected that refer to student learning outcomes, (3) Questionnaire, the researcher conducts a questionnaire and is distributed and filled in by students to obtain data that refers to student learning motivation.

Results & Discussion

Based on the results of the pre-test, there were 15 students (41.6%) who scored between 30-40. Meanwhile, 14 students (38.8%) scored below 70. And 7 students (19.4%) scored above 70. The pre-test score was taken from the students' storytelling ability with short stories related to descriptive text in class VIII H SMP Negeri 164 Jakarta which is illustrated in the table below:

Table 1. Pre-Test Scores for Storytelling Video

Score	F	%
90-100	0	0
70-80	7	19.4
50-60	14	38.8
30-40	15	41.6
10-20	0	0
Total	36	100

Based on the pre-test conducted by the researcher through the TikTok application, the researcher invites students to try to make a creative video in the form of storytelling with a short story about describing the object they want to tell in detail through the TikTok application.

And in the post-test session 1 score table below, it was found that there were 5 students (13.8%) who got a score above 80. This means that there was an increase in the score of the students where by holding the post-test session 1, there were 17 students (47.2%) who scored above 70 and there were 14 students (38.8%) who scored below 60.

Table 2. Post-Test 1 Scores for Storytelling Video

Score	F	%
80-90	5	13.8
60-70	17	47.2
40-50	14	38.8
20-30	0	0
10-20	0	0
Total	36	100

Based on the post-test score table 2 below, it can be concluded that students have a very significant increase. There are students who get the highest score obtained, namely 95 and the lowest score obtained is 70.

Table 3. Post-Test 2 Scores for Storytelling Video

Score	F	%
90-100	10	27.7
70-80	26	72.2
50-60	0	0
30-40	0	0
10-20	0	0
Total	36	100

And when learning ends, questionnaires will be distributed to students and students fill out the questionnaires given. The questions on the questionnaire relate to English learning and the TikTok social media application.

Table 4. Questioner Sheet

No	QUESTIONS	OPTION				
		Very Agree (VA)	Agree (A)	Less Disagree (LD)	Disagree (D)	Strongly Disagree (SD)
1.	Do you think learning using the TikTok app is like learning new skills and new experiences?					
2.	Are you having trouble making storytelling videos on the TikTok app?					
3.	Do you think need or not make interesting videos, especially storytelling on TikTok social media in learning English?					
4.	Are you interested in making other videos related to learning English on TikTok?					
5.	In your opinion, can the TikTok application improve your English speaking skills?					

The following is a summary of the results of the questionnaire:

1. Do you think learning using the TikTok app is like learning new skills and new experiences?

In the first question in the questionnaire, it can be concluded that the students answered strongly agree (VA) and agree (A). It can be interpreted that by using the TikTok application as a medium for learning English, students can increase their confidence so that their speaking skills also improve and they also get new experiences by using TikTok when learning English.

2. Are you having trouble making storytelling videos on the TikTok app?

In the second question in the questionnaire, there were most students who answered strongly (SD), but there were also some students who answered agree (A). It can be concluded that this indicates that there are still some students who have difficulties (problems) in making videos on TikTok because they have never used the TikTok application before. So that it makes them still confused about using the features in the TikTok application.

3. Do you think you need or not make interesting videos, especially storytelling on TikTok social media in learning English?

In the third question in the questionnaire, it was found that almost all students answered agree (A) and the rest answered strongly (VA). It can be concluded that, according to them, this is very necessary. Thus, they do need a different application for learning English, especially an application that is often used in their daily life, namely the TikTok application. So that it can help students in facilitating to increase their confidence, especially their ability to speak English.

4. Are you interested in making other videos related to learning English on TikTok?

In the fourth question in the questionnaire, it was found that 33 students out of a total of 36 students answered strongly agree (VA). It can be concluded that they are interested in making videos using the TikTok application. And students also argue that learning English using TikTok social media can also increase student enthusiasm and student confidence. Because in making videos on the TikTok application, students also get feedback from the teacher through comments, so students don't feel afraid in English pronunciation. Meanwhile, the other 3 students were not interested in using the TikTok application, because they never knew how to use the application.

5. In your opinion, can the TikTok application improve your English speaking skills?

In the fifth question in the questionnaire, it is known that all students answered strongly agree (VA) and agree (A). Because according to them learning with the TikTok application media can help improve speaking skills and also indirectly improve students' writing skills. And they also think that learning English with TikTok is not boring so that it makes them motivated and confident in their English speaking and writing skills. Thus, the TikTok application helps students convey their ideas with a variety of free expressions.

Discussion

From the results of the research that has been done, it can be concluded that the application with the use of appropriate methods and techniques can be used as an interactive learning medium that can improve students' speaking ability. With the various features of the TikTok application, it can be implicated in learning English so that students can use the application in a positive direction. The TikTok application can also make it easier for teachers and students to get information and students also feel happy learning because they have new experiences in learning English in an unconventional way. It is evident from the results of this study that the use of the TikTok application in learning English is very interactive and effective to improve students' confidence skills in speaking in English with the results of students' scores showing a very drastic increase.

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N/A

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