

The Effect of Using Tik Tok as Social Media on Students' English Speaking Ability at STM Taruna Bangsa Bekasi Utara

Agustin Vira Wahyu Sadana^{1*}, Yanti Rusmiati²

¹²Universitas Panca Sakti, Bekasi, Indonesia

*Correspondence Author Email: viraws0508@gmail.com

Abstrak: Berbicara adalah proses membangun dan bertukar makna. Ada beberapa masalah yang dapat merugikan siswa EFL. Banyak siswa yang ragu-ragu untuk berbicara dan beberapa hampir pasti akan tetap diam karena kurangnya kepercayaan diri, pengetahuan sebelumnya tentang topik tersebut, hubungan guru dan siswa yang buruk. Baru-baru ini banyak alternatif untuk membuat siswa menikmati dan percaya diri untuk berbicara dengan media sosial seperti tik tok dan sekarang media sosial adalah alat untuk siswa dapat meningkatkan keterampilan mereka terutama kemampuan berbicara. Jadi, penelitian ini untuk mengetahui "Pengaruh Penggunaan Tik Tok sebagai Media Sosial untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa." Penelitian ini menggunakan metode kualitatif deskriptif (Creswell, 2012) menjelaskan proses metode deskriptif adalah untuk menemukan penjelasan dan gambaran secara rinci tentang objek penelitian secara sistematis. Penelitian ini dilakukan terhadap 50 siswa kelas sepuluh STM Taruna Bangsa Bekasi Utara. Pengumpulan data dilakukan dengan dua instrumen yaitu wawancara dan kuesioner. Hasil penelitian ini menunjukkan bahwa selama pembelajaran berlangsung, siswa yang menggunakan media tik tok lebih percaya diri untuk berbicara dibandingkan dengan siswa yang tidak menggunakan media tik tok. Mereka setuju bahwa siswa harus memiliki kesenangan dalam belajar selama pembelajaran berlangsung. Hasil penelitian ini membuktikan bahwa penggunaan tik tok sebagai media sosial memiliki pengaruh yang baik untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Kata kunci: Kemampuan Berbicara, Media Sosial, Tik-Tok

Abstract: Speaking is the process of constructing and exchanging meaning. There are some problems can be detrimental to EFL students. Many students hesitant to speak up and some will almost certainly remain silent due to lack of confidence, prior knowledge of the topic, a poor teacher- student relationship. Recently many alternatives to make students enjoy and confidence to speak up by social media such as tik tok and now social media is a tool to students can improving their skill especially speaking ability. So, this research to find out " The Effect of Using Tik Tok as Social Media to Improve Students' English Speaking Ability" This research used descriptive qualitative Methods (Creswell, 2012) explained the process of descriptive method is to find the detailed explanation and description about the object of the research systematically. This research was conducted fifty students at tenth grade STM Taruna Bangsa Bekasi Utara. The data collection get by two instruments namely interview and questionnaire. This finding revealed during learning took place, the student who use tik tok media can confidence to speak up than student can't use tik tok media. They agreed that students need to have their enjoy learning during learning. The result proves that using tik tok as media social can good effect to improve students' English speaking ability.

Keywords: Speaking Ability, Social Media, Tik-Tok

Submission History:

Submitted: 27 Maret 2024

Revised: 12 April 2024

Accepted: 13 April 2024

INTRODUCTION

Speaking as an activity in which the thought and feelings that arise from a message or idea are verbally expressed in order to give a speech (Nur, Pujiastuti, & Rahman, 2016), and also speaking is considered communication, so the speaker must be able to express themselves as effectively as possible in order to convey their message. "In both first or second languages, speaking is a skill that deserves the same attention as literally skill" (Taufan, 2020). Many students are tested on the ability. It is also a great way to advance your social status, your career, and your company (De Graaff, & Kolmos, 2003).

Speaking ability is composed of two words, speaking an ability. It's revealed one by one to avoid misunderstanding about the meaning of speaking ability. Speech is the ability to make sounds or words to express or convey thoughts, opinions or desires.

Oseno (2015) defines speech as an interactive process of meaning construction that involves the generation, reception, and processing of information. Speaking abilities are defined in this research as students' ability to benefit from self efficacy in conversation and communication by using English fluently.

Such problems can be detrimental to EFL students. Many students are hesitant to speak up, and some will almost certainly remain silent due to a lack of confidence, prior knowledge of the topic, and a poor teacher-student relationship. Using social media is one alternative way. Social media is a collective term for websites and applications that focus on communication, community-based input, interaction, content and collaboration. Mostly people in the era used gadget for long day and researcher find that TikTok as a new application where everyone can practice speak up alone without being burdened. The students feel confidence to speak up by TikTok.

TikTok as a media of learning is fit for students to decrease their anxiety in speaking especially speaking in English and give explanation to student what are feature in TikTok that they can be used for media of learning (Purnamawati, & Suhartono, 2019).

The researcher purposes to find out "The Effect of Using Tik Tok as A Social Media on Students' English Speaking Ability" at the tenth grade STM Taruna Bangsa Bekasi Utara.

METHOD

The study used a descriptive qualitative research design that allowed the researcher to find accurate information from students as participants. Qualitative methods was chosen to examine the perspective of students who use a social media Tik Tok to improve their English speaking ability. And also to know the students' problem their face and strategies that applied who is doing learning. It's relevant to Creswell's (2012) 's definition of the qualitative method as an approach or search to explore and understand a central phenomenon and descriptive method of research is to gather information about present existing condition. that were design based on Likert scale model.

