IMPROVING SPEAKING SKILLS THROUGH TikTok APPLICATION: AN ENDEVOUR OF UTILIZING SOCIAL MEDIA IN HIGHER EDUCATION

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Article Info	Abstract
Article History Received: October 2022 Revised: December 2022 Published: January 2023 **Keywords** Speaking skills; TikTok Application; Digital Punishment	*TikTok is one of the popular applications that contain short-video sharing. Every year, the number of users grows up in every country. They use TikTok not only as the media for entertainment and business but also as the media for learning. The aim of this research is to describe the effect of the TikTok application to improve students' speaking skills. This research belongs to quasi-experimental research with group pre-post-test design involving 32 students in Diploma of Midwifery Program Universitas Muhammadiyah Kudus as the population. The sampling technique is total sampling with the experimental group (16 students) and control group (16 students). To know the students' speaking skills, there are four components that must be measured, such as vocabulary, fluency, pronunciation, and comprehension. Moreover, the students' score has been classified into five categories, they are very good, good, medium, low, and failed. After treatment, the score of speaking ability is improved for the experimental group. The vocabulary increases 45,6%, fluency increases 40,6%, pronunciation increases 31,6%, and comprehension increases 32,8% from the pre-test score. TikTok is a useful application that not only improves speaking ability but also improves the students' creativity, motivation, and vocabulary.If the students have wrong in speaking, they not only get the academic punishment but also digital punishment.*

INTRODUCTION

In recent years, one of the greatest changes in the education field especially in foreign language pedagogy has been the shift from a teacher-cantered learning model to a learner-centered model (M. Al-Tamimi & Attamimi, 2014). There are four language skills such as listening, speaking, reading, and writing. From all four key language skills, speaking is deemed to be the most important in learning a second or foreign language (Kuning, 2019). Therefore, in teaching and learning English, speaking instruction must give a chance for the students to express their idea. One of the media to improve the students speaking is by using TikTok platform (Pratiwi et al., 2021).

TikTok is one of the popular applications influenced with million viewers that contains the short-video sharing social media (De Leyn et al., 2021). It is a social media platform where users create and share videos through personalized profiles. In United States, since January 2018 until August 2020 the number of users grew by 800% to a total of 100 million and 700 million. (Olvera et al., 2021). Due to 500 million worldwide effective users, with 6 million US downloads as of November TikTok became such a hit. As TikTok is like social media apps like Snapchat, Vine, or Dubsmash, it has gained its influence since it offers far more options for creators.

TikTok is also a high-rated app in the Google Play Store which is 4.6 and makes this application highly qualified merging Artificial Intelligence and image capture (Jaffar et al., 2019). This platform result in dynamics that not only facilitate identity performances and sociality but also complicate boundaries between public and private (De Leyn et al., 2021). TikTok attracts young users born after 1996, referred to as Generation Z. The application allows youth to produce creative educational videos that deal with complex topics in maths, physics, and chemistry topics that may otherwise be boring for students (Khlaif & Salha, 2021)

TikTok Application can be accessible in over 150 marketplaces and it can be seen in 75 languages, so many people in the word can access TikTok. Moreover, in 2017 TikTok came to Indonesia(Alexandro et al., 2022). However, this is the popular application, Indonesian government blocked TikTok in 2018. The reason for blocking TikTok was because the application was considered to contain and give a lot of negative content. (Pratiwi et al., 2021).

TikTok is a modern tern among teenagers and permits users to make and share short 15 to 60-second short video and lets them choose songs, effects, or soundbites (Jaffar et al., 2019). 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. Moreover, Tiktok is an application based on the creativity of movements and songs in the form of short videos (Putri, 2021). This application is useful in in teaching different topics and sharing values, principles, and skills (Khlaif & Salha, 2021)

In teaching and learning English, people (students) can learn English through TikTok because many creators make English material content. By watching the video, people can learn and understand English because they can learn by playing. Therefore, TikTok Application can be called as m-learning (Zaitun et al., 2021). 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 (Masruddin, 2018). However the video is only 15 to 60 second short video, the learning will be effective. It happens because Learning in the form of shorter video significantly encourage learners to take part in task-relevant activities and reduce task-irrelevant activities (Hakim, 2016; Kenza-Tacarraocht et al., 2022). The videos have been broadly used in knowledge sharing from social media to Massive Online Open Class (MOOC) platforms. Studies show that viewers are more engaged with knowledge sharing videos, succeed in providing a better knowledge-obtaining experience for users by improving their learning attitude, effectiveness, and engagement (Jung & C, 2019; Lating, 2022).

