

## UTILIZING ICT-BASED LEARNING MEDIA (TIKTOK) TO ENHANCE STUDENTS' SPEAKING SKILLS AT 8<sup>th</sup> GRADE OF SMP MIFTAHUL HIDAYAH

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**Abstract:** *People use technology in this digital era in all activities, this can be seen from the development of industry 5.0 which makes it easier for us to access all the information we need. The aim of this research is to investigate the ICT-Based Learning Media (TikTok) to enhance students' speaking skills at SMP Miftahul Hidayah. The design of this research is Classroom Action Research (CAR) and uses qualitative and quantitative data with instruments in the form of interviews, tests, observations and documentation. Participants in this research were 30 students from 8th grade at SMP Miftahul Hidayah. The findings of this research showed that there was an improvement in English-speaking skills in grade 8 of SMP Miftahul Hidayah, as evidenced by data from the pre-test, post-test cycle 1, and post-test cycle 2. The pre-test result showed that the students' mean score was only 63, and the post-test 1 result showed that the students' mean score was 68, and the post-test 2 result showed that the students' mean score was 75, with 87% of the students passing the standard minimum criteria, indicated a significant improvement in teaching speaking by TikTok as a learning media. Based on the findings of the data analysis that teaching English in the classroom using TikTok as a learning media is capable of improving students' speaking skills.*

**Keywords:** *ICT-Based Learning Media, TikTok, and Speaking Skills*

**Abstrak:** *Masyarakat menggunakan teknologi di era digital dalam segala aktivitas, hal ini dapat dilihat dari perkembangan industri 5.0 yang semakin memudahkan kita untuk mengakses segala informasi yang kita butuhkan. Tujuan dari penelitian ini untuk mengetahui Media Pembelajaran Berbasis TIK (TikTok) untuk meningkatkan kemampuan berbicara siswa di SMP Miftahul Hidayah. Desain penelitian ini adalah Penelitian Tindakan Kelas (PTK) dan menggunakan data kualitatif dan kuantitatif dengan instrument berupa wawancara, tes, observasi, dan dokumentasi. Partisipan dalam penelitian ini adalah 30 siswa dari kelas 8 di SMP Miftahul Hidayah. Temuan dari penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan berbicara Bahasa Inggris di kelas 8 SMP Miftahul Hidayah, yang dibuktikan dengan data dari pre-test, post-test siklus 1, dan post-test siklus 2. Hasil pre-test menunjukkan bahwa nilai rata-rata siswa hanya 63, dan hasil post-test 1 menunjukkan bahwa nilai rata-rata siswa adalah 68, dan hasil post-test 2 menunjukkan bahwa nilai rata-rata siswa adalah 75, dengan 87% siswa lulus KKM, menunjukkan peningkatan yang signifikan dalam pengajaran berbicara dengan TikTok sebagai media pembelajaran. Berdasarkan temuan analisis data bahwa*



pengajaran bahasa Inggris di kelas dengan menggunakan TikTok sebagai media pembelajaran dapat meningkatkan kemampuan berbicara siswa.

**Kata Kunci:** Media Pembelajaran Berbasis ICT, TikTok, dan Kemampuan Berbicara

## **INTRODUCTION**

People use technology in this digital era in all activities. As Ghavifekr et al (2014) stated that technology have grown indispensable in modern civilizations. This can be seen from the development of industry 5.0 which makes it easier for us to access all the information we need. Damanik & Kustiawan (2023) also expressed that with the development of technology, developments continue to grow, facilitate, and accelerate both work and remote communication. Moreover Rofi'i (2021) claimed today's technology plays a significant part in redefining the concept of learning. Therefore, using technology in education is a conscious effort from humans to study technology as a means to help humans in their work. Prasetyo (2017) claimed that using ICT-interactive multimedia in the learning and teaching process makes for simple and successful instruction. The advantages of this technology are very significant especially for the field of education because it can facilitate teachers and students in the learning process. Since smartphones and mobile application are getting popular, there is huge potential of using ICT as Learning Media in new generation for teaching and learning.

