

THE EFFECTIVENESS OF TIKTOK VIDEOS AS LEARNING MEDIA TOWARD STUDENTS' ACHIEVEMENT IN ENGLISH PRONUNCIATION

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ABSTRACT

This research aims to determine the achievement of students' English skills in terms of pronunciation with the TikTok as learning media. This research was conducted using quantitative research method with Quasi-Experimental research. Data were collected from 64 students of class VII (VII B and VII C). 32 students were taken as the experimental class and 32 students were taken as the control class. Data collection is done by using a reading aloud test; pre- test and post-test as instruments. Tests were carried out to see whether the TikTok videos had an effective towards students' achievement in pronunciation. The results of data analysis showed that in the pre-test experimental class average score was only 26,72 and became 72,03 in the post-test while in the control class, the pre-test average score was 30,40 and only 31,25 in the post-test. Therefore, the significance value of the words test is 0.000 which is smaller than 0.05. This shows that the class that used the TikTok video as a media shows a significant effective.

Keywords: *Pronunciation, TikTok Videos, Quasi-Experimental Research*

1. INTRODUCTION

Language is an expression with the purposeful of communicating something to others. What the speaker wanted to say can be understood and understood through the language desired by the listener or interlocutor. The most work of language is as a implies of communication. English is one of the worldwide languages utilized and recognized all over the world at all times, is additionally one of the imperative and vital perspectives connected to human life.

English in today's era of globalization plays a very important role as a means of communication between countries. Because increasingly nothing can limit the relationship between people from different countries to be able to communicate with people from other countries. Because equipping our students to master English in the best possible way is extremely important. Especially when it is widely considered that all types of job offer, both private and public, presently require candidates to be able to communicate in English both orally and in composing. One of the most important lessons in English at the high school level is the ability to speak fluently. This ability must be possessed by students from an early age (Hamzah et al., 2022)

In an English class, teachers must teach students all four language skills. The relevant skills are listening, speaking, reading and writing, so students must have good English skills to become good English learners. Apart from these skills, students also need to learn things like translation, pronunciation, grammar, vocabulary and so on. These things incorporate portion of the components contained within the English language, it is additionally imperative to know all the abilities and components, particularly in pronunciation.

Pronunciation is a component of the language, where Pronunciation may be a one of the criteria for speaking. This pronunciation can be adjusted according to the rules written in the dictionary or according to the norms that exist in society as English users. The best way to learn English pronunciation is through imitation.

Pronunciation difficulties in learning English include articulation differences between reading and pronunciation, as well as difficulty understanding grammar in the context of tenses and words that have multiple meanings and other rules of English grammar. According to Taubah, M. (2020). Pronunciation is essential and incorporates things that must be caught on by anybody who needs to memorize or is learning English communicatively. In other words, dominance of pronunciation requires a phonological framework and the capacity to create sounds in such a way that audience members can moreover get it their meaning.

According to Ibnu, K. (2020). the perspectives that are evaluated in pronunciation are familiarity of spelling and pronunciation, precision of spelling pronunciation, stressing, and intonation. A case of its application is audio-visual media, which can be utilized as a pronunciation lesson in video frame. The video in question can be a recording or a combination of moving pictures. Videos can be utilized for pronunciation practice since they deliver sounds in expansion to recordings or moving pictures. The combination of sound and picture captures the audience's consideration. Video media can progress the four viewpoints of pronunciation, to be specific: accuracy, fluency, intonation, and stressing.

Learning media could be a tool or a form of incitement that is utilized to communicate learning information. Boosts utilized as media are human connections or intelligent, reality, moving pictures or not, writing and sound recordings (Alaby, 2022). In expansion, learning media may be a device to extend interaction between understudies and instructors and understudies with the environment and learning media as a teacher's device that can support the utilize of learning strategies (Helmanda CM, 2018). Based on this understanding, it can be clarified that the learning environment is learning that can encourage learning for teachers, subsequently expanding students' understanding.

That can support the use of learning methods (Helmanda CM, 2018). Based on this understanding, it can be explained that the learning environment is learning that can facilitate learning for teachers, thereby increasing students' understanding.

