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The Effect Of Tiktok Application On The Students' Speaking Ability At The Seventh Grade Of SMP Negeri 2 Pematangsiantar

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Abstract

This study aimed to investigate the effect of using the TikTok application on the speaking ability of seventh-grade students at SMP Negeri 2 Pematangsiantar. A quasi-experimental design was employed involving 61 students from two intact classes selected through purposive sampling. Class VII-11, consisting of 31 students, served as the experimental group and received instruction using TikTok videos, while Class VII-9, consisting of 30 students, served as the control group and received instruction using conventional teaching media. The data were collected through pre-tests and post-tests in which students' speaking performance was assessed in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using a t-test to examine the difference between the two groups. The results indicated that the experimental group's mean score increased from 70.32 on the pre-test to 77.68 on the post-test, whereas the control group's mean score decreased from 65.87 to 61.73. The reported t-test value of 4.38 exceeded the critical t-table value of 2.00 at the 0.05 significance level, with 59 degrees of freedom. These findings suggest that the use of TikTok as an instructional medium was associated with better speaking outcomes than conventional teaching media in the studied classes. The study highlights the potential of short-form video content to support speaking instruction for junior high school students.
Keywords: TikTok application, speaking ability, quasi-experimental design, EFL students, instructional media

Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh penggunaan aplikasi TikTok terhadap keterampilan berbicara siswa kelas tujuh di SMP Negeri 2 Pematangsiantar. Penelitian ini menggunakan desain kuasi-eksperimen yang melibatkan 61 siswa dari dua kelas yang sudah ada, yang dipilih melalui teknik *purposive sampling*. Kelas VII-11, yang terdiri dari 31 siswa, ditetapkan sebagai kelompok eksperimen dan menerima pembelajaran menggunakan video TikTok, sementara Kelas VII-9, yang terdiri dari 30 siswa, berperan sebagai kelompok kontrol dan menerima pembelajaran menggunakan media pengajaran konvensional. Data dikumpulkan melalui *pre-test* (tes awal) dan *post-test* (tes akhir), dengan keterampilan berbicara siswa dinilai berdasarkan aspek pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Data dianalisis menggunakan uji-t (*t-test*) untuk memeriksa perbedaan antara kedua kelompok tersebut. Hasil penelitian menunjukkan bahwa skor rata-rata kelompok eksperimen meningkat dari 70,32 pada *pre-test* menjadi 77,68 pada *post-test*, sedangkan skor rata-rata kelompok kontrol menurun dari 65,87 menjadi 61,73. Nilai t hitung sebesar 4,38, yang lebih besar daripada nilai t kritis sebesar 2,00 (pada tingkat signifikansi 0,05 dengan derajat kebebasan 59). Temuan ini mengindikasikan bahwa penggunaan TikTok sebagai media pembelajaran menghasilkan keterampilan berbicara yang lebih baik dibandingkan dengan media pengajaran konvensional pada kelas-kelas yang diteliti. Penelitian ini menyoroti potensi konten video berdurasi pendek dalam mendukung pengembangan keterampilan berbicara bagi siswa sekolah menengah pertama.
Kata kunci: aplikasi TikTok, keterampilan berbicara, desain kuasi-eksperimen, siswa EFL (Bahasa Inggris sebagai Bahasa Asing), media pembelajaran

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INTRODUCTION

English has been established as a compulsory subject in Indonesia and is taught from junior high school to the university level. According to Wahyuni (2018, as cited in Harmer, 2015), "Indonesia has positioned English as one of the subjects that began to be taught from junior high school up to university." This was reinforced based on data from the Kementerian Pendidikan Tinggi, Sains, dan

Teknologi (Kemdiktisaintek) of the Republic of Indonesia (2021), which stated that English is included in the national curriculum from junior high school to higher education to develop students' communicative competence.

Therefore, students were expected to master the four fundamental English language skills: listening, speaking, reading, and writing. Among these four skills, speaking was often considered the most challenging for students learning English as a foreign language. This was because students had to not only understand English vocabulary and grammar but also pronounce words accurately, speak fluently, and express their ideas effectively. In addition, the differences between English spelling and pronunciation often made speaking more difficult for Indonesian learners.

