

# TIKTOK: SUPPLEMENTARY INSTRUCTIONAL MEDIA IN SPEAKING SKILL DURING PANDEMIC COVID-19

Nurul Afidah<sup>1</sup>, Fanny Nanda Mutiara<sup>2</sup>

<sup>12</sup>KH A Wahab Hasbullah University,

*nurulafidah@unwaha.ac.id*

**Abstract:** The objective of this study was to develop TikTok video content as supplementary instructional media in speaking class for students of MA. Unggulan KH. A. Wahab Hasbullah. ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model was adapted to develop the product. The video contained of 25 topics that discussed how to pronounce some similar words that have different pronunciation. Based on the validation of material experts and media experts, it could be seen that the results of material expert validation were 3.8 (good) and the results of media expert validation was 3.4 (good). 20 students of MA. Unggulan KHA. Wahab Hasbullah involved on implementation phase. The results of interviews with teachers and students overall showed good responses to the use of Tiktok video learning media in the learning process. Based on those results, it can be concluded that TikTok can help them in learning English especially in pronunciation aspects.

**Keywords:** Pronunciation; Tiktok; Instructional Media

**Abstrak:** Tujuan penelitian ini adalah mengembangkan media pembelajaran berbasis aplikasi TikTok untuk siswa MA. Unggulan KHA. Wahab Hasbullah Jombang. Pada penelitian pengembangan ini, peneliti mengadaptasi model ADDIE yang meliputi *Analyze, Design, Develop, Implement, dan Evaluate*. Video yang dikembangkan terdiri dari 25 video yang membahas tentang beberapa kata yang mempunyai kemiripan dalam hal pengucapan tetapi sejatinya berbeda. Berdasarkan hasil validasi oleh ahli materi dan media, diperoleh nilai 3.8 dari aspek media dan untuk ranah materi diperoleh nilai 3.4 yang berarti produk yang dikembangkan kualitasnya sudah bagus. Pada saat implementasi, ada 20 siswa MA. Unggulan KHA. Wahab Hasbullah yang dilibatkan. Berdasarkan hasil wawancara dengan pengguna, baik dari pihak guru dan siswa diperoleh informasi bahwa mereka memberi respon yang positif pada penggunaan TikTok dalam proses pembelajaran. Berdasarkan hasil tersebut, dapat disimpulkan bahwa TikTok dapat membantu mereka pada pembelajaran bahasa Inggris terutama pada aspek *pronunciation*.

**Kata kunci:** Pengucapan; Tiktok; Media Pembelajaran

## INTRODUCTION

Learning English is very important for us in various fields, especially in terms of education. English is the excellent second language to learn whether it is for travel, business, or personal reasons (Jabbarova, 2020). English is a foreign language that is needed today. In addition, through

English we can introduce the diversity of cultures and languages of this nation to those who of course want to know about this nation. English is very needed in the national and international arena. Therefore, English has a great opportunity both in the world of education and work.

In the era of globalization, English has become a tool for communicating to everyone.

Further, Arifin (2018) emphasizes that the use of language is not only for communication, but a medium of exchanging meaning. In an era of internationalization and globalization, English has become one of the universal communication tools that connects people (Shih, 2010). As students, especially English learners, of course we have to equip ourselves with a variety of knowledge in English both basic and expert if we want to be able to defend ourselves from increasingly fierce competition every day. English, which is also a universal language, has an important role in this era of globalization. In English, there are several kinds of skills that we must master, including speaking, reading, listening, and writing. One of the skills we usually use to communicate is speaking skill, because speaking is related to how we speak and how to say a word.

Speaking activity is perceptions by the articulation of the words. As we all know that usually speaking ability is can be used to measure comprehension of a language. Many language learners recognize speaking skill as the measure of knowing a language (Hamidova & Ganiyeva, 2020). When the individual speaks, it will produce a vowel consisting of voices. Speaking activity has a two-way communication aspect, namely between the speaker and the listener reciprocally which is based on listening skills first pronounce and vocabulary mastery.

Speaking is the most important part of English because when we want to communicate with other people we use speaking skills. However, the problem that often arises is that many students find it difficult to speak English for many reasons. The most common problem is that students are often not fluent in speaking English, it is due to a lack of habit to speak English, the second student often seems to think in advance what to talk about, the third is the lack of vocabulary they have and can not pronounce it said correctly.

Based on the results of the student needs analysis, it can be concluded that MAUWH

Jombang has a problem related to instructional media. In the teaching and learning process, students need instructional media that can arouse students' enthusiasm and motivation, because in practice the teacher only teaches using the lecture method so that it makes students feel bored, and it greatly affects the results obtained by students.

