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TikTok as Media of Learning English

(Experimental research on the third class of senior high)

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ABSTRACT

This article is about using TikTok as media of teaching elementary speaking in pandemic era. There are various strategies to teach speaking during the COVID-19 epidemic, including social media revolutionizing educational contexts. TikTok became a popular source of information for learning and knowing about popular culture and other issues, and even news. true-experimental design was used to examine the experiment and control group. The results of statistic analysis, hypothesis, and the pre-test post-test were included in the data. It shows that both groups was 79.00<108.00 for the experimental group and 84.50<85.00 for the control group, it was concluded that from the post-test of both groups was 85.00<108.00, because after giving the treatment by using TikTok or no, showed the significant difference result between both groups. An independent sample test showed the score of Sig.(2-tailed) was 0.000 lower than 0.05, which means the Alternative Hypothesis (Ha) was accepted, so using TikTok application in teaching speaking can encourage the fluency of students' elementary speaking ability.

Keywords: Media, TikTok, Elementary Speaking.

I. INTRODUCTION

Speaking appears to be an essential language skill required for communication. Out of the four language skills, reading, listening, writing, and speaking (Aziz, 2017; Zaremba, 2014), communication is used to interact to convey their specific goals or express their opinions (Aziz & Dewi, 2019).

There are various strategies to teach speaking during the COVID-19 epidemic, including social media revolutionizing educational contexts. According to Xiaonei Liu and colleagues, online learning can fully exploit the teacher's leading function of directing, enlightening, and the students' action plan and creativity, strengthened by mobile technology (Liu et al., 2020). Therefore, education has moved from a face-to-face learning environment to an online one (Sobaih, Hasanein, and Abu Elnasr 2020). Moreover, all activities are done in the home in this pandemic situation.

During this lockdown situation, a famous social media application for all people and students worldwide is called TikTok (Omar & Dequan, 2020). TikTok is the first social media platform in history to experience strong growth in a quarter (from January 2020 to April 2020). It collects 315 million additional installations between the App Store and Google Play (Chapple, 2020). In Bahiyah Omar's research, TikTok is defined as an application to share a video that can be used to create, share, and watch many kinds of videos. Newman also states that TikTok became a popular source of

information for learning and knowing about popular culture and other issues, and even news (Newman et al., 2021). In line with Newman, Roumeliotis and friends also say that TikTok increases education and learning (Roumeliotis et al., 2019).

Edward also explains TikTok as a learning medium; TikTok can help students apply their communication style. The way they practice, moreover in speaking, and this application can archive the result of video practicing. It can be shared another day, making students improve their practice until they are satisfied with their effort (Edwards, 2021). On NACE stated that TikTok can help students communicate with different people in their country it means they can use TikTok to communicate with foreigners (Employers, 2020). Hence, students understand how to speak well with a native speaker, and students can search for more videos about speaking material (Employers, 2020). TikTok fixture makes the video funny, enjoyable, and easy to understand. It can interest students in learning about speaking.

In the learning environment, several studies have indicated the positive effect of social media on learning areas, such as student participation (O'Boyle, 2014), discovery, creativity, active learning, practicing (Manning et al., 2017), and professional development (López-Carril et al., 2020). So that, TikTok can now be processed and used as an exciting and interactive learning media for students. TikTok

stands out because of the easiness with which it is possible to create a video of speaking practice by featuring a TikTok fixture with an actual native speaker. TikTok has a duet option and divides the screen for a synchronized, coordinated, or comparison performance (Anderson, 2020). By seeing the hashtags like #speakenglish #englishspeaking demonstrate that speaking learning is available on the TikTok platform, and those hashtags have accumulated over 260 million views using that (see pic no.6). The users' purposes are to promote and make the speaking educational impacts shared and known many people worldwide.

Using TikTok, students can watch and search for many learning videos about speaking, making learning exciting and funny. When the teaching process is not acceptable, include less exercise to practice speaking. Students have a limited time to learn, which will impact their understanding and achievement. So that is why, when using TikTok, students get inspiration and can encourage their fluency in speaking by seeing many creative videos from native speakers and practicing them well; they also can use and learn them whenever and wherever they are.