Speaking is categorized as a productive skill and is fundamental to human communication. According to Rao and Renandya (2022), speaking is a productive language skill that plays an essential role in communication. It involves not only producing words but also conveying arguments, intentions, and emotions through appropriate pronunciation, intonation, body language, and context. Therefore, developing speaking skills was important because it enabled students to communicate effectively in both academic and everyday situations. It means that, speaking is the process of creating and communicating meaning. The use of verbal and nonverbal symbols in various circumstances. Speaking English as a foreign language is considered difficult to do by students because there are differences its in writing techniques and in pronunciation English. In some cases, students can understand the meaning of the word but have difficulty expressing the word orally.

Students now frequently learn new words in daily life using various internet tools, the majority of which are social media platforms. The researcher will aware that the phenomena of student social media use exists. The younger generation today becomes famous on their own. It is quite evident that social media plays a significant part in enticing people to spend hours on it. Social media today comes in a wide variety and is used by many people. Among the wide range of online communication tool, Tiktok has emerged as the most cutting-edge and appealing platforms for bringing people together around the globe.

TikTok application is a social media platform that allows users to create, share, and watch short videos with various creative features such as music, text, and visual effects. According to Zulli and Zulli (2022), “TikTok is a digital platform that enables users to produce short-form video content and interact through creative expression and social engagemen.” TikTok has indeed become a cultural phenomenon, especially among Gen Z and younger audiences. With over 1 billion active users globally, it's a platform that's hard to ignore. Its short-form video format, combined with music, filters, and creative tools, has made it a go-to for entertainment, self-expression, and even education. According to Statista (2022), “tiktok has emerged as a popular, especially among young people, with over 1 billion active users worldwide.” Tiktok has become a leading social media platform, with over 1 billion active users, offering a unique space for self expression, entertaiment and social interaction through its short-forms

videos and creative features. In the context of TikTok, users may use the platform to express themselves, connect with others, and showcase their creativity.

In the learning process, motivation exerts a significant influence on student outcomes. Academic achievement is closely correlated with students' cognition, emotions, and behavior. Students who struggle academically often exhibit low levels of motivation. To enhance students' achievement motivation, teachers should provide support through rewards or reinforcement for accomplishments, foster self-awareness, deliver constructive feedback, and cultivate students' sense of self-efficacy.

Based on the researcher's internship experience, several problems were identified, one of which was that most students at SMP Negeri 2 Pematangsiantar experienced difficulties in speaking English. In the implementation of the Merdeka Curriculum, English learning emphasizes the development of students' communicative competence through collaborative learning, mindfulness and joyful learning. One of the essential language skills that students are expected to master is speaking, as it enables them to express ideas, feelings, and information effectively in various social contexts. Based on these findings from the internship program, the researcher believes that it is necessary to implement an appropriate and engaging learning media to improve students' speaking skills.

The use of instructional media provided benefits for both teachers and students by improving the teaching and learning process. Instructional media played an important role in helping teachers present learning materials clearly and making the learning process more effective and efficient. According to Sadikin and Hamidah (2020), instructional media played an important role in the teaching and learning process because they facilitated the delivery of learning materials, improved the effectiveness and efficiency of instruction, and helped teachers explain concepts more clearly to students. Instructional media also made it easier for teachers to convey concepts to students. Meanwhile, for students, instructional media helped them understand the lessons explained by the teacher. Furthermore, the use of engaging media helped students remain motivated and actively participate in the teaching and learning process (Mustafa & Amir, 2021). Based on the aforementioned explanation, the researcher considered it necessary to find a solution by developing appropriate instructional media based on the researcher's experiences.

TikTok application is a music video platform originating from China which was published in September 2016. This application is one of the most downloaded applications. Based on data from ByteDance Advertising, the number of TikTok application users in Indonesia will reach 99.07 million in April 2022. According to this data, the researcher then searches the data of TikTok's users in 2023, based on data from Dataindonesia.id (2023), the number of TikTok users in Indonesia reached 113 million as of April 2023. This has become a platform that is of interest to young people including junior high school students. The TikTok application is attached and closed to students. It is suspected that the TikTok application is an interactive matter for students.

The TikTok application offers several advantages as a learning media, particularly in language learning. It can accommodate audio-visual needs, making it an effective tool for improving listening

skills. Additionally, TikTok allows learners to process words and express their intentions, ideas, thoughts, and feelings, thereby developing their speaking and writing abilities. The edit feature enables learners to present data, ideas, or impressions in a creative and engaging manner. Furthermore, TikTok can be utilized as a media platform for learners to practice reading news, making language learning more interactive and enjoyable. According to Dewanta (2020), there are several advantages of using the TikTok application as a learning media, some of them are: (1) The a TikTok can accommodate audio-visual needs in language learning, especially listening; (2) By using TikTok learners can also process words to express, convey or express intentions, ideas, thoughts and feeling that are composed and developed according to the needs of learners; (3) The edit feature can be used by learners to present data, ideas, or 3 impressions in a description form of an object, (4) TikTok application could be used as a media for learners to practice reading news.