ICT stands for Information and Communication Technology. Sutopo argued as cited in Hidayatulloh et al (2018) that Information and communication technologies (ICT) are a type of learning that makes use of technology to process and distribute information using electronic tools. It will make easier for students to understand the material they are learning using media. Besides that, in the Oxford dictionary, Munir as cited in Riananda (2016) written that Information and communication technologies are the study or application of electronic devices, particularly computers, for the storage, analysis, and dissemination of any type of information, including text, numbers, and images. Thus, ICT encompasses both information technology and communication technology.

Based on Fu (2013) ICT is a term that refers to a variety of electronic delivery methods utilized in today's education field, including computers, radios, televisions, and projectors. Therefore, ICT can also be used in learning English. English is a language for learning any subject all over the world. It is significant to our lives because it facilitates communication. To learn this language, we have to know that there are 4 types of skills, including "reading, writing, listening, and speaking". Rao (2019) stated that the most essential aspect of English is speaking, because we use speaking skills when we want to communicate with other people. Speaking is a skill where we convey information verbally and allow us to communicate efficiently. Moreover, Chotimah (2022) said that speaking is one of the foremost imperative aptitudes to be created and

improved as implies of successful communication. However, a persistent issue is that many students have trouble in speaking English.

Amalia (2020) expressed it was difficult to learn to speak English, especially for Indonesian. Since we know that English is not the primary or secondary language of Indonesia, as is well known. The Indonesian would experience several issues and challenges when learning to speak. Based on preliminary observations conducted by the researcher, for the 8th-grade students in SMP Miftahul Hidayah, speaking English seems challenging to them. The first problem is there are many students still struggling to express their ideas in English orally, have problems with their English pronunciation, and have limited vocabulary in English. This is also due to their social background, where the students use Bahasa Indonesia to communicate in daily life and English is not their first language. This makes it difficult for them to pronounce words or sentences in English.

The second problem is about the teacher. The teacher never uses ICT-based learning media (tiktok) for learning the in classroom. It makes the students less attentive to the teacher. Therefore, when speaking English in class, the majority of the students were not engaged. Whereas based on syllabus curriculum 2013 for 8th grade junior high school students should be able to communicate interpersonally, transactionally, and functionally about oneself, family, people, animals, and objects, concrete and imaginative, that are closest to students' daily lives and activities at home, school, and community. To solve the problems above, learning is designed to utilize ICT-based learning media (tiktok) that can assist teachers in presenting content that is challenging for students to accept.

TikTok as one of information and communication technology media that is quite popular among the world's people. Miftachul Taubah & Muhammad Nur Hadi (2020) claimed that TikTok application is a very popular application and attract the interest of millennials. This is what makes TikTok can be processed into an interesting ICT-based learning media and interactive for students. Additionally, it complies with Xu et al (2019) they expressed that TikTok is a highly well-liked platform that is also quite useful in the present situation. Therefore, it can be one of the ICT-based learning media used to learn English.

Xiuwen & Razali (2021) stated that TikTok is a popular social media where we could watch, make, and share short videos up to three minutes long on smartphones. Initially, this was just an application where we could make and share short video clips complete with filters accompanied by music. Over time, this application has received a positive response from its users. Likewise, in Indonesia it is very popular and enjoyed by people of all ages. Based on source from We Are Social Rizaty (2022), Indonesia has 99.1 million active TikTok users and spends an average of 23.1 hours per month on the app, ranking second overall.

