

**THE EFFECT OF USING TIKTOK ON STUDENTS' ABILITY IN SPEAKING
AT THE FIRST YEAR OF MTS MAURA EL MUMTAZ BINJAI**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran TikTok terhadap kemampuan berbicara siswa pada tahun pertama MTs Maura El Mumtaz Binjai. Jenis penelitian ini adalah penelitian pra eksperimen dengan populasi penelitian yaitu seluruh siswa kelas VII MTs Maura El Mumtaz Binjai. Dengan menggunakan teknik probability simple random sampling, sampel penelitian yang diperoleh adalah siswa kelas VII MTs Maura El Mumtaz Binjai. Instrumen yang digunakan adalah tes hasil belajar siswa berupa melakukan percakapan dengan pasangannya. Setelah diberikan perlakuan, rata-rata pre-test adalah 4.98 yang tergolong kategori buruk, dan rata-rata post-test adalah 7,66 yang tergolong kategori baik. Kemudian dilakukan uji-t dua sisi (t-tabel = 2.13145). Dari hasil uji t dua sisi disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan media pembelajaran TikTok terhadap kemampuan berbicara siswa kelas VII semester 1 MTs Maura El Mumtaz Binjai.

Kata Kunci: TikTok, Kemampuan Berbicara.

ABSTRACT

This research aimed to find out the effect of TikTok as a learning media on student's speaking ability at the first year of MTs Maura El Mumtaz Binjai. This type of research is pre-experimental research with the research population, namely all students of class VII MTs Maura El Mumtaz Binjai. Using probability simple random sampling technique, the research sample obtained was class VII MTs Maura El Mumtaz Binjai. The instrument used is a test of student learning outcomes in the form of making conversations with their partners. After the treatment, the mean of the pre-test is 4.98 which was classified as poor category, and the mean of the post-test is 7.66 which was classified as good category. Then a two-tailed t-test was performed (t-table = 2.13145). From the results of the two-tailed t-test it was concluded that there was a significant effect of using TikTok as a learning media on student's ability in speaking of class VII in the first semester of MTs Maura El Mumtaz Binjai.

Keywords: TikTok, Speaking Ability.

I. INTRODUCTION

Speaking ability is an oral language skill that is used to communicate in everyday life. For most people, speaking is considered the most difficult skill because it covers many aspects of English language skills, including pronunciation, listening, grammar and vocabulary at once (Yanto, 2015).

Based on (Pratiwi, 2021), “there are six important things considered to be useful that someone can be more fluent and brave in speaking. They are confidence, fluency & accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural.” (Herlisya and Wiratno, *JCELL*, No.3, February 2021: 192).

In learning a language, speaking is one of the most important basic skills. However, most of the students have difficulty in practicing speaking English. They do not have good self-confidence to speaking English, and they difficult to pronounce words in English as their second language. In addition, students also consider that English is unattractive and difficult to learn. For that, they find it difficult to start learning to speak. Students do not know what to say because they lack of vocabulary to speak. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Fitriani and Eka, *Jurnal Serunai Bahasa Inggris*, No. 2, August 2018: 24).

All problems mentioned above are also found at MTs Maura El Mumtaz Binjai. Researcher also found out these problems in speaking at MTs Maura El Mumtaz from the observation at the school before carrying out further test/research procedures. Researcher also had the opportunity to get a brief interview with the headmaster of MTs Maura El Mumtaz Binjai. Today, there are many media that can be used in learning, however many people still consider that the new one can only be used as entertainment and have no benefits in learning,

even though it can be a fresh and effective media to learn.

Speaking English today can be learn from various media and existing sources. There are several learning media that can be utilize in the learning process, including learning to speak English. There are types of learning media, they are visual media, audio media, and audio visual media. Visual media includes pictures or photos, graphics, diagrams, posters, etc. Audio media includes radio and language laboratories. Meanwhile, audio-visual media includes television and sound films/videos.

In this case, the researcher choose audio-visual media as learning media. The audio-visual media used is the *TikTok* application. This application contains videos and music that can be accessed with today's technology with the availability of smartphones and the internet.

Nadiem Makarim admits that technological disruption has also affected the world of education. So, there is no choice but to adapt and innovate to learning media. He said at the opening of the 2021 International Open, Distance, And e-Learning Symposium (ISODEL) (Fahlevi, <https://www.tribunnews.com/pendidikan/2021/12/03/nadiem-makarim-tidak-ada-pilihan-lain-selain-beradaptasi-dengan-disrupsi-teknologi>, accessed on 21st May 2022).

The current technology allows us to find good and interesting learning media. The learning media can be accessed via smartphone. As we know, in the current era of globalization, smartphone has become a necessity for almost everyone in various parts of the world, because smartphone allow users to access various aspects of life. Internet access makes smartphone users can use it to learn many useful things from various available sources. Smartphones are equipped with applications that can be used as learning media.

As mentioned above, this research uses the *TikTok* application as an audio-visual learning media. *TikTok* is a social media and music video platform founded by Zhang Yiming in

September 2016. This application displays short music videos that can be viewed by people from all over the world who access it, and allows users to create their own short music videos and share them on the *TikTok* platform itself.

