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UTILIZING TIK-TOK APPLICATION TO REDUCE STUDENTS' PRONUNCIATION ERRORS AT PONPES DARUL MUJAHIDIN NWDI MAJIDI

Abstrak

Penelitian ini bertujuan untuk menginvestigasi keefektifan aplikasi TikTok dalam mengurangi kesalahan pengucapan siswa pada kelas tujuh di Ponpes Darul Mujahidin NWDI Majidi tahun ajaran 2023-2024. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-experimental pada desain one group pretest-posttest. Sebanyak 21 siswa berpartisipasi dalam penelitian ini. Pengambilan data diperoleh dengan memberikan pre-test-treatment-post-test. Data dianalisis dengan menggunakan uji-t sampel berpasangan melalui SPSS 22. Nilai rata-rata post-test adalah (81,95) lebih tinggi dari pre-test (60,24). Hasil dari uji-t sampel berpasangan menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post-test, (2-tailed) adalah 0,00 lebih kecil dari 0,05 ($0,00 < 0,05$). Berdasarkan hasil temuan tersebut, maka dapat disimpulkan bahwa penggunaan aplikasi TikTok memiliki pengaruh yang signifikan dalam mengurangi kesalahan pelafalan siswa di kelas VII Ponpes Darul Mujahidin NWDI Majidi

Kata Kunci: Aplikasi Tiktok, Pengucapan Siswa, Media Belajar

Abstract

This study aimed at investigating the effectiveness of TikTok application in reducing students' pronunciation errors of the seventh-grade students of Ponpes Darul Mujahidin NWDI Majidi in the academic year 2023-2024. This research used quantitative approach with a pre-experimental design with one group pretest-posttest design. A total of 21 students participated in this study. The data were obtained by giving pre-test- treatment - post-test. The data were analyzed using paired sample T-tests through SPSS 22. The mean post-test score (81.95) was higher than the pre-test (60.24). The results of the paired sample T-test indicated that there was a significant difference between pre-test and post-test, (2-tailed) was 0.00 less than 0.05 ($0.00 < 0.05$). Based on the finding, it can be concluded that the use of TikTok application has a significant effect in reducing student's pronunciation errors at the seventh grade of Ponpes Darul Mujahidin NWDI Majidi.

Keywords: Tiktok Application, Students' Pronunciation, Learning Media

INTRODUCTION

English is a challenging topic to study in Indonesian high schools as a foreign language because it differs greatly from the Indonesian language in terms of vocabulary, pronunciation, and structure (Sudarman et al., 2022). In this process, they have to acquire all the four basic language skills. The skills are listening, speaking, reading, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills (Nguyen, 2021).

Speaking is defined as process of communication between a speaker and a listener in they share and accept information. (Suban, 2021). Having good speaking skills makes people easier in any situation. Speaking English as a foreign language is a difficult skill to teach and learn because learners have to master several aspects such as vocabulary acquisition, correct pronunciation, knowledge of grammar and others (Barta et al., 2023). Furthermore,

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pronunciation becomes one of the aspects that is still challenging for students who are learning to speak English (Asratie et al., 2023).

Pronunciation plays an important role in English speaking (Zhang & Yuan, 2020). By having good pronunciation, the speaker and the listener can increase the quality of their communication. Every speaker must speak with good pronunciation to leave an impact on the listener (Low, 2021). Comprehensible pronunciation is one of the basic requirements for learner competence and is one of the key features in language teaching (Simatupang, 2021).

Nowadays, there are many apps as an educational medium that can be used by teachers to explain the material (Kustyarini et al., 2020). Such as Youtube, Instagram, Facebook, Twitter, TikTok, etc., these various media can help students to understand the material easily. In this study, the researchers will use TikTok as a medium to teach English pronunciation. It is caused by the number of users of TikTok which is increasing every day. The app had 150 million daily active users in June 2018 (500 million monthly active users) and was the most downloaded app in the world in the first quarter of 2018 with an estimated 45.8 million downloads (Ramdani et al., 2021). There are different types of videos on TikTok, such as health-related videos, food-related videos, daily life videos, pet videos, and educational videos. TikTok is a video-based app where users can record, edit and share videos to other platforms (Sofian Hadi et al., 2021). This application appeals to millennials, with a majority of the millennials being school-age children (Murphy, 2023).

The researcher has already conducted an observation at Ponpes Darul Mujahidin NWDI Majidi. Based on preliminary observation, the researcher found that students of Ponpes Darul Mujahidin NWDI Majidi have difficulty and are confused when learning pronunciation. This is caused by the differences between the sounds and its written text, making it hard for them to pronounce English vocabulary correctly. Although the students has listened the teacher how to produce the sounds of some vocabulary, they forget the sounds by the next meeting because they do not practice frequently. Another factor is the difference in pronunciation between English and Bahasa. The students' pronunciation is strongly influenced by their mother tongue (Hawa et al., 2021). Students rarely practice using English vocabulary correctly in their daily lives, which can help them increase their pronunciation ability. In addition, the old learning method in the form of repetition of teacher speeches is not very effective or interesting for students.

