THE USE OF TIK TOK IN IMPROVING LEARNING MOTIVATION AND ENGLISH PRONUNCIATION SKILLS ON STUDENTS

Novita Wahidah[1], Fidella Nur Arofah[2], Dedi Sulaeman[3]

[1,2,3]UIN Sunan Gunung Djati Bandung
Correspondence Email: *novita08979@gmail.com*

Abstract

Social media is a platform that used as an entertainment and can be used to help in learning English, one of them is TikTok. In learning English there are many students who have low confidence because the differences between writing and pronuncioun so they hesitate when pronouncing English, by using videos contained in TikTok can help learning more creative and interesting so that it can increase motivation, confidence and English pronunciation skills in students, so the purpose in this study is to determine how TikTok videos can be used to improve English language learning, especially in pronunciation that many students have low confidence. The research was conducted on 20 students at Islamic Character Baiturrahmah School and was done for 5 weeks using Classroom Action Research (CAR) method by observing the class, pre-test and conducting treatment for 5 meetings and do a post-test, the result in this research found that the percentage increase between the pre-test and post-test, it can be concluded that there is a significant improvement in student performance. The average student scores increased from 61.7 in the pre-test to 83.2 in the post-test. This indicates that TikTok videos have the potential to enhance motivation, pronunciation skills, and students' confidence in speaking the English language.
Keywords: Impact, TikTok Video, Motivation, English Pronounciation

Abstrak

Sosial media merupakan salah satu platform yang digunakan sebagai sarana hiburan serta dapat digunakan untuk membantu pembelajaran bahasa Inggris, salah satunya adalah TikTok. Dalam belajar bahasa inggris banyak siswa yang memiliki rasa percaya diri yang rendah karena perbedaan dalam penulisan dan pengucapannya, sehingga mereka ragu-ragu ketika mengucapkan bahasa inggris, dengan menggunakan video yang terdapat pada tiktok dapat membantu pembelajaran menjadi lebih kreatif dan menarik dan dapat meningkatkan motivasi, rasa percaya diri dan

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keterampilan pengucapan bahasa inggris pada siswa, tujuan dalam penelitian ini untuk mengetahui bagaimana video TikTok dapat digunakan untuk meningkatkan pembelajaran bahasa Inggris khususnya dalam pengucapan karena banyak siswa memiliki kepercayaan diri yang rendah. Penelitian dilakukan terhadap 20 siswa di Sekolah Islamic Karakter Baiturrahmah, dilakukan selama 5 minggu dengan menggunakan metode Penelitian Tindakan Kelas (CAR) dengan cara observasi di kelas, kemudian pre-test dan melakukan treatment selama 5 kali pertemuan dan melakukan post-test, hasilnya adalah Penelitian ini menemukan bahwa adanya peningkatan persentase antara pre-test dan post-test, maka dapat disimpulkan bahwa terdapat peningkatan yang signifikan pada kinerja siswa. Nilai rata-rata siswa meningkat dari 61,7 pada pre-test menjadi 83,2 pada post-test. Hal ini juga menunjukkan bahwa video TikTok berpotensi meningkatkan motivasi, keterampilan pengucapan, dan kepercayaan diri siswa dalam berbicara bahasa Inggris.

Kata Kunci: Dampak, Video TikTok, Motivasi, Pengucapan Bahasa Inggris

A. INTRODUCTION

In this era the rapid development of technology, technological advances that can help many things encourage humans to coexist with technology, the development of technology is an opportunity for the development of social media so that it becomes a necessity for every human being. With the support of social media technology has many roles and is very popular in society, social media is also media as learning, one of them is learning language (Ferstephanie & Pratiwi, 2022). This development is also positive for students in developing their ability to learn, and increasing their motivation. One of the most popular social media is TikTok, According to (Safila, Quthny, & Zainuddin, 2023) TikTok video has 5 types of short videos, creative, share, report, and entertainment, TikTok is a social media that shows short videos of 15 seconds to 5 minutes, in this application users can also create content, comment on other people's videos or communicate. According to (Adhi & Shri Smertini, 2015) In improving the motivation and attitude of students, teachers need several strategies in classroom implementation, one of which is by using technology with audio-visual media, in his research he said that audio-visuals not only increase motivation in students but also make learning clearer and more interesting, his research shows that audio-visual media makes students more enthusiastic and enjoy the learning process, making students more confident and have a positive attitude.

