



THE IMPACT OF USING TIKTOK ON THE STUDENTS' LISTENING SKILL

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ABSTRACT

In this era, where technology is getting better and students' can easily learn from any source and make it easier to learn English especially listening skills, therefore students need new and interesting things to keep learning to listen. The solution, educators are required to design learning media as innovations by utilizing online media, one of the famous online media that can be applied in teaching listening is TikTok, TikTok can create an enjoyable teaching and learning listening skill. The aims of this research are to know students' listening skill before and after being taught using TikTok application, and to know whether there is any significant effect of using TikTok application to the students of SMK PGRI 3 Kediri in Academic Year 2021/2022.

The researcher used a pre-experimental research and quantitative approach with one group pretest and post-test. This research was conducted at SMK PGRI 3 Kediri. The subject of this research is first grade students, the population of the research consists of 45 students and the sample was X AKL class that consists of 19 students. The students were given pretest, treatment, and posttest. The treatment was conducted once in order to know whether a significant effect is of using TikTok application in teaching listening skill. The data result got from students' score of pretest and posttest that analyzed using t-test formula. The researcher uses SPSS version 16.0.

The data result shows that t-score is higher than t-table in the level significant of 5% (2,101). The mean score of pretests is 56,05 with the total score 1080 and mean score of posttest is 87,11 with the total score 1655. The result of the research shows that there is any significant effect of using the TikTok application, it is proven by the different score between pretest and posttest. This application helps the students to solve their problems in listening skill. Students are able to understand the audio easily and enjoy in learning. Furthermore, the teacher suggests that in applying the application must be prepared in good atmosphere in order to make it success.

KEYWORDS: *TikTok, teaching listening, listening skill.*

1.0 INTRODUCTION

Listening is the first skill and basic ability in learning a new language that beginners have to learn. Rivers (2006:8) says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements, and the rise and fall the voice, and from this material we creative a significance. As mentioned in Nunan

(2003:24) “Listening is an active, purposeful process of making sense of what we hear.” It means that we should interpret the meaning from what we hear, therefore listening is an active skill. Listening is the active process because listening is not just matter of hearing, listening include many processes. Listening is determining the meaning and message of sound.

Listening activities also required in academic context, for most students’, there ae many difficulties in listening. According to Underwood (2016:191), some problems happen to students in learning listening as follow: (1) The students cannot control the speed of speaker’s utterance. They feel the message that conveys already lost before they understand the messages. At the time, they can understand the messages, at the same time the message that others lost, (2) The students’ do not have the chance to ask the speaker to repeat or clarify the message delivered. For example, when listening radio, watching TV, so that the students should be able to understand blunt, (3) The limitations of vocabularies make students cannot understand the contents of the text that students heard. Moreover, it makes them bored and frustrating, (4) The failure of the students to recognize and understand “the signals” sent by the speaker who cause students’ were wrong in understand the contents of the message received. Arsyad (2014:80) states that the benefits of learning media in teaching-learning process are: (1) Learning media can clarify the presentation of data and informations so that it can facilitate and improve learning process and the result, (2) Learning media can improve and direct the attention of the students’, so its can build the motivation to learn. It also can direct the interaction between students’ and their environment, and enable of students’ to learn by themselves according to their abilities and their interest, (3) Learning media can provide a common experience to students’ about events in their environment, as well allows for interaction directly with the teacher, the community and its environment for example through tour, visit museums or zoo, (4) Learning media can overcome the limitations of the sense, space and time.

Brown (2007) gives a simplified list of micro-abilties and macro-capabilities. The macro-abilties isolate the ones capabilities that relate to the discourse level of business enterprise, even as those who remain at sentence degree continue to be referred to as micro-skills. Macro-talent: apprehend cohesive gadgets in oral discourse, recognize the communicative capabilities of speech, based on the state of affairs, members, and goals, conclude the situation, individuals, the cause of using real international information, predictions of results, hyperlinks finish and connections between occasions, finish causes and results, and detect relationships consisting of the primary ideas, supporting ideas, new records, records furnished, generalizations, and examples, distinguish among literal and implicit meaning, use the face, frame language, and other nonverbal instructions to explain that means, broaden and use listening strategies, inclusive of detecting keywords, guessing the meaning of phrases from context, attracting assist, and understanding of knowledge. Micro-abilties keeping language with one of a kind lengths in short time period memory, distinguish regular English sounds, understand stress patterns, words in a role that is emphasised and now not depressed, rhythmic structure, contour intonation, and its function in giving statistics signals, apprehend the decreased phrase shape, differentiate the bounds of words, understand the core of words -words, and interpret the pattern of phrase order and its importance, speech system at different delivery degrees, greeting techniques containing pauses, errors, corrections, and other performance variables, understand the grammar word (noun, verb, etc.), the device (eg, worrying, agreement, pluralization), styles, rules, and elliptical paperwork, locate sentence parts and distinguish among major and minor materials, understand positive meanings may be expressed within the form of various grammar.

In micro skills, to apprehend what someone says, a listener to interpret intonation styles, reputation of features and systems, cohesive devices, detect sentence constituents and



understand discourse markers. In macro talents, to recognize what someone says, a listener have to be concerned by listening to specific records and get the center of what's being heard or the listener ought to get the general concept of records from the subsequent instructions or course.

Sari (2013) defines: "Media is a multimedia that facilitates students to apprehend and apprehend the topic of listening by reading the contextual scenario of the story and connecting it with their scheme". instructional media are a few gadgets designed to provide information from kinds in order to now not be to be had in regular faculty stories. Examples consist of, movies, tv, sound recordings. other forms of teaching media have a feature to help students understand the underlying phenomenon shape. visual media particularly to be seen, audio gadgets for listening to, and multi-sensory substances for use thru or more understanding. in addition, academic media is an expansion of exciting materials for 5 senses-seeing, hearing, touching, feeling and tasting that improve teaching and learning.