Therefore, new media needs to be provided but is familiar to students and teachers. One of the digital media that is currently developing is TikTok application. TikTok application is very familiar among teachers and students. This application is very easy to access which contains a variety of interesting content (Sharabati et al., 2022). Besides TikTok as a medium for entertainment for people, TikTok can be used for learning media.

This is done because there are many advantages to using TikTok for learning English. According to Dewanta (2020) there are several benefits of applying TikTok as a media for learning: (1) The application of the TikTok application can be used as a medium for students to practice reading the news (2) By utilising TikTok application, students can also process words to convey, communicate, or express their intentions, ideas, thoughts, and feelings that are organised and developed according to their needs.; (3) the edit function can be used by students to present data, ideas or impressions in the form of a description of an object., (4) TikTok can accommodate audio visual needs in language learning, especially listening.

Another opinion written by Nuari (2022) explained that TikTok application can be used as an effective learning medium. Firstly, TikTok application fulfills students' learning requires. Secondly, TikTok app appeals to students because it has many tools that can be implemented into learning.. Finally, TikTok application is in line with the development of adulthood and student characteristics who are millennials who are attached and close to the digital environment, particularly gadgets..

Meanwhile, the present researcher wants to explore the effectiveness of TikTok application in reducing English pronunciation errors. This media is supposed to be used by teachers as a learning tool to enhance students' pronunciation throughout the learning process. In addition, students can also use TikTok to practice their pronunciation skills outside of class. From the previous explanation , the researcher attempted to investigate a research in the title

“Utilizing Tik-Tok Application To Reduce Students’ Pronunciation Errors At Ponpes Darul Mujahidin NWDI Majidi”.

METHOD

This research used quantitative approaches that included a pre-experimental design and a one-group pretest-posttest design. The quantitative approach, according to Creswell cited in (Barta et al., 2023) is a method that is concerned with the statistical analysis of data in the form of numbers and scores. Three steps in this pre-experimental design can be summarized as:

Table 1. The Design of One-Group Pre-Test and Post-test

Pre-test	Treatment	Post-test
O1	X	O2

- O1: Pretest
- X: Treatment
- O2: Posttest

This research design is used to compare students' progress before and after treatment through pre-test and post-test results. This experiment contains three stages; pre-test, treatment, and post-test to see the progress of the students.

Regarding the statement before, this study received treatment by using TikTok application to teach pronunciation through video. The target population of this study was the seventh-grade students at junior high school at Ponpes Darul Mujahidin NWDI Majidi. The sampling technique used is total sampling. In this study, the students consisted of 21 students.

The data collected in this study were obtained through pre-test and post-test given to students. The pre-test was conducted before the experiment, and the post-test was conducted after the experiment. The pre-test was used to determine the students’ ability, while the post-test was used to assess the students’ ability after the task was given. This study was conducted in 5 meetings where researchers taught English through TikTok videos in the class. Students can significantly enhance their knowledge and increase their potential by watching English content on TikTok videos through their smartphones anytime and anywhere. This method greatly aids in teaching English, particularly pronunciation. To ensure an accurate retrieved from of the conditions or events in which the data was processed, the researcher in this study utilized descriptive analysis techniques for data collection, organization, and processing. Additionally, the goal of statistical techniques is to prepare the data for drawing specific conclusions.

RESULT AND DISCUSSION

In this study, data were analyzed by using statistical descriptive. Statistical descriptive analysis was used to determine normality test, homogeneity test, and hyphotesis testing. The following table shows descriptive statistic.

Tabel 2. Descriptive statistics of pre-test and post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	21	42	85	60.24	13.498
Posttest	21	60	110	81.95	13.987
Valid N (listwise)	21				

Based on the output data, the average score of 60.24 and a standard deviation of 13.498, the pre-test results showed that the highest score was 85 out of 21 students, then the lowest score was 42. With an average score of 81.95 and a standard deviation of 13.987, the post-test results showed that the highest score was 110 and the lowest score was 60.

Normality test

Bias is less possible when the data is normally distributed. To test data normality could be observed in the attendant table.

Table 3. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.157	21	.192	.937	21	.191
Posttest	.119	21	.200*	.955	21	.422

Based on the result of One Sample Shapiro-Wilk test, the value of Shapiro-Wilk in pre-test was found to be 0.19, while the value of post- test was 0.42. It proved that the data was normal because the values of the significance level of pre- test and post-test were more than the values of the significance level (p) = 0.05.