According to Sugiyono, Likert scale is used to measure the attitudes, opinions, and perceptions of person, or group of people. There are four indicator variable based on Likert scale model, namely:

Table 1. Likert scale indicator

Indicator	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

The researcher uses two instruments, interview and questionnaire, the first is interview where students ask some questions about advantages/disadvantages for using Tik Tok App. And the second is questionnaire where the students give the data that can be answered independently when they using TikTok App in learning process. They provide written response to questions or mark items that indicate their responses. To classify the factor of speaking ability the distribution of items in the questionnaire is as follows:

Table 2. Number of questionnaire of Speaking Ability

No.	The Chosen Statements	Related Speaking Aspects	The Factor
1	I feel confident when I speak in speaking class	Comprehension	Educational and Physiology
2	Getting nervous when I speak English	Vocabulary	Educational
3	I'm not quite sure when I speak in English	Pronunciation and comprehension	Educational
4	I'm worry about making mistake when I speak	Fluency, pronunciation, vocabulary and comprehension	Educational and Physiology
5	I overwhelmed by the number of rules that have to learn in order to speak in English	Grammar	Educational
6	I start to panic when I have to speak without preparation	Comprehension	Educational and Physiology
7	Even if I'm well prepared for speaking class. I feel anxious about it.	Comprehension	Educational and Physiology
8	I keep thinking that the others students are better at language than I am	Comprehension	Physiology
9	I won't be able to speak as well as others	Fluency, pronunciation, Vocabulary and comprehension	Educational and Physiology
10	I worry that I won't be able to answer the audiences' questions	Fluency, pronunciation, Vocabulary and comprehension	Educational and Physiology

To measure students' speaking ability the researcher categorized the classification of students' reading habit and presented the means of speaking ability, it

means of speaking ability questionnaire to see ranking of their responses. The category can be seen as follows:

Table 3. Category of Students' Speaking Ability

No	Category	Score
1	Very High	80-100
2	High	60-79
3	Middle	40-59
4	Low	20-39
5	Very Low	0-19

RESULT AND DISCUSSION

Speaking ability is the the ability in using oral organ to explore ideas, intentions, thoughts and feelings to other people as way to make message clearly delivered and well understood by the hearer. In other hand it allow us to communicate effectively (Bygate, 1987).The researcher purposes to finding aim to answer the questions of “ The Effect of Using TikTok asSocial Media on Students' English Speaking Ability”.

Speaking must be have five aspects they are vocabulary, grammar, pronunciation, fluency and comprehension (Palupi, Meifilina, Dyan, & Harumike, 2020). Concerning to the first aspect Vocabulary have high speaking ability it about 78,50 %. Next focus on the second aspects of speaking is Grammar. The entire percentage it about 79.90%. Next the third aspects of speaking ability due to Pronunciation, it about 77.60% and next the fourth aspects of speaking is fluency. It about 76.90% the last aspects of speaking according to comprehension aspects it about 77.40 %. The all aspects of speaking ability for the tent grade STM Taruna Bangsa Bekasi Utara have high score. The result can be seen as follow:

Table 4. Percentage of students' English Speaking Ability

No.	Main Element	Total	
		Score	%
1	Vocabulary	213	78,50%
2	Grammar	216	79,90%
3	Pronunciation	212	77,60%
4	Frequency	211	76,90%
5	Comprehension	212	77,40%
TOTAL		1064	78.06%

Base on the table above, it concluded that speaking ability from five aspects get an overall percentage 78.06% which is high the category of students' English speaking ability at tenth grade STM Taruna Bangsa Bekasi Utara. Table 4 presents the percentage of students' English speaking ability based on five main elements. The first element is vocabulary, where students achieved a total score of 213, which translates to 78.50% of the maximum possible score. The second element is grammar, with a total score of 216, which equates to 79.90%. This score indicates that students' grammar ability is slightly higher compared to the other elements. The third element is pronunciation, with a total score of 212 or 77.60%. Next, the fourth element is frequency, which measures how

often students use English. The total score for this element is 211, or 76.90%, which is the lowest score among the measured elements. The final element is comprehension, with a total score of 212 or 77.40%.

Overall, the total score from the five elements is 1064, with an average percentage of 78.06%. This indicates that students' English speaking ability is at a fairly high level, although there are slight variations across the measured elements (Afraz, Taghizade, & Taghinezhad, 2017).

The data presented in Table 4 provides insights into students' English speaking abilities across five key elements: vocabulary, grammar, pronunciation, frequency, and comprehension. Each of these elements contributes differently to the overall proficiency level, as indicated by the varying percentages achieved (Syah, , Nurjanah, & Andri, 2020). In terms of grammar, students demonstrated the strongest ability, achieving 79.90% in this element. This suggests that students have a good grasp of the rules and structures of the English language. However, this strength in grammar is not mirrored across all elements (Guo, 2022).

Vocabulary follows closely behind grammar with 78.50%, indicating that students are also fairly proficient in their English vocabulary. This is an essential aspect of language proficiency, as it allows for more nuanced expression and understanding.

Pronunciation and comprehension show similar levels of proficiency at 77.60% and 77.40%, respectively. These elements are crucial for effective communication, as clear pronunciation and comprehension are essential for being understood and understanding others. The lowest score is seen in frequency, at 76.90%, which may suggest that students may not practice speaking English as frequently as they could. This could impact their overall fluency and confidence in speaking the language (Adnan, 2021).

In conclusion, while students display a generally high level of proficiency across all elements, there is room for improvement in frequency, which could help enhance their overall English speaking ability. A more balanced approach across all elements would contribute to a more holistic mastery of the language.

CONCLUSION

Based on the data finding and discussion the researcher concluded that students' English speaking ability improved by the effect of using Tik Tok as social media. It can be seen from five aspects of speaking ability get an overall percentage 78.06%. This is high enough in category of English students' speaking ability. It prove that using Tik Tok App support to improve English students' speaking ability.

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