

The Effect of Creating Tiktok Videos on Students' Speaking Skill

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Abstract

This study examined the effect of creating TikTok videos on the speaking skills of the tenth-grade students of SMA Al Irsyad Tegal. The objective of this research was (1) to determine the effect of creating a TikTok video on speaking skills and (2) to describe students' perception of Creating TikTok on their motivation for speaking skills. This study used a mixed-method approach to answer the research objective. An instrument used in this research was a speaking test. The instruments have been tested for validity and reliability. The study found that there was a difference between the post-test means of the experimental group and the control group. The results of this research showed that creating a TikTok video was successful in improving students' speaking skills. Based on the questionnaire, students said they had less confidence speaking English due to a lack of vocabulary. After creating a TikTok video, they said they became more motivated to enrich their vocabulary because the activity is fun, engaging, and not stressful.

Keywords: The effect, Speaking Skill, Creating Video, Tiktok

1. INTRODUCTION

English as a foreign language has four competencies: speaking, writing, reading, and listening. One of the 4 language competencies in teaching English influences language skills, including speaking competence. Speaking skills are essential to learning a second or foreign language because English is an international language, and its existence is needed in all areas of both work environment Governance. On the other hand, as an oral ability, speaking skills are related to the meaning and active use of language to express intentions so that others can understand them. Thus, speaking skills emphasize the interactive use of language to interpret what they say.

Clark (1994) states that in speaking, a speaker expresses his thoughts and feelings in words, phrases, and sentences following a specific structure that regulates the meaningful units and meaning of sentences. It can be concluded that speaking is an oral expression, an interactive process of constructing meaning that involves a phonological and grammatical system and requires the ability to cooperate in the management of

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speaking turn to give information and ideas. The development of digital technology in the current Industry 4.0 era has brought changes and influenced various aspects of human life, including education. (Robin, 2008) asserts that digital technology is the thing that most influences the education system today. This is due to the effectiveness, efficiency, and attractiveness of digital technology-based learning. If in the 1980s, artificial concrete objects dominated their use as a visualization tool for abstract concepts, now digital technology-based visualization is widely used as a more effective, efficient, interactive, and attractive tool. Improving students' ability to assist in problem-solving in technology-based learning has at least three positive impacts on learning: technology can improve the achievement of learning English, technology can increase the effectiveness of teaching English, and technology can affect what and how English should be understood and taught.

TikTok has been used as a medium since the application was developed, and it is a very popular trend in Indonesia. The influence of the current digital era is getting bigger because easy access to information has a significant impact on popular culture in a country (Lindade, 2020) The development influence in Indonesia has a very large role for the millennial generation because millennials are very active and intense with new technologies. One of these is the TikTok application, which is widely used by millennials in Indonesia and has become a popular influence and a learning facility in this digital era.

One of the technology products that is always popular among teenagers today is the TikTok application. The existence of the TikTok application and the like as one of the technological products that have benefits as entertainment is no stranger to certain things. Researchers want to clarify this effect because it can help improve English speaking skills. The phenomenon that often occurs in students' speaking skills in Indonesia which usually appears is that many students find it difficult to speak English; there are many reasons for this problem. as well as the problem in the place of research that I will do, the problem that most often occurs at Al Irsyad Senior High School is that students are often not fluent in speaking English, don't have many vocabularies to speak English. The second student often seems to think first about what to say because they are still too shy to speak English. From the problems above, it can be concluded that practice is the most crucial thing in speaking. If the students have a lot of vocabulary, it will help them with many problems in speaking because these habits impact their speaking ability. Therefore, students are expected to master vocabulary to help their speaking ability. From this problem I have explained, I finally took a solution for making videos as one of the media to help students with speaking ability.

Based on initial observations, some students of Senior High School at Al Irsyad still can't speak English properly. Students' speaking inability comes from several factors, including 1) lack of vocabulary and 2) lack of confidence. Students are often reluctant to speak because they do not have self-confidence and are not encouraged to express themselves in front of other students. Especially when the teacher asks them to provide information or personal opinions, most still take a long time to think of the ideas in their minds. An adequate speaking task that encourages students' speaking skills should be given based on the objective conditions. One technique that researchers can use to teach speaking is Creating TikTok videos. As for the setting of the research was conducted at Al-Irsyad High School Tegal. The researcher chose this location because the researcher found a problem with student speaking skills. Seeing the teaching and learning process in the distance era, students experience

boredom and seek entertainment through social media, which is currently engaging. Social media Apps like TikTok are booming in all walks of life and are used by people of all ages to share videos. The researcher sees this as an opportunity to provide a learning platform for students to hone their speaking ability outside the classroom. Therefore, this study aims to determine the effect of TikTok in improving students' speaking ability.

