



THE EFFECTIVENESS OF TIKTOK APPLICATION ON STUDENTS' SPEAKING SKILL MOTIVATION

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Abstract

This research has a limitation in that the participants lack the motivation to improve their speaking skills. The purpose of this study is to investigate the effect that the size of the TikTok application had on the speaking skill motivation of students in the tenth grade at SMAN 1 Sungai Raya during the academic year 2021/2022. Pre-experimental one-group pre-test and post-test designs are utilized during this part of the research procedure. Using the method of purposive sampling, which consisted of 32 students, the researcher chose X Mia 3 to participate in the research. The instrument that was utilized in this investigation was the questionnaire sheet. Pre-test and post-test data were collected and analyzed using a t-test. In accordance with the findings of this research, the average score on the pre-test was 79.43, and the score on the post-test was 84.53. The result of the t-test was 5.86. The t-table with 31 degrees of freedom (df) and a significance at level 0.05 was 2.03. Due to the fact that the t-test score was greater than the t-table score ($5.86 > 2.03$), the analysis of the data led to the conclusion that the alternative hypothesis (H_a) was to be accepted rather than the null hypothesis (H_o). In addition, the size of the effect was 0.99, which places it in the category of having an extremely strong effect (> 0.8). Therefore, using the TikTok application has a significant impact on the level of motivation that students have to improve their speaking skills.

Keywords: *TikTok Application, Speaking Motivation, Teaching Media*

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INTRODUCTION

The language that is spoken the most frequently all over the world is English. People communicate with others from other countries using this language because it is widely spoken worldwide. Listening, speaking, reading, and writing are the four components that make up

linguistic proficiency. The first two skills are grouped into oral skills, and the last two skills are included in written skills. Speaking skills are essential for students to express their ideas, feelings, and knowledge to get a common effect when speaking English. According to Cameron (2001:41), speaking is the use of

language expressively to convey one's meaning to others in such a way that they can comprehend what the speaker is trying to convey. There are many characteristics that go into speaking, and one of those is a high level of motivation. Their motivation levels significantly influence students' success in speaking to others. Students will be motivated to study English speaking if given the proper encouragement. The psychological factor known as motivation is something that can affect the studying and learning that takes place (Menggo 2018:74). Sulistyawati, et. Al (2022:70) added that one of the keys to success in learning is motivation. In general. Intrinsic and extrinsic factors inspire students' motivation and energy to remain interested and motivated to learn and engage in English activities. Motivation is defined as the intrinsic and extrinsic factors that inspire students' motivation and energy (Azlan, Zakaria, and Yunus 2019:3). Activities undertaken to achieve personal fulfillment are examples of intrinsically motivated behavior (Al-Eisa et al. 2016:1). Extrinsic motivation refers to actions that are taken to achieve an extrinsic goal, such as receiving a reward (Untalan and Cabutotan 2020:3).

Based on the preceding explanation, the researcher concludes that speaking skills require motivation because

motivation is essential to language acquisition. Speaking must also be developed and practiced on occasion. Students must use direct interpersonal, transactional, and functional speech.

According to Tolitoli (2021:12), difficulties with speaking out are caused by psychological factors such as lack of confidence, a lack of motivation, shyness, fear of making mistakes, and anxiety, in addition to language-related factors such as pronunciation, grammar, and vocabulary. Referring to the pre-observation in SMA NEGERI 1 Sungai Raya, the students were commonly poor at speaking; they had low motivation in learning English, lacked confidence, and were afraid to take risks when speaking English. Another difficulty that surfaced during the pre-observation period concerned the teachers. The English teacher failed to provide the students with the best possible environment for learning. The teacher rarely used visual or audible media such as photographs or videos when teaching in the class.

Settle the above-mentioned problems; the writer was motivated to find a medium that would provide EFL students with additional opportunities to practice speaking to obtain optimal results. Pratama (2018:2) mentions that most students have a cell phone to help them practice speaking. Young people of this generation

are more interested in learning through various technological tools. The technology significantly impacts every part of our lives, from work to school. In education, technology may function the way people learn and teach.