The use of video in teaching and learning process has three benefits. First, Learners enjoy language learning with the video. The idea in the language learning is a happy experience and video creates an attractive enjoyable learning environment. Teaching using video makes the teaching-learning process more various. The various media that are applied by the teachers can motivate the students to learn and give a comfortable feeling during the teaching learning process in the classroom. Moreover, video becomes very complicated media, which can coup with variety of audio and visual elements (Hakim, 2016). Second, video is an effective way of studying body language. Language learners are learning about the world around them. Because the video consists of action, so the students can learn about body language based on the action of the video (Masruddin, 2018). Third, learners gain confidence through repetition. Learners love to hear stories again and again and the same goes for video. By watching a video several times learners can learn by absorption and limitation. video can draw the attention of the students (attention), come up the emotions to being more active in writing lessons (affection), support the students in sharing their feelings in written forms (cognitive),and help the students who have less achievements in lesson orally (compensatory)

(Afidah et al., 2021). Moreover, uploading the video in TikTok also can make the students give the best speaking video because public can watch their video. If their speaking have mistaken, they will get the digital punishment from their follower in TikTok Application (Celeste, 2021).

TikTok has been used to increase speaking skill of students in SMP Negeri 164 Jakarta. Based on the research can be found that using the TikTok application as a medium for speaking students could increase students' confidence in speaking English and also added new experiences for students in expressing their ideas freely on TikTok (Zaitun et al., 2021). Based on the explanation above, this research will focus on improving the speaking skill through TikTok for midwifery student.

RESEARCH METHOD

This study is a quasi-experimental research nonequivalent control group design. Quasi-experimental design means a study which has a purpose to investigate whether there is an effect of something/treatment that is treated to the subject of research. Therefore, the experimental research tried to build a situation or condition to find out the effect. It can be concluded that an experiment is a way to find out the cause and effect of the relation between two factors (Cash, Philip; Stankovic, Tino; Storga, 2016). The design of the research was a pre-test and post-test with experimental and control group design. Regarding the statement before, the experimental group in this study received treatment by using the TikTok Application, while the control group got treatment by using conventional teaching. The population of this research is the 3rd semester student in Diploma of Midwifery Program Universitas Muhammadiyah Kudus, totally 32 students. The sampling technique used is total sampling. In this study, the students have divided into two groups, an experimental group (16 students) and a control group (16 students).

The data gathering technique of using TikTok came in two forms; pre-test and post-test. The pre-test was conducted in order to seek out the initial scores, or capability, of students who have similar level of speaking competence. The pre-test was given to both experimental and control group. Post-test was conducted in the end to both classes after the experimental group received the treatments. To find out the students' speaking skill, there are four components that must be measured, such as vocabulary, fluency, pronunciation, and comprehension. The result of of the research was analyzed in three steps, they are analyze the result of pre-post test the post-test was compared with the result of the pre-test and was analysed using SPSS 18 for Windows.

RESEARCH FINDINGS AND DISCUSSION

In this research, there are two stages, pre-test and post-test in both experimental and control groups. In every stage, all students have to choose the word, then explain and explore the word. The tiktok vlog assignment were held twice every week for 1 months. Students were assigned to upload their video speaking for 1-3 minutes in the TikTok application. The seven videos were required to be produced by the students. The following week they will receive feedback from the speaker instructor and their follower. The distribution topic can be seen as follows.

Table 1
TikTok Topic

No	Topic
1	Counseling: Nutrition of pregnant mother
2	Counseling: Zink tablet
3	Counseling: Danger signs during pregnancy
4	Kangaroo Mother Care (KMC)
5	How to give breast milk

6	Counseling: Neonatal danger signs
7	Counseling: Contraception

Those seven topics are based on the midwifery competence in the 3rd semester in Association of Midwifery Education Indonesia (AIPKIND). The students try to give counseling through English. In counseling, there are several steps, they are introduction, apperception, content, feedback, evaluation, and closing. In the counseling stage, the students will act as the midwife. Giving counseling is one of the way to give health education to the patient (Ryding et al., 2003). They should understand the gambit used in conversation and the midwifery material. In the first stage, the students try to greet their patient then introduce their selves. Then, the students do apperception that means to perceive the new experience in relation to past experience. They should to apperception because the health information grows rapidly. Moreover, in the content stage, the students must give the explanation relates to the topic. In this stage, the students are prohibited to read the material. They must explain the material only based on the brochure to make the explanation systematically. Then, giving feedback and evaluation before closing. In the closing, the students need to practice speaking using gambit. Therefore, it can be concluded that in the speaking practice, the midwifery students learn not only based on English aspect but also midwifery aspects. It happens because the concept of English for midwifery program is English for Specific Purpose that should base on the purpose and needs on midwifery program. After the students speak, they upload the video in TikTok Application.

