

The influence of TikTok on Student English Pronunciation

Ahmad Mauludi ^{a,1,*}, Suryadi ^{b,2}

^a STKIP SITUS BANTEN, Jl. Bhayangkara, Cipocok Jaya, Kec. Serang, Kota Serang, Banten 42121, Indonesia

^b STKIP SITUS BANTEN, Jl. Bhayangkara, Cipocok Jaya, Kec. Serang, Kota Serang, Banten 42121, Indonesia

¹ akhmadmauludi2000@gmail.com; ² suryadi426@yahoo.com

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ABSTRACT

Teachers and students collaborated to ensure that all students were able to access the course materials in a manner that best suited their learning styles. This includes, but is not limited to, employing efficient methods of instruction and appropriate media. perhaps useful for making course material more accessible English language learners really benefit from taking pronunciation classes because it is possible to gauge how well they are communicating with others. The purpose of this research is to determine whether or not the use of TikTok is effective in assisting language learners in enhancing their pronunciation skills. The experimental method is used, and only a pre-test and post-test design is used for the research. The research sample was made up of 30 ninth-grade MTS Al-Rahmah Walantaka students who were picked at random to meet the researcher's needs. The study's results can be seen in the t_{table} distribution at the significance level = 0.05 with $(n-1) = 29$, the price of $t_{table} = 1.699$, and the t_{count} test results = 40.941. So, since t_{count} is larger than t_{table} , H_0 is not true. People can be warned that TikTok ($\bar{x} = 70.83$, $s = 9.476$) has a bigger effect on pronunciation than not using TikTok ($\bar{x} = 40.83$, $s = 8.518$) when learning English. Based on the results of this study, it seems that using TikTok is better for learning English pronunciation than not using TikTok.

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INTRODUCTION

Students are absolutely interconnected with one another throughout the process of learning. In this particular circumstance, there is a requirement for communication. The necessity of effective communication is becoming progressively more pressing as a direct result of the changing times and evolving human demands. As a result, this circumstance places language, which is a tool for human communication, in the most significant position possible. It is essential to communicate in a manner that is accessible to all parties involved, and this can only be accomplished by use language that is straightforward. Pronunciation errors, not lexical or grammatical gaps, are the most detrimental to communicative competence among speakers of English as a second or foreign language (Yudar et al., 2020) teachers, and especially those whose specialty is teaching pupils in the English language, face

a number of challenges as they guide their students through the learning process. A decrease in interest and enjoyment while learning as a result of these issues might have a negative effect on the goals of the learning process. Mastering proper pronunciation is essential for developing fluent oral communication skills in a foreign language. (Purwanto, 2019).

The primary goal of teaching and learning English in today's classrooms, which are heavily influenced by the communicative approach to language instruction, is to assist students in fluently communicating using English. It's unfortunate, but not all teachers are aware of how important proper pronunciation is. In contrast to Indonesian, English words are not reflective of phonetics, as shown by phonetic symbols, therefore the pronunciation of words in English is not always the same as the writing. In order to effectively communicate in English, it is essential that students have a strong command of the language and the ability to articulate unfamiliar words and phrases. For non-native speakers, the most significant and challenging aspect of learning a foreign language is pronunciation, as stated to (Nurullayevna, 2020), students frequently report experiencing bewilderment as a result of their interlocutors' incorrect pronunciation of words. An individual's pronunciation is a major factor in how their interlocutor evaluates them, because students in Indonesia speak their mother tongue in a variety of ways, it might be challenging for them to correctly pronounce terms in the English language. Some pupils have a difficult time pronouncing words correctly; in particular, they have a tendency to speak consonants as though they were spelt. It's possible that the disparity in the sound systems used in Indonesian and English is to blame for the widespread difficulty associated with acquiring proper English pronunciation. There are a few sounds that are unique to the English language that are not present in the Indonesian language. According to Vernom, employing media in the classroom can improve performance in class by 50%. (Bahri et al., 2022) Audio feedback, which can be in the form of tape or video records from native speakers, is one of the conventional teaching methods that is utilized by teachers the majority of the time. These resources are legitimate, and access to them is not restricted in any way.

Technology is a resource that can help any worker in a variety of situations. In today's world, people of all ages are able to engage with one another readily because to universally accessible technologies. The inseparability of modern human existence from electronic gadgets like smartphones, tablets, and laptops is a testament to the rapid pace of technological advancement. Changes in economy, politics, society, culture, and education are just few of the many ways that the presence of technology in Indonesia has impacted human civilisation in the digital age. In addition to an electronic-dependent way of life, the advent of social media is due to advances in technology that enable a more universalized idea of engagement via internet-based apps. People all over the world use social media platforms like Facebook, Instagram, Tumblr, and Twitter because they provide a variety of ways to pass the time, as well as a safe space to let their personalities shine via the sharing and creation of original material. TikTok has become one of the most popular social media sites among the social elite.

