

THE UTILIZATION DUET CHALLENGE TIK-TOK TO IMPROVE STUDENTS SPEAKING SKILLS AT EFL CLASSROOM

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Abstract

The utilization duet challenge tiktok to improve students speaking skills in SMK 17 Cilegon. This study aims to know about teaching strategy so how the students speaking skills before and after using duet challenge tiktok and what kind of speaking element is the most dominant after using duet challenge tiktok in SMK 17 Cilegon The method of the research used quashi experimental by applying Interview and test (pretest and posttest). The teachers and students of SMK 17 cilegon were the participants in this research. First, the reseacher were interview the teacher asked teaching strategy learning speaking, and then the pre-test and post-test were implemented to determine the students' speaking Skills and to know what the element speaking skill is the most dominant after using duet challenge tiktok. The rubric was designed according to the aspect of speaking skills to assess the students' skills. The results are showed the teacher teaching strategy in speaking using forum group discussion and then of the post-test showed that the students' scores rapidly increased and were better than their pre-test and pos-test . Based on the results of the t test showed tt was 4.41 while t0 at a significance level of 5% was 0.886. In short, statistical tests show that $t > t_0$ or $4.41 > 0.886$ and the most dominant of element speaking is Fluency show from the diagram Fluency score is 5,3 (control Class) 5,4 (Eksperiment Class) Therefore, the implementation of TikTok proved it was effective to develop students' speaking skills.

Keywords: *Teaching Strategy, Duet Challenge tiktok, speaking skill*

INTRODUCTION

The background of this research is by a new trend of Media a short time video is being made social, moral, psychological and educational status among teenagers and youth Looking at and based on social media in making learners currently can be observed how they react to content and learning activities presented online. They

prefer concise content with interactive and engaging elements such as videos, animations and opportunities to create their own content.

Considering the aforementioned challenges, enhancing students' speaking proficiency is crucial. Teachers should employ effective instructional approaches that align with contemporary practices, offering students opportunities to cultivate their speaking abilities and address challenges through constructive engagement, researcher can use Duet Challenge on TikTok as a technical tool to address speaking issues among students. Students get a great chance to practise this skill with the Duet Challenge exercise since they may communicate in English without needing to personally meet the other person.. He provide opportunities for students to practice outside the classroom because basically learning is not only in the classroom, it is hoped that students . will be more inspired to use modern technology, such as computers, mobile phones, social media, and networks, to practise speaking English in their daily lives.

Technology has the potential to ignite learners' sense of playfulness and involve them in diverse scenarios. It provides learners with the opportunity to engage in self-directed activities, interact at their own pace, and benefit from a secure and private learning environment where errors can be corrected and specific feedback is provided. Machine-generated feedback adds value by identifying mistakes and directing students to exercises that specifically address those errors. Recent studies highlight the significance of qualitative feedback in software programs.

METHODS

This research conducted with a quasi-experimental method where we know the level of usefulness and interest of students in learning speaking practice before and after using tiktok . as for the method that I took this quasi experiment using duet challenge tiktok where previously the teacher would exemplify first and then give a video of the conversation which in the video be in a pause of a few minutes to answer the conversation that be duetor stich bythe students and be one vidio with a complete conversation, and from this research we know the level of interest and usefulness of Tiktok for the learning of english conversation, The quasi-experimental approach does not involve random selection of subjects, the research will employ both a pre-test and post-test to gather the necessary data. A test is a tool utilized to assess or measure something, often used within the context of various measurements and procedures. Tests can be considered as instruments for measurement.

The population for this study will be IX grade students from SMK 17 Cilegon in the academic year 2022/2023. This study's sample consists of two classes: the experiment class and the control class. Which experimental class consists of 30 students There are 29 female and 01 male , and which control class consists of 30 all of female students, and the instrument is a tool that is used for a reseach while in this research the instruments conducted are interviews, pre-test, post-test and documentation. And Data collected using certain instruments will be described and attached or used to test the hypotheses proposed in a study and in this research used instrument Interview ,pre-test - post-test and documentation.

The T-Test was used to analyze the data in the study. "The T-test is a statistical test used to assess if the null hypothesis, which states that there is no significant difference between two samples selected at random from the same population, is true or false.

RESULTS AND DISCUSSION

The Result of the research was conducted on January to February 2023. In this research, the researcher knows the different results between before and after using TikTok application in teaching speaking skill of cause and effect as the material and the teacher strategy to teach speaking to students of class XI SMKS 17 Cilegon and this the findings from the researcher.

The Teacher's Strategy To Improve Student's Speaking Skill

That the teacher applies a group discussion system, in which groups are made in each lesson to make it easier for them to ask questions and be confident when practicing and most importantly build their brainstorming about learning English and make the class happy and not monotonous, accordance with one of researcher Group discussions help to summarize ideas and information that a group of informants may come to hold as a group, rather than the information held by individual members learning process is more successful if students work

in a group. The general idea is that each participant can act to stimulate ideas in other people's presence and that by a process of discussion the collective view becomes greater than the sum of the individual parts.

