IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY IN ORAL DESCRIPTIVE TEXT BY USING TIKTOK VIDEO

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ABSTRACT

This study describes the improvement of students' English speaking ability in oral descriptive text by using Tiktok video. Tiktok videos can improve students' speaking skills because of the advantages of Tiktok as one of the learning media in vocabulary mastery. so that students are interested in the existence of technology-based learning media where students are enthusiastic about learning when using cellphones..

This study used a quantitative method of Quasi experimental design. The population in this study were seventh grade students of MTsS DDI Takkalasi in the 2023/2024 school year. The total population was 192 students and one class out of six classes was taken as a sample using the random sampling method. The instrument used to determine the results of improving student speaking using TikTok videos is using pre-test and post test assessments. This type of research is classroom research with a quantitative approach.

The results of data analysis say that the use of tiktok videos can improve students' speaking skills, which is indicated by the results of the Pre-test in the experimental group (41.5) for a higher post-test, namely (77.25) and from the results of the Pre-test control group (39.25) for a higher post-test, namely (76.75) at the t-test value (3.37) higher than the t-table value (2.042) at the 0.05 level. This indicates that H1 is accepted and H0 is rejected. This means that students who are taught using TikTok videos have improved speaking skills that have better quality compared to students who are taught without using tiktok videos. the teachers also recognize the benefits of learning media on the use of technology is very helpful and have an interest if the media chosen is tiktok.

Keywords: Student Speaking Ability, Oral Descriptive, Tiktok Video

INTRODUCTION

Digital era, the use of social media platforms such as TikTok has become an innovative tool in education, especially in improving students' English speaking skills. Short videos based on creative content allow students to practice spoken English, especially in composing and delivering descriptive texts in a more interactive and engaging way. the ability to communicate effectively is becoming increasingly important with the use of language. Language plays an important role in every aspect of human life as a means to convey opinions and arguments to others. the ability to communicate effectively is becoming increasingly important with the use of language. Language plays an important role in every aspect of human life as a means to convey opinions and arguments to other parties. therefore, language skills are highly prioritized to understand the content of the conversation (Nuha et all., 2022).

Previous research has shown that the use of digital and social media in language learning has a positive impact on student engagement and motivation (Fadhilah, n.d. 2024). the use of TikTok videos as learning media can help improve students' speaking skills, particularly in oral descriptive text. Students are more motivated to practice speaking spontaneously and creatively, thanks to the interactive and easily accessible short video format. TikTok, as a very popular digital media, has the potential to have the same or even greater impact, due to its highly engaging and interactive nature. Values that provide benefits for students to learn creatively, uniquely, and fun, but still pay attention to the value of character education (Syah et al., 2020). in the context of learning theory, the use of TikTok can be linked to connectivity theory which emphasizes the importance of connection and interaction in the learning process.

In addition, the use of TikTok videos as learning media also makes students train their long-term memory by imagining images of people, places, objects, and so on that will be described. thus, the application of the use of videos in improving students' speaking skills in oral descriptive text is an important and relevant step in improving the quality of education. After observing students and English teachers at the school, the obstacle faced by MTsS DDI Takkalasi students is that they find it very difficult to describe something in English. some students also do not know what the TikTok application is because some students live in dormitories. therefore the author is very interested in conducting research with the title "improving students' English speaking skills in oral descriptive text using tiktok videos". In order to increase the attractiveness of English learning and students' speaking ability in describing something in English.

METHODE

This study used the Quasi-Experimental research method. A quasi-experimental design is a method conducted by comparing two different groups or classes. In identifying groups or classes in the Quasi-experimental method, comparison groups and treatment groups must be balanced, comparable, and as similar as possible in terms of initial characteristics before the research is conducted. In the process, the comparison group and the treatment group will be given different treatments. Therefore, the research can be said to be successful if the researcher finds differences in results between the comparison group and the treatment group (White & Sabarwal, n.d.2022).

The quasi-experimental method has advantages including flexibility in research, skills in handling ethical issues, and relevance in the real world so these advantages can make research more accurate and not representative (Rohman, 2020). This research uses quasi-experimental methods in addition to the strength and accuracy of the data in the research process, also because

researchers want to avoid excessive generalization practices. Although it cannot be denied that of course the quasi-experimental method also has shortcomings, these shortcomings can at least be minimized. Some experiments have proven that the quasi-experimental method can provide the best opportunity to get accurate and valuable results.