This captures from the previous studies that the TikTok application helps students to improve their speaking ability. In this study, the researcher hopes that students can receive the TikTok effect to develop strong speaking ability for using the TikTok application. This study only focused on speaking ability. The use of TikTok media is very applicable in learning speaking ability. and of course, the researcher hopes that it can be helpful for teachers who want to apply technology to teach and transform traditional speaking classes into fun, creative, friendly, and efficient. There are many ways to improve students' speaking skills. Still, in this study, the researcher chose the method of creating a video with the aim of students learning to speak English to find out whether TikTok creating video media will increase the effect of student learning in improving speaking ability. Students will be creative and have the opportunity to express their ideas. so the researcher is interested in doing research with the title: "The Effect of Creating Tiktok Video on Student's Speaking Ability"

2. LITERATURE REVIEW

2.1. Creating TikTok Video

In the digital era, TikTok has a vital role in many things. Tiktok has become a multi-faceted relationship. It is free and can be a means of learning media in the digital era. The fun of being on TikTok is enough to attract the interest of teachers and make it a learning medium in this era, especially in the conditions of the pandemic era, which limits social interaction; TikTok can provide more fun messages than conventional learning media. Tiktok is more than just entertaining; Communication can be more connecting between teachers and students. One-way communication can sometimes be boring when the learning system takes place.

Behind the world of TikTok, which greatly affects the digital era, using TikTok can be one aspect of media that can help teaching and learning activities become more enjoyable. Using TikTok as a learning medium is the right choice to improve students' speaking skills. This app is up-to-date for everyone. Students will find it easier to memorize English vocabulary faster because they learn through the media they like. Teachers and lecturers are advised to be able to adapt to the times. Many features support learning speaking techniques on the TikTok app, such as making videos of activities in daily life or doing something interesting by adding effects and background music to the learning videos according to students' wishes. The researcher hopes that the TikTok application can be a very effective learning medium, Al-Irsyad's teachers and students can make it effective in improving speaking skills through the TikTok application to develop English learning materials

Based on the above opinion, creating TikTok videos is a learning medium that can help improve speaking skills by assisting the students and making the videos more interactive. This application has many beneficial advantages for teachers and students if used properly. Through TikTok, the learning atmosphere becomes fun, and teachers and students can discuss many things, especially things already familiar to our students. It can be concluded that TikTok is an indispensable friend for students and teachers in today's era.

2.2 Speaking Skills

According to Hidayat et al., (2019) speaking is an activity to express oneself in a situation, the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently. Furthermore, it is accepted that "Speaking is a way to communicate that affects our daily lives." It means that speaking as a way of communication influences our individual lives strongly. The primary purpose of speaking is communication, in other words, we convey what we mean effectively. Speaking ability is an important part of any endeavor. If you have lots of ideas but you can't communicate them well, it won't work. Students can express what they feel or express their ideas orally. The primary purpose of speaking is communication (Burns, 2019; Goh & Burns, 2012; H. Douglas, 2001) speaking effectively conveys what we mean, and speaking ability is an important part of any endeavor. If you have lots of ideas but can't communicate them well, they won't work. Students can express what they feel or express their ideas orally.

2.3 Speaking in High School

In learning speaking skills, students should have several language components, such as grammar, vocabulary, and pronunciation. The mastery of the three language components has affected the mastery of speaking skills. Learn English either as a second language or a foreign language, as many people have. In learning to speak, students must know that speaking has three aspects of knowledge: 1) The points that must be developed in language are pronunciation, grammar, and vocabulary. For students to speak English fluently, 2) speaking function, which allows the speaking skill when clarity of point is needed, 3) socio-cultural norms (changes in speech, speed of speech, pause speakers, relative role of participants). which allows the person to be aware of the conversational situation, to they speak, and the purpose of speaking skills. From these elements, the individual knows how to take his become to speak and listen, how fast to speak, and how long he should stop. In learning to speak, high school students must be able to speak English well.

3. METHODS

This study uses an accurate experimental method. The definition of true experimental according to Cresswell (2014) is to investigate the possibility of mutual causal relationships using wearing treatment and compare the results with those of a control group that was not treated. This method was developed to overcome the difficulties in determining the control group in the study. Experimental research is a means of gathering evidence to show the effect on the variable. This design has two classes: the experimental and the control groups. For this reason, the researcher used a pre-test and post-test design. This research involves a group to be designed in pre-test and post-test. Involving a group of students in the experimental group and control group. The experimental group was treated differently, and the control group was without treatment; the experimental group used video because there was special

treatment, and the control had no treatment. The participants of this study are the tenth-grade students of Al-Irsyad Senior High School. The age range is around 13-15 years old. The total population is 180, but researchers only used 44 children as research samples, 13 men and the rest women.

From the difference in treatment, it shows a significant effect because seen from the assessment shows a considerable validity test value referring to the r table of 35 respondents 5%, namely 0.334 that X1 (vocabulary) is 0.488, X2 (fluency) 0.547 X3 (pronunciation) 0.381 X4 (summary) 0.399 and finally X5 (confidence) 0.386 which means more than 0.334 which means it is valid. Then, through a questionnaire that was shared online via WhatsApp. The questions in the questionnaire are as follows: What did you find challenging when learning to speak? Agree/disagree. What are your strengths after learning to speak? Agree/disagree: Please explain the difficulties and strengths based on your experience learning to talk. (best in their responses) What is your motivation after learning in this speaking class? (best in their responses) 97% of children said they agreed with the difficulties and strengths, and in their motivation, they knew a lot of English vocabulary, so they could be more confident speaking English.

