

UTILIZATION OF TIKTOK VIDEOS IN IMPROVING STUDENTS' PRONUNCIATION ABILITY IN SENIOR HIGH SCHOOL

I NYOMAN AGUS NARDAYANA, NIHTA V. F. LIANDO, RINNY RORIMPANDEY

Universitas Negeri Manado
Email address: 21403048@unima.ac.id

Received: 29 November 2024

Accepted: 13 Desember 2024

Published: 18 Desember 2024

Abstract : This research has the purpose of improving students' English pronunciation of homograph words by using TikTok videos of native speakers as the media. This research is in the form of quantitative which designate the result in the form of numbers tables and charts not in the form of word. The data of this research comes from SMA Swadharma Werdhi Agung as the population, while focusing on the students of Class XI IPA 1 which consist of 25 students as the sampling of the research. In administering this research, the researcher used pre-test and post-test design to find out the improvement of students' pronunciation of homograph words by using TikTok videos of native speakers as the media. Pre-test and post-test design is considered as the most suitable for this research which aims to find out improvements from students. The result of the study explains that the students' pronunciation of homograph words before and after learning using the TikTok videos differs significantly. Students' ability to pronounce homograph words is positively impacted by TikTok, as seen by the post-test findings. Sig. (2 tailed) $0.001 < 0.05$ was the result of the obtained Paired Samples t-test. This indicates that H_a is accepted while H_o is denied. TikTok has a significant impact on students' ability to pronounce homograph words, as evidenced by the difference between the pre-test and post-test.

Keywords: *Pronunciation, Homograph Words, TikTok*

INTRODUCTION

A language is an organized form of speech. Language, in the words of (Hampp, 2019), is "a tool for expressing yourself, a communication tool, and a means for social control." This statement is founded on the idea that language is the capacity that humans have to communicate with one another through signals, such words and gestures. Furthermore, (Sudarsono et al. 2016) assert that "people include a meaning

in their language to communicate to each other, although sometimes there are language that have no meaning or meaningless."

English is a language that is used for interpersonal interaction and communication in all nations worldwide. It is often referred to as an international language. English is another crucial second language that all students, from senior high school on up to the general level, need to acquire. Reading, writing, speaking, listening, grammar, and vocabulary are all necessary for mastering English. The development of learning English is significantly influenced by these five factors.

The researcher plans to teach English in the context of pronunciation (speaking) in this section. Speaking in English requires accurate pronunciation, which is important to learn. Pronunciation is the production of sounds that is used for making meaning (Gilakjani, 2012). One of the most difficult things to master is how to pronounce words correctly in English, therefore students should spend a lot of time practicing. Easy-to-understand pronunciation is one of the most important components of language instruction and a basic requirement for proficiency. Pronunciation the key to learning; a bad pronunciation makes learning a language very challenging.

The goal of pronunciation instruction is not to ask students to pronounce words like native speakers. Instead, comprehensible pronunciation should be the main objective of oral communication (Gilakjani, 2016). Learners must alter their mental models of word sounds if they are to modify their pronunciation of English words. This holds true for both discrete sounds and the larger linguistic components like rhythm, stress patterns, and syllables.

One of the problems of pronunciation that the writer chose is about homograph. According to (Macizo et al. 2010) homographs are words with the same written form but different meaning. The writer found that there were still many students whose pronunciation abilities were very low, especially in homographs. Students have difficulty in pronounce English from just read a text. Students feel bored when

learning just from read, so that many students can't pronounce English word correctly. Many students admit that it is difficult to pronounce English words from books, even they have never heard native speakers and how to pronounce the word correctly. So, it made students feel confused and less motivation in classroom. Based on several problems faced by students in pronunciation English homograph, this research is considered very important to be carried out by applying TikTok videos to increase students' interest in learning pronunciation English homograph. TikTok is a social media platform that allowed people to create, watch and share short video using mobile phone (Hanson, 2020). Based on the description above this research will be carried out in SMA Swadharma Werdhi Agung using class XI as the object of research. So, this research entitled "Utilization Of TikTok Videos In Improving Students Pronunciation Ability".

