THE USE OF TIKTOK APPLICATIONS IN LEARNING ENGLISH AT THE NINTH GRADE STUDENTS OF SMPN 1 BURU

Sakinah Nur Rahman[1], Muhammad Astrianto Setiadi[2], Uyunnasirah Hambali[3]

[1,2,3]*Universitas Muhammadiyah Makassar, Indonesia*

ARTICLE INFO	ABSTRACT
	This study aims to find out whether the use of TikTok application is effective in learning English at the ninth grade students of SMPN 1 Buru in the academic year 2022/2023. The type of research used is pre-experimental research using one class. The population in this study consisted of all grade IX students. The sample in this study was class IX.3 which consisted of 30 students. The sampling technique in this study used purposive sampling. This research was conducted for 6 meetings. The instrument used in this study is a prononciation test which is carried out on the pre test and post test. The SPSS program was used to process the data..Based on the results of data analysis and discussion that has been put forward it can concluded that after applying TikTok in teaching english can improve students pronounciation in class IX.3 at SMPN 1 BURU. This is evidenced by the results of the students' scores. It is shown from the mean or average score of the students that there is an increase of . The students' pre-test was gotten 44.67 and the students' post-test was gotten 79,83. the post-test score shows higher score than the pre-test. In addition, the hypothesis testing is evidenced by t-test value, where the t-test (41.255) score is higher than the t-table (2.045) score.
Corresponding Author: Sakinah Nur Rahman English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351100118@unismuhmakassar.com	

INTRODUCTION

English is a language that is widely used, English is also an important language in the world (Zuparova et al., 2020). English is a key requirement for job seekers in some companies. English is a foreign language that must be taught in every school in Indonesia from elementary to college level.

English in Indonesia is taught as a foreign language. Foreign language in learning is different from the second language. A foreign language is a language that is usually not used as a means of communication in some countries because the language will be taught. While the second language is a language that is not the main language but is widely used in a nation. While foreign languages are often taught in school as one of the subjects with the goal of basic communication as well as mastery of the four language skills (listening, reading, writing, and speaking) within certain parameters (Wijaya, 2015).

There are 4 languange skills in english there are listening, reading, writing, and speaking. Listening comprehension is an oral receptive skill. When it comes to listening, the real meaning is to listen and understand what has been heard. Reading is a receptive skill in written form. Reading can develop independently of listening and speaking skills, but more often develops along with them. Reading can also help in building vocabulary. Writing is a productive skill in written mode. Writing is a difficult skill, even for native speakers of a language, because writing does not only involve elements of graphic representation in an utterance, but also involves the development and presentation of thoughts in a structured manner. Speaking is a productive skill in spoken mode. Speaking, like any other skill, is more complicated than it seems. Because speaking is often associated with listening. For example in two-way communication to cover the lack of communicative ability in traditional learning. Listening and speaking have a close relationship (Supina, 2018).

Pronunciation is a way of saying a word or how a word is produced as a sound. Dalton explained that the importance of sound is 2. First, sound is important because in certain languages sound is used as a code. Second, sound is significant because it is used to interpret meaning within a given context. So pronunciation can be concluded as a way to sound language meaningfully (Betty Marlina Sihombing & Purba, 2018).

English as a foreign language is considered difficult to pronounce because there are differences in its writing and sound. In some cases students can understand the meaning of the word but have difficulty in expressing the word orally.

In fact, based on the observations that have been made. The researcher found that most of the students of SMPN 1 BURU had difficulty in pronouncing the vocabulary they knew. Based on the observation, only 30% of the students can pronounce the vocabulary correctly. Even though the teacher has taught how to produce the correct sound of the word, students will forget it because they do not practice it often and also rarely practice it in their day life. Therefore, , the researcher chooses to investigate TikTok as a learning tool for English pronunciation.

TikTok app is a music video platform originating from China which was published in September 2016. This application is one of the most downloaded application, Based on data from ByteDance Advertising, the number of TikTok users in Indonesia will reach 92.07 million in 2022. Reported on tekno.Kompas.com page. At first, the duration of a TikTok video is 60 seconds or 1 minute for the maximum time. Then in July 2021, the duration of TikTok videos was extended to a maximum of 3 minutes. Then in November 2021, TikTok again extended the maximum duration of uploaded videos to 5 minutes.

TikTok application is attached and close to children who are ready for school It is possible that students interact with the TikTok application. According to these indications, it can be concluded that the TikTok application meets the criteria of a good learning media, which is interesting and close to students, especially in English Language Learning (Taubah, n.d. 2020).