The Students' Speaking Skill Before And After Using Duet Challenge Tiktok, In this study, after conducting the pretest for the two classes, the researcher gave treatment to the experimental class using the tiktok duet challenge media. In this phase, the researcher acted as an English teacher and taught in class. First, the researcher uses the lesson plan and consults with the English teacher. Furthermore, the researcher carried out treatment with teaching and learning activities in the class within 4 meetings. Learning begins with greeting, conditioning a pleasant learning atmosphere and checking attendance, conveying the purpose and description of the importance of today's lesson, asking questions that aim to guide students in the material to be studied, the implementation of the use of the tiktok duet challenge in learning to speak in the text procedure is as follows:

Pre-activity. Learning activities begin with greetings and praying together. Furthermore, the teacher conditions the class to be conducive and checks student attendance. After that the teacher gives an overview of the material being studied by explaining the learning objectives and providing motivation related to speaking skills, main activity. In this activity, the teacher carries out activities with several stages as follows:

The first phase is the orientation of students towards the problem. In this phase, the teacher gives a simple example of the text procedure that is displayed via tiktok and students are asked to observe. This activity is carried out by the teacher to stimulate students to describe what a text procedure is through what they see and hear with concepts including social functions, text structures and examples. The results of the researcher's observations, the students seemed focused and very enthusiastic in observing the procedure text that had been exemplified.

The second stage is organizing students. In this phase, the teacher asks students to re-explain what the text procedure is. This stage aims to increase students' courage to speak in analyzing the text procedures that have been presented based on what they see. Based on the researcher's observations, in this phase the students were very

enthusiastic in analyzing and the students began to dare to comment on video examples about procedure texts that had been presented critically.

The third phase is guiding individual investigations. In this phase the teacher directs students about the important vocabulary of the text procedures that have been presented so that students can describe them with good and correct vocabulary. This phase aims to make students able to describe the intended meaning of the text procedure with good and correct vocabulary. Based on the observations of researchers, in this phase students are more active in speaking and asking questions to gather information.

The fourth phase is giving students the opportunity to do a duet video that the researcher has made. The purpose of this phase is to determine students' ability to describe something with a good and correct generic structure and to determine students' speaking abilities. At this stage the researcher had several obstacles as follows: 1) Some students did not want to do a duet with the video because they were embarrassed and not confident in their speaking abilities. 2) Students are embarrassed to upload their videos on their own tiktok accounts. Students feel embarrassed and afraid of making mistakes in speaking. To overcome this the teacher does the following things: 1) The teacher motivates students by making sure students can do it, the teacher will correct them and will not scold them if there are mistakes. 2) The teacher makes 1 account that students can access to upload their videos. 3) The teacher gives awards to the first student who dares to speak in front of the class. This makes students motivated and have the courage to speak English.

The fifth phase is to analyze and evaluate the problem solving process. In this phase, the teacher facilitates students to return to see their videos and we correct them together. The purpose of this stage is for students to know how to speak using good and correct text procedures in accordance with the general concept of text procedures including social functions and text structures. Based on the observations of researchers, in this phase students are very focused on observing the teacher's explanation.

Post activity. In this activity the teacher gives appreciation to students. Then the teacher asks students to conclude the material that has been studied and inform the material that will be studied at the next meeting. Then the teacher asked one of the students to lead the prayer. Finally, the teacher ends the learning process by greeting.

Basically language has a very important role for every human being, with language can help someone in communicating and obtaining information. Language can also support student success in studying various fields of study. Speaking skills can help students to obtain information, express ideas and express feelings. Speaking skills can also support other skills such as writing, listening and reading. At the junior high school level, the English subject aims to enable students to be able to communicate with good and correct language skills both orally and in writing.

At the beginning of the study, the researcher conducted a preliminary study and conducted a pre-test to determine students' speaking ability before being given treatment using the tiktok duet challenge. From the results of the pre-test showed that the average score of students in the experimental class and control class did not reach the KKM. This is because students have some problems in speaking. Based on

observations made before the study, there were several problem factors experienced by students such as: 1) the lack of implementation of speaking English in the school environment and in real life. 2) lack of self-confidence of students. 3) lack of vocabulary that students have. 4) lack of motivation of students in speaking English. 5) students feel bored because the media used is very monotonous.

Therefore, to overcome these student problems, the researcher tried to propose one of the media, namely using the tiktok duet challenge to improve students' speaking skills, the tiktok duet challenge media so that it can help students speak. The use of the tiktok duet challenge can stimulate students to respond and talk about what they see in the videos that are presented through their cellphone screens. With the writing on the video that is made it can make it easier for students to find out the content of the reading they will read. In addition, the video was made by the researcher by differentiating the color, where red is the part of the teacher who is reading and blue is the part of the students who are reading and the design is attractive and adds to the enthusiasm of students and students don't feel bored in learning English. , the researcher believes that this media is very suitable for use in learning to improve English speaking skills.