RESEARCH METHODS

Design of the Research

This study employed a quasi-experimental design. In this design, the subjects were not randomly assigned to the experimental and control groups. Two intact classes were selected through purposive sampling to be assigned as the control and experimental groups. The control class was taught by applying conventional teaching media, while the experimental class was taught by implementing TikTok media as the instructional medium. The data were obtained from the pre-test and post-test administered to both classes and were analyzed using the T-test. The T-test was used to determine the significant difference in learning outcomes between the control and experimental classes.The researcher selected this design for several considerations. First, a quasi-experimental design allows the researcher to examine the effect of TikTok media on students' speaking ability in a natural classroom setting, without requiring random assignment, which is often difficult to implement in a school environment. Second, the presence of both control and experimental classes enables the researcher to make a direct comparison between teaching with and without the use of the TikTok application.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental class	Q1	X	Q2
Control class	Q3	Y	Q4

Description:

Q1 : Pre-test experimental group
Q2 : Post-test Experimental group
Q3 : Pre-test control group
Q4 : Post-test control group
X : Treatment of Experimental group
Y : Treatment of control group

Setting of the Research

The research was conducted at SMP Negeri 2 Pematangsiantar, located in Pematangsiantar, at Jl.Rajamin Purba, Bukit Sofa, Kecamatan Siantar Sitalasari, Kota Pematangsiantar, North Sumatera. The population of this research is all seventh-grade students of the school in the 2026/2027 academic year

Population of the research

A population is defined as the entire group of individuals who are the subject of attention in a research study. According to Creswell (2012), a population is a group of individuals who share common characteristics. In this study, the population comprised all seventh grade students at SMP Negeri 2 Pematangsiantar The population was distributed into several classes within the school. The total number of seventh grade students at SMP Negeri 2 Pematangsiantar in the 2026/2027 academic year is 335 students. This population is considered sufficient to provide a relevant and representative sample for the present study.

Table 2. The Population of the Research

No	Class	Total of the Students
1.	VII 1	30
2.	VII 2	31
3.	VII 3	30
4.	VII 4	30
5.	VII 5	31
6.	VII 6	30
7.	VII 7	31
8.	VII 8	31
9.	VII 9	30
10.	VII 10	30
11.	VII 11	31
	Total	335

Sample of the research

A sample is defined as a subset of the population that becomes the focus of data collection. Arikunto (2010), as cited in Adawiyah Larasti (2020:63), states that the sample is a part of the population under investigation. This selection is generally conducted in small groups which will be observed by the researcher. Furthermore, according to Sugiyono (2016), purposive sampling is a sampling technique that requires special consideration. In this research, the researchers applied purposive sampling, which is a technique where participants are chosen based on specific relevant criteria and characteristics. The two classes selected by the researchers were class VII-11 as the experimental group and class VII-9 as the control group.

Table 3. Sample of the Research

Group	Sample
VII-11 (Experimental group)	31
VII-9 (Control group)	30

Technique of Data Analysis

In quantitative research, data analysis is a crucial stage, particularly in determining whether the experimental group achieved better performance than the control group in terms of speaking ability. For data analysis, the researcher employed the theory proposed by Ary et al. (2014).

1. Determining the Average Test Score

a. Mean experimental group formula:

$$Ma = \frac{\sum xa}{na}$$

b. Mean control group formula:

$$Mb = \frac{\sum xb}{nb}$$

Ary et al., (2014:120-122)

Note:

Ma : Mean (experimental class)

Mb : Mean (control class)

Σxa : Total score (experimental class)

Σxb : Total score (control class)

Na : Total students (experimental class)

Nb : Total students (control class)

2. Determining Standard Deviation

a. Standard deviation experimental class formula:

$da^2 = \Sigma\, d^2 - ((\Sigma\, d)^2 / Na)$

b. Standard deviation control class formula:

$db^2 = \Sigma\, d^2 - ((\Sigma\, d)^2 / Nb)$

Ary et al., (2014)

Note:

da^2 : Standard deviation (experimental class)

db^2 : Standard deviation (control class)

Σd^2 : Sum square of gained scores

Na : Total number of samples (experimental class)