The existence and popularity of this application greatly influences the growth of its users, especially for educational purposes. Ramdani et al

(2021) stated that Tiktok provides educational videos that can provide an understanding of the material explained briefly. Students can study in an engaging way while watching short videos from TikTok to develop their English communication skills. Moreover, Otchie & Pedaste (2020) stated that through the sharing of trending topics that native instructors are interested in, TikTok can help students develop their speaking abilities. In accordance with Ottestad et al (2008) that ICT enables students to access, extend, change, and share ideas and information through a variety of communication styles and formats. Due to this, it can be said that TikTok has the potential to develop into an ICT-based learning media that helps students learn languages, particularly when it comes to improve their English-speaking abilities. The growth of content creators who teach everything based on their background knowledge is positively impacting the people who watch their videos. Especially videos that improve English skills and their use. These days, there are numerous content producers who produce English-related materials, including Aaron's English, Learn Match, and John Pare. In every English content they create, we are invited to learn English in an easy and fun way.

There are several studies found that utilizing TikTok as learning media in classroom was effective. Putri (2022) found that the implementation of TikTok was effective to develop students' motivation in speaking ability and it made the educational environment more enjoyable and engaging. Another research from Ferstephanie, J., & Lady Pratiwi, T (2022) expressed that TikTok in learning process is influential, it can be seen from the answers from the respondents. In the same way, Rahmawati & Anwar (2022) that TikTok application effectively affects students' learning outcomes in mastering vocabulary.

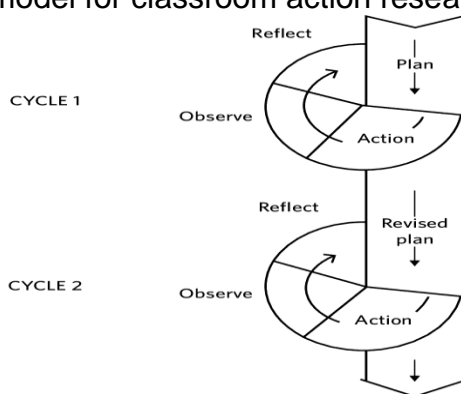
Three previous studies above discussed about the utilization of TikTok to enhance students' skills in English. We can imply that TikTok was effective in English learning process. The gap between the previous studies and this study is the researcher takes different place, this research conducts in SMP Miftahul Hidayah. The three previous researchers used qualitative and pre-experimental one group pre-test post-test as their research method, while the researcher uses Classroom Action Research as the research method. Moreover, based on the pre-test result, students' score of speaking skills before using TikTok was 63 and it was too low, then the students' speaking skills need to be enhanced. Thus, made the researcher curious to enhance students' speaking skills by utilizing ICT-Based Learning Media (TikTok) as an extension of the previous studies. Therefore, researcher decided to conduct a research entitled "Utilizing ICT-based learning media (tiktok) to enhance students' speaking skills at 8TH grade of SMP Miftahul Hidayah."

## **METHOD**

The research design was a Classroom Action Research (CAR). Gaspersz & Uktoselja (2020) stated that Classroom Action study (CAR) is

reflective study that involves taking specific activities to enhance professional learning practices in the classroom. It is crucial to scientific research since it affects the quality of findings. In order to help students to develop their speaking abilities, the researchers would employ the Classroom Action Research to solve their speech problems.

The research would be conducted in one cycle. If the first cycle was unsuccessful, the researcher would proceed with the second cycle as a revision cycle, and so on. The cycle would take place over four meetings, with the researcher's method being applied frequently and simultaneously to address students' difficulties with speaking English and improve their oral performance abilities. Kemmis and McTaggart's design would serve as the researcher's model for classroom action research.



**Figure 1.** The Action Research Spiral of Kemmis, S., Mc Taggart R

Based on the picture above, the researcher will start by making a research plan. After making the plan, the researcher will put it into practice in the classroom during teaching and learning activities. During the implementation of ICT-based learning media (TikTok) in the classroom, the researcher will observe the development of classroom learning in improving students' speaking skills. Following data collection through observation, the researcher reflected on the implementation's results and design the next activity, and so on.