Therefore, students need an innovation or ICT based product that can be used by students in the long term. The TikTok video that contains the pronunciation of a word is a solution that can solve this problem because the video has many benefits. Students can learn how to pronounce a word that is almost similar in pronunciation and has different meanings. TikTok is the latest application that is very familiar among teenagers, therefore the researcher had the idea to use TikTok as a learning medium.

TikTok video has several advantages both of students or teacher. TikTok video is free and friendly tool for the users which allows teachers to carry out of class activities. Students are among the number one benefactor of the TikTok tool. As Palupi (2017) explains that good materials will contain interesting texts, enjoyable activities that engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills.

Moreover, according to Santagata and Guarino (2011) the use of videos in learning English has benefits. The benefits of video media include: First, learning is clearer and more interesting and interactive. When the students used the video tik-tok in learning process it can help them to more enthusiastic in leaning. Next, efficiency of time and energy. Video tik-tok also can save the energy and efficiency of time because the teacher not need long time to make every learning video. Third, learning can be done anywhere and anytime. Learning English can be done anywhere such as in a home, in school or wherever the students want to learn, the can use it cause it can be accessed through android. Last, fostering a positive attitude

towards learning process and material Video plays a role as a tool in delivering material and it is very beneficial for the teacher and the use of video in teaching English can overcome boredom.

On the previous study, there was similar study conducted by another researcher. Yang (2020) investigated students' perspectives on the use of TikTok for English learning. The study was conducted in the School of Macquarie University, Sydney, New South Wales, Australia. This study aimed to fill the gaps, exploring secondary-school students' perspectives of utilizing TikTok for English learning. The study contains of 187 secondary-school students from China were voluntary to take part in the quantitative survey research, employing an online questionnaire as the research instrument. The findings revealed that secondary-school students held positive attitudes towards introducing TikTok as video aids into EFL classroom teaching meanwhile using it as an English learning strategy out of class.

From the explanations and problems described above, it can be concluded that using video tiktok in learning English can be a solution to student learning problems. Therefore, the researcher is interested in developing TikTok video content as supplementary instructional media in speaking class for senior high school students.

## METHOD

This study uses the Research and Development (R&D) method. The ultimate goal is to produce new products to make the learning process more effective and in accordance with field needs. It is used because that model is common in the research. ADDIE model is one of the most common models used in the instructional design field a guide to producing ineffective design (Aldoobie, 2015). The researcher chose to adapt the ADDIE development model which consisted of 5 main stages, namely analysis, design, development, implementation, evaluation.

## FINDINGS AND DISCUSSION

### Analysis Phase

This stage aims to obtain data that supports media development including obtaining information about how the English learning process is at school, what methods and media are used by the teacher, student learning outcomes, as well as what obstacles are experienced during learning. This stage is to analyze the need for product development. At this stage, it begins with a review of the content standards of Tiktok video. This review is done by making a mapping. Based on these stages, the material that was developed in Tik-Tok video-based learning media is vocabulary material (similar but different). After the material developed has been determined, the next step is to conduct a literature study to collect the material.

### The Design Phase

The design of this product is in the form of a content video that begins with collecting the material to be used and creating an overview and design of the video that is developed. This stage also includes the display design and materials that will appear in the video, including animation and supporting images. The username is *funenglish.learning*. Here is the design of Tik-Tok video.

### Development Phase

The media validation stage is carried out so that the developed learning media can be identified based on the assessment of material experts and media experts. The validation of interactive learning media is carried out by material experts who are competent in the field of learning English and media experts who are competent in the field of interactive learning media.

Before conducting the trial, the Tik-Tok Video-based learning media that was developed was validated by material experts. Material validation was carried out by English lecturers Wahab Hasbullah university who has a background according to the material being developed. Validation by material

experts aims to get criticism or suggestions so that the TikTok video-based learning media developed becomes a quality product in terms of material, learning and linguistic aspects.

Table 1: Processed primary data

Average Score	Category
$X > 4,2$	Very good
$3,4 < X \leq 4,2$	Good
$2,6 < X \leq 3,4$	Enough
$1,8 < X \leq 2,6$	Low
$X \leq 1,8$	Very low

From the results of the validation of the material experts above, a total of 46 of the assessments of the 3 aspects and an average result of 3.8 were obtained, meaning that the validity of the material on the TikTok media was in the «Good» category.

From the results of the media expert validation above, it was obtained a total of 41 of the 3 aspects of the assessment and the average result was 3.4, meaning that the validity of the material on the TikTok media was in the “Good” category

Media and material experts suggest that the tik-tok media should be given examples in sentences so that they can better distinguish the differences in the pronunciation of words, besides that there are several pronunciations that must be justified in their pronunciation.