Nb : Total number of samples (control class)

3. Analyzing the Data Result by using T-test with Formula

$$t_{test} = \frac{Ma - Mb}{\sqrt{\left(\frac{(da^2 + db^2)}{(Na + Nb) - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

Note

t : The test of significance

Ma : Mean score of the experimental class

Mb : Mean score of the control class

da^2 : Standard deviation of the experimental class

db^2 : Standard deviation of the control class

Na : Number of students in the experimental class

Nb : Number of students in the control class

(Ary et al., 2014)

RESULTS AND DISCUSSION

Results

The researcher discovered through data analysis that the use of TikTok as a learning media significantly impacted the students' speaking ability in the seventh grade of SMP Negeri 2 Pematangsiantar. Several findings were obtained that could answer the formulation of the research problem.

1. The findings of this study indicate that, yes, the use of TikTok application media has a significant impact on students' speaking skills in the seventh grade of SMP Negeri 2 Pematangsiantar. Data analysis through the t-test resulted in a t-test value of 4.38, which is clearly greater than the t-table value (2.00) at a significance level of 0.05 and with a degree of freedom (df) of 59. This is strong evidence that the alternative hypothesis (Ha), which states that TikTok application as a learning medium has a positive effect on students' speaking ability, is accepted. One of the factors influencing this result is the interactive and interesting nature of TikTok. Short videos that attract attention can encourage students to be more active in participating. TikTok application also allows students to learn in a context that is more relevant and appropriate to them as millennials, thus making the learning process more enjoyable.
2. The comparison between the experimental class using TikTok application and the control class using conventional learning media showed a significant difference in the final results. Before the intervention, the average pre-test score for the control class was 65.87 with a total of 1976, while for the experimental class the average pretest was 70.32 with a total of 2180 points. This shows that students in the control and experimental classes had relatively similar speaking ability initially. However, after the intervention, the post-test results showed a significant change. The average post-test score for the experimental class was 77.68 with a point total of 2408, while the average post-test score for the control class was only 61.73 with a point total of 1852. This result shows that even though the students in the control class started with a fairly good ability, the use of TikTok application in learning managed to produce a greater improvement in the speaking ability of the students in the experimental class. The experimental class improved by 7.35 points (228), while the control class decreased by -4.13 points (-124). This phenomenon can be explained by several factors. Firstly, TikTok application as a learning media gives students the opportunity to receive the material more easily in a fun way, thus reinforcing their learning. Secondly, the short and

interesting format of the video can help students to more easily remember the vocabulary, pronunciation that they learn.

Discussion

In this study, the main objective was to know the effect of using TikTok as a learning medium on the speaking ability of seventh grade students at SMP Negeri 2 Pematangsiantar. Researcher used two classes as samples in this study. Class VII 11 as the experimental class (Na=31) and class VII 9 as the control class (Nb=30). In the experimental and control classes, researchers gave pre-test and post-test to both classes. However, in the experimental class, researcher gave treatment using TikTok application video learning media while the control class used a conventional learning approach.

Based on the results of data analysis, the average pre-test score in the experimental class was 70.32 with total 2180. After being given treatment using TikTok application, the average post-test score increased to 77.68 with total 2408. This shows an improvement of 7.35 points (228). This is significantly different from the control class which obtained an average pre-test score of 65.87 with total 1976 then decreased to 61.73 with total 1852 in the post-test (decreased -4.13 points, -124). The test results show that there is a significant difference between the t-count and the t-table (4.38 > 2.00), df=59 at 0.05 significance level. The t-count value is higher than the t-table value. Therefore, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. TikTok application video has a significant effect on improving students' speaking skills.

This finding is in line with previous research by Zaitun, et al. (2021) entitled "TikTok application as a Media to enchanting the Speaking Skills of EFL Student's" who found that TikTok application can improve students' speaking skills and confidence in expressing ideas in English. Their research showed students' speaking scores increased significantly after using TikTok application. However, Zaitun et al. used Classroom Action Research (CAR), while the current research applies a quantitative quasi-experimental design (t-test 4.38 > 2.00) to measure the effect more statistically.

