The Effect of Tiktok on Students' Speaking Ability in Ninth Grade of SMP Swasta Cinta Rakyat 3 Pematangsiantar

Ramindo Rini Sari Simanjuntak[1], Bernieke Anggita Ristia Damanik[2], Asima Rohana Sinaga[3]

Email: ramindorinisarisimanjuntak@gmail.com[1]

Universitas HKBP Nommensen Pematangsiantar

ABSTRACT

This study aims to know the effect of using TikTok as a learning medium on students' speaking ability. With the growing popularity of this social media application, the potential of TikTok as a learning media in improving students' speaking skills is an important concern. The research method used is a quasi-experiment with two classes, namely the experimental class using TikTok and the control class using conventional learning medium. The samples in this study were class IX B consisted 31 students as the experimental class and IX C consisted 31 students as the control class, with a total of 62 students. Data were collected through speaking tests conducted before (pre-test) and after the intervention (post-test). The David P. Harris' speaking assessment rubric was used in this research, which includes several aspects namely pronunciatin, grammar, vocabulary, fluency and comprehension. The results of data analysis showed that there was a significant improvement in the speaking ability of students who used TikTok compared to the control group. The researcher found that the mean score in the experimental pre-test was 63.22 and the post-test mean was 77.08 while in the control class pre-test mean was 62.03 and the post-test mean was 73.29. The result of t-test was 2.731 which was higher than t-table at 5% of significance level 2.000. These findings support the hypothesis that the use of TikTok as a learming media has a significant effect on students' speaking ability in the ninth grade of SMP Swasta Cinta Rakyat 3 Pematangsiantar. This study provides recommendations for educators to consider the use of digital platforms in language learning, as well as paving the way for further research into the use of social media in education.

Keywords: TikTok, Speaking Ability, Learning Media

INTRODUCTION

Speaking is a fundamental skill in learning English. According to Brown (2001:267) as mentioned in Wulandari (2016), speaking is an interactive process that involves creating meaning through the production, reception, and processing of information. Rao (2019:6) emphasizes that speaking is the most crucial of the four language skills, as it allows individuals to express ideas and communicate effectively in our interconnected world. However, many students continue to struggle with articulating their thoughts in English. Bygate, cited in Al-Roud (2016:2), defines speaking skill as the capability to convey thoughts, strength, reasoning, and emotions to others through spoken language, ensuring that the message is clearly communicated and well understood by the audience.

Speaking ability refers to students' capacity to express their ideas and thoughts clearly in English, using appropriate vocabulary and correct pronunciation (Nurdin, 2021). Wallace (1978), as cited in Indrawati (2016: 301), notes that speaking practice becomes meaningful for students when they focus on what they are expressing. Rizqiningsih and Hadi (2019: 127) highlight that key components such as pronunciation, intonation, grammar, and vocabulary play a vital role in effective communication and speaking proficiency. Moreover, Maulana et al. (2016:127) identify common challenges students encounter when learning to speak, which include insufficient vocabulary, poor pronunciation, lack of confidence in speaking, and anxiety about making mistakes during conversation.

During the researcher's internship in the 2023/2024 academic year, observations and interviews with English teachers at SMP Cinta Rakyat 3 Pematangsiantar on July 22, 2024, revealed that many students struggled to construct and articulate sentences effectively due to limited vocabulary. As a result, students often paused mid-sentence and failed to continue their conversations because of this vocabulary deficiency. Additionally, a lack of grammatical knowledge contributed to students' feelings of insecurity when asked to engage in speaking practice, which hindered their speaking skill development. This grammatical uncertainty often led to incorrect speech; for instance, a student might intend to say, "I went to the market yesterday," but instead say, "Yesterday I go to the shop." Furthermore, students' pronunciation skills were also inadequate, which affected the clarity of their communication. The researcher noted that many students frequently mispronounced words based on their spelling. Lastly, some students found it difficult to comprehend what their conversation partners were saying, which occasionally rendered their English conversations ineffective.