II. Literature Review

I. Teaching speaking as a foreign language

Speaking is oral communication between two or more individuals in which

listeners and speakers must react and participate rapidly. It is required for many second-language or foreign language learners (EFL). Students frequently assess their progress in language learning based on how much they believe their spoken language competence has improved (Richards, 2008) because speaking is the primary source of human communication. The ability to communicate with others orally is similar to knowing the local dialect (Celce-Murcia, 2008). As a side effect, they are all unable to learn English. Students are assumed to use proper grammar or provide good speech and vocabulary, but they are frequently asked to learn how to use the language. Hinkel says that interaction difficulties arise when the learners recognize a term they do not understand, a phrase they do not know how and when to use, or feel hesitant to communicate their intended purpose (Hinkel, 2005).

Learning a foreign language is a difficult task for both teachers and students, as it requires more than just grammatical awareness and the use of English in a certain sense. Brown states that they are shy and do not know how to develop their speaking skills or deal with their problems (Douglas & Frazier, 2001). Teachers of English as a foreign language (EFL) must understand

and analyze language learning objectives, evaluate, develop and adapt to improve students' abilities and implement activities to help students achieve maximum results. (Newton & Nation, 2020):

2. Teaching EFL speaking in Indonesia

People must learn a language to improve their ability to communicate with others, especially English, an international language in the age of globalization. Riadil said all Indonesian students study English as a foreign language because their first language is their local language and their second language is Bahasa Indonesia (Riadil, 2019). Unfortunately, Indonesian students have not improved their English skills after ten years of study. It's caused the slight chance to practice their speaking (Richard, 2013). As a result of the effect of the curriculum, materials, techniques, learning environment, and personality variables, speaking abilities cannot develop organically. As a result, the teacher must deliver effective learning while not making it difficult for EFL students to speak English.

Bahasa Indonesia is their second language, and their local language is their first language. Learning a foreign language like English is also influenced by their environment, just as Krashen explained that

teaching a foreign language is similar to teaching their local or mother tongue language at first. Local language and a second language are the targets in their environment. Still, the foreign language is the learning target in another language environment (Krashen, 1982). So, in Indonesia, learning a foreign language like English is just given at school as a lesson; however, Indonesian teachers have already made many efforts to make EFL learners speak English well.

3. Tiktok as Media of Teaching Speaking

According to Kaplan, social media consists of internet applications that enable the creation of various types of content worldwide (Kaplan & Haenlein, 2010). Many kinds of applications on social media, like Facebook, Twitter, Instagram, TikTok, etc. When used correctly, social media can increase student interest and inspiration, assist students in developing targeted speaking skills, provide better interaction, feedback, and responses. (Golonka et al., 2014). TikTok offers several possibilities for establishing an exciting learning environment for kids. According to the study's findings, students endorse the usage of TikTok as a venue to boost creativity, excitement, active learning, and inspiration

(Escamilla-Fajardo et al., 2021).

On the other hand, Zourou and Lamy defined social media as illustrated by content reuse and sharing, flexibility in structure due to easy and comprehensive use, and network effects or effect potential of expressing purpose (Zourou & Loiseau, 2013), which also refers to the TikTok explanation. Lekawael stated that some applications in a smartphone-like Youtube, Instagram, TikTok, etc., are worth learning to speak because it allows students to practice their language skills both inside and outside the classroom. Learners can listen to dialogues that will help them become more familiar with the language. Speaking becomes a little easier with relevant language skills he wishes to learn (Lekawael, 2017).

Humans have developed technologies, engaged in social media, shared information, and collaborated creative activities like learning and teaching (Standage, 2013). Zhong defines TikTok as a famous social media that is quickly growing globally, including over a half-billion users worldwide (Zhong, 2018) so that McLuhan said language teaching principles based on meaningful interaction, the social media could be said to improve English language learning, this proves that the social media

has a significant effect on English learning by activating speaking interaction skills then students' roles must be more dominant in the English language learning process in order to obtain knowledge in various resources (McLuhan, 1994).

Because of those explanations, using TikTok is one reason students speak actively, get many sources of speaking learning videos, and have a lot of time to practice it whenever and wherever. The usage of video creation and sharing on social media has grown, from similarities in existing videos to live-streaming (Anderson & Still, 2011). Lorenz said librarians could also observe how TikTok is being used in schools. Some teachers embrace the app and combine it into lesson plans like learning and teaching about speaking (Lorenz, 2019).

III. Research Method

Research Design

The researcher used a true-experimental design, and this study used a pre-test – post-test control group design. In empirical research, there were two groups: experimental and control. The experimental group received the new treatment, while the control group received treatment before. In this study, the researcher wants to know the result of TikTok Encourages the

Fluency of Students' Speaking Ability. To see this treatment feedback of using TikTok on teaching speaking in the experimental group on education speaking.