2.0 METHOD

Ary (2010) also describes variables as characteristics or constructs that can convey different values or scores. It can be said that variables are important elements and basic units for obtaining information in conducting research. Based on that statement, there are two variables in this study, which is TikTok application as an independent and students' listening skill as the dependent variable. The technique in this study is experimental research. Ary (2010: 26) states that experimental studies involve a take a look at of the impact of systematic manipulation of 1 variable on every other variable and the research method is quantitative studies. pattern of the studies is one elegance of SMK PGRI three Kediri, specifically X financial accounting organization consisting of 19 students, containing 18 girls and 1 guy. This studies device is a listening test, there are pre-test and publish-take a look at which include 20 more than one choice. there were three indicators as follows: 1) finding the content of the text, 2) identifying generic structure, 3) finding the social function of the text. Actually, the most problem that faced by the students in listening skill is the media of listening. So before the researcher giving TikTok application as a treatment to students, some students' had difficulty in finding some indicators of listening skill, there are finding the content of the text, identifying generic structure.

In applying teaching method, there is strength and weakness also. Based on the result of treatment that finished by the researcher, the strength of this application was made the students more active in the class, because they asked to discuss with their friends about the assignment. They could ask or share many things at that time in a nice pickle. By using that application, the teacher taught the students about listening skill based on the situation in the class. In addition, the students asked to make choice of whether the steps they wanted to do.

Finally, after giving the treatment which is use TikTok application as a media in students' listening skill, some of the students have good ability in indicator as like finding the content of the text, identifying generic structure, and finding the social function of the tex. So, from that explanation, TikTok application affect to students' listening skill.

This research finding is supported by some of previous studies that related with this research. Silaban (2021) stated that the use of TikTok application in listening skill is booming and the media can be used in classroom learning. in line with the theory, the research from Sihombing (2019) entitled "The Effect of TikTok Social Media into Students Listening Skill of Eight Grade At SMPN 9 Binjai". The result showed that the statistical value of t-test was higher than that of t-table. In conclusion that TikTok application significantly has an effect on

the students' listening skill. Based on that explanation, TikTok application proves that it has significant effect on students' listening skill or there was an effect to the students' listening skill. In addition, the teacher can use this media or application to be reference in the class when the teacher teaching using media in listening.

3.0 FINDINGS AND DISCUSSION

Silaban (2021) states that the use of Tiktok applications in listening skills is booming and the media can be used in classroom learning. In line with the theory, research from Sihombing (2019) entitled "The Effect of Social Media Tiktok into the Skills of Listening to Eighth Class Students at SMPN 9 Binjai". The results show that the t-test statistical value is higher than Table-t. The conclusion is that the Tiktok application significantly has an effect on student listening skills.

Based on the explanation above, Tiktok Application proves that it has a significant influence on student listening skills or there is an effect on student listening skills. In addition, the teacher can use this media or application to be a reference in class when the teacher teaches using media or applications in listening.

Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PreTest	56.05	19	9.941	2.281
Post Test	87.11	19	9.620	2.207

From the paired sample statistics of table above, the mean score of pre-tests is 56.05 and the standard deviation 9.941. In the other hand, the mean score of post-tests is 87.11 and the standard deviation 9.620. The number of participants from each test (N) is 19. It means that there is an effect on the students' listening skill at the first grade students' of SMK PGRI 3 Kediri using TikTok application.

3.1. Pre Teaching Stage

Before the researcher did the research, the researcher identified the students' listening skill first by giving them pretest. The purpose of this test is to measure how far students' listening skill. After the researcher did the pre-test, the students collect the paper and then the researcher checked and calculated the result of students' pre-test to get the data. 2 students (10.5%) got score 40, 1 student (5.3%) got score 45, 5 students (26.3%) got score 50, 3 students (15.8%) got score 55, 3 students (15.8%) got score 60, 2 students (10.5%) got score 65, 2 students (10.5%) got score 70, 1 student (5.3%) got score 75. From that explanation, it can be concluded that students' listening skill was good enough.

3.2. Main Teaching Stage

The researcher gave remedy to the students after finishing pretest. First, in pre-teaching the researcher show some video from TikTok. Then the researcher provide the students about recount text with the tittle "My Busy Holiday". After that, the students analyze finding the main idea, structure, and language functions of that recount text. Secondly, in post-teaching, the researcher gave the students some different recount text entitled "My First Journey to Pati Island" and ask the students to open the TikTok application. The studets are analyze the main idea, structure of the text, and



language functions.

3.3. Post-Teaching Stage

The post-test is given after the treatment. The result of this test shows the effect of using TikTok application to assess listening recount text. According to Creswell (2012:297), after the treatment, a researcher takes another attribute or characteristic that is assessed for participants in an experiment after a treatment. This test consists of 20 multiple choice questions with recount text about personal experience also and the students' have to answer it. Post-test are given in the last meeting by the researcher, so the reseacher was compare the score between pre-test and post-test.

4.0 CONCLUSION

The result showed that TikTok application is an effective application to teach listening skill at first grade students of SMK PGRI 3 Kediri in academic year 2021/2022. It is supported by the result of analyzing pretest and posttest with the level of significance. In line with that, the students' listening skill are increased after being taught by using TikTok application that is mean score of posttests are higher than score of pretests. It can be concluded that there is a significant effect of TikTok application in students' listening skill. In addition, teaching listening skill using TikTok application helps the student to solve the problem. This method also gives good effect to make the students' active and responsible. Moreover, the result between students' scores before and after teaching using TikTok application explained the significant effect to the students' listening skill. It is taking from the change of students' score in posttest which better that students' score of pretests.

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