This research conducted at SMP Miftahul Hidayah. The school was located at Bekasi. Following the identification of the issues, the researcher made the recommendation to use the best learning media to improve students' oral communication skills in order to improve the standard of the school and attract more qualified students. The researcher has chosen the 8th grade which consists of 30 students in the 2022-2023 academic years as the source of data. While the data obtained from the results of observations as well as the results of the pre-test and post-test of students.

The researcher collected data using both qualitative and quantitative data. The data in qualitative is obtained through interview and observations made by the teacher during the teaching learning process regarding the entire activities and the students' behaviour. The interview

was conducted by asking the teacher a series of questions grouped into three categories, namely: general classroom conditions, difficulties in speaking skills, and strategies used by teachers in teaching English. While the observation was conducted to gain a direct grasp of the teaching learning process. Based on the observation, it was known that in teaching speaking at the 8th grade students of SMP Miftahul Hidayah in the 2022/2023 academic year, the teacher utilized a dialogue-based learning method. She gave students dialogue to read before having them perform it in front of the class with a partner.

In this case, students just read a dialogue, interpret it, and then enact it in pairs. They have never disclosed how they are using the expressions. Also, students have never had the opportunity to demonstrate their ability to speak and to create more effective conversations on their own. Students would continue to struggle acquiring and comprehending oral English usage if this tactic were used. Also, students with had limited vocabulary found it difficult to communicate. It results in the students becoming passive and lacking speaking skills. A photograph was also taken during the teaching learning process to complement the observation. The test yielded data in the form of a quantitative and it consisted of speaking. In this study, the researcher administered a pre-test at the start of the instructional learning process and a post-test at the end of each cycle. The pre-test was done to gauge the level of speaking proficiency among the students. It consists of five sentences which will be assessed by researcher using manual with different assessment criteria. While a post-test to determine the students' learning results following the implementation of TikTok and the assessment is same as pre-test obtained from the researcher.

## **RESULT**

### **Preliminary Research**

The interview began at 13:10 and ended at 14:10. The researcher asked the teacher three types of questions., namely: general classroom conditions, difficulties in speaking skills, and strategies used by teachers in teaching English. The first category addressed the general situation of the class, particularly in terms of English proficiency. The teacher highlighted that speaking is the most difficult ability to learn in grade VIII, as the majority of students barely achieve the goal minimum completion criteria (standard minimum criteria). The teacher also revealed that most of the students disliked English lessons, as they found it difficult to learn.

The second category is difficulties in speaking skills. The teacher explained that students' difficulties in speaking English were because most students had difficulty expressing their ideas in English orally, they had problems with English pronunciation, and they had limited vocabulary in English. This is due to the lack of practice in speaking English. The third category is the strategies used by the teacher in teaching English speaking. The teacher stated that she has never used TikTok in teaching

English especially in teaching speaking skills, she typically teaches speaking by introducing a new dialog to students, reading the conversation while students repeat it together, and then explaining the dialog's content.

In the period waiting for the implementation of the research, the researcher prepared everything that would be used in the research. Preparing lesson plans (RPP), and learning media. In accordance with the agreement plan with the teacher, on Monday, February 20th, 2023 researcher entered class VIII to conduct initial observations and also pre-test. Based on the observation notes, it was known that in teaching speaking at the VIII grade students of SMP Miftahul Hidayah in the 2022/2023 academic year, the teacher utilized a dialogue-based learning method. She gave students dialogue to read before having them perform it in front of the class with a partner. Besides, the pre-test was done on the 20th February 2023 to gauge the level of speaking proficiency among the students and it was completed prior to the application of Classroom Action Research. The students' speaking abilities weren't very good at the pre-test.

**Table 1.** Data on Student Learning Outcomes in Preliminary Research

<b>Standard Minimum</b>			
<b>Criteria</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
>70	4	13%	Who passed
<70	26	87%	Who did not pass
TOTAL	30	100%	

The table showed that there were just 4 students (13%) of the 30 students passed the standard minimum criteria score, but 26 students (87%) of the 30 students did not pass. Therefore, the students' speaking skill need to be enhanced. After giving a pre-test in the preliminary research, researchers conducted classroom action research. The description of the procedure in classroom action research is divided into two steps, namely the first and second cycles.