To have fun and connect with others, you may use the TikTok app to make and share videos. Douyin, which translates to "brief vibrato videos," is another name for this software besides "Tik Tok" (Nurhuda et al., 2021) short videos, often lasting only a few minutes, are an efficient medium for creating, sharing, and analyzing content. The use of audio and music in a video is a quick and easy way to let your viewers get involved and start thinking creatively. Information may be conveyed in an engaging audiovisual style with the use of video (Rahmawati & Anwar, 2022), TikTok is a platform for both pleasure and instruction, particularly in the field of English. Reading, writing, speaking, and listening are the four pillars upon which a solid foundation in English may be built, and only then can quality students be developed. Furthermore, these four abilities require the use of three essential linguistic elements: pronunciation, vocabulary, and grammar. According to Olive, Hadi, and Indriani, Tiktok media is an engaging and productive app since it boosts students' self-esteem in speaking English and leads to higher test results than when students don't use the app (Erwani et al., 2022), Numerous authors provide materials to help students of English with various aspects of the language, including pronunciation, vocabulary, grammar, frequently made errors, and

so on. The users of the TikTok app will be influenced in a variety of ways by the material delivered to them in the form of short videos in English, including their ability to speak, write, and comprehend the language.

Numerous studies have examined various aspects of the popular TikTok app. According to the findings of a study titled "The attractiveness of Tiktok as an Online English Learning Media" by (Warini et al., 2020) the most prevalent sorts of lessons derived from TikTok online videos are those pertaining to pronunciation, vocabulary, grammar, common errors, and English facts. The category of "Pronunciation" is the pinnacle of the four top content providers. Short videos with basic and intriguing content, complete with backgrounds, graphics, and editing effects that can bring advantages while also being fun; these are just some of the reasons why the results reveal that TikTok has appeal as an English learning medium. A Second research, "Boosting the English Vocabularies of Young Learners via Tik-Tok Application in the Digital Age," was undertaken by (Sofeny et al., 2022) Based on the findings of this research, the Tik-Tok app should be considered as an alternative media for teaching vocabulary, particularly for elementary school and comparable pupils. In light of the prior two research, this one presents both continuity and discontinuity. All of the scientists share one commonality: they all utilize the same social media platform, the Tik-Tok app, for their study. The study strategy and sample size make the difference. The first researcher employed an inductive qualitative strategy, whereas the second utilized a pre-experimental quantitative strategy. Tik-Tok, a popular video-sharing app, was also examined as a means of enhancing participants' English-language skills. Based on the foregoing, the purpose of this research is to see if Class IX students at MTS Al-Rahmah Walantaka can get better-than-average outcomes when it comes to learning English pronunciation using TikTok. Is there evidence that pupils' English speaking skills have improved thanks to TikTok?

METHOD

Due to the use of numerical data and statistical analysis, as well as the use of a pre-experimental design (Munthe et al., 2021), the study may be classified as quantitative. Conception of the Experiment According to (Arikunto, 2013) Observations were made twice in this design, once before the experiment began and once after it had finished. The goal of the experimental research approach is to determine the outcome of a therapy by careful study of the variables involved. The future is female (Arifin, 2020). Class IX pupils at MTS Al-Rahmah Walantaka during the 2022-2023 school year constituted the study's population. Sampling approaches, namely random sampling techniques, were used to collect data for this investigation (Sugiyono, 2018) This study employed a pre-test and post-test to sample a population of 90 students; the test was a set of questions or exercises, together with other instruments, used to evaluate an individual's or a group's level of expertise in a certain area. According to (Arikunto, 2013)

The information was gathered by giving two distinct kinds of exams to the pupils. Students were given a pre-test in which they were tested on their command of English grammar and vocabulary. Researchers have shown that TikTok videos are effective for teaching students the sounds of the alphabet, as well as how to correctly pronounce new words and English phrases. Students were given a speaking exam in the posttest that was quite similar to the one in the pretest. This examination is a list of vocabularies with 30 elements split into two types. There are 25 entries in the vocabulary pronunciation category, and 5 in the sentence pronunciation category. Each item on the word pronunciation exam is worth 3 points, whereas on the sentence pronunciation test it is worth 5. After collecting data from tests, the researcher draws conclusions. The study's experimental design is laid out in the table below.

Table 1. Pretest-Posttest Matching Design One Group Design.