In the testing process, students make dialogue and must speak in front of the class to tell this dialogue. The results of this test will be evaluated before the Creating Tiktok Video is applied in the classroom. 2). Post-test: The post-test was carried out after students received different treatments. The experimental class was taught using Creating Tiktok Videos and describing a person in the control class. From the test scores, the research aimed to determine the effect of Creating a Tiktok video in the group on students' speaking ability. The results of the assessment will then be compared with the pre-test. In this case, the paper tried to determine do creating Tiktok videos influenced students' speaking ability.

4. FINDINGS AND DISCUSSION

The findings show the results of increasing students' effect of creating Tiktok videos. This research was conducted on tenth-grade students of SMA Al Irsyad Tegal for the 2022/2023 academic year. This research begins by giving the pre-test and treatment and ends with the post-test. The results were that students who were taught or treated with creating Tiktok videos for 8 meetings showed better results than students who were not taught to use Tiktok video media.

In 8 meetings, the assessment for making the video contained 5 elements of the evaluation. the first is vocabulary, fluency, pronunciation, grammar, and confidence. points for students using a certain height according to the unit, high 5 points, middle 3 points used by students enough, and the last 2 points for low) In terms of vocabulary, students initially had a limited vocabulary, making it challenging to memorize text before making videos. Likewise, with fluency, at first, they still didn't have a confidence level, reducing their fluency in making videos.

For student pronunciation, it can be seen which one is practicing English pronunciation and which is not. They can understand how to introduce their other friends confidently at grammar points. However, from several meetings before explaining the material and everything, they could improve on what they learned in these meetings after students made a Tiktok video as the final project of this research. Based on the results of research using the Statistical Product and Service Solution (SPSS) version 26 IBM for Windows, it was found that students who were

taught and treated with the application of making TikTok videos for eight meetings showed better results than students who were taught by not making videos.

This increases student observation, critical thinking, and creativity in making videos. After students introduce themselves through the video, they conclude about the learning obtained during the lesson. This activity also allows students to participate actively in learning. In this study using a questionnaire, the questionnaire was distributed via WhatsApp. The questionnaire contains 4 questions. The first question is one of the difficulties; the results show that 90.9% agree and 9.1% disagree. Then, in the second question, 'What are your strengths after learning to speak?' the result is the same. shows 90.9% agree and 9.1% disagree. In the third question, they were asked to answer their difficulties and conveniences in learning to speak in an essay. They answered that there were pronunciation difficulties, and the lack of vocabulary they mastered affected their ability to memorize English words and made them less confident when asked to speak in front of the class. The questionnaire also showed that there were advantages in the motivation of students who wanted to improve their English-speaking skills by increasing their vocabulary so that they would be more excited and able to speak English in front of the class later. Based on the results, it can be said that learning to make videos to improve speaking ability improves students' skills and creativity in speaking about the text material.

5. CONCLUSION

Based on data analysis, this study concludes that the results show that the average speaking skill test scores of students taught using TikTok video production are higher than those of students who do not use it effectively. Based on the independent sample t-test, the sig. (2-tailed) value is 0.000, which is lower than 0.05. There is a significant difference in speaking scores between students who are taught by making TikTok videos and students who do not create TikTok videos. Based on these statistics, the average post-test score of the experimental group is higher than the average post-test score of the control group (25.68 > 22.91).

The result of this research is that many students find difficulty in their speaking skills; one of the most common factors is the lack of vocabulary they mastered, feeling embarrassed to speak in front of the class, and still being afraid to say words in English, feeling less fluent in English but students can overcome it. In the questionnaire that I distributed, they assessed that after this research was conducted, they felt excited, they searched more for vocabulary in the speaking class, and some students could overcome their self-doubt to improve their fluency in learning to speak. Based on the results of the scores, the experimental group (using the learning model for making TikTok videos) and the control group (not using making TikTok videos). So, it can be seen that the application of making TikTok videos from the experimental group is adequate. This means that increasing the learning outcomes of students' speaking skills by using TikTok video production is more effective than those who do not use TikTok video production. the conclusions of the research above, the authors provide the following suggestions:

It is recommended that English teachers apply creativity in learning, especially in creating videos in teaching and learning activities, especially in teaching speaking ability, because it can help students improve their speaking skills. Finally, the researcher provides suggestions to other researchers conducting related research. It is hoped that the results of this study can provide informative input for other

researchers who wish to conduct similar research. Other researchers can conduct experiments to improve students' speaking skills by making TikTok videos. However, the researcher hopes this research can be used as a guide and reference for other researchers.

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