There are several advantages of using the TikTok application as a learning medium according to (Dewanta, 2020) : (1) TikTok can accommodate audio-visual needs, particularly those related to listening, when learning a language; 2) Using TikTok, students can also process words to express their thoughts, ideas, and feelings in a way that is tailored to their needs; (3) Students can use the edit feature to describe an object and present data, thoughts, or impressions. 4) The TikTok app can be used as a media for students to practice reading news.

The TikTok app may be utilized as an efficient learning tool. First, the TikTok app meets kids' learning needs. Due to their novelty and numerous features that can be used in learning, both TikTok applications pique the interest of students. And finally, the TikTok app is analogous to maturation and experience, as well as the characteristics of millennial students who are connected to and interested in the digital world. (Wisnu & Dwi, 2020).

Basically, in teaching students how to pronounce a foreign language that is understandable, the teacher must be creative in making the class fun and interesting. In this research the researchers use TikTok application as a medium to improve student pronunciation, hoping that students can be more interested and easy to understand English pronunciation if the application used is a trending application such as the TikTok application. The purpose of this study is to find out whether the use of TikTok can improve students' pronunciation.

RESEARCH METHOD

In this research, the researcher applied quantitative research. Quantitative research is a method whose data contains numbers and the analysis used is statistical. The researcher applied a pre-experimental research design, which involves pre-test and post-test to measure students' ability in pronunciation. The population of this research was the students of class IX at SMPN 1 BURU. This research was used one class (IX.3) as the sample of this research, this class have 30 students.

The results was tested using SPSS 25 to see whether the difference in student learning outcomes between the pre-test and post-test is significant or not. The researcher used a number

of scoring steps in data analysis in this study. First to measure student pronunciation then categorizes the student's score.

RESULT AND DISCUSSION

The following result can be seen as a result of using TikTok as a learning tool, as determined by the research findings.

Descriptive Statistics of students' mean score
Table 1. **Descriptive Statistics of students' mean score**

Statistics

		pretest	posttest
N	Valid	30	30
	Missing	0	0
Mean		44,67	79,83
Std. Error of Mean		1,078	,668
Median		43,00	80,00
Std. Deviation		5,903	3,659
Variance		34,851	13,385
Range		29	18
Minimum		37	70
Maximum		66	88
Percentiles	25	40,75	77,00
	50	43,00	80,00
	75	49,00	81,25

It is found that in pre-test the minimum and maximum are 37 and 66 with the mean total score is 44,67 and the standard deviation 5,903. And in post test the minimum and maximum are 70 and 88 with the mean total score is 79,83 and the standard deviation 3,659. If the student learning outcomes are grouped into five categories, the frequency distribution and percentage can be obtained.

Table 2. Classification table of students' score in pre-test and post-test

SCORE	CLASSIFICATION	PRE-TEST		POST-TEST	
		FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
90 ≤ x ≤ 100	EXCELLENT	0	0%	0	0%
80 ≤ x < 89	GOOD	0	0%	19	63,33%
70 ≤ x < 79	FAIR	0	0%	11	36,67%
60 ≤ x < 69	POOR	1	3,33%	0	0%
0 ≤ x < 59	VERY POOR	29	96,67%	0	0%
TOTAL		30	100%	30	100%

In addition, the T-test was analyzed using the SPSS 25 program for the purpose of testing the hypothesis, and the results of that analysis are provided below.

Table 3. Paired Samples Test

Paired Samples Test

| | | Paired Differences | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
					Lower	Upper			
Pair 1	posttest - pretest	35,167	4,669	,852	33,423	36,910	41,255	29	,000

The T-test was analyzed by the researcher using the SPSS 25 program. The output table showed that the results of the T-test had a significant value of 0.000, which is less than the value of 0.05.Additionally, the significance level of the T-value distribution table is 0.05, which indicates that the above-mentioned data yield 29 = 2.045 if the df (degree of freedom) is 29.The researcher describes the description in the table below to make it clearer.

Table 4. T-test and T-table of student' improvement

VARIABLE	T-TEST VALUE	T-TABLE VALUE
PRONOUNCIATION	41.255	2.045

The hypothesis in this study is Ho and Ha state that Ho (Null Hypothesis) there is no significant effect of using TikTok application in learningg english while Ha (Alternative Hypothesis) there is a significant effect after being given treatment using TikTok application in learning english.

The researcher used the SPSS 25 program to analyze the T-test and based on the output table, the T-test results obtained a significant value of 0.000, where the value is smaller than the value of α 0.05. In addition, from the distribution table the value of T is at a significance value of 0.05 which means if df (degree of freedom) is 29 then the result from the data above is 29 = 2.045 in the T-value distribution table. To clarify the description, the researcher describes it in the table below.