In this modern era, technology and the learning environment are nearly indivisible. The use of technology is in great demand by many groups, making technology a learning tool that encourages teacher creativity. In addition, students can receive various information from the teacher. The development of technology is currently very rapid, which requires human ability to apply it and besides that all technology-based systems. Education continues to follow technological developments, so utilizing technology as a learning tool is very important to use today. For example, within the utilize of social media such as Instagram, Facebook, TikTok and others.

Social media has ended up a portion of people's lives around the world, particularly in Indonesia. Due to the current technological improvements and advancements, the utilize of social media is expanding day by day. Social media is one of the basic needs of technology in Indonesian society. Social media also has many important roles in the world of education. Evidenced by the development of methods that are widely used in education.

Learning media that use social media for learning can improve the quality of learning more when used properly. Utilizing social media as a learning device can be a great methodology since social media is well known among students. Among different social media such as YouTube, Instagram and also TikTok, TikTok is as of now the application most frequently utilized by students and is well known among all circles.

TikTok can be a great advancement within the world of education by utilizing social media which is as of now utilized more not as it were for entertainment but also for learning media. At to begin with, the TikTok application was considered a social media that as it were had a negative affect because it as it were saw futile video appears, causing the application's clients to squander time. But over time, the TikTok application has had a positive effect on learning and instruction

to date. Therefore, in this modern era, utilizing Tik Tok videos as learning media can be the extreme weapon for progressing the quality of the learning process and can have an awfully critical effect on the quality of understudy pronunciation in the event that appropriately connected. Therefore, researcher is interest in understanding more profoundly almost Tik Tok videos as learning media.

After conducting initial observations at SMP Negeri 1 Watampone, researcher discovered students' pronunciation difficulties. This difficulty is caused by a number of things. The first thing that happens is because it's not their language. The second is that students lack knowledge about how to pronounce English words. Third, students rarely practice speaking. Therefore, these problems affect students' English-speaking ability and also make them less confident in their English-speaking ability. To overcome these problems, better strategies and learning methods are needed to change students' habits.

In this research, researcher would apply English pronunciation with Tik Tok videos as an elective to educating and learning English, especially teaching pronunciation because this method focuses on practice. Memorization and repetition would continue in this method and thus the student's English pronunciation can be improved. Using this method, students can respond quickly and accurately in spoken language. Therefore, this method is used as an alternative to improve the pronunciation of SMP Negeri 1 Watampone students.

2. METHOD

In this research, quantitative research method has been used as a research method and experimental research. Sugiyono (2018) as cited in Balaka (2022) said that it is a quantitative research method that is based on positivism and consists of sampling, instrumental data collection and statistical data analysis for analysis It uses specific populations or samples (Balaka, 2022).

In addition, this research, a quasi-experimental design has been used, pre-test and post-test. So, the researcher used two classes in this research. One class is the experimental class and the other class is the control class. The researcher used Quasi-Experimental design to get valid data and to see the difference.

Before the treatment, the researcher administered a pre-test to the two classes. After that, the researcher examines the experimental class by teaching pronunciation using Tik Tok videos. Even for the control class, the researcher did not treat it by learning pronunciation using Tik Tok videos. After receiving the treatment, a follow-up test will be done to see if the use of Tik Tok videos is effective.

3. RESULTS

In this research, the data were examined in three different ways. On the preliminary data, the researcher first performed tests for homogeneity and normality. The findings of the hypothesis test were then calculated by the researcher. The researcher finally tallied the statistical hypotheses to reach a conclusion. The outcome of the normality test is shown below:

Table 1. Pre-Test Normality Test for Words

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Pronunciation	PreTest Experimental Words	.116	32	.200*	.966	32	.394
	PreTest Control Words	.143	32	.097	.952	32	.166

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows the data on the test results for the two classes. The significance value for the normal test of the test class is 0.200*. As shown above, the data for both classes is

normally distributed. The pre-test mean value of the test class is 0.200* This result was significantly higher than the value of 0.05. Similarly, the control class has a normal distribution with a significance value of 0.097. Therefore, it can be concluded that the pre-test data from the two classes are normally distributed.