Currently there are many easy ways to learn English, TikTok is one of the most popular social media can help students learn English, moreover there are many students who use the TikTok application, besides that many researchers say that TikTok is a good application in learning English, especially improving pronunciation skills so that students can feel confident when pronouncing English. One of the studies that show this is by (Ferstephanie & Pratiwi, 2022). He revealed that the results of his research show that students have high motivation and more confidence after they learn using TikTok, besides that he also said that the use of TikTok-based learning makes it easier for students

to learn from native speakers, and makes using social media a positive habit.

Many students have difficulties in learning English, the problems are caused by psychological barriers. This can be caused by the difference between the mother tongue and the target language and the difference between writing and pronouncing that makes them not confident when they have to pronounce English, they feel embarrassed and afraid to make mistakes. According to (Fitriawan, 2020) There are still many students who feel dizzy and lose motivation when learning English because of the differences in pronunciation in their native language. This happens to some students Islamic Character Baiturrahmah School when the teacher asks students to pronounce English words they are very hesitant in pronouncing words, even when the teacher gives examples in the pronunciation of some words students will easily forget them in the next meeting.

In dealing this problem, teachers can do one of the strategies by using a technological approach. The use of TikTok can help students deal with difficulties in pronouncing English by encouraging students to view and read content that contains English pronunciation. According to (Dean, 2023) he is a statistics user, in 2021 TikTok was ranked the 7th most popular social media, TikTok became the most interesting social media application even in 2019 the time spent on TikTok reached 68 billion hours. Indonesia has the 2nd highest number of TikTok users in the world, reaching 112.97 million users (Annur, 2023). Most TikTok users are Gen Z, where they are more knowledgeable and smart in enjoying social media whether it is content presented or content creation, they are more savvy in visual design and are always connected to gadgets (Smith, 2019) so that the number of students who are interested in TikTok can be an option to make it one of the media in learning, TikTok can help students improve pronunciation skills with various features available, with the rise of TikTok users in students teachers can link TikTok videos to learning tailored to the material and curriculum needed so that the learning style will make students more interested (Safila, Quthny, & Zainuddin, 2023). Based on reason, the researcher decided to analyze the effect of TikTok videos on learning, especially the ability and improvement of English pronunciation.

B. LITERATURE REVIEW

1. TikTok

TikTok application is a music and video platform released in September 2016 (Dewi, 2023). The social media that is developing very fast in the world is TikTok, in a few months with over 100 million users. The largest users are contributed by young people or Generation Z (Kurnia & Jabu, 2023). Based on the statement above, TikTok is an application that has been widely used by generation Z, who are digital generation who are proficient and familiar with information technology and various digital applications. Using TikTok application, users can create short videos of fifteen seconds, sixty seconds, or one minute to ten minutes. Videos can be sped up and slowed down, with music from various music genres of popular songs, lip-sync videos, filters, and other creative elements. Using the TikTok app, users can search for videos by using keywords and hashtags.

Many people used TikTok for entertainment and for learning media, especially related to teaching and learning English. TikTok application use on mobile devices based on Android and iOS. In many courses, the internal features of this app are used as learning

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tools (Zulkifli et al., 2022). TikTok has the potential to make progress in the field of education by using social media which is widely used both for fun and learning (Pratiwi et al., 2022). Many content creators create English learning content on TikTok app, whether it is learning reading, listening, speaking, writing, grammar, pronunciation, and vocabulary. Many content creator accounts create English learning content, such as: @instantenglish, @carolinakowanz, @jayfujiwara, @mikethechamelon. TikTok can help students and learners to learn English and develop personal creativity.