FINDING AND DISCUSSIONS

The students in the experimental class were taught to speak using TikTok video application. Before entering into the treatment, the researcher first conducted a pre-test to find out the students' initial ability in speaking. In the pre-test, the researcher asked the students to introduce themselves. More detailed steps have been explained in the previous chapter. After the pre-test was completed, then the researcher formed several groups to display TikTok videos, and each group came forward to perform descriptive text orally. the videos displayed were about activities at home, activities after waking up in the morning, activities before school and activities during the week.
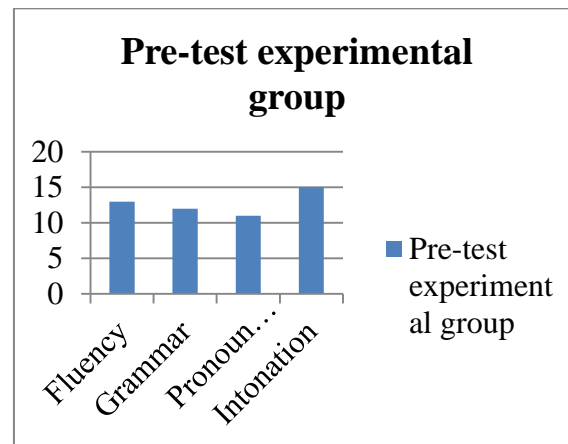
Based on the results of analyzing student scores on four aspects of speaking, namely, fluency, grammar, pronounciation, intonation. it can be seen that the score on the intonation aspect is 15.65% higher while the pronoun aspect is 11.25% lower than the other aspects.
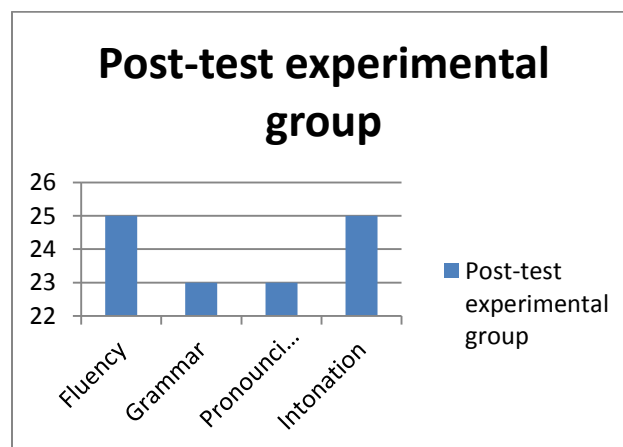
Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, and intonation, it can be seen that the scores on the aspects of

fluency and intonation are equivalent to the scores that have been summed up in the post-test assessment of 25%.

The table below shows the Overall Score Comparison between the Experiment group and the Control group.

The experimentalgroup speaking ability score on the pre-test and post-test

| No	Classification	Score	Pre-test F	Pre-test %	Post-test F	Post-test %
1	Very good	86-100	0	0	0	**0**
2	Good	71-85	0	0	15	**93,75**
3	Fair	56-70	0	0	1	**6,25**
4	Poor	41-55	13	81,25	0	**0**
5	Very poor	0-40	3	18,75	0	**0**
	Total		16	100	16	**100**

The table above shows that most of the students' scores in the experimental class were classified as very poor scores before treatment. 13 (81,25%) out of 16 students were classified as poor grades. 3 (18,75%) out of 16 students were classified as very poor grades. After the treatment, most of the students' scores were classified as good, as many as 15 (93.75%) out of 16 students were classified as good. A total of 1 (6,25%) out of 16 students are classified in the Fair value category.

Based on the explanation above, it can be seen that most of the students' scores before being given the treatment were classified as Fair. Although some students managed to get into the Good classification, none of the students managed to get into the Very Good classification. After the researchers gave the treatment using tiktok video, most of the students' scores were classified as Good Score. However, we can also see that some students made it into the Good score classification, and on the other hand, we can also see that some students are still in the Fair score classification.