Homogeneity Test

The homogeneity test aims to determine whether a variance from two or more data groups is homogeneous or heterogeneous (Haberman et al., 2020). In this study the data were analyzed using One-Way ANOVA during the homogeneity test. The homogeneity could be realized on the table below:

Table 4. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.014	1	40	.907

Based on the output test of homogeneity of variances it is known that the significance value is 0.907 > 0.05. Thus, it can be concluded that the variance of the pre-test data and post-test data is the same or homogeneous.

Testing Hypotesis

The paired sample t-test in this study was used to answer whether TikTok videos influenced students' pronunciation abilities. Hypothesis testing was done to determine whether the alternative hypothesis was accepted or rejected. The matched Sample T-test determines if matched samples have significant changes based on their significance value. The hypotesis testing is shown in the following table.

Table 3. Hyphotesis testing

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-21.714	5.274	1.151	-24.115	-19.314	-18.868	20	.000

Based on the output data, the value of Sig. (2 tailed) 0.000 <0.05. Because the value of Sig. (2 tailed) < 0.05, it may be figure out that Ho is rejected and Ha is accepted. As a result, the hypothesis of this study that using Tik-Tok application as tool has a significant effect to reduce students' pronunciation errors at Ponpes Darul Mujahidin NWDI Majidi is accepted.

After collecting and calculating the obtained data, the current researcher discovered that TikTok application was effective to reduce students' pronunciation errors of seventh-grade students at Ponpes Darul Mujahidin NWDI Majidi. The result of this study was supported by

(Anggi, et.al 2021), that TikTok application can be used as media for learning pronunciation in English because it is very effective in helping students and teachers in teaching and learning activities.

In this research, compared to other studies, the results are not much different. For instance, a previous related study, entitled "The Impact of Tik-Tok Videos to Reduce Pronunciation Errors on 9th Grade Students," was conducted by Muslimah in 2022. The researcher found that many students have improved their pronunciation skills. It can be proved by the hypothesis test result, which showed a significant level of 0.000, which means <0.05 .

Previously, Nuari (2022) also did the same research. The researcher's result found that TikTok application can be used as an effective learning medium to teach pronunciation for some reason. First, TikTok application is an interesting and fun learning medium. Second, TikTok application attracts student engagement because it has many features that can be implemented into learning. Finally, TikTok app provides students with a new experience in learning English, especially in enhancing their pronunciation skills. By using this media, learning becomes more interesting as students can observe and imitate the use and pronunciation of English vocabulary in real time from native speakers shown in the videos.

However, this study highlights the effectiveness of using TikTok application as a learning medium based on the significant difference between pre-test and post-test scores. The average pretest score of 60.24 increased significantly to 81.95 in the post-test, indicating that TikTok can be an effective tool in improving students' understanding of the subject matter. These results illustrate that approaching educational content through videos on TikTok is able to attract students' attention and deepen their understanding efficiently. In this context, TikTok is not only a platform to entertain, but also has potential as an innovative learning tool in the digital era.

In addition, the importance of integrating social media in learning strategies was highlighted to capture students' different interests and learning styles. With its short and digestible video format, TikTok provided an engaging and interactive learning experience that traditional learning methods may not have offered (Adityo & Novitasari, 2023). Nevertheless, to maximize the benefits of using TikTok in education, further research needed to be conducted to explore the various learning contexts and subjects that could be effectively adapted through this platform. Thus, the use of TikTok as a learning medium not only reflected technological advancement in education but also challenged us to continue developing relevant and adaptive learning strategies in accordance with the times.

The result of the previous study and this current study discovered that using the TikTok application as media learning was effective for teaching English, especially in improving students' pronunciation. TikTok application was one of the good tools for media learning. This learning tool was an alternative solution to modern language teaching media because it is very enjoyable, interesting, and makes students more active in the English learning

CONCLUSION

Based on the discussion in the previous chapter, it can be concluded that there was a difference in the means score before and after students receive treatment. The highest pre-test score of the seventh-grade students at Ponpes Darul Mujahidin NWDI Majidi was 85 and the lowest one was 42. While the highest post-test score was 110 then the lowest score was 60. Whereas the students' mean score of pre-test was 60.24 and mean score of the post-test was 81.95.

Then, the Paired sample t-test shows the paired sample t-test output, which obtained a Sig value. (2-tailed) of 0.000 <0.05 . This indicates that there is a difference in the average student learning achievement in the pre-test and post-test. Furthermore, it is concluded that H_0 is rejected and H_a is accepted. Thus, the hypothesis of this study is that the use of Tik-Tok application has a significant effect to reduce students' pronunciation errors at Darul Mujahidin NWDI Majidi Islamic Boarding School.

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