RESEARCH METHOD

Research Design

This research design method used in this study is quantitative research method. Quantitative research usually works under the assumption that the world is a single reality that can be approximated via thorough study, and quantitative data is largely concerned with numbers (Fraenkel et al. 2023). The research design that used was experimental research or pre-experimental research whose data is collected in numbers. "The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested," according to (Cohen et al. 2011). Using this strategy, variables are manipulated and their effects on other sets of variables are measured.

Pre-experimental design is the type of experimental technique designing that the researcher selects. Pre-test and post-test designs were one type of pre-experimental design that the researcher employed.

Subject of the research

The subject of this research is 25 students from XI IPA 1 at SMA Swadharma Werdi Agung, Academic year 2024/2025. The way of taking sample was by using simple random sampling, according to (Fraenkel et al. 2023) simple random sampling ensures that all members of the population have an equal and independent probability of being selected.

Research instrument

The instrument that used in this research is a test, especially read aloud task. Intensive read aloud tasks such as reading one or two sentences. This method is simple to apply by choosing a passage with test specifications and by tracking the output of the test taker; the scoring is rather simple as all of the oral production of the test taker is under control (Brown, 2004). The researcher took 20 homograph words for pre-test and post-test which was taken from TikTok. The scoring scale followed Brown's language assessment framework, ensuring reliability and consistency in evaluation.

Research procedure

Pre-Test: Students were asked to pronounce the selected homographs, and their performance was recorded.

Treatment: Over six sessions, students were exposed to TikTok videos featuring native speakers pronouncing the same homographs. The researcher facilitated discussions and provided additional guidance on correct pronunciation.

Post-Test: Students repeated the read-aloud task under the same conditions as the pre-test.

Data Analysis: The results were analyzed using SPSS 30 to perform descriptive statistics, a normality test, and a paired-samples t-test to determine the significance of any improvement.

FINDINGS AND DISCUSSION

Findings

The researcher found the data after eight meetings. In the first meeting, the researcher gave a 60-minute pre-test consisting of twenty homograph words to pronounce (oral test). In the implementation of the pre-test, the researcher gave 20 homograph words contained in sentences and read by students. when reading homograph words there are almost all students read homograph words with incorrect pronunciation.

Furthermore, in the second to seventh meetings, the researcher provided treatment on the pronunciation of homograph words using TikTok videos from native speakers. The researcher asked students to open TikTok and search for an account that the researcher had prepared, and asked students to open videos containing homograph words and discussed in class.

In each meeting, the researcher discussed two homograph words and explained to the students what they meant and when they could be used. At the last meeting, the invariable 20 homograph words used in the pre-test were used by researchers to conduct a post-test following the treatment to see the students' learning results whether there was an improvement in pronunciation skills or not.

Descriptives statistical

In this research, descriptive statistical analysis was used to analyze the data. Means, frequencies, total scores, standard deviations, and percentages were calculated using statistical descriptive analysis. The following table shows the results of the statistical descriptive data analysis:

Descriptives

		Statistic	Std. Error	
pre-test	Mean	1.360	.1155	
	95% Confidence Interval for Mean	Lower Bound	1.122	
		Upper Bound	1.598	
	5% Trimmed Mean	1.351		
	Median	1.300		
	Variance	.333		
	Std. Deviation	.5774		
	Minimum	.4		
	Maximum	2.5		
	Range	2.1		
	Interquartile Range	.8		
	Skewness	.498	.464	
	Kurtosis	-.270	.902	
post-test	Mean	2.156	.0982	
	95% Confidence Interval for Mean	Lower Bound	1.953	
		Upper Bound	2.359	
	5% Trimmed Mean	2.151		
	Median	2.000		
	Variance	.241		
	Std. Deviation	.4908		
	Minimum	1.4		
	Maximum	3.0		
	Range	1.6		
	Interquartile Range	.8		
	Skewness	.427	.464	
	Kurtosis	-.887	.902	

Although the minimum score was 0.4, the 25 sample had the highest pre-test score of 2.5, according the data above. Despite this, the post-test's highest score was 3.0, while its lowest was 1.4. Additionally, the post-test mean score rose from 1.360 to 2.156, a substantial improvement.

