

ENHANCING SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 SIGI THROUGH THE USE OF TIK TOK APPLICATION

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ABSTRACT

Adinda Delima Rameisyah (2024). Enhancing Speaking Skill of the Eleventh Grade Students of SMA Negeri 2 Sigi Through the Use of Tik Tok Application. English Education study program Language and Art Education Department, Teacher Training and Education Faculty, Tadulako University, under the guidance of Mochtar Marhum and Andi Patmasari. The purpose of this study to find out whether the use of the Tik Tok Application has a significant effect as a teaching tool and in enhance the speaking skills of elevents grade students at SMA Negeri 2 Sigi. This study uses a experimental class and control class. The numbers of this study were 25 students, the sample was elevents grade students at Sma Negeri 2 Sigu. Data were obtained before and after treatment, students were given a pre-test and post-test, while data were analyzed using the T-test and data obtained from the pretest and posttest were analyzed through SPSS. The results showed that there was a significant difference in students' speaking scores. Based on the sig value of the paired sample test (2-tailed) is $0.000 < 0.05$, meaning that H_a is accepted while H_o is rejected. It can be concluded that the use of Tik Tok Application has a significant effect on enhance the speaking skills of elevents grade students of Sma Negeri 2 Sigi.

Keywords: *Tik Tok videos conversation; Speaking enhance; Duet video; Comprehension.*

INTRODUCTION

There are four skills in English namely listening, speaking, reading and writing. Meanwhile, speaking is one the four skills in English which is a process of communication by using oral form, it is not only for reading or writing, but also for expressing the ideas and opinions. Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication.

Modern era also brings lot of alternatives to learn English, and one of them is learn by social media application. The social media truly give the big impact for the user itself. One of the good impact is, the user can learn lot of from it, and of them is learn and enhance their speaking skill. One of the media to improve the students speaking is by using TikTok platform. TikTok is one of the popular applications influenced with million viewers that contains the short-video sharing social media.

TikTok is not only used as entertainment and business but also used as the educational purposes. The content creators teach everything based on their background knowledge and give the positive impact on the people who watch their videos. The video can increase their vocabulary, how to spell, and the usage of it, for example the video that shows people do something and mention what they do as a verb. However the video is only 15 to 60 second short video, the learning will be effective.

METHOD

1. Research Design

This researchers used quasi-experimental research to prove if the use of Tiktok application can enhance speaking skill of the eleventh grade students' of SMA Negeri 2 Sigi. Two of groups, an experimental group and control group. The experimental group was given pre-test, treatment through the use of Tiktok application and post-test. While the control group was given pre-test and post-test without treatment from the researchers.

2. Population and Sample

The study focused on all eleventh-grade students at SMA Negeri 2 Sig, totaling 25 students. The entire population was included in the sample. The control group was class XI IPA 1, and the experimental group was class XI IPA 2.

3. Research Variables

The independent variable is the use of Tik Tok Application and the dependent variable is the students of speaking skill.

4. Research Instrument

The pre-test was given to determine students' speaking skill. The test is question and answer (Q&A). The question was given at first appointment in the pre-test. Moreover, the Q&A like some conversation was given in the post-test after the treatment.

5. Data Collection Technique

Pre-test: Is used to determine the extent of the student's skill in speaking, using English face to face. In pre-test, students was given some question about their self, like the basic questions to found out their knowledge in English.

Treatment: Duet the duet video content from Tik Tok Application in front of class.

Post-test: Evaluate the enhancing in speaking skill after the treatment.

6. Data Analysis

The data collected by using quantitative data. In computing the individual score of students, the researchers was used the formula suggested by Arikunto. Scores were calculated and deviations were determined for both groups to assess the effectiveness of the treatment. Scores was classified using a specific classification system ranging from "excellent" to "very poor".

RESULT AND DISCUSSION

1. The Result of the Pre-Test

Table 1 - Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean
pre test					
Experimental group	25	20	80	1000	40.00
post test					
Experimental group	25	60	100	1960	78.40
Pre test Control Group	25	30	70	1110	44.40
Post test Control group	25	50	90	1680	67.20
Valid N (listwise)	25				

Based on the descriptive statistics results, the mean in the experimental group was 40.00 for the pre-test and 78.40 for the post-test mean value. It can be concluded that the post-test mean is higher than the pre-test mean, and there is a positive effect after the treatment.

Based on the descriptive statistics results, the mean in the control group was 44.40 for the pre-test and 67.20 for the post-test mean value. It can be concluded that the post-test mean is higher than the pre-test mean, and there is a positive effect after the treatment.

Table 2 - The rate of pre test experimental

Classification	Frequency	Percent
Excellent	0	0
Very good	1	4
Good	1	4
Poor	2	8
Very poor	21	84
Total	25	100.0

From the results of calculation student's pre-test experimental group scores, the minimum was 20, maximum score was 80, sum of scores was 1,000, and the mean score was 40.00 from the number of students (N) = 25.

Table 3 - Post test experimental

Classification	Frequency	Percent
Excellent	7	28
Very good	8	32
Good	8	32
Poor	2	8
Very poor	0	0
Total	25	100.0

Table 3 shows after the treatment was given, there were 2 students (28%) got "excellent", 8 students (32%) got "very good", 8 students (32%) got "good", 2 students (8%) got "poor". The rate percentage and frequency of the post-test score was higher than the rate percentage and frequency of the pre-test score.

Table 4 - Pre test control

Classification	Frequency	Percent
Excellent	0	0
Very good	0	0
Good	2	8.0
Poor	4	16.0
Very poor	19	76.0
Total	25	100.0

Table 4 shows that in pre-test of control class there were 2 students (8%) got "good", 4 students (16%) got "poor", 19 students (76%) got "very poor".

Table 5 - Post test control

Classification	Frequency	Percent
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Excellent	1	4.0
Very good	5	20.0
Good	8	32.0
Poor	8	32.0
Very poor	3	12.0
Total	25	100.0

Table 5 shows that in post-test there were 1 student (4%) got “excellent”, 5 students (20%) got “very good”, 8 students (32%) got “good”, 8 students (32%) got “poor”, 3 students (12%) got “very poor”. The rate percentage in the post-test score was higher than the rate percentage in the pre-test score. But compared to the experimental class, the rate percentage and frequency of the experimental was higher than the control class. Based on the result it can be concluded that the Use of Tik-Tok Application enhance the students’ speaking skill.

DISCUSSION

This chapter presents a discussion of research findings related to the research objectives. The experimental results indicate that using TikTok videos is an effective method for enhancing English-speaking skills among SMA Neri 2 sigi. This technique helps students improve their English-speaking abilities, as evidenced by the differing pretest and posttest scores. The mean pretest score was 40,00, while the average posttest score increased to 78,40. It was concluded that there was a difference scores between pretest and posttest.

Furthermore, based on the T-test, the sign value of the paired sample t test is 0.000, this value is smaller than the significance of 0.05 ($0.000 < 0.05$). It was concluded that the statistical hypothesis: the alternative hypothesis (H_a) was maintained and the null hypothesis (H_o) was rejected. This means that the use of Tik Tok videos has a significant effect on students' English-speaking skills.

CONCLUSION

Based on the discussion, it can be concluded that there is the difference in the mean score before and after students receive treatment in English speaking skills. Based on the data earlier, the use of TikTok videos has a significant effect on students at SMA Negeri 2 Sigi.

Based on the T-test, pre-test and post-test scores and result are different. This means there is difference in scores between pre-test and post-test. That is, the use of Tik-Tok Application as learning media significantly improves students’ English-speaking skills.

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