Heinich et al., as referenced in Wicaksono & Rozi (2024), describe media as a channel that facilitates the transfer of information between the sender and the receiver. Arsyad (2009:4), cited in Luardini & Asi (2020), defines learning media as tools specifically designed to convey instructional messages or educational content. Media not only serves as a teaching aid but also plays a crucial role in the overall learning process. Musfiqon (2012:28), as mentioned in Anggraini et al. (2017), characterizes learning media as either physical or non-physical tools intentionally used to bridge the gap between teachers and students, enhancing the effectiveness and efficiency of material comprehension. In light of the need for innovative strategies to overcome challenges in traditional educational settings, researchers have begun exploring TikTok as a promising alternative.

The researcher implemented TikTok as a medium in the learning process. TikTok, a video-based social networking platform established in 2016 by Zhang Yiming and currently owned by ByteDance, is noted for its popularity among young people, with a significant portion of its user base consisting of younger demographics (Rahman et al., 2024:97; Weimann & Masri, 2021:698). The platform offers a wealth of educational videos that can simplify the learning experience. The researcher chose to utilize TikTok for teaching speaking skills because many educators and native speakers share valuable content on the platform, including school-related materials and topics that resonate with teenagers. These creators often present engaging and easily digestible content, ensuring that students or viewers remain interested and can grasp the information effectively. In this study, the researcher focused on the TikTok account of a teacher named *Kampung Inggris* , who frequently shares videos on grammar, pronunciation, vocabulary, and more. With 185.4k followers, this account demonstrates its ability to deliver captivating educational material.The TikTok application has not yet been utilized in the teaching process at SMP Cinta Rakyat 3 Pematangsiantar. In today's digital age, relying solely on textbooks and traditional lectures is insufficient for student learning. TikTok presents an appropriate media option for junior high school students. The platform is predominantly used by teenagers, who make up 34.9% of its

user base, largely due to the abundance of engaging videos that resonate with the current generation. Therefore, incorporating TikTok into the teaching of speaking skills at SMP Swasta Cinta Rakyat 3 Pematangsiantar offers an innovative approach to enhance students' speaking abilities.

Based on the background above, the researcher tries to conduct a research with the title **"The Effect of TikTok on Students Speaking Ability in Ninth Grade of SMP Swasta Cinta Rakyat 3 Peatangsiantar"**

METHOD

This study employs a quantitative approach with a quasi-experimental research design. Quantitative research involves the use of statistical analysis of data, typically represented in numerical form. In this study, a quasi-experimental design was utilized, meaning that participants were not randomly assigned to either a control group or an experimental group. Instead, two existing classes were selected through purposive sampling to serve as the control and experimental groups. The control group will utilize conventional learning media, while the experimental group will incorporate TikTok as a learning tool. The researcher designated class IX-B as the experimental group and class IX-C as the control group.

The researcher selected this design because it enables the examination of TikTok's impact on students' speaking abilities within a natural setting, where randomization is challenging to implement in school environments. Additionally, utilizing both control and experimental classes allows for a direct comparison of results between the use of TikTok and traditional methods.

The research instrument employed is a test. The pre-test requires students to create a dialogue about their experiences during the school holiday, while the post-test involves a dialogue about their weekend experiences, which they will present in front of the class. Students are instructed to develop a dialogue consisting of 150 words and perform it within a timeframe of 1 to 3 minutes.

RESULT AND DISCUSSION

Data Description

Data analysis was performed using quantitative methods. The speaking test administered to students involved a dialogue that was evaluated based on five criteria: pronunciation (p), grammar (g), vocabulary (v), fluency (f), and comprehension (c). The average scores from these dialogues were collected as data. In total, 62 students participated in the study, with 31 students from class IXB serving as the experimental group and 31 students from class IXC as the control group. Class IXB, the experimental group, was exposed to TikTok videos as a learning resource, while class IXC, the control group, engaged in learning activities without TikTok, relying solely on conventional teaching methods.