There are two variables in this research: independent variable and dependent variable: The independent variable of this research uses the TikTok application as the treatment given to the experimental class. The dependent variable in this research is the fluency of students speaking ability. The dependent variable was affected by the independent variable, and this research showed whether TikTok encourages the fluency of students speaking ability or not.

A sample is an individual group of elements; from the data is obtained, it means the model is a tiny part of the characteristic of the population. This research was taken into two classes, divided into experimental and control groups. The researcher used a random sample, which can be selected by assigning numbers to individuals in the population and then using a table of random numbers to make the sample selection. The researcher took 20 students in each group, so it became 20 students in the control group and 20 in the experimental group.

A. Data Collecting Method

Collecting data identifies and selects groups of people for a study, gaining their

agreement to be studied, and collecting data by asking questions or observing their behaviors. The researcher collected the data by test, which includes pre-test and post-test. The researcher administered a pre-test to both classes to collect data. It was put to the test with the students before giving the treatment, and the pre-test was used to determine the students' previous understanding of speaking skills. The test included an oral speaking test.

1. Treatment

The researcher gave the teaching treatment using TikTok application for students in the experimental group and gave a treatment that used before for students in the control group

2. Post-test

After following the treatment, the students were given a post-test to complete. The test was similar to the pre-test. The researcher saw the students' improvement after following the treatment in this post-test.

B. Data Analyze Method

The result scores of the experimental and control group will be compared to know the difference in learning outcomes between both groups, and all the scores will be calculated by using IBM SPSS 20 version program. The researcher uses an

independent sample t-test as the formula to determine the significant mean and the test result from both groups.

IV. Result

A. Data Description

In this chapter, the data from the students' pre-test and post-test were analyzed by the researcher. The results of statistic analysis, hypothesis, and the pre-test post-test were included in the data. The pre-test was designed to determine the students' speaking ability before treatment. In contrast, the post-test was designed to determine whether or not the students' speaking ability improved after the treatment using the TikTok application.

1. The Descriptive of Pre-test and Post-test Result Score

The descriptive of this research deal with the rate percentage of students' score through the test, mean score, standard deviation, and test of significance by using IBM SPSS.

In pre-test and post-test showed the result of mean from both groups that was 79.00<108.00 for the experimental group and 84.50<85.00 for the control group, it was concluded that from the post-test of both groups was 85.00<108.00, it means after the researcher give the treatment by using TikTok application as the learning media it

can make students' score higher than the group who doesn't use TikTok for the treatment, and the classification will be explained below.

a. The Classification of Pre-test and Post-test Score in Experimental group

Table 4.1
Statistics

	students name	PRE-TEST	POST-TEST
N Valid	20	20	20
Missing	0	0	0
Mean		79,00	108,00
Std. Error of Mean		2,800	1,864
Median		80,00	110,00
Mode		80	100
Std. Deviation		12,524	8,335
Variance		156,842	69,474
Range		50	20
Minimum		60	100
Maximum		110	120
Sum		1580	2160

From the description on the table above showed that from 20 students (N) in the experimental group done the pre-test, and the result obtained with a Mean 79.00, having the minimum or lowest score 60 (good), and having the maximum or highest

score 110 (excellent) compared with the result score in post-test that obtained with Mean 108.00, having minimum or lowest score 100 (excellent), and having the maximum or highest score 120 (excellent), it means after the researcher give the treatment by using TikTok application as the learning media it can make students' score higher than before giving the treatment because seen from the mean, lowest and higher score in each test, the post-test has a higher score than the score in the pre-test.

b. The Classification of Pre-test and Post-test Score in Control group

Table 4.2
Statistics

	students	PRE-TEST	POST-TEST
N Valid	20	20	20
Missing	0	0	0
Mean		84,50	85,00
Std. Error of Mean		3,118	2,565
Median		85,00	90,00
Mode		90	90
Std. Deviation		13,945	11,471
Variance		194,474	131,579
Range		50	50
Minimum		60	60
Maximum		110	110

Sum		1690	1700
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From the description in the table above, showed that from 20 students (N) in the experimental group done the pre-test, and the result was obtained with a Mean of 84.50, having the minimum or lowest score of 60 (good), and having the maximum or highest score 110 (excellent) compared with the result score in post-test that obtained with Mean 85.00, having minimum or lowest score 60 (good), and having the maximum or highest score 110 (excellent). So, based on the result above, it showed that the mean score in pre-test and post-test has a little difference. Also both tests have the same lower and highest score result.