The method used by researchers in the control group is almost the same as the method used in the experimental class. In the control class, Pre-test and Post-test sessions were also conducted, where researchers divided students into several groups. The Pre-test was conducted at the first meeting while the Post-test was conducted at the last meeting. The difference was that students in the control class were taught to speak by using YouTube videos. Another thing that distinguishes is the title of the video shown and the division of groups at each meeting, whereas, in the control class, each meeting is given a different video. In the first meeting, the theme of the video given was "morning activities", in the second meeting, the theme of the video given was "activities before going to the office" and in the third meeting the theme of the video given was "aisyah's activities as a student". After that, at the fourth meeting, the theme of the video given was "family activities", and the researcher conducted a post-test, of course, it had been delivered and explained at the previous meeting.
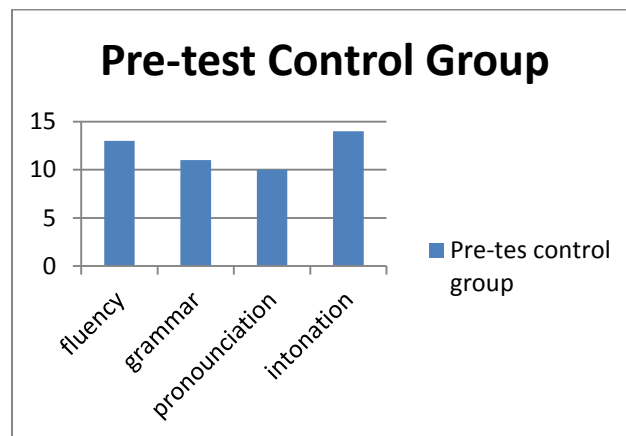
Pre-test Control Group

Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, and intonation, it can be seen that the score on the intonation aspect is 14.37% higher while the pronunciation aspect is 10% lower than the other aspecFigure
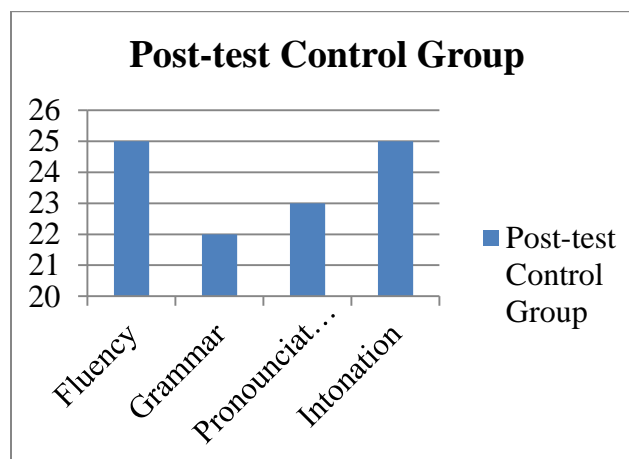
Post-test Control Group

Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, intonation, it can be seen that the scores on the aspects of fluency and intonation are equivalent to the scores that have been summed up in the post-test assessment of 25%.

The researcher scored the students' speaking ability using the formula proposed by Gay and the speaking assessment rubric compiled in (Rahmawati, 2016) writing. Student scores are described as follows:

The control group speaking ability score on the pre-test and post-test

No	Classification	Score	Pre-test F	Pre-test %	Post-test F	Post-test %
1	Very good	86-100	0	0	0	**0**
2	Good	71-85	0	0	1	**6,25**
3	Fair	56-70	0	0	15	**93,75**
4	Poor	41-55	5	31,25	0	**0**
5	Very poor	0-40	11	68,75	0	**0**
	Total		16	100	16	**100**

The table above shows that most of the student's scores in the Control class were classified as sufficient before treatment. A total of 5 (31,25%) out of 16 students were classified poor grades and 11 (68,75%) out of 16 students were classified as having very poor grades. After the treatment, most of the students' scores were still classified as sufficient, as many as 15 (93.75%) out of 16 students were classified as deficient, as many as 1 (6,25) out of 16 students were classified as good, students were classified in the good score category.

From the explanation above, we can see that most of the students' scores before being given the treatment were classified as fair, and after being given the treatment without using YouTube video most of the students' scores were still classified as fair. Even so, we can still see an increase even though it is very small when compared to the increase in the Experimental Class.