After being given the treatment, the researcher found some advantages and disadvantages in using the tiktok duet challenge media in learning to speak in procedural texts in class 11 SMKS 17 Cilegon, the advantages are as follows: 1) Tiktok duet challenge media helps students speak by stimulating students to respond from what they see in the video that has been presented. 2) Students can easily answer questions from the teacher presented via video using text procedures. 3) Students are very enthusiastic in receiving lessons. This is because the use of the tiktok duet challenge can attract students' interest in learning in a fun and not boring way. 4) Students are more confident with their opinions and dare to speak English.

In addition, researchers also encountered obstacles in teaching speaking in procedural texts at SMKS 17 Cilegon, such as: 1) Students felt less confident when uploaded to social media and they only dared to upload to friends 2) Students could not follow well the time duration or pause in the video because their way of reading is not too fluent to overcome this, the researcher takes several alternative methods such as: 1) The teacher asks students to be confident by making a special account for learning speaking. 2) The teacher explains to students that if the writing has changed then stop reading it because this is a treatment so the teacher does not force students to read perfectly but according to their abilities.

Furthermore, to measure the effectiveness of digital poster presentations in improving speaking skills in descriptive texts in grade 11 SMKS 17 Cilegon, the researcher used the t-test formula. Based on the results of the t test showed it was 4.41 while t_0 at a significance level of 5% was 2,392. In short, statistical tests show that $t > t_0$ or $4.41 > 2,392$.

This is indicated by an increase in students' abilities after being given treatment using the tiktok duet challenge media such as: 1) Students are motivated to speak English. 2) Students are more confident in speaking in front of the class. 3) Students are more communicative. 4) Student accents are better than before. 5) Vocabulary owned by students is more than before.

Kind of Speaking Element The Most Dominant After Using Duet Challenge TikTok, the result we can see from The data shown in the diagram 4.1 and diagram 4.2 are the results of the control class posttest and the experimental class. The data from the table shows an increase in the posttest results in each class. Each criterion is indicated to be more than many in fluency because the highest score is fluency. It is proven that students are motivated to make interesting and interesting TikTok videos to post. Step by step, they are confident to speak English in the video. Along with that, other criteria were also exceeded in the posttest. They had practiced their pronunciation better than before. The content they create is unique with its characteristics. The students speak English in the videos, that have been provided and in the final experiment, the Posttest, shows the expected improvement from the research. It is shown that students show a positive attitude towards using TikTok in motivating their speaking

CONCLUSION

The researcher concluded this research to answer the formulation of the problem, The conclusion was based on the data finding and hypothesis testing: The teacher using group discussion strategy in learning to speak English in class XI AKL SMK 17 Cilegon was carried out by the English teacher as a method that was considered quite effective in learning speaking. In practice, the teacher carried out a small group discussion strategy which was good for use in the learning process. And the teacher teaching strategy also using giving motivation to the students if learning english is easy motivational strategies are techniques that promote the individual's goal-related behavior Because human behavior is rather complex, there are many diverse ways of promoting it ± in fact, almost any influence a person is exposed to might potentially affect his/her behavior.

Before the researcher gave treatment both of experimental class (XI AKL 1) and control class (XI AKL 2), the researcher got the result of the average pre-test score in the experimental class was 64,01, while the average pre-test score in the control class was 52,43. The lowest score of pre-test in experimental was 54, while the lowest score of pre-test in control class was 43. The highest score of pre-test in experimental class was 77, while the highest score of pre-test in control class was 66, There were only 6 students in experimental class who achieved the minimum completeness criteria (KKM), while in control class there were 1 students who achieved the minimum completeness criteria (KKM). the researcher got the result of The average post-test score in the experimental class was 70,02, while the average post-test score in the control class was 74,16.

The lowest score of post-test in experimental was 6,9, while the lowest score of post-test in control class was 66. The highest score of post-test in experimental class was 85, while the Highest score of post-test in control class was 81. There were 29 students in experimental class who achieved the minimum completeness criteria (KKM), while in control class there were 18 students who achieved the minimum completeness criteria (KKM), the use Duet challenge tiktok as media improve students' speaking skill at SMK 17 cilegon which showed that there was significant effect of using duet challenge tiktok as teaching media in improving students' speaking skill than without using duet challenge tiktok . The percentage of duet challenge tiktok effect in teaching speaking was also high. Based on the results of the t test showed tt was 4.41 while t0 at a significance level of 5% was 1,672 In short, statistical

tests show that $t > t_0$ or $4.41 > 2.392$. In the degree significance $5\% = 1,672$ in degree of significance $1\% = 2,392$. After that the researcher compared the data with t_t (t table) both in degree significance 5% and 1% . Therefore $t_o:t_t = 4,41 > 1,672$ in degree of significance 5% and $t_o:t_t = 4,41 > 2,392$ in degree significance 1% .

Based on the fact above, the researcher summarized that there is significant effect of using duet challenge tiktok on students' speaking skill at XI AKL SMK 17 Cilegon. The data from the table shows an increase in the posttest results in each class. Each criterion is indicated to be more than many in fluency because the highest score is fluency.

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