Table 2. Post-Test Normality Test for Words

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Pronunciation	PostTest Experimental Words	.135	32	.144	.978	32	.728
	PostTest Control Words	.174	32	.015	.914	32	.014

a. Lilliefors Significance Correction

The table above shows the data on the test results for the two classes. As shown above, the data for both classes are normally distributed. The mean value of the mean test of the post-test class was 0.144. This result was significantly higher than the value of 0.05. Similarly, the control class is normally distributed with a significance value of 0.015. Therefore, it can be concluded that the post-test data from both classes are normally distributed.

The homogeneity test is used to test whether different populations are similar or not. A t-analysis is an independent sample test that is required as a prerequisite in homogeneity testing. In this research, the researcher was performed as a requirement for the analysis of the independent sample t-test. The description is as follow:

Table 3. Pre-Test Homogeneity Test for Words

Levene Statistic	df1	df2	Sig.
.015	1	62	.905

The significance value in the pre-test words data on the homogeneity test showed a value above 0.05, it is 0.905. This shows that the data has the same variance and it is homogeneous.

Table 4. Post-Test Homogeneity Test for Words

Levene Statistic	df1	df2	Sig.
1.724	1	62	.194

Based on the significance value in the post-test words data on the homogeneity test showed a value above 0.05. The value of the post-test homogeneity test above is 0.194 and the value is higher than 0,05. This shows that the data has the same variance and it is homogeneous.

Table 5. The Statistic table on the Post-Test Score of the words test

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Pronunciation	PostTest Experimental Words	32	72.03	13.067	2.310
	PostTest Control Words	32	31.25	10.239	1.810

Table 6. The T-Test results on the Post-Test Score of the words test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Pronunciation	Equal variances assumed	1.724	.194	13.897	62	.000	40.781	2.935	34.915	46.647
	Equal variances not assumed			13.897	58.646	.000	40.781	2.935	34.908	46.654

Based on the group statistics table above, it can be seen the difference between the experimental class and the control class. The average post-test score of the experimental class was 72.03 and the average value of the control class was 31.25. From the data above, it is clear that the average post-test score for the experimental class is higher than the average for the control class.

The researcher used statistical hypothesis test with the following criteria in order to know the result of the research:

- 1) H_1 is accepted if $t_0 > t_{table}$ with the sig. (2-tailed) $5\% < (0.05)$
- 2) H_0 is accepted if $t_0 < t_{table}$ with the sig. (2-tailed) $5\% > (0.05)$

The basis for decision-making independent sample t-test test: if the value of sig. (2-tailed) < 0.05 , then there is a significant difference between learning outcomes in the experimental class and the control class. If the value of sig. (2-tailed) > 0.05 , then there is no significant difference between the learning outcomes of the two classes.

From table t-test before, it can be seen that the value of sig. (2-tailed) is 0.000. This shows that there is a significant difference in the learning outcomes of the two classes because of the sig. (2-tailed) is under 0.05.

After the researcher was completed, the research found two types of data. The data obtained came from the two classes used in this research. There was data from the experimental class (VII C) and the control class (VII B).

This quantitative data was obtained from tests conducted by researcher, including the pre-test and the post-test. The pre-test was carried out at the first meeting before the researcher gave treatment. Meanwhile, the post-test was completed at the last meeting after the researcher gave treatment to students. The description below of the pre-test and the post-test data obtained is shown below:

The Pre-Test Scores of Words

The following table shows the results of the students' scores.