Pretest	Treatment	Posttest
O1	X	O2

Description :

- 1) O1 is pre test
- 2) X is treatment
- 3) O2 is post test

Normality and homoscedasticity tests are necessary pre-analysis prerequisites. To find out if the sample follows a normal distribution, a normality test is carried out. This study used the lilliefors test for normality on the Kolmogorov-Smirnov distribution. Test for normality of data with the lilliefors statistic and the Kolmogorov-Smirnov criterion Data is considered normal if the p-value is larger than 0.05 (Siregar, 2015). SPSS version 26 is used for the computation.

Finding the appropriate T test formula is the goal of the homogeneity test. The Levene test is used to check for homogeneity. With a t-test, Equal Variances Assumed is used if the data are consistent. If the variances are not the same, then it is not assumed that they are equal. It is possible to conduct a homogeneity test if the Data Group follows a normal distribution. The calculated homogeneity value has a 5 percent margin of error. If the p-value is more than 0.05, the data is considered to be normally distributed.

The analysis performed to draw conclusions from the data collected becomes the final analysis. Distinction is the focus of the first hypothesis test. Results of a Parametric Statistical Analysis of Student Performance on a Learning Outcomes Formula There was a t test for pairs. One way to test hypotheses when the data being used are not freely available is through the use of a paired t-test Most paired cases include a single person (the study's subject) who receives two separate interventions. Researchers get two sets of sample data from the same person, one from the first therapy and one from the second treatment. Statistically comparing the means of two unrelated sets of data or samples is a common application of this method.

In the meanwhile, we'll use the correct party test in our statistical analyses to see if our impact (hypothesis 2) holds up. In order to conduct the test, the appropriate person must first determine the count's value and then compare that figure to that of the table. Again, we use the t-test with one-sample data to evaluate a hypothesis. Numerous provisions serve as foundations for norms, including (Siregar, 2015) H_0 is approved if and only if either the $t_{table} > t_{count}$ or significance value is more than 0.05; otherwise, H_0 is rejected. Through this t test, we can determine whether or not there is a statistically significant difference between the mean scores of students who used TikTok and those who did not. H_0 is allowed in the decision-making if $-t_{table} > t_{count}$, thus TikTok pupils' English pronunciation is no better than that of students who don't use the app. The TikTok effect on pupils' English pronunciation is positive if $-t_{count} > t_{table}$ and negative otherwise.

FINDINGS

The method for testing the hypothesis was created from the findings of an analysis of the data gathered through examinations of the students' levels of knowledge and ability. The first thing that has to be done in any kind of thorough investigation is to make sure that things are normal. Lilliefors in SPSS version 26 was used to conduct a normality test on this data, and the results indicated a significant value of 0.066 for the Pretest pronunciation and 0.137 for the Posttest pronunciation in the Kolmogorov - smirnov column. These values were found in the Kolmogorov - smirnov column. A significance index that is larger than 0.05 demonstrates that the data are normally distributed, and this is the case for both of the groups. Following that will be testing for homogeneity. In order to determine whether or not there was homogeneity, a t test based on independent samples was carried out under the premise that all of the samples' variances were the same. If the 0.05 threshold for statistical significance is used, then the data exhibit a constant variance. The data from the

homogeneity test are regarded as being of very good quality because the significance level was 0.584, which was more than 0.05.

Table.2. Homogeneity Test Result

			N	Std. Deviation	Std. Error Mean
Pair 1	Tiktok	70.83	30	9.476	1.730
	nontiktok	40.83	30	8.518	1.555

Tabel. 3 One Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	26.256	29	.000	40.833	37.65	44.01
Posttest	40.941	29	.000	70.833	67.29	74.37

DISCUSSION

On the basis of Table 2. after being treated, the average result of students increased to ($\bar{x} = 70,83$, $s = 9,476$) according to the findings of a statistical study that used the Paired samples t test on SPSS version 26, which found that the average value before being treated is ($\bar{x} = 40,83$, $s = 8,518$), and after being treated, the average value was ($\bar{x} = 70,83$, $s = 9,476$) may be known that t_{table} is 1.699, but the count of the test results received is 24.083. H_0 is ruled out as a viable option due to the fact that the value of t_{count} is higher than the value of t_{table} . indicates that we can draw the conclusion that learning English pronunciation using TikTok is superior to learning English pronunciation using any other method. The application TikTok can be used as a medium for pronunciation learning in English because it has many benefits and is effective in helping students and teachers in teaching and learning activities in the 20th century (Pratiwi et al., 2021), using TikTok videos are increasing their vocabulary and building self-confidence in speaking English (Kartika Dewi & Arifani, 2021), and TikTok can teach speaking English in an easy and fun way. Consequently, boosting the motivation of students to learn is of great assistance.