**Table 1. Students scores of the Experimental Class**

No	Student's Initial Name	Pre Test	Post Test
	AS	72	80
	ASIS	52	72
	ARB	64	76
	AGS	64	76
	CVS	84	92
	CS	64	76
	CFS	80	88
	CVS	72	84
	DHS	64	76
	DAS	64	80

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.	DPS	64	80
.	ESM	60	80
.	FES	52	72
.	GPN	64	72
.	GLS	60	76
.	IAS	64	80
.	INS	64	80
.	JP	68	80
.	JDP	60	76
.	JFN	52	72
.	NM	52	72
.	NOS	60	76
.	NES	60	72
.	NS	72	80
.	OD	72	76
.	RP	64	80
.	SFS	52	76
.	VG	72	80
.	VS	52	76
.	MS	56	76
.	IGS	60	80
	∑	**1960**	**2412**

In the experimental class, the highest pre-test score was 84, while the lowest was 52. After the intervention, the post-test scores ranged from a high of 92 to a low of 72. The total score for the pre-test was 1960 points, resulting in an average score of 63.2. Following the implementation of the media, the experimental class achieved a total of 2412 points on the post-test, with an average score of 77.8. This data demonstrates a clear improvement in student performance, highlighting the effectiveness of the teaching methods used in enhancing speaking skills. The increase in both the highest and average scores from the pre-test to the post-test suggests that the instructional strategies had a significant positive effect on the students' ability to engage in dialogue. These results underscore the value of innovative teaching approaches in fostering student engagement and improving educational outcomes in speaking skills.

Figure 1. Improvement in Experimental and Control Class

	Experimental class	Control class
Pre-test	63,22	62,03
Post-test	77,8	73,29
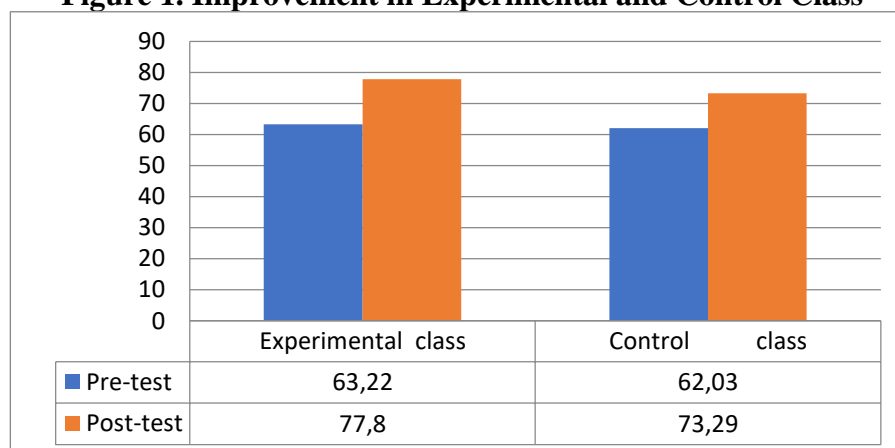
After calculating the mean scores for the pre-test and post-test in both the experimental and control classes, the researcher illustrated the combined results in a graph.

This graph depicted the progression of students' speaking abilities. It clearly indicated an improvement in student scores, particularly following the treatment. The experimental class, which utilized TikTok videos, showed a notable increase in scores, with the mean score rising from 63.22 in the pre-test to 77.80 in the post-test. In contrast, the control class, which employed conventional teaching methods, saw its mean score increase from 62.06 in the pre-test to 73.29 in the post-test. The experimental class achieved a greater improvement of 14.58 points, while the control class improved by 11.23 points. This difference highlights the effectiveness of using TikTok videos in enhancing students' speaking abilities, as evidenced by the more significant gains in the experimental class compared to the control class.