In keeping with this, the researcher combined more traditional learning and teaching strategies with modern technological tools. The researcher decides to use the TikTok application, one of the most recent technological developments, to enhance students' speaking motivation. According to Xiuwen and Razali (2021:2), young people have widely used the TikTok application ever since the COVID-19 pandemic first emerged. Since it has recently emerged as a popular application, the writer is considering employing this social media platform as a teaching and learning medium.

In this research, the researcher applied the use of the app TikTok to teach students to speak. The researcher expects that TikTok has the potential to be a successful tool for developing students' speaking skill motivation and that teachers at SMA Negeri 1 Sungai Raya can use it in any speaking class. The tenth grade is the level at which the research was conducted. In addition, it can serve as a medium through which students can develop their maximum speaking ability interactively and technologically. Before this, no

research was conducted on this phenomenon in this school.

METHOD

For this study, a pre-experimental design was utilized. In this study, a quantitative method with a pre-test and post-test designed as a pre-experimental design was determined to be the most appropriate design. During the pre-experimental design phase, the researcher concentrates on analyzing a single group and providing treatment to that group, as stated by (Creswell 2013:170). The researcher decided to use this design to gain insight into the total scores that the students had toward the questionnaires by using the pre-test and to determine whether or not the treatment had any impact on the final result by using the post-test. Consequently, the researcher decided to use this methodology to investigate the effect of using TikTok on all students in the class before and after the treatment was administered.

The population of this research is the year-10 students in SMA Negeri 1 Sungai Raya Academic year 2021/2022, which has a total of 9 classes. The researcher decided to take a sample from class X Mia 3. The researcher chose 32 students to participate in the study using the technique of purposive sampling. These students were chosen based on

several criteria, such as the reality that the students had a low level of English proficiency., Suggestions and analysis of the selected class according to the English subject teacher at the school.

The instrument in this study used a questionnaire sheet. The researcher used the questionnaire to collect data about the students' speaking motivation based on points on the Likert scale. The researcher uses questionnaires modified from the Attitude/ Motivation Test Battery (AMTB) by Gardner (2004). It consists of several statements associated with attitudes and motivations, but the researcher chose and modified only 25 for this study. Questionnaires will be used to measure the results of both the pre-test and the post-test. Then, the writer will present the result of students' outcomes and the effect size of the treatment. The researcher analyzes and measures the students' questionnaires using a Likert scale.

The test consists of questionnaires concerning speaking motivation. In this instance, the researcher must conduct two tests: a pre-test and a post-test. The researcher utilized a formula to analyze the data and provide an answer to the question. The formula corresponds to the following:
 1) The t-test is a type of statistical analysis that can determine whether the null hypothesis significantly influences

students' speaking motivation. The formula used to compute the t-test was adapted from Ary, et al. (2009:177). 2) Effect Size: After obtaining the result of the t-test, the data should be examined using the calculation known as the Effect Size. The formula was utilized by the researcher so that he could determine how effective the treatment was. The effect size result is characterized by (Daniel 2004:144) as follows:

Table 1. The Criteria of Effect Size

Effect Size	Qualification
0 – 0.1	Weak
0.2 – 0.3	Modest
0.4 – 0.5	Moderate
0.6– 0.8	Strong
> 0.8	Very strong

RESULT AND DISCUSSION

After conducting research on the use of TikTok application for students speaking skill motivation gets a very strong category.