The speaking video was evaluated from four items, they are vocabulary, fluency, pronunciation, and comprehension (Wulandari, 2019). The first item is vocabulary. The development of vocabulary is essential for all English skill such as listening, speaking, reading and writing. If they have a good vocabulary development, they can learn English easily (Muslimin, 2014). Second, fluency is one of the speaking qualities that is the flow and efficiency of expressing the idea, opinions, thoughts, feeling, etc. moreover, if someone speaks fluently means he speaks easily, reasonably, quickly, without having stops and taking a pause (Mohamed Salama Eissa, 2019). The third is pronunciation. Pronunciation in English becomes the important part to make sure the communication is understood and avoid miscommunication. In English speaking practice, the pronunciation should never overlook. Because they need to upload the video in TikTok, they need to upload the best video. They will repeat the video many times to make sure their speaking is good. One of the way to improve the pronunciation is by repeating several times (Fouz-González, 2020). The last is comprehension. Comprehension means the understanding of text can be spoken, written and/or visual. The comprehension is an active and complex process which: includes the act of simultaneously extracting and constructing meaning from text.

In the research process, there are pre-post test in the experimental and control group. The following table described the mean score of the pre-test score and post-test score in the experimental and control group. In table 2, it can be seen that the mean score was increased in four indicators, such as 57,53 to 67,97 for vocabulary ; fluency 56,52 to 63,76; pronunciation 57,24 to 73,47 and comprehension 61,44 to 73,18. The percentage increases in all aspects, they are vocabulary increases 45%, fluency 40,6%, pronunciation 31% and comprehension 32,8%.

Table 2
The Result of Mean Score of Pre-Test and Post-Test

Indicators	Mean score in Control Group		Mean score in the Experimental Group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Vocabulary	57,53	67,97	56,81	82,75
Fluency	56,52	63,76	56,66	79,71

Pronunciation	57,24	73,47	61,3	80,72
Comprehension	61,44	73,18	61,73	82,02

Moreover, the result of pre-test and post-test for experimental group can be seen in table 2. It can be noticed that the result of mean score for the experimental group was increased from pre-test to post test in all of the indicators. The mean score of vocabulary was increased from 56,81 to 82,75; Fluency from 56,66 to 79,71; Pronunciation from 61,30 to 80,72; and comprehension from 61,73 to 82,72. In the experimental group, the students try to make video then upload it in TikTok Application. The account used is not the private one, so every people can watch the video (De Leyn et al., 2021; Kazemian et al., 2021). The video can be watched not only their classmate and lecturer but also all people. Therefore, the students will try to give the best in the video. If they have wrong in their speaking in term of vocabulary, fluency, pronunciation or comprehension, the students will be shy. So the punishment for the students is not only in classroom but also digital punishment (Celeste, 2021; Hidayatullah & Haerazi, 2022).

The use of TikTok is not only as the medium to entertainment but also can used as the learning process (Alexandro et al., 2022). In TikTok, the students have limited time to speak up, therefore it enhanced their fluency and idea to develop their idea. Moreover, in TikTok video, the students could retake and revise their video as many times as they need them. They can pause their talk also it can be one of drilling techniques of the oral performance to gain the fluency and improve their vocabulary. By uploading the video, the students also will boost their self-confidence and motivation to speak up. The video showed them that they excessively used the fillers when they used the vocabularies (Wulandari, 2019; Haerazi & Kazemian, 2021).

However, TikTok becomes one of the solution improving students in speaking ability, it has several limitations, such as the internet connection, and duration. The students need to spend their time to upload their video, the high data consumption and the connectivity problems. Moreover, limitation to talk also becomes the problem. Some students need more time to express what is in their mind and boost their creativity.

CONCLUSION

TikTok application is the media social not only to make fun but also to improve the students' ability to speak. There are four indicators, such as vocabulary, fluency, pronunciation and comprehension. In experimental group, the increasing score happens in all indicators such as vocabulary, fluency, pronunciation and comprehension. The vocabulary increases 45,6%, fluency increases 40,6%, pronunciation increases 31,6%, and comprehension increases 32,8% from the pre-test score. The use of TikTok not only improving their ability but also their creativity, motivation and vocabulary. When the students have something wrong in their speaking, the students get not only academic punishment but also digital punishment.

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