THE EFFECT OF TIKTOK VIDEO IN LEARNING PRONUNCIATION SKILL

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Abstract : The purpose of this research was to found out the effect of Tiktok video in learning pronunciation skill at grade tenth of SMA Negeri 2 Lubuk Pakam. The sample of this research was 50 students took from the tenth grade of SMA Negeri 2 Lubuk Pakam, consisting of 25 students as an experimental class using Tiktok video as media and 25 students as a control class without Tiktok video. The method used in this research is quantitative method. In collecting data, researchers conducted pre-test and post-test by giving a test consisted of 20 vocabulary items for each test. The results of this research showed that there is a significant difference in students' pronunciation by using Tiktok videos. This is evidenced by the average score of the pre-test of the experimental class was 43.6 and the post-test was 67.68. While the mean score of the control class pre-test was 37.76 and the post-test was 48.68. In addition, the results of data calculations show that at a significance level of 0.05, t-observed of 4.80 with t-table of 1.677, or 4.80 > 1.677. Therefore, it can be concluded that learning pronunciation using Tiktok videos is effective.

Keyword : *Tiktok video, Pronunciation skill, Learning Media.*

INTRODUCTION

English has an important role to communicate to convey various information. We live in the globalization era or it could be called the millennial era which is teaching english is very crucial for us to be able to communicate well because it can minimize misunderstandings of the interlocutor. English pronunciation is one of the most difficult skills to acquire and an important consideration for teachers and students in the classroom learning process. It receives less attention in classrooms and language curricula around the world. Pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and an understandable form. A person's pronunciation ensures the clarity required for a listener to be able to pick out words from the stream of speech and put them together in meaningful, comprehensible patterns, and also projects information about the speaker and the context of communication that makes a certain impression and establishes the common ground between speaker and listener that is needed for effective communication. The cause of students' difficulties and even mistakes when speaking English is because the consonant sound system in English is different from the Indonesian sound system. The pronunciation of the word "thigh /ai/" which means the upper part of the human leg is pronounced with /tai/ which means clothing consisting of a piece of cloth tied around the neck, think /iŋk/ which means communicating to

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yourself in your mind is pronounced with /tɪŋ/ which means the sound of a small metal bell. So the miscommunication arises because of the unclear articulation and mispronunciation because the letters issued are different. Therefore, students become shy and not confident to make mistakes in English pronunciation. Not only that, their English pronunciation also comes from what they hear when the teacher speaks English. They rarely open a pronunciation dictionary to check whether the words they say are in accordance with the correct pronunciation.

According to Harmer (2001:58), a lot of teachers do not pay enough attention to English pronunciation. The problems why students have difficult English pronunciation caused by the teacher has less focused on English pronunciation but prioritizes greater skills of speaking. Harmer (2001) argued, the main reasons causing a lack of attention to English pronunciation are lack of high quality, lack of appropriate teaching and learning materials, and little of time for practicing pronunciation. He was also expressed that the first thing that native speakers notice during a conversation is pronunciation. Students not only learn different sounds and sound features but also improve their speaking skill through pronunciation instruction. Students often make mistakes in their pronunciation when speaking, reading, or listening to words in English. There are several causes for this to happen, namely internal factors and external factors. Internal factors come from within such as motivation, interest, attitude, and intelligence. Meanwhile, external factors come from outside the learner, such as: the learner's situation, and conditions of the situation, conditions of the environment, and learning materials.

To solved these problems, the researcher want to utilize the development of technology which truly enhances many educational areas such as teaching, learning, and research, in which it supplies various resources that help teachers and students learn autonomously (Aminatun et al 2019). In this modern era, there are many learning media that can be used by teachers to teach English such as Tiktok, Youtube, Instagram, Twitter, Grammar cards, etc. These various media help students to understand the material easily. In this research, This research was used TikTok as a media for learning English Pronunciation.