Testing Hypothesis

After the researcher calculated the data using the t-test formula and found that the t-test value was 2.731 with the degrees of freedom (df) calculated as (n1 + n2 - 2), resulting in 60. The t-test results show that t-test > t-table at the 0.05 level of significance (2.731 > 2.000), which leads to acceptance of Ha and rejection of Ho. This shows that the use of TikTok videos as learning media is effective in improving students' speaking skills in grade nine of SMP Swasta Cinta Rakyat 3 Pematangsiantar.

Research Findings

The researcher found through data analysis that utilizing TikTok as a learning tool had a significant effect on the speaking abilities of ninth-grade students at SMP Swasta Cinta Rakyat 3. Several findings emerged that addressed the research problem effectively:

1. Pre-Test Scores:
- Control class: Average pre-test score of 62.03, totaling 1923 points.
- Experimental class: Average pre-test score of 63.22, totaling 1960 points.
- This indicates that both classes had similar speaking abilities at the beginning.
2. Post-Test Results:
- After the intervention, the post-test scores showed significant changes:
- Experimental class: Average post-test score of 77.08, totaling 2412 points.
- Control class: Average post-test score of 73.29, totaling 2272 points.
3. Data analysis via the t-test yielded a t-test value of 2.731, which exceeds the t-table value of 2.000 at a significance level of 0.05 with 60 degrees of freedom. This strongly supports the acceptance of the alternative hypothesis (Ha), indicating that TikTok positively impacts students' speaking abilities.

Discussion

The main goal of this study was to evaluate the impact of TikTok on the speaking abilities of ninth-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar. The researcher selected two classes: IX B as the experimental group and IX C as the control group. Both classes underwent pre-tests and post-tests, with the experimental group receiving instruction through TikTok videos while the control group used traditional methods. The findings revealed that TikTok users scored higher, demonstrating its effectiveness in enhancing speaking skills.

The average pre-test score for the experimental group was 63.22, indicating low pronunciation skills, as it fell below the minimum standard of 70. After the intervention, the post-test score increased to 77.08, compared to the control group's pre-test score of 62.03, which rose to 73.29. The statistical analysis showed a significant difference (2.731 > 2.000), leading to the acceptance of the Alternative Hypothesis (Ha) and rejection of the Null Hypothesis (Ho).

The implications of this study are significant for educators and policymakers, as it suggests that TikTok can enhance speaking skills and student motivation. However, it also lacked qualitative data, such as interviews, to explore student experiences with TikTok.

Incorporating such data could provide further insights into student engagement and motivation. Additionally, the variability in content quality on TikTok poses a challenge; not all videos meet educational standards. The researcher addressed this by curating content from trusted sources.

Overall, this research indicates that social media like TikTok can be effective for language learning. Educators should continue to explore engaging technologies that meet students' needs. The study offers new insights into TikTok's educational influence and paves the way for further research on its application in other language skills.

CONCLUSION

The research concludes that using TikTok as a learning medium significantly enhances the speaking abilities of ninth-grade students at SMP Swasta Cinta Rakyat 3 Pematangsiantar. The t-test analysis yielded a t-value of 2.731, which exceeds the t-table value of 2.000 at a 0.05 significance level, thereby supporting the hypothesis that TikTok improves students' speaking skills. A comparison between the experimental group using TikTok and the control group using traditional media revealed a notable difference, with the experimental group achieving an average post-test score of 77.08, compared to 73.29 for the control group. Although both groups had similar initial scores, TikTok proved to be more effective in enhancing speaking abilities. The engaging format of TikTok's short videos played a crucial role in increasing student interest and facilitating the absorption of learning materials. This study's novelty lies in utilizing specific videos from *Kampung Inggris* account as educational resources to boost speaking skills. While TikTok has been previously employed as a learning tool, this research adopts a more targeted approach by using curated content from relevant *Kampung Inggris* accounts. Consequently, this study contributes a new perspective to innovative learning methods.

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