DISCUSSION

The students of SMPN 1 Buru were given a pre-test consisting of twenty questions with two words in each. The researchers then treated the experimental class by showing videos related to the given material from TikTok as learning media. The researcher administered a post-test with different words but the same number of questions as the pre-test. These results can be seen from the difference in the pre-test and post-test scores contained in findings. In the pre-test the average score obtained by the students was 44,67 and the post-test score obtained by the students was 79,83. As a result, it can be concluded that learning with TikTok media is successful. The findings of experts who supported the findings of this study were organized. TikTok, according to Lenia Puspa Nuari, may be utilized as an efficient learning medium. First, by using the TikTok application, students' learning needs can be fulfilled.

Second, Due to its numerous features that can be incorporated into learning, the TikTok application has the potential to pique the interest of students. In conclusion, the characteristics of millennial students who are attached and close to the digital world, particularly gadgets, are analogous to the TikTok application's development of maturity and experience.

The treatment given to class X.3 is to use the TikTok application as a learning medium. Learning activities have been carried out based on grade 9 material on procedure text. The researcher has explained the material by stating the aims and objectives of the learning. Learning is continued by watching video examples of procedure text on the TikTok application.

The specialist found that TikTok has countless clients from different countries. By utilizing this application, understudies in the trial class could rapidly get familiar with the right elocution and emphasize of local speakers, beginning with homegrown makers and continuing on toward unfamiliar makers who are effective in creating instructive substance that can be utilized as a learning medium. This is done by playing and watching TikTok accounts that show the method for communicating English jargon by nearby speakers. It was requested that the students pay attention to the lip movement as well as the sound that was produced by the video that was being played in order for them to clearly understand how to pronounce the word correctly.

Because students may view pronunciation videos directly from native speakers whose accents range greatly from their mother tongue accents, utilizing TikTok as a learning medium to practice students' English pronunciation keeps studying in class from becoming too boring.

From the results of the analysis, it is found that this research supports the theory that has been put forward in the literature. The results of this study are the same as the results of relevant studies which show that the use of the TikTok application in learning English, especially in students' pronunciation, is effectively used. The researcher can conclude statistical calculations with the help of SPSS, the research significance value is 0.00 and the significance level is 0.05. So, the p-value (0.00 <0.05) was significant. Based on the data after the calculation using SPSS, The t-table and the t-test are then compared. According to the research findings, it found that t-table valaue (2.045) was lower than t-test value (41.255). This indicates that the null hypothesis (H0) has been rejected and the alternative hypothesis (Ha) has been accepted due to its significance.

CONCLUSION

Based on the findings and discussion, it is concluded that after applying TikTok in teaching english can improve students pronounciation in class IX.3 at SMPN 1 BURU. This is evidenced by the results of the students' scores. It is shown from the mean or average score of the students that there is an increase of . The students' pre-test was gotten 44.67 and the students' post-test was gotten 79,83. the post-test score shows higher score than the pre-test. In addition, the hypothesis testing is evidenced by t-test value, where the t-test score is higher

than the t- table score. That means, That indicates that Ha is approved while Ho is rejected. As a result, the hypothesis of this research, that using TikTok application has a significant effect on students' pronunciation at SMPN 1 BURU, is accepted.

ACKNOWLEDGMENT

REFERENCE

-, S. (2018). Four Basic Skills Proficiency Based on Students' Perception in Hospitality & Tourism Study Program, Bunda Mulia University. *Journal of English Language and Culture*, *8*(2), 128–139. https://doi.org/10.30813/jelc.v8i2.1097

Betty Marlina Sihombing, H., & Purba, D. (2018). IMPROVING STUDENTS' PRONUNCIATION MASTERY THROUGH LEARNING BY USING MEDIAS (Englsih Songs and English Movies). *Jurnal Darma Agung*, *XXVI*(1), 591–599.

Dewanta, A. (2020). Pemanfaatan aplikasi Tik Tok sebagai media pembelajaran bahasa Indonesia. *Jurnal Pendidikan Dan Pembelajaran Bahasa*, *9*(2), 79–85.

Taubah, M. (n.d.). Aplikasi TikTok Sebagai Media Pembelajaran Maharah Kalam. *Jurnal Pendidikan Islam. Universitas Yudharta Pasuruan*, *2*(1).

Wijaya, I. K. (2015). Pembelajaran Bahasa Inggris Di Sekolah Dasar. *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra*, *14*(2), 120–128. https://doi.org/10.21009/bahtera.142.02

Zuparova, S., Pedagogical, C. S., Shegay, A., Pedagogical, C. S., Orazova, F., & Pedagogical, C. S. (2020). Approaches To Learning English As the Source of All. *European Journal of Research and Reflection in Educational Sciences*, *8*(6), 102–107. https://www.idpublications.org/wp-content/uploads/2020/06/Full-Paper-APPROACHES-TO-LEARNING-ENGLISH-AS-THE-SOURCE-OF-ALL-SUBJECTS.pdf