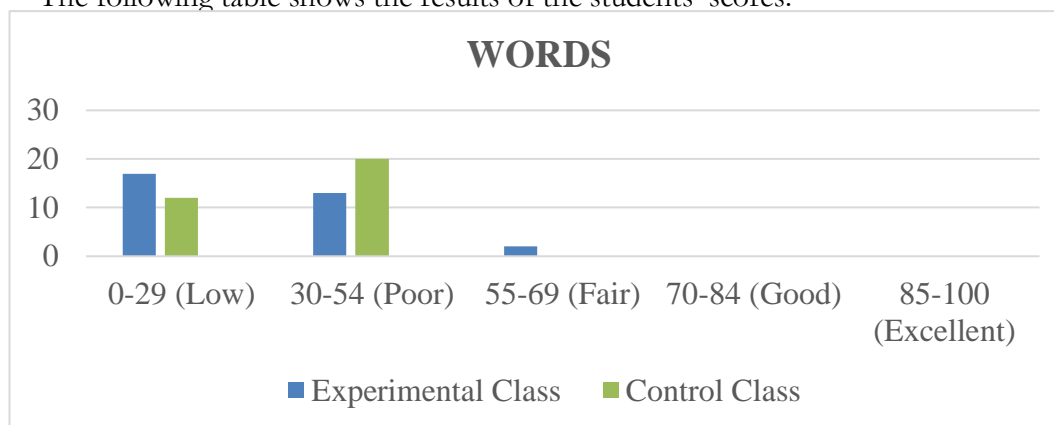


Figure 1. Pre-Test Score of The Words

The bar chart above shows the pre-test values in both classes (the experimental class and the control class). In the value range 0-29 (low) there were 17 students from the experimental class and 12 students from the control class. Meanwhile, in the range of 30-54 (poor), there were 13 students from the experimental class and 20 students from the control class. There were 2 students from the experimental class and no students from the control class in the range of 55-69 (fair). Based on the data above, the two classes had almost the same score which showed that the two classes (the experimental class and the control class) have the same level of English pronunciation.

After conducting the pre-test, the next researcher provided media according to the subject matter that had been designed. The researcher used the TikTok videos in the experimental class and used conventional techniques in the control class. The researcher gave this treatment 6 meetings. Likewise, with the control class, the researcher gave the same media for 6 meetings. In the research, the researcher provides reading texts in the form of conversations or readings at each meeting and continue to train students' pronunciation by applying the TikTok videos. After that, the researcher gave a post-test to both classes after the treatment was given.

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The Post-Test Scores of Words

The following table shows the results of the students' scores.

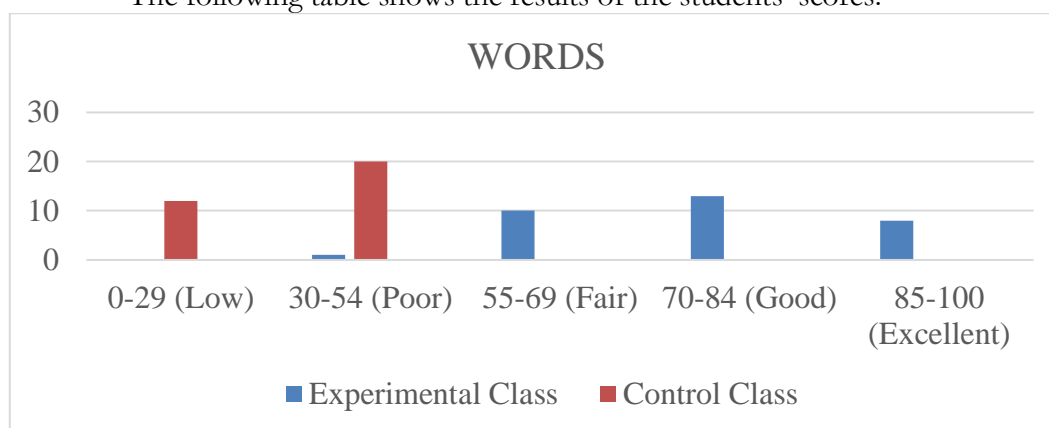


Figure 2. Post-Test Score of The Words

The data in the diagram above showed that in the lowest value range 0-29 (Low), no one students from the experimental class got scores in that value range. While from the control class there were 17 students. The value range was 30-54 (Poor), in the control class there were 20 students who got scores in that range of values and the students from the experimental class only 1 student who got scores in that range of values. While in the range of 55-69 (fair) values showed a significant difference between the experimental class and the control class. Students from the experimental class who scored in this range of values were greater than the control class. No students from the control class and 10 students from the experimental class who scored in the value range of 55-69 (fair). Besides that, there were 13 students from the experimental class and no students from the control class got a score 70-84 (good). Likewise, in the 85-100 (excellent) value range, only the experimental class got a score of 8 students, while in the control class no one got a score in that range of values. Therefore, based on the post-test value data above it clearly shows that there is a difference in the learning outcomes in the experimental class and the control class. The students in the experimental class scored higher than the students in the control class.