Secondly, this supports Kusuma and Oktaviani (2020) entitled "The Attractiveness of TikTok application as a Media for Learning English Online" who explained the attractiveness and potential of TikTok as media for learning English online with short videos and interactive content for pronunciation, vocabulary, grammar, and common mistakes. Their study focused on describing the phenomenon qualitatively, while the current research examines the effect quantitatively and proves the improvement from 70.32 to 77.68. Thirdly, this is in line with Anggi E. Pratiwi (2021) entitled "Utilizing TikTok Application as Media for Learning English Pronunciation" who found students had positive attitude and were motivated to use TikTok to enhance speaking and literacy skills. Nevertheless, Anggi focused mainly on pronunciation and used qualitative methods, whereas the present research focuses on overall speaking ability (pronunciation, grammar, vocabulary, fluency, comprehension) using quantitative quasi-experimental approach.

Based on the comparison above, the novelty of this research lies in its focus on examining the effect of TikTok application as a learning media on students' speaking ability through a quantitative

quasi-experimental design in seventh grade of SMP Negeri 2 Pematangsiantar. Although previous studies have shown TikTok application is effective, those studies mostly employed qualitative methods or Classroom Action Research. In contrast, this research specifically measures the effect statistically by focusing on the five components of speaking, which makes it a new contribution.

The advantages of this study compared to previous studies are the larger sample size (Na=31, Nb=30) and a more in-depth analysis with pre-test and post-test, which allows the researcher to draw conclusions about the effectiveness of the intervention with statistical evidence t-count 4.38 > t-table 2.00, df=59. In addition, this study describes in detail the use of TikTok application accounts @standartenglish21 and @antonioparlati as learning media, including videos relevant to the topics taught for seventh grade, so the learning process becomes more enjoyable and relevant for students as digital learners in SMP Negeri 2 Pematangsiantar.

The implications of the results of this study are very important, especially for educators and decision makers in education at SMP Negeri 2 Pematangsiantar. The use of TikTok as a learning medium can not only improve students' speaking ability from 70.32 to 77.68 but can also increase their motivation in the learning process. The interactive and interesting nature of short videos encourages students to be more active in participating. However, this study has disadvantages. On students' reflections, this study may lack interviews or surveys that can explore students' experiences in using TikTok application. hBy adding qualitative data, researchers can gain additional insights into how students perceive and respond to the use of such media. This approach would help to better understand the impact of TikTok on students' engagement and motivation. In addition, the application of TikTok as a learning media has a disadvantage in the variation of content quality on TikTok. Not all videos uploaded on this platform are created with good pedagogical standards. For this reason, researchers dealt with this disadvantage by sorting out more relevant and educational content from accounts @standartenglish21 and @antonioparlati for seventh grade learning.

This research shows that social media, such as TikTok, can be used for language learning for seventh grade students. Therefore, educators need to continue to explore engaging and effective technologies, while considering students' needs. The results of this study provide new insights into the influence of TikTok in education and open up opportunities for further research into its use in other language skills with different subjects, time, and research settings, which supports Zaitun et al. (2021), Kusuma and Oktaviani (2020), and Anggi E. Pratiwi (2021).

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of TikTok application as a learning media has a significant effect on the speaking ability of seventh grade students at SMP Negeri 2 Pematangsiantar.

The t-test analysis result shows t-count 4.38 which is higher than t-table 2.00 at significance level 0.05 with df 59 (Na=31, Nb=30), so Ha is accepted and Ho is rejected. This proves that TikTok application can improve students' speaking skills.

The comparison between experimental class and control class showed a significant difference. In experimental class (VII-11, 31 students) using TikTok accounts @standartenglish21 and @antonioparlati, the average pre-test score was 70.32 with total 2180 and increased to post-test 77.68 with total 2408, with improvement 7.36 points (total increase 228). Meanwhile, in control class (VII-9, 30 students) using conventional media, the pre-test was 65.87 with total 1976 and post-test was 61.73 with total 1852, with decrease -4.14 points (total decrease -124). The data were collected through speaking test via Voice Note (VN) on WhatsApp and assessed based on pronunciation, grammar, vocabulary, fluency, and comprehension.

The engaging nature of TikTok applicaton short videos contributed to increasing students' interest, making it easier for students to receive Greeting and Leave-taking materials. The novelty of this study lies in the focused use of TikTok accounts @standartenglish21 and @antonioparlati as learning media relevant to seventh grade topics through quantitative quasi-experimental design. This finding supports previous studies by Zaitun et al. (2021), Kusuma and Oktaviani (2020), and Anggi E. Pratiwi (2021) that TikTok application is effective for speaking. Therefore, this research contributes to the development of alternative learning media for seventh grade at SMP Negeri 2 Pematangsiantar.for seventh grade at SMP Negeri 2 Pematangsiantar.

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