### **The First Cycle of CAR**

Based on the data analysis of learning outcomes in cycle 1, the data obtained as in table 2:

**Table 2.** Data on Student Learning Outcomes in Cycle

<b>Standard Minimum</b>			
<b>Criteria</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Category</b>
>70	11	37%	Who passed
<70	19	63%	Who did not pass
TOTAL	30	100%	

In accordance with the table, 11 students (37%) of the 30 students in this class passed the standard minimum criteria score, whereas 19 students (63%) of the 30 students did not pass the standard minimum

criteria test. The percentage increased in post-test cycle 1 compared to the pre-test. But students who exceed the standard minimum criteria have not reached more than 75%.

The researcher and the teacher reviewed the benefits and drawbacks of the actions and the results of the first post-test during the reflecting phase. According to data that the researcher and the teacher gathered and analyzed, it was discovered that the speaking abilities of the students are still low. As a result, the teacher must enhance her classroom and time management skills while also paying closer attention to the students and giving them exercises in order to make them more confident in speaking English.

The researcher also found out only 11 students (37%) of those who took the first post-test obtained the minimal mastery level criterion's goal score, based on the first post-test results. Because the goal of the action was for 75% of students to pass the minimal standard minimum criteria, the researcher and teacher needed at least 12 students (40%) to pass the standard minimum criteria. As a result, the teacher and researcher were forced to go to the next cycle because both the observation and test results indicated that the activity in the first cycle had not yet been successful.

### The Second Cycle of CAR

Based on the data analysis of learning outcomes in cycle 2, the data obtained as in table 3:

**Table 3.** Data on Student Learning Outcomes in Cycle 2

Standard Minimum Criteria	Frequency	Percentage	Category
>70	26	87%	Who passed
<70	4	13%	Who did not pass
TOTAL	30	100%	

Based on the table, the researcher found out that there were 26 students (87%) of the 30 students in this class passed the standard minimum criteria scores, but 4 students (13%) of the 30 students did not pass. Certainly, students who exceed the standard minimum criteria have reached more than 75%, therefore this cycle has been successful.

In the second cycle, the action phase generally experienced significant progress. The researcher's performance in teaching English was already slightly better compared to the first cycle, she did not speak too fast when explaining the material, the time and class management was already good enough, and the control of the class situation could also be handled by her. Overall, the students appeared to be more motivated to learn how to speak English. Additionally, the students now speak English more confidently. When the researcher invited them to talk or respond to the questions, they vied to be volunteers. However, the researcher has succeeded in proving that TikTok can improve students' speaking skills. It



follows that neither the researcher nor the teacher needed to move on to the next cycle.

## **DISCUSSION**

TikTok is used to enhance students speaking skills through classroom action research (CAR). This research refers to Kemmis and McTaggart's research procedures of planning, acting, observing, and reflecting. The research was conducted in two cycles, with the speaking tests in the pre-test, post-test 1, and completed in post-test 2. Based on research findings, the pre-test result showed that 13% of students passed the standard minimum criteria scores, and the first cycle result showed that 37% of students passed the standard minimum criteria, indicating that they did not reach the indicator of success, which is more than 75%, due to problems encountered by students and researchers during the teaching and learning process.

The problems were that some students were still not paying attention to the researcher, the classroom situation was still uncontrolled, there were still some students who distracted the other students while the learning process was taking place, and the researcher did not manage the class appropriately. Meanwhile, the result from cycle 2 showed that the indicator of success was more than 75%, which is 87%. Furthermore, the students appeared more engaged in learning English; they were also more confident in speaking English, and the researcher was able to control the learning environment better. This research did not conduct to the next cycle because the indicator of success in this classroom action research has been achieved and students' speaking skill has enhanced. The students' mean score in post-test 2 is 75, which is higher than 63 in the pre-test and 68 in post-test 1.