B. Analysis of Prerequisites Testing

I. Normality

A normality test was carried out to determine whether the two groups were normally distributed or not. The researcher used Kolmogorov-Smirnov to analyze for the normality through IBM SPSS, and the result will be shown in this table below:

Table 4.3
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	,0000000
	Std.	6,82873187

	Deviation	
Most Extreme Differences	Absolute	,192
	Positive	,192
	Negative	-,097
Kolmogorov-Smirnov Z		,858
Asymp. Sig. (2-tailed)		,454

a. Test distribution is Normal.

b. Calculated from data.

The table above showed the result from Asymp. Sig. (2-tailed) was 0,454, it is higher than 0,05 ($0,454 > 0,05$), so it means the two groups were normally distributed.

2. Homogeneity

The next step after doing the normality test is doing the homogeneity test, homogeneity test is a test of whether or not the variances of two or more distributions are equal, the result will be shown by using IBM SPSS below:

The result from the table above showed that the score of Sig. is 0.202 and is higher than 0.05 ($0.202 > 0.05$), so it means the variance of two groups is equal, or it can be called the variance of two groups were homogeneous.

C. Hypothesis Testing

After analyzing until getting the result from the data, the researcher continues to analyze the result from hypothesis testing from the data between the experimental group that used treatment through TikTok as learning media for speaking and the

control group that didn't use TikTok as learning media for speaking. The researcher used IBM SPSS to analyze the data from both groups, and the result will be shown in the table below:

So, the results in table 4.5 showed that the control group had a mean of 82,50 and the experimental group had a mean of 107,50, it concluded that the experimental group which using TikTok got a higher score than the control group which didn't use TikTok on the learning treatment, it means learning using TikTok was running well than didn't use it or using conventional treatment.

Based on table 4.6 shows the result of Sig. (2-tailed) was 0.000 and it lower than 0.05 ($0.000 < 0.05$), it means the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis is rejected, in other words, that in this research there is a significant effect that TikTok Encourages the Fluency of Students' Speaking Ability.

Based on the result that was analyzed, it can be proven students' scores and ability are increasing by using TikTok as learning media for speaking, it means using TikTok can encourage the fluency of students speaking ability, another reason from students respect is because TikTok is enjoyable media to use for learning, and can

be used whenever and wherever they are.

V. DISCUSSION

From the research finding, the researcher can reach the conclusion that students' goal in the fluency of their speaking has been achieved. In pre-test and post-test have shown the result of the mean from both groups that was 79.00<108.00 for the experimental group and 84.50<85.00 for the control group, it was concluded that from the post-test of both groups was 85.00<108.00, because after giving the treatment by using TikTok or no, showed the significant difference result between both groups.

The researcher analyzes the result by using an independent sample test to get the hypothesis result, and the result that has gotten by the researcher was 0.000 from Sig.(2-tailed) it concluded that a score of 0.000 was lower than 0.05 (0.000<0.05). This advancement brought the conclusion that teaching speaking ability by using TikTok successfully encouraged the fluency of students' speaking ability. The successful result and goals were recognized from the effect of treatment which has been given. The treatment in this research is using TikTok application as learning media for teaching speaking

So that, the Alternative Hypothesis

(Ha) from using the TikTok application was very applicable to encourage the fluency of students' speaking ability in teaching speaking at twelfth-grade of Mambaus Sholihin Senior High School during a pandemic situation caused by the COVID-19 Virus.

VI. Conclusion

Based on the previous research problem, it is clear enough that using TikTok application can encourage the fluency of students speaking ability, that was proven by seeing students' scores before and after giving the treatment that using TikTok as the media of learning was different, the score before giving the treatment was low, but after giving the treatment using TikTok application the students' score was higher than before.

It was proved by analyzing data through an independent sample test showed the score of Sig.(2-tailed) was 0.000 lower than 0.05, which means the Alternative Hypothesis (Ha) was accepted, so using TikTok application in teaching speaking can encourage the fluency of students' speaking ability.

So that, the Alternative Hypothesis (Ha) from using the TikTok application was very applicable to encourage the fluency of students' speaking ability in

teaching speaking at twelfth-grade of Mambaus Sholihin Senior High School during a pandemic situation caused by COVID-19.

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