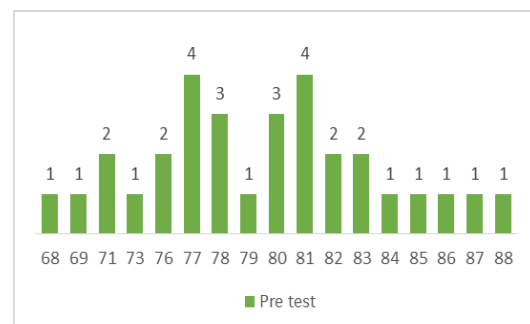


Figure 1 Categories of Pre-test Score

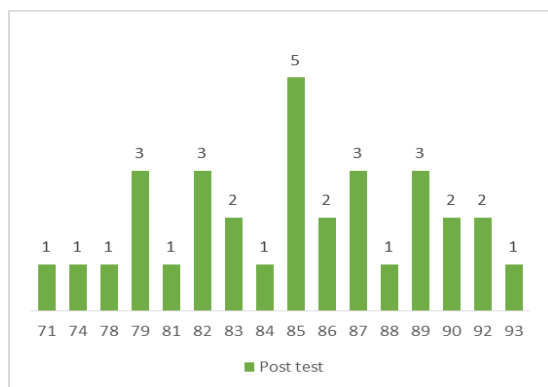


Figure 2 Categories of Post-test Score

Depending on the information presented above, the pre-experimental class's pre-test score ranged from 68 to 88, with 88 being the highest and the lowest score being 68. The post-test for the pre-experimental class had scores ranging from 71 to 93, with 93 being the highest and 71 being the lowest. On the pre-test, a score of 2542 was achieved, while on the post-test, a score of 2705 was achieved. The researcher divided all the data by 32, the total number of students who participated in the study, to calculate the mean score on the test. The computation of the mean score results determined that the average score on the pre-test was 79.43, while the average score on the post-test was 84.53. The difference in mean score between the pre-test and post-test was significant, coming in at 5.1. This difference was also significant. From the results of the pre-test to those of the post-test, it was clear from these statistics that the student's performance had improved.

The analysis of the t-test on the students' scores was obtained using the t-test formula. The result of the t-test calculation was discovered, and the result of the t-test of the treatment was 5.86. From the degree of freedom (df)=31, it was obtained that the t-table with significant (α) at level 0.05 and a level of confidence of 95% was 2.03. It means the t-test was bigger than the t-table ($5.86 > 2.03$). The significant difference is that the student achievement in students' speaking skill motivation was significant after being taught by the TikTok application. Thus, it proves that the alternative hypothesis (H_a) is accepted.

Since the results of the hypothesis testing indicated that H_a was accepted or the use of TikTok application for tenth-grade students of SMAN 1 Sungai Raya affects students' speaking motivation, the researcher needed to investigate how strong the effect arises as the result of the treatment. The effect size analysis of the effect TikTok application was computed using the effect size formula. The score of the t-test is 5.86, and the number of students is 32 was computed to obtain the significance of the effect.

From the computation of the formula, the result showed that the size of the effect obtained was 0.99. Referring to Daniel (2004:144), treatment can be regarded to possess a very strong effect if

the value of effect size is greater than (0.8). Hence, the use of the TikTok application for the tenth-grade students of SMAN 1 Sungai Raya had a very strong effect on students' speaking motivation.

Based on the findings of the research, it was discovered that there were considerable differences in the pre-test and post-test results. Furthermore, the students practised speaking using the TikTok application to appeal to them. Through some sequence of calculations, it is identified that practising speaking using the TikTok application has very strong effects on the student's improvement.

This finding was also consistent with Herlisya and Wiratno (2022) state that the use of TikTok not only improves students' speaking skills but also makes them more interactive. Through TikTok, the learning environment becomes more enjoyable, and teachers and students can use TikTok as a variety of learning media with a variety of materials. Furthermore, another research by Ferstephanie and Pratiwi (2021) the study found that TikTok can be connected to the increased speaking motivation of students because of their new language-learning experiences. This study showed that the usage of TikTok to motivate students' speaking skills was very interactive and effective as the students' test scores increased.

CONCLUSION

Regarding the research findings and analysis, implementing the TikTok application had a very strong effect on the speaking motivation of students. It is demonstrated by the fact that the student's scores on the post-test were higher than the scores they received on the pre-test. The sum of the student's scores for the pre-test is 2542, with a mean score of 79.43. The student's score on the post-test is 2705, with a mean score of 84.53, which means that there is a significant difference in the use of TikTok media to improve students' speaking motivation. It was demonstrated that the student's accomplishments improved after treatment compared to their achievements before treatment.

Students are able to practise their speaking skills with the help of the TikTok application. During teaching and learning, the students exhibited great attention and showed interest. Students received support with finding new individuals to practice their speaking with contributions by implementing the TikTok application. The students' excitement was also increased by this media, making participating in class discussions less of a chore. Therefore, the alternative hypothesis (H_a) that there was a significant difference in students' speaking motivation in class X Mia 3 SMAN 1

Sungai Raya in Academic Year 2021/2022 is accepted as part of this research.

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