There have been many research that demonstrate how TikTok can significantly improve students' speaking skills. These researches are from Putri, Pratiwi et al, Rahmawati & Anwar, Nurul & Mutiara, and Marleni. Despite the fact that those researches had validated this one's findings, there were a few differences. First, this research utilized Classroom Action Research and 30 students as the research subject, while Putri (2022) utilized qualitative as her research method with a total research subject of 20 students. Second, it was the same with Pratiwi et al (2021) they utilized qualitative research method. But they used a sample of 8 students at Suryakencana university this research used a sample of junior high school students. Third, Rahmawati & Anwar (2022) their research focused on the impact of TikTok on students' vocabulary and attitude and they utilized quantitative method as their research method, whereas this research focused on students' speaking skills and utilize Classroom Action Research as the research method.

Fourth, the research from Nurul & Mutiara (2021) they utilized ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model, while this research utilized Kemmis and McTaggart model. Fifth, Marleni (2018)

utilized quasi experimental method on her research. It involved 54 students of two groups. The experimental group was taught by using video and control group was taught using the conventional method. Whereas this research utilized Classroom Action Research and only used one class of 8<sup>th</sup> grade with a total of 30 students as the research subject. Although the previous studies have some differences with this study, they are still considered as supporting this study.

All in all, after conducting the study, the researcher reached the conclusion that using TikTok in classroom was able to enhance students' speaking skills and has succeeded in becoming an alternative way to solve speaking problems for students in class VIII based on the data and analysis that have been obtained, students have a new learning experience with this media, they feel enjoy, happy, excited and can reach standard minimum criteria in speaking. Overall, the students appeared to be more motivated to learn how to speak English. Additionally, the students now speak English more confidently. When the researcher invited them to talk or respond to the questions, they vied to be volunteers. The researcher hope this research can give some benefits for the teacher to utilize the ICT as their learning media in teaching process, particularly utilizing TikTok to improve the performance of teacher in classroom.

## **CONCLUSION**

This classroom action research was carried out from February to March 2023 and was conducted at class VIII of SMP Miftahul Hidayah. The research was implemented in 2 cycles to find out whether ICT-based learning media (tiktok) can enhance the speaking skills of 8th grade students at SMP Miftahul Hidayah. As both the observation and test findings indicated that the first cycle's actions had not yet produced the expected outcomes, the teacher and researcher decided to go to the second cycle. The implementation of TikTok in learning English speaking in grade 8 of SMP Miftahul Hidayah can make the classroom atmosphere more enjoyable since TikTok became an application that is being favored by many people, especially teenagers. By implementing this learning media in teaching and learning process, students can explore more English learning materials regarding speaking skills and other skills that are packaged into simple video learning materials that can be easily understood, and are also easily accessible anywhere. They also could easily imitate the English sentences, conversations, and pronunciation that the researcher displayed during the study.

The findings of this research showed that there was an improvement in English-speaking ability in grade 8 of SMP Miftahul Hidayah, as evidenced by data from the pre-test, post-test cycle 1, and post-test cycle 2. The pre-test result showed that the students' mean score was only 63, and the post-test 1 result showed that the students' mean score was 68, and the post-test 2 result showed that the students' mean score was 75, with 87% of the students passing the standard minimum

criteria, indicated a significant improvement in teaching speaking by TikTok as a learning media. Furthermore, TikTok, which was initially only known as a means of entertainment, can actually become a learning medium if used correctly. The large number of content creators who create educational content about learning English can help students learn English in a more enjoyable way and can help teachers convey learning material in a way that is more acceptable and easier for students to understand. Also using this learning media in teaching speaking gave students the opportunity to be more engaged and enthusiastic about learning English speaking, which was validated by observation. Based on the findings of the data analysis, it has the potential to conclude that teaching English in the classroom using TikTok as a learning media is successful and capable of improving students' speaking skills.

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