Normality test

When data is typically distributed, the likelihood of bias is reduced. A normality test determines if the residual values are normally distributed. The attendant table was used to test the normality of the data:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test	.192	25	.018	.928	25	.079
post-test	.185	25	.028	.924	25	.064

a. Lilliefors Significance Correction

Because the population is tiny, the researcher utilizes Shapiro-Wilk to analyze the normality data above. For large samples (>50), the Kolmogorof-Smirnove test can be used to do the normality test; for small samples (<50), the Shapiro-Wilk test can be used. has a significance level > 0.05 or higher than 0.05. The significant data for the pre-test are (0.079>0.05) and post-test are (0.064>0.05), as shown in the above table. This indicates that the aforementioned data has a normal distribution.

Hypothesis test

To verify the hypothesis that there was a significant difference between the pre-test and post-test based on the t-values, a t-test was conducted. Finding the difference between the pre-test and post-test results is the aim of the paired-samples t-test. This was utilized to assess the treatment's impact.

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Pair 1	pre-test - post-test	-.7960	.1791	.0358	Lower	Upper	-22.226	24	<.001	<.001
					-8699	-.7221				

The paired sample test results, as shown in the above table, show that there was a significant difference in the students' pronunciation proficiency in class before and after the treatment, with Sig. (2 Tailed) of pair 1 was 0.001<0.05.

Discussion

Some truths are revealed by the data analysis in this research. The researcher discovered that students' pronunciation skills improve when they utilize smartphone applications. The pre-test and post-test results from the previous section demonstrate that students made better progress after using TikTok videos as teaching media,

proving that the treatment or teaching media utilized in this study can raise student accomplishment.

The study's findings demonstrated the impact of TikTok videos on improving students' pronunciation of homograph word. The students took an oral exam administered by the researchers. The researcher employed TikTok videos as media learning and gave the class treatments. The invariable 10 homograph words used in the pre-test were used by researchers to conduct a post-test following the treatment. A significant improvement was seen in the post-test mean score, which increased from 1.360 to 2.156. Thus, it is possible to draw the conclusion that TikTok is a useful tool for media learning.

The researcher's conclusions are supported by research from (Muslimah, 2022), which claims that using TikTok videos to teach pronunciation can help students become more proficient. The pronunciation acquisition following the TikTok video is higher than it was prior to utilizing TikTok, demonstrating this. Additionally, using TikTok as a media learning tool can make learning in class more enjoyable. This is similar to what (Dewi & Arifani, 2021) says, who claims that TikTok increases students' confidence in their ability to pronounce English words correctly and increases their desire to participate in class because it is an engaging app. Using TikTok to learn English is entertaining, stress-free, and engaging. TikTok has the potential to boost students' enthusiasm for learning. Additionally, TikTok enables students to study on their own. TikTok may be a useful learning tool that can be used in the educational process for a number of reasons. TikTok is incredibly pleasant and effective since it makes studying more enjoyable and simpler. Because TikTok videos have recordings of sound, as well as images of native speakers, they can be used to provide examples of how to pronounce English homographs. Instead of employing modules for learning materials, students prefer to use video-based learning. The majority of EFL students, according to (Yang, 2020), used TikTok to learn English both inside and outside of the classroom. This helped the students improve their English proficiency, access more authentic learning resources, and increase their

enthusiasm for the language. TikTok may be a viable substitute for traditional educational material that is appealing and engaging for students. Additionally, TikTok gives users more flexibility and clarity in their language skills. The TikTok app is easy to use and accessible from anywhere at any time with an internet connection.

