Investigating The Impact of Tiktok Application Towards Speaking Proficency

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Abstract

Background:
Individuals use spoken language when they speak, which is a sort of verbal communication. Speaking is an important action in which a speaker presents his or her ideas and communicates with the audience. The message delivered by words or spoken language that provides meaning is referred to as verbal communication (Krauss, 2012).

Methodology:
According to Creswell (2009:3), the term "research design" encompasses everything from study objectives and processes to particular data collection and analysis methodologies. As instructional materials, the author employed TikTok videos. The author applied the Experimental Method in this study, particularly for Pre-Experimental research. The "One Group Pretest-Posttest" design was employed in this study.

Findings:
The data for this study were gathered using an oral test. The test was separated into two parts: pre-test and post-test. In the pre-test, students were given random questions then the students answer by speak up orally in the class. In the post-test, students were given the new random questions that different from pre-test then students answer by speak up in front of class.

Conclusion:
Based on the result of the pre-test and post-test, it was found that the test was 29.94 by applying 0.05 level of significance with 34 degree of freedom (df = 35 - 1 = 34) the author obtained t-table value 2.0322 from the mean score of pre-test 168 and mean score of post-test 218. It shows that English Content from Tiktok videos has significant effect in term of speaking proficiency.

Originality:
Speaking is a crucial tool in our daily lives for receiving messages and exchanging ideas. It is an interactive action in which the speaker generates, receives, and analyzes information in order to construct meaning. As instructional materials, the author employed TikTok videos to improve students' speaking skills to this study. The author applied the experimental method in this study, particularly for pre-experimental research. The "one group pretest-posttest" design was employed in this study. The data for this study were gathered using an oral test. The test was separated into two parts: the pre-test and the post-test. In the pre-test, students were given random questions, to which they responded orally in class.In the post-test, students were given the new random questions that were different from the pre-test, and they answered them by speaking up in front of the class. Based on the result of the pre-test and post-test, it was found that the test was 29.94 by applying a 0.05 level of significance with 34 degrees of freedom (df = 35 - 1 = 34). The author obtained a t-table value of 2.0322 from

the mean score of the pre-test 168 and the mean score of the post-test 218. It shows that English content from TikTok videos has a significant effect on speaking proficiency.

1. INTRODUCTION

Speaking is a type of verbal communication that is based on the use of language by individuals. Speaking is a meaningful action where a speaker expresses his or her thoughts and communicates with the audience. Verbal communication defined as the message conveyed through words or spoken language that communicates meaning (Krauss, 2012). In addition, according to Bailey (2000:25), speaking is an interactive action in which the speaker generates, receives, and analyzes information to construct meaning.

According to Utomo and Bastiar (2020) the purpose of their study is improving English literature students' self-confidence in mastering speaking skill by using Instagram. The data collection processes are as follows: interview, observation, test, questionnaire and documentation. According to their research result, about (32.1%) of students prefer to communicate over Instagram rather than in person in public places. Meanwhile, the remaining respondents chose agree (28.6%), strongly agree (21.4%), extremely disagree (10.7%), and disagree (7.1%) in response to the trend. It shows that Instagram has enough clout with the respondents to urge them to speak up and share their thoughts on Instagram. Instagram has helped (46.446.4) of students increase their vocabulary. Meanwhile, the remaining respondents chose strongly agree (28.6%), fair (17.9%), disagree (0%), and severely disagree (7.1%) when it came to the vocabularies. It shows that the respondents discovered and gathered a large number of vocabularies while conversing on Instagram. They reached the conclusion that, the usage of Instagram for English literature students' self-confidence in learning speaking skills can be improved, it can be determined. It is supported by the researcher's questionnaire, which was presented to 28 students as respondents to this study and two students as interviews.

Mastering speaking skill is not easy thing, it requires time to be able to speak fluently, comprehend grammar, memorize vocabulary, and pronounce words correctly. In this situation, during the teaching and learning process, students must acquire speaking abilities during classroom learning. It involve teacher and students interaction. Furthermore, Brown (2001: 165) defines interaction as "heart communication, which is what communication is all about." Interaction happens whenever and whenever individuals communicate with one another, take action, and get reactions from one another, including in the classroom. The classroom is an excellent environment for interaction, especially for developing excellent interpersonal and communication skills, particularly speaking abilities. Speaking is involved in all aspects of learning, and it is an important ability in English learning, particularly for English as a foreign language. The ability to effectively communicate in a foreign language is critical in the classroom, especially when students are studying English in class. Students must comprehend and speak especially in English, whenever making presentations or engaging in conversation.

2. METHOD

According to Creswell (2009:3), the term "research method" refers to everything from study goals and procedures to specific data gathering and analysis methods. The author used TikTok videos as teaching materials. In this study, the author used the Experimental Method, especially for Pre-Experimental research. The design of this study used "One Group Pretest-Posttest".

This research setting was taken from 11th grade students at SMKN 7 Samarinda which is located at Aminah Syukur Street No. 82 and to be able to generalize results from observations of the sample to the target population, the author must have a sample that is representative of the target population. According to Schreiber and Asber-self (2011), the population in social science research refers to all of your potential participants, think of this as the whole group of people in which you are interested. The author took the 11th grade student of SMKN 7 Samarinda as the population of the study. Schreiber and Asber-self (2011), the sample of participants for your study is part of the population, and all possess some characteristic that make them members of the sample group. For the sample of the study, the author was used the random sampling technique when collecting samples. The author took one class from three class of 11th grader at random.