2. Learning Motivation

Motivation in learning is very important for students. Motivation is the energy, source of enthusiasm, and controller of learning activities (Edu et al., 2021). Motivation is an impulse within humans that can give rise to, direct and regulate human behavior (Wardani et al., 2020). Based on the statement, motivation is a source of strength, a source of enthusiasm, and a controller of student learning activities that exist within a person. Motivation is a human impulse that can give rise to, direct, and regulate human behaviour. Narca & Caballes (in Saeed, Sitwat, & Zynger 2012) state that motivation is seen as an important factor for student engagement in learning. Based on statement, learning motivation refers to the general driving force inside pupils that may produce and lead learning activities to achieve the intended langauge objective. Motivation to learn is not only an energy to propel students to learn, but also as something that leads students' activities towards learning goals. A person's drive to learn in order to achieve maximum learning achievement is called learning motivation (Atma et al., 2021). Based on the statement above, motivation is the encouragement of every human being to achieve what they want and get satisfaction from the results of the action of learning.

Types of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation is formed by internal factors, such as: student goals, students' personal needs for achievement, and students' personal values (Elizabeth & Ena, 2019). Based on the statement, intrinsic motivation is the drive that arises inside an individual to make an effort to attain a goal. When students have intrinsic drive, they will demonstrate in the classroom that they want to study English because they enjoy it. Extrinsic motivation is formed by external factors, such as: friends, lecturers, methods or activities, learning materials, and learning environment (Elizabeth & Ena, 2019). Based on the statement the outcome of a number external factor is extrinsic motivation. Extrinsic motivation arises from outside and exerting some influence on someone such as giving incentives, social pressure, and punishment.

3. Pronunciation

Pronunciation is important role in communication. Pronunciation is the sound produced by the human voice itself (Kurnia & Jabu, 2023). The process of conveying meaning through the mouth that can produce sounds in English vocabulary is called pronunciation (Novitasari & Adityo, 2023). Pronunciation is one of the skills that is difficult to acquire and is important for teachers and students in the classroom learning process (Nasution & Nurlaili, 2023). Students' be able want to speak English well, with pronounciation which can be easily understood both by their students and English people (O'Connor, 1998). According to the statement, pronunciation is an important component in communication, pronunciation is the sound created by the human voice. Therefore, a language teacher cannot disregard poor pronunciations spoken by students as foreign

language learners. When studying a foreign language, students should work on pronouncing the language more correctly. In learning English pronunciation is important for these three reasons (Wahyu et al., 2023) First, learning pronunciation can improve understanding. Second, when a limited number of voices, voice groups, and intonation forms have been mastered, unlimited uses will be possible. Third, it can be very helpful in motivating to communicate like a native speaker. Based on the statement, pronunciation is important in learning English for these three reasons. Knowing how to pronounce words properly can help understand better, once a limited number of sounds, sound groups, and intonation forms have been learned, an infinite number of applications can be made, then it will be very inspiring to communicate like a native speaker.

C. RESEARCH METHOD

The researcher used Claassroom Action Research (CAR) method, it involves more than just doing the task. It is implement that performs data collection, reflects on actions, generates evidence, and makes conclusions drawn from validated evidence. (McNiff & Whitehead, 2002). Therefore, the researcher applied TikTok to know the impact of the students' pronounciation skills. The following are the four stages carried out in the classroom action research model by Kemmis & Mc Taggart: planning, action and observation, and the last one is reflection (Sunata, 2019). Here's the explanation below:
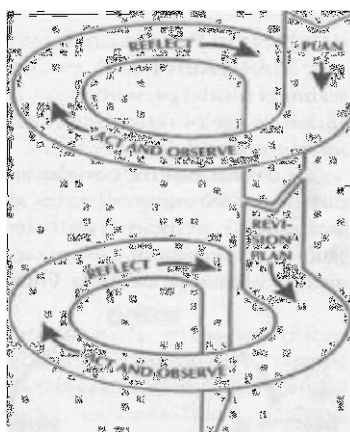