The post-test mean score comparison between the pre-test and post-test determined whether the strategy was successful based on the results. The mean score of the pre-test was 1.360, while the mean score of the post-test was 2.156. The obtained paired samples t-test, revealed that the Sig. (2 tailed) was $0.001 < 0.05$. The class before and after utilizing TikTok as a media learning tool for homograph word pronunciation showed a significant difference.

As shown on the table of students' achievement, it can be concluded that TikTok videos can develop students' pronunciation ability and help them to fulfil the categories that the researcher focused on (Pronouncing English Homograph Word).

Based on all of the findings, the researcher came to the conclusion that students' learning outcomes can be impacted by the use of suitable teaching media. Specifically, when it comes to pronunciation instruction, the researcher's findings indicate that it is preferable to use familiar media and encourage students to use it independently rather than merely having them pay attention to the teacher, which will cause them to become disinterested and even lazy. As opposed to when they utilize media that they are already familiar with, such as a smartphone, students are excited because they will be able to learn easily using their own smartphone.

CONCLUSION

Based on the results, it can be said that students' pronunciation of homograph words before and after learning them using the TikTok videos differs significantly. Students' ability to pronounce homograph words is positively impacted by TikTok, as seen by the post-test findings. Sig. (2 tailed) $0.001 < 0.05$ was the result of the obtained Paired Samples t-test. This indicates that H_a is accepted while H_o is denied. TikTok has a significant impact on students' ability to pronounce homograph words,

as evidenced by the difference between the pre-test and post-test. The significant result increase in pronunciation in the post-test is expected to be greater than the pre-test that did not use TikTok as the media learning tool.

This demonstrates how using TikTok as a learning tool has enhanced students' ability to pronounce homograph words on the post-test. The results of the pre- and post-tests suggest that TikTok has a positive impact on students' English proficiency, particularly when it comes to their ability to pronounce homograph words. Students' average score on the post-test was greater than their pre-test score. Therefore, it can be concluded that TikTok is a successful tool for helping students become more proficient at pronouncing homographs.

REFERENCES

- Brown, D. (2004). *Language Assessment: Principles And Classroom Practice*. San Francisco State University: Longman.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods In Education*. New York: Routledge. *Journal Of Educational, Cultural And Psychological Studies (ECPS Journal)*.
- Dewi, L. K., & Arifani, Y. (2021). The utilization of Line video call and TikTok video for teaching pronunciation in Thailand. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(2), 260-274.
- Fraenkel, J., Wallen, N., & Hyun, H. (2023). *How to Design and Evaluate Research in Education 10th ed*. McGraw-Hill Education.
- Hampp, P. (2019). Use Of Songs In Teaching Simple Tobe And Past Tense Teaching. *Journal of English Language and Literature Teaching*

- Hanson, R. E. (2020). *Mass Communication: Living In A Media World*. SAGE Publications.
- Muslimah, D. M. (2022). The Impact Of Tik-Tok Videos To Reduce Pronunciation Errors On 9th Grade Students.
- Pedro Macizo, Teresa Bajo, & María Cruz Martín. (2010). Inhibitory Processes In Bilingual Language Comprehension: Evidence. *Inhibitory Processes In Bilingual Language Comprehension: Evidence*.
- Pourhosein Gilakjani, A. (2012). A Study Of Factors Affecting EFL Learners' English Pronunciation Learning And The Strategies For Instruction. *International Journal Of Humanities And Social Science*.
- Pourhossein Gilakjani, A. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1-6.
- Sudarsono, L., Samola, N., & Maru, M. G. (2018). A Discourse Analysis Of Figurative Language In Barack h. Obama's Speech. *Journal of English Language and Literature Teaching*, 1(01).
- Yang, H. (2020, June). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (Vol. 1, pp. 162-83).