Check out Table 3. to discover more about the capabilities that the TikTok Media learning model possesses. According to the findings of a t sample test, the posttest t_{count} value was found to be 40.941, while the t_{table} value was found to be 1.699. The significance value was found to be $0.000 > 0.05$, and the t_{count} value was found to be greater than the t_{table} value ($40.941 > 1.699$). If the decision-making criteria of if- $t_{table} > t_{count}$, H_0 is approved, this indicates that it has been determined that the outcomes of using TikTok by students do not affect English learning in a manner that is superior to that of students who do not use TikTok. If t_{count} is more than t_{table} , then H_0 is called, which indicates that the learning results of TikTok pupils are superior to those of students who do not use TikTok. Because the value of $t_{count} > t_{table}$, ($40,941 > 1,699$), concludes that TikTok English learning is better than Non-TikTok students, it is possible to draw the conclusion that learning by using TikTok application has a higher effect than those who do not use TikTok based on these decision-making criteria. This is because the value of $t_{count} > t_{table}$, ($40,941 > 1,699$). You may download the TikTok program through a wide range of different apps, which are all provided by the TikTok application it self. The usage of the application TikTok in the process of learning English is extremely engaging, and it is helpful in

enhancing students' confident abilities in speaking English; the results of student scores reveal a very significant improvement as a consequence of using the program (Zaitun et al., 2021).

Learning English with TikTok can improve learning outcomes of English pronunciation to a greater extent than learning English without using TikTok, according to the results of calculations, processing, and analysis of all of the available data. This conclusion was reached as a result of the findings of the study. This can be seen in the difference from the average calculation, standard deviation, normality test, and homogeneity test, which shows that learning using TikTok is greater than Nontiktok learning. Additionally, based on the calculation of the two similarity tests an average of one party shows that tcount is greater than ttable value, then Ho is rejected. The process can be utilized in the process of learning English, and this can be seen in the difference from the average calculation, standard deviation, normality test, and Therefore, it is possible to provide a warning that the group that learns using TikTok ($\bar{x} = 70,83$, $s = 9,476$) has a bigger effect on pronouncing English than those who do not use TikTok ($\bar{x} = 40,83$, $s = 8,518$). This is because the group that learns using TikTok has a higher mean score.

Following the administration of therapy, there is a discernible improvement in the students of the ninth grade at MTS Al-Rahmah Walantaka in terms of their ability to correctly pronounce Arabic words, as evidenced by the findings and the subsequent discussion in the preceding chapter. It was demonstrated that the average score on the pre-test was 40.83, and that this value significantly improved to become the average score on the post-test at 70.83. After receiving treatment with the tiktok application, the quality of the pupils' pronunciation abilities improved, going from "bad" to "good." In order to help students in class nine of MTS Al-Rahmah Walantaka improve their pronunciation abilities, the usage of the tiktok application, which is beneficial for teaching pronunciation, has been used. This is demonstrated by the fact that the result of the t-test, which is 40.941, is more than the value of the t-table, which is 1.699. The students' responses to the use of the Tiktok application in the teaching of pronunciation were quite favorable. The students were very excited, and they smiled widely and laughed a lot while they were studying. The Students appear to be taking part in the educational experience with a great deal of enthusiasm.

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Pronunciation	Equal variances assumed	.303	.584	12.896	58	.000	30.000	2.326	25.343	34.657
	Equal variances not assumed			12.896	57.353	.000	30.000	2.326	25.342	34.658

Having tiktok makes pupils appreciate and have more fun in class. As a result, students will have no trouble comprehending the information provided by the author on the various contexts of vocabulary and sentence circumstances. Furthermore, they will be able to correctly emphasize and

intonate the material when they speak it. Students won't have a hard time grasping concepts when they choose tiktok as their educational platform. They are content with tiktok and are pleased with themselves because the majority of them prefer to watch videos, particularly brief tiktok videos.

CONCLUSION

Learning English pronunciation of MTS Al-Rahmah Walantaka with TikTok, as opposed to learning English Pronunciation of MTS Al-Rahmah Walantaka without using TikTok, was found to have a greater influence in this study than learning English pronunciation of MTS Al-Rahmah Walantaka without using TikTok. This conclusion can be drawn from the findings of the processing and analysis of the data, which are presented in the following way, TikTok is capable of giving suggestions to students to always focus on listening to the contents of the videos contained in TikTok, especially learning pronunciation.

Teachers need to figure out a method, strategy, and, most importantly, medium for instructing students on proper pronunciation during oral presentations. The use of media in the classroom has grown in significance as a tool for both the instructor and the students to better understand and engage with the material being covered. Movies, social media, and other forms of popular media centered on students' lives now can be used in the classroom. Based on the findings of this study, TikTok is recommended that students learn using TikTok in order to improve and improve the quality of learning English pronunciation at MTS/SMP level schools. This is because TikTok is capable of giving suggestions to students to always focus on learning pronunciation.

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