4. DISCUSSION

Based on the findings of a study conducted at SMP Negeri 1 Watampone on the effectiveness of TikTok video on students' English pronunciation. This research was conducted on 32 students of the experimental class (VII C) and 32 students of the control class (VII B), and based on the results of the analysis, it was found that TikTok videos are effective in student pronunciation.

After conducting the research, the researcher conducted a normal test of the pre-test and post-test scores of the test class and the control to see if the data was normally distributed. After doing the mean test using SPSS version 22, it was found that the pre-test and post-test data for both classes were normally distributed.

In the experimental class pre-test normality test has a significance value of 0.200*. Likewise with the control class which is also normally distributed with a significance value above 0.05, namely 0.097. While the post-test normality test for the experimental class has a significance value of 0.144 and a significance value for the control class of 0.015. This result is significantly higher than the value of 0.05. Therefore, the data from the two classes are declared normally distributed.

To make sure that the population used was homogeneous, the researcher also conducted homogeneity tests. The homogeneity test's pre-test data indicated a value of 0.905, which is more than 0.05. The homogeneity test post-test data was 0.194. Based on the analyses, the population included in this research was homogeneous.

Therefore, 0.000 is less than 0.05 the significance value of the term test. Based on the conclusion by comparing with t-score and t-table, therefore it can be concluded that Partner is rejected and H1 is accepted. The use of TikTok videos is more suitable for student pronunciation. Because using TikTok is an effective way to learn English to learn pronunciation, especially for words in the class VII C SMP Negeri 1 Watampone.

Students look very enthusiastic and they were happy every time they learned with this media. The research was conducted for 8 meetings and students never complained because they were bored with the learning method used. Their feelings of pleasure due to learning that focuses on speaking skills, especially pronunciation. It made them accustomed to listening to English words then pronouncing them. As for the obvious changes to the students after the research was carried out using the TikTok videos, there were several English words that they were used to hearing, even to the point where they said them, but they still had the wrong pronunciation. However, the use of this media made changes to the students' pronunciation in class VII C SMP Negeri 1 Watampone.

Teaching English with this media is also good to use because with this media students can see, hear, practice and pronounce English words more often or even memorize the vocabulary. It was able to have an effective and improve students' pronunciation skills. Therefore, a variety of learning platforms is very good and makes it more fun to use in learning activities.

The findings of this research have similar results to previous studies conducted by Prativi et al (2021) based on their research on the use of TikTok as a media for learning English pronunciation because it has language training results in learning activities. There is little literature that describes the use of TikTok for educational purposes. The purpose of the previous research and this research are same to research how the TikTok application can be a learning media for students' pronunciation skills.

5. CONCLUSION

After examining SMP Negeri 1 Watampone and after going through the data analysis process, it can be concluded that the TikTok video is effective in mentioning the students. This is possible because the average value of the experimental class in the post-test increased significantly, but the average value of the control class did not increase. There are different activities and variations of Tiktok that make students happy to learn this subject.

The results of the post-test in the test class were significantly increased after the treatment. In the vocabulary test, the average score of the experimental class before the test was only 26.72, in the post-test it was 72.03, in the control class it was 30.40 before the test and only 31.25. The test after that time in the pre-test of the test class was only 30.78, in the post-test 72.81, in the control class it was 26.41 before the test after the test was 32.03. Therefore, the significance value of the test is 0.000, which is less than 0.05. It shows that the class using TikTok videos as a platform can be very effective.

Based on the research results and data analysis, the researcher concluded that TikTok videos were effective in students' pronunciation. It can be seen from the value of the experimental class that it increased significantly after the use of TikTok Videos, while the value of the control class did not increase significantly compared to the conventional method.

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