The Mean Score and Standard Deviation of the Pre-Test and Post-Test

The result of the mean Score and Standard Deviation of Students' Pre-test and Post-test Score are presented by the following table:

The Mean score and Standard deviation of Students' Pre-test and Post-test (Experimental Group)

The test of Experimental group	Mean Score	Standard Deviation
Pre-test	41,05	**5,81**
Post-test	77,25	**6,81**

The table fabelous shows that the students' speaking scores in the experimental class have increased because the score of the mean score on the Post-test (77,25) is higher than the pre-test score (41,05).

The Mean score and Standard deviation of Students' Pre-test and Post-test (Control Group)

The Test Of Control Group	Mean Score	Standard Deviation
Pre-test	39,25	**2,62**
Post-test	76,75	**3,92**

The table fabelous shows that students' speaking scores in the Control class have increased because the score of the mean score in the post-test (76,75) is higher than the score in the Pre-test (39,25).

To see more clearly the comparison of the average scores of the Pre-test and Post-test scores in the experiment class and control class, the researcher presents a comparison diagram as follows:

Mean Value Comparison Diagram
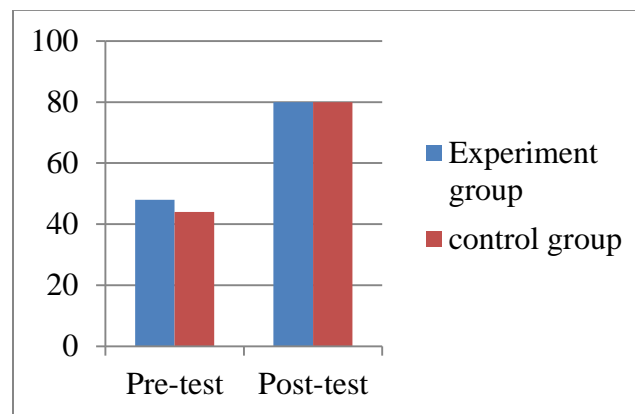
From the explanation above, it can be concluded that the speaking scores of students in the Experimental group and Control group have increased. The difference is that the highest score of students in the experimental class can enter the Good score classification compared to highest student score in the control class who can only reach the Good enough score classification and most of them are still in the Fair score classification. This indicates that the improvement in students' speaking ability in the experimental class is higher than the improvement in the control class.

4.5 Hypothesis Testing

In Hypothesis Testing, researchers use the t-table formula with the level of significance set at $\alpha = 0.05$

N	Test	t-test value	t-table value
16	Pre-test	**1,77**	2,042
16	Post-test	**3,37**	2,042

The table fabelous shows that the t-test value in the post-test (3.37) is higher than the t-table value (2.042). This shows that learning using tiktok video is effective in improving students' speaking ability.

Speaking also has another purpose, which is an activity that involves using language to communicate between members of society as a way of demonstrating one's language proficiency. In other words, speaking is the ability to use a particular language to communicate and express ideas orally in establishing and maintaining social relationships and exchanging information (Maming et al., 2023).

Researchers can see the effect of using the Cake Application making students feel comfortable and interested in learning to speak. This is in line with the research of (Mandasari & Aminatun, 2019) titled "Uncovering Students' Attitude Toward Vlogging Activities In Improving Students' Speaking Ability" After they conducted interviews and gave questionnaires, most of the students' opinions showed that they felt comfortable and interested in learning to speak after

being taught using TikTok videos. Although the method they used was different from the method the researcher used in this study, the results showed that TikTok videos had a positive effect on improving students' Speaking Skills.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that improving students' speaking ability in oral descriptive text using TikTok videotapes. This is evidenced by the comparison between the Pre-test and post-test scores on the four components of the speaking assessment. Then we can also see that the t-test result on the Post-test is 3.37 higher than the t-table value (2.042). By correlating these results with the hypothesis test, it shows that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted. In addition, if the mean value of the post-test is correlated with the Score Classification, this shows us that the speaking ability of seventh-grade students of MTsS DDI Takkalasi has increased.

So, this shows that it can be stated that students who are taught using TikTok video learning media are more significant than students who are taught using YouTube videos. with this, it can be said that there is an increase in students' speaking skills concerning fluency, grammar, pronunciation, and intonation.

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