Figure 1. Classroom Action Reseach model by Kemmis & Mc Taggart

a. Planning

Planning is based on problem identification, planning in the learning process and implementing changes to achieve targets. In planning the researcher make a lesson plan, designing rubrics to assessment students' pronounciation skills, providing students with examples of TikTok videos, and preparing a pre-test to assess students' pronounciation skills and a post-test for comparison. b. Observation and Action

In observation, the researcher observed the students' activities during learning process, observe videos of students to assess their pronunciation skills. Action is the execution of all plans that have been prepared. In action the researcher gave the materials to the students, explained the material purposes to the students, show some TikTok video

examples to the students. Observation and action are done at the same time. Data on observations will be gathered and recorded at that time. c. Reflection

Reflection is carried out to analyze generally in action research. By understanding the processes, problems and obstacles that are carried on in crucial activity. Reflection was assisted by discussion among students. In reflection, researchers investigated the success of using TikTok for teaching and learning activities. In addition, the data collected was used by the researcher to analyze

Respondents

In this study, participants derived from Islamic Character Baiturrahmah School and conducted on 20 junior high school students. The research was conducted on one full class without any special classification for the selection of participants, but the participants came from women only because this school is a pesantren-based school and is specialized for women only.

Instruments

To conduct pre-test and post-test researchers used several TikTok videos, such as: @instantenglish, @carolinakowanz, @jayfujiwara, @mikethechamelon, to help analyze the data researchers used oxford dictionary to facilitate the assessment of pretest and post-test results.

D. FINDING AND DISCUSSION

In this study, the researcher will evaluate the data results and discuss the impact of TikTok videos on English pronunciation among students. In this case, the researcher conducted a pre-test and post-test on the students, and it was found that there was an increase in the students' scores from the pre-test to the post-test.

Observation and Action

Before conducting a pretest or post-test, researchers made class observations first, researchers looked at how student pronunciation during classroom learning was whether it was when students interacted with the teacher or when students were making presentations in class. From the class observations, students seemed cautious and afraid when pronouncing some vocabulary because they were worried about being wrong in their pronunciation, so they always paused the presentation and ensure their pronunciation to teachers, so that it can be concluded that students' self-confidence is low. In observations also found students who just stayed silent without following the teacher's direction to follow the correct pronunciation and seemed uninterested in the material.

Pretest and Post-test

After making observations, researchers planned to pretest, treat and post-test for students. Students did a pretest and then the researcher did the treatment by displaying TikTok videos. Even during the pretest, when students were told that they would hold a pretest they complained because they were worried about making mistakes, the pretest was carried out by giving 25 vocabulary words, there were so many mistakes made by students during the pretest, they read nervously and always asked whether they read

correctly or not because they felt insecure. The following is the percentage of the pre-test that has been done by students.

Table 1. Result of Pre-test

Score	Pre-test	Percentage
90 – 100	0	0%
70 – 89	6	30%
40 – 69	11	55%
20 – 39	3	15%
0 – 19	0	0%
TOTAL	20	100%

From the pretest results, it can be seen that there are 6 students with scores between 70 to 89 with a percentage of 30%, there are 11 students with scores between 40-69 with a percentage of 55%, and the last 3 students get scores between 20 to 39 with a percentage of 15%.