RESEARCH METHOD

This research was used "experimental" as the design of this research. This research was used the tenth grade students of SMA Negeri 2 Lubuk Pakam in academic year 2022/2023. There were 392 students that distribute into 11 classes. Two classes were selected as sample randomly, 25 students as experimental group and 25 students as control group. This research conducted an accomplishment test that was used to obtain the necessary data. This test was a typed of pronunciation test. The test consisted of 20 Vocabulary words about Adjective & Verb. The test was a short test of knowledge or ability, which consists of several vocabulary to be pronounced by each student in the experimental class and the control class one by one. The video was opened through a link that has been shared through the class group and played through each mobilephone, and students was listened and observed the pronunciation of English vocabulary. After that, students were asked to imitate the pronunciation of the vocabulary according to the video played. The data was analyzed by calculated the data to get relative and accurate results. To find out the differences means of scores of the test between the experimental group and control group, the researcher uses test formula. The formulation of the "t"test.

FINDINGS AND DISCUSSION

The researcher was gave a pre-test to SMA Negeri 2 Lubuk Pakam students in

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the form of 20 vocabulary about verb and adjective. Then, the researcher gave treatment to the experimental class by using TikTok videos as learning media. While in the control class, the researcher only provided conventional learning without using any media. After the treatment was carried out, the researcher gave a post-test with the same test as the pre-test and in accordance with the treatment that had been given. Determining t-table in significance level 5% (0.05) with Degree of freedom (df). The value of df is 48(N-2) at the degree of significance 5% or t-table is 1.677. The result of t-observed is higher than t-table = 4,80 > 1,677. The Alternative hypothesis (Ha) was accepted.

The results can be seen from the average value between the experimental class and the control class. The pre-test of experimental group was 1.090 and the post-test was 1.692 with the differences scores was 624. Whereas, the pre-test of control group was 944 and the post-test was 1.217 and the differences scores was 275.

Furthermore, as the researcher has mentioned in Chapter II, the researcher proposed the following hypothesis :

• Alternative Hypothesis (Ha): There is a significant effect of tiktok video in teaching pronunciation skills in tenth grade of SMA Negeri 2 Lubuk Pakam.

• Null Hypothesis (H0): There is no significant effect of tiktok video in teaching pronunciation skills in the tenth grade of SMA Negeri 2 Lubuk Pakam.

To prove the hypothesis, the author uses the results obtained by students to be calculated with the t-test and follows the following assumptions:

If the tobserved result is greater than ttable, then the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Based on the data above t-observed>t-table, (4.80>1.68) with df 48.

Thus, it can be summarized that learning using TikTok media can be said to be effective.

Table 1. The Result of Hypothesis Data

$T_{observed}$ (t0)	T_{table} 5% (0.05)	Significant
4,80	1.677	Significant

CONCLUSION

This research was conducted to obtain empirical evidence about the improvement of students' pronunciation skills through tik-tok videos for class 10 SMA Negeri 2 Lubuk Pakam. After conducted experiments in teaching pronunciation before and after using Tiktok videos, the researcher was analyzed the data of the experimental results, then continued by conclude the results of the research as follows :

1. Students' in the experimental class experienced an improvement in their pronunciation. That was because used media that is Interesting, fun learning and not monotonous in learning.

2. Based on the data analysis in Chapter IV, teaching pronunciation using Tiktok videos was appropriated to be applied in the classroom. It can be saw from the results of the experimental class students' pre-test score of class X-D students' was 79 and the lowest was 21. While the highest post-test score was 93 and the lowest score was 40. The control group students' highest pre-test score of class X-C students' was 69 and the lowest score was 23. While the highest post-test score was 73 and the lowest score was 33.

3. The t-test formula to test the hypothesis of this study at a significance level of 5% (0.05), namely tobserved ttable (20.37>1.701). Therefore, the alternative hypothesis (Ha) is accepted. This means that there was a positive effect

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of the Tiktok video on increasing students' pronunciation.

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