In this digital era today, there are a lot of *TikTok* users scattered from various circles around us who use *TikTok* as a medium of entertainment and learning. Based on the phenomenon that occurred, researcher are interested in conducting research on the effect of using *TikTok* on students' speaking abilities in first year students of MTs Maura El Mumtaz Binjai. This study aims to see the effect of using the *TikTok* application on students' ability to speak English.

In this research, the researcher made limitation of the problem to make the research directed, and due to limited time, funds, manpower and theory. The researcher limited this research to to several problems, namely the use of *TikTok* as a medium for learning English with the Expressing Gratitude as the subject matter, see the effect of *TikTok* on student's ability in speaking, and the object of the research is the first year student at MTs Maura El Mumtaz Binjai.

II. RESEARCH METHOD

This research used pre-experimental design (One group Pre-test Post-test). Pre-experimental design is a design that included only one group or class that is given pre and post-test (Sugiyono, 2014:109). In this research design, the study was conducted in one group which is given pre-test and post-test without a control group as a comparison. It was to find out whether there was a difference or a positive impact on students' speaking ability before and after using *TikTok* as a learning media. This research paradigm can be seen at table 3.4 based on (Arikunto, 2006) cites in (Manurung, Thesis, 2016: 29).

Table 1 Pre-Experimental Design (One Group Pre-test Post-test)

Post-test	Treatment	Post-test
O1	X	O2

III. FINDING AND DISCUSSION

A. Finding

1. Score Classification

Table 2 The student's score classification

Pre-test			Post-test		
Classifi cation	Numb er of Stude nts	%	Classifica tion	Numb er of Stude nts	%
Excell ent	0	0%	Excellent	0	0%
Very Good	0	0%	Very Good	0	0%
Good	0	0%	Good	10	58.9 %
Fairly Good	0	0%	Fairly Good	7	41.1 %
Fair	4	23.5 %	Fair	0	0%
Poor	13	76.5 %	Poor	0	0%
Total	17	100 %	Total	17	100 %

The table showed the presentage of student's score classification in the pretest and posttest done by students. At the pretest, 0 student was classified as Excellent (0%), 0 student was classified as Very Good (0%), 0 student was classified as Good (0%), 0 student was classified as Fairly Good (0%), 4 students were classified as Fair (23.5%), and 13 students were classified as Poor (76.5%). While in the post test, 0 student was in the Excellent classification (0%), 0 student was classified as Very Good (0%), 10 students were classified as Good (58.9%), 7 students was classified as Fairly Good (41.1%), 0 student

as classified as Fair (0%), and 0 student was in the Poor classification. (0%).

2. Mean Score

Table 3 Mean score of pre-test and post-test

Indicators	Mean Score	
	Pre-test	Post-test
Speaking Ability	4.98	7.66

The table indicates that there are differences in the scores obtained by students on the pretest and posttest. This data showed the mean score of pretest and posttest that have been done by students, and it was found that the mean score of the pretest was 4.94 which was classified as Poor, and the mean score of the posttest was 7.66 which was classified as Good.

The following table was showed the student's improvement of speaking ability.

Table 4 The student's improvement speaking ability

Indicators	Mean Score		Improvement
	Pre-test	Post-test	
Speaking Ability	4.98	7.66	26.7%

The table indicates an improvement in students' posttest scores after using *Tiktok* as a learning media on students' speaking ability. The improvement of student achievement on speaking ability was 26.7%. The student's score before applying the treatment was 4.98 (Poor), and the student's score after applying the treatment was 7.66 (Good).

3. Test of Significant

Table 5 Test of significance (t-test)

Variables	t-test	t-table	Explanation
Speaking Ability	22.09675	2.13145	t-test > t-table

To find out the degree of freedom the researcher used the formula $n-k = 17-2 = 15$, for the significant level = 0.025 and $df = 15$, the score of t-table is 2.13145. After calculating the test value of speaking ability, it got score 22.09675. The value of t-test and t-table was ($22.09675 > 2.13145$).

4. Hypothesis Testing

The results of statistical analysis of the level of significant 0.025 with digress of freedom ($df = n - 2 = 17 - 2 = 15$) indicated the result of post-test was bigger than the result of pre-test. The value of t-test was 22.09675 while the t-table was 2.13145 where $22.09675 > 2.13145$. It was concluded the H_a was accepted.

B. Discussion

Based on the analysis that the researchers obtained from the students' pre-test mean score was 4.98 (Poor) while the post-test mean score was 7.66 (Good). And the t-test result is 22.09675 higher than t-table (2.13145). This is showed after giving treatment by using *Tiktok* students have better achievements.

Based on the results above, the researcher concluded that seventh grade students of MTs Maura El Mumtaz Binjai have a good response in learning speaking after using *Tiktok* as a learning media. Therefore, the researcher could use *Tiktok* as a learning media on student's speaking ability.

IV. CONCLUSION

Based on the data, the researcher would like to make a conclusion that using *Tiktok* as a learning media has positive effect on students ability in speaking, and it could develop the students ability in speaking. It was proved by the result of the test that the data showed. On the pretest, the mean score is 4.98 which was classified as poor category, while in the post-test the mean score is 7.66 which was classified as good category. From the data, the improvement achieved was 20%, so it was

concluded that there was a significant effect of using TikTok as a learning media on students' speaking ability.

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