During the treatment in 5 meetings, students looked more enthusiastic when TikTok videos were shown in participating in learning than before. After the treatment is completed, the researcher conducts a post-test were students look more confident and did not ask many questions to make sure the answers are correct or not. After the treatment is finished, the researcher conducted a post-test where students looked more confident and did not ask many questions to make sure the answer was correct or not. The following are the results of the post-test that has been carried out by students Table 2. Result of Post-test

Score	Post-test	Percentage
90 – 100	7	35%
70 – 89	11	55%
40 – 69	2	10%
20 – 39	0	0%
0 – 19	0	0%
TOTAL	20	100%

From the post-test results, it can be seen that there are 7 students who get the highest score between 90 to 100 with a percentage of 35%, there are 11 students with a score between 70-89 with a percentage of 55%, and the last 2 students get a score between 40 to 69 with a percentage of 10%

Result Data

Figure 2. pre-test and post-test results

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Graphic Post-Test and Pre-Test
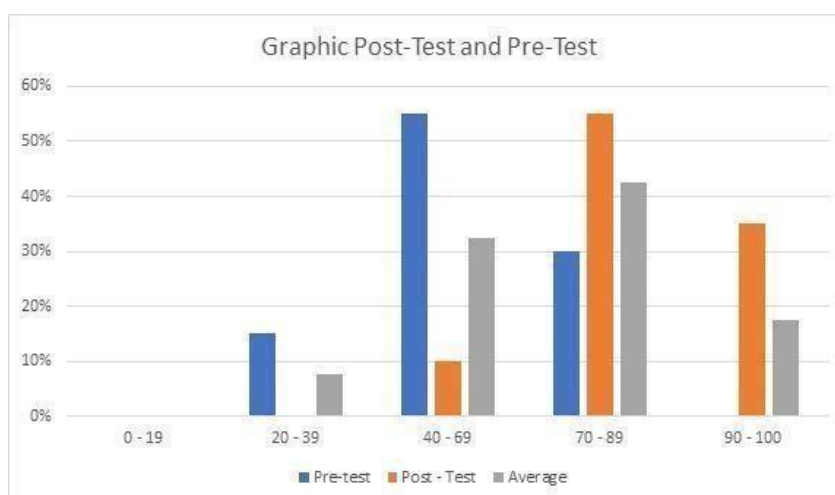
The results of the pretest and post-test show significant changes in student scores, it proved that TikTok videos have an effect on student pronunciation, the average score during the pretest was 61.7 and after the post-test the average score was 83.2. In the pretest stage, there were no students with the highest score between 90100, after the post-test there were 7 students who got the highest score, And when the pretest there were 3 students getting low scores between 20-39 but after the post-test none of the students got the lowest scores. The result of the data showed that students' pronunciation skills increased and students were more motivated after being given treatment with TikTok videos, they also became more confident when doing post-tests.

This proves that using TikTok videos in learning turns out to be effective in helping students increase motivation and skills in learning, because with the use of TikTok learning becomes more interesting and creative so that students are enthusiastic about learning (Cagas & D Lorraine, 2022). From the research that has been done, although there are still some students who still feel insecure after treatment, but most students get higher grades and changes in self-confidence attitudes higher than before.

The use of TikTok as an additional media in classroom learning is the right choice, but this is also a challenge for teachers because TikTok is an entertainment media that can divert attention to students, the temptation for students to watch something outside the lesson becomes a challenge and control that needs to be understood by students (Duan, 2023). This also happened when the treatment was carried out by researchers, some students asked to be shown videos other than learning, but students were encouraged to remain disciplined in learning, so this shows that if student discipline is low in learning, the use of TikTok is not necessarily effective if done outside the classroom without teacher supervision.

E. CONCLUSSION

The use of TikTok as an additional medium for learning English, especially in the context of developing pronunciation skills, has emerged as a good choice. After conducting the pre-test and post-test, it can be seen the level of enthusiasm of students in participating in learning by utilizing TikTok videos with an average pre-test score of

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61.7 to 83.2 at the post-test level. This shows a significant increase in motivation with fewer students asking questions and confirming their pronunciation to the teacher when reading texts or presenting in front of the class, which ultimately improves their pronunciation skills in English. However, it should be noted that using TikTok as a learning tool has its own challenges, especially for teachers.

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