According to Creswell (2012), a research instrument is a device that is used to analyze, monitor, and record data. The data needed in this study was collected through oral

test. The instrument played a significant role in the investigation. An instrument is a device used to gather data for a study. The research instrument that was used for this study is the speaking test. The test consisted of a pre-test and a post-test.

3. FINDINGS AND DISCUSSION

The research findings are based on the data analysis results. After performing the research, the author collected two different types of data: the pre-test and post-test scores. The pre-test was given before the treatment applied while the post-test was given after the treatment given.

3.1 The improvement of students' speaking vocabulary

Table 1 improvement of students' speaking vocabulary

Variable	Vocabulary - Mean Score		Improvements (%)
	Pre-test	Post-test	
Vocabulary	1.85	2.88	55.38

From a mean score of (1.85) on the pre-test to a mean score of (2.88) on the post-test, as shown in table 1, students' vocabulary increased by (55.38%). Meaning that the students' vocabulary score on the post-test was greater than the pre-test score.

3.2 The improvement of the students' Pronunciation

Table 2 improvement of students' speaking vocabulary

Variable	Pronunciation - Mean Score		Improvements (%)
	Pre-test	Post-test	
Pronunciation	1.48	2.42	63.46

From a mean score of (1.48) on the pre-test to a mean score of (2.42) on the post-test, as shown in table 2, students' pronunciation increased by (63.46%). Meaning that the students' pronunciation score on the post-test was greater than the pre-test score.

3.3 The achievement score of the students' speaking skills

Table 3 achievement score of the students' speaking skills

Variable	Mean Score		Improvements (%)
	Pre-Test	Post-Test	
Vocabulary	1.85	2.88	55.38
Pronunciation	1.48	2.42	63.46
Final Score	4.81	6.25	29.94

Table 3 showed that the speaking skill score increased from the mean final score of 4.81 in the pre-test to 6.25 in the post-test, a 29.94% increase. Data from the test, which was used to implement English content on the TikTok application, revealed that the students' vocabulary and pronunciation had significantly improved. Based on the result above, the use of English content on the TikTok application has an impact on increasing the students' speaking abilities by asking and responding questions.

3.4 Significance Test

The probability of rejecting the null hypothesis when it is true is known as the significance level, which is alternatively written as alpha or α. An alpha level, or the probability of rejecting the null hypothesis when the null hypothesis is true, is used in to determine statistical significance. To determine if the mean score differs from the results of the pre- and post-tests at a level of significance of 0.05 with a degree of freedom (df) = N-1, where N represents the number of students (35). Look at the table below to see the differences:

Table 4 t-test of Student Achievement

Variable	t-test	t-table	Test of significance
Vocabulary	10.29	2.0322	Significant
Pronunciation	9.46	2.0322	Significant
Final Score	13.45	2.0322	Significant

The significant difference between T-Test and T-Table is shown in Table 4.4 above. The t-test value is bigger than the t-table value (t-test > t-table). The t-test vocabulary value is greater than the t-table (10.29 > 2.0322), the t-test pronunciation score is greater than the t-table (9.46 > 2.0322), and the t-test value of the final score of students' speaking ability is greater than the t-table (13.45 > 2.0322), implying that there is a significant impact in the use

of English content from the TikTok application, implying that the null hypothesis (H0) was rejected and the alternative hypothesis was accepted.

The discussion focuses on the interpretation of data resulting from observations of student speaking skills in terms of vocabulary and pronunciation in the teaching and learning process using English content from the TikTok application. It was indicated by the students' performance on the pre-test and post-test.

The findings showed that in terms of English pronunciation and vocabulary understanding, the post-test scores were greater than the pre-test. In the pre-test, the author discovered that the majority of students lacked the ability to convey and express their thoughts or arguments in accordance with the topic. They still lack confidence or are afraid to speak in front of the class, and their pronunciation is poor. Their abilities significantly increased after receiving treatment.

4. CONCLUSION

The author draws the conclusion that using TikTok application helped students' pronunciation and vocabulary on the basis of the results and discussion of the earlier findings. The students' vocabulary gain in speaking was 55.38%, and their vocabulary achievement in the post-test was higher than in the pre-test (1.85 > 2.88). While the students' post-test pronunciation performance was better than their pre-test performance (1.48 > 2.42), the improvement was 63.46%. It can be concluded that after using English content from Tiktok application and asking and answering questions, the students' vocabulary and pronunciation in speaking in the eleventh grade SMKN 7 Samarinda improved.

Based on the hypothesis testing, the alternative hypothesis (H1) was accepted whereas the null hypothesis (H0) was rejected. It was demonstrated by the fact that the values of the t-tests for vocabulary (10.29) and pronunciation (9.46) were higher than the values of the t-table (2.0322). In other words, the use of English content from Tiktok application helped to improve the students' speaking proficiency and by having them to involve in asking and answering questions.

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