### Implementation Phase

The trial was conducted to determine the feasibility of Tik-Tok v based on the responses and responses of the English teacher and 10th grade MA students. The trial was carried out at MAUWH Jombang. The number of respondents was 1 English teacher and 20 students. The trial was carried out by using the media in the learning process in the classroom. The trial assessment covers aspects of media, materials and learning. Data collection was done by observing the use of media in learning and interviews after using the

media. The following are the results of the student response questionnaire.

Interview were conducted at the stage of data collection and information processing. Through interviews with teachers, researchers obtained information about teachers’ responses to the interactive learning media based on the TikTok video that was developed. The results of interviews with teachers can be concluded as follows: (1) the TikTok video-based learning media that was developed already uses a communicative language, (2) the display of pictures and videos in the learning media is clear, but for sound it is necessary to assist with other tools such as speakers so that the sound can be heard more clearly, (3) the developed Tik-Tok video-based learning media can help teachers deliver material. This can minimize misperceptions of what the teacher conveys, (4) TikTok video-based learning media presents material clearly and attractively so that it is easy to understand. In addition, the material is also presented with sentences and terms that are easy to understand, (5) the use of TikTok video-based learning media creates a fun and varied learning atmosphere. Students are more interested in participating in learning, (6) the use of TikTok video-based learning media can help students to think critically and creatively. Media also allows students to explore information and do assignments independently, and (7) TikTok video-based learning media is easy to use.

Moreover, students interview was carried out at the stage of collecting information on the learning they had done. Researchers not only conducted interviews with teachers but also conducted interviews with students. Interviews with students were conducted to obtain information about students’ responses to the developed Tik-Tok video-based interactive learning media. The results of interviews with students can be concluded as follows: (1) the display of images and videos in the learning media is clear, but the sound is not clear enough so that it needs to be assisted with other

tools such as speakers, (2) the material is presented clearly, attractively, and easy to understand because the presentation of the material is equipped with pictures and videos, (3) TikTok video-based media presents material in communicative and easy-to-understand language. The media also uses terms that are easily understood by students, (4) the use of TikTok video-based learning media can create a pleasant atmosphere. The use of media can also arouse students' curiosity, (5) Students find it easier to understand the material presented by using TikTok video-based learning media, (6) students feel more interested in participating in learning using TikTok video-based learning media, and (7) students feel learning by using TikTok video-based learning media becomes more fun and varied.

### Evaluation Phase

The purpose of the evaluation stage is to measure the achievement of development goals. Every instructional media, of course, has strength and weakness. The strengths of Tiktok are students can directly access videos anywhere because Tiktok video are suitable for their age. Beside that Tiktok videos are an online learning solution in the pandemic era. Tiktok can be an instructional media that can be used by teachers and students anywhere. It is also not boring when it is used as instructional media because TikTok is popular application that is very interesting and widely used by every people in different age.

In addition to having strength, Tiktok videos also have weaknesses, include this application can only be accessed when students have internet access and there are also no practice questions that can train students skills and TikTok media has short duration in each video, so the researcher should divide it into some parts.

The following is the sample of final product after being revised.



Figure 1: Material of *want* vs *one*

In this part the researcher provided the difference how to pronounce *want* and *one*.



Figure 2: Material of *paper* vs *pepper*

In this part the researcher provided the difference how to pronounce *paper* vs *pepper*.

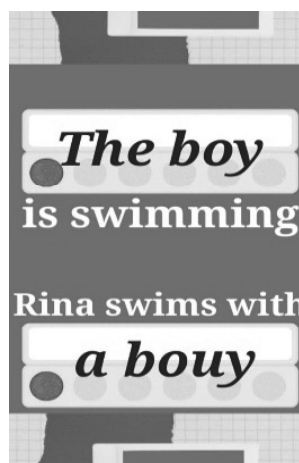


Figure 3: Example of similar words

In this part the researcher provided the difference how to pronounce *boy* and *boy*. Along with the pronunciation, the researcher also provided example in a sentence.

## CONCLUSION

Based on the results of this research and development it can be concluded that this research and development resulted in a product in the form of ICT-based learning media (TikTok video) on vocabulary for learning English class 10 MAUWH Jombang.

Based on the validation of material experts and media experts, it can be seen that the results of material expert validation are 3.8 or good and the results of media expert validation are 3.4 or good. The results of interviews with teachers and students overall showed good responses to the use of TikTok video learning media in the learning process.

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