

USING TIKTOK ENGLISH ACTING CHALLENGE VIDEOS TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMA NEGERI 2 TONDANO

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Abstract: The purpose of this research is to find out if the Tik-Tok English Acting Challenge videos may help students to improve their speaking ability especially their pronunciation. This is a quantitative study using pre-test and post-test design through an oral test. The subjects of this study were 20 students from SMA Negeri 2 Tondano's class 10 A. Based on the data obtained, the highest Pre-test score is 8 and the lowest is 4, while the highest Post-test score is 10 and the lowest is 6 with the mean score in the Pre-test is 4.7 and the mean score in the Post-test is 8.2. Significant improvements can be noted in this data, and it can be concluded that the feature of Tiktok English Acting Challenge videos successful in enhancing and upgrading students' Speaking Ability.

Keywords: *Pronunciation, EFL, Tik-Tok English Acting Challenge Videos, Speaking Ability.*

INTRODUCTION

The evolution of information and communication suggests that current knowledge is continually changing. These developments have an influence on student perspectives, which increases their curiosity in attempting new things and it can be seen from each variety of technology that popping up which is the best platform to learning especially English language. Pinontoan et al., (2022) stated that "With the development of technology smartphone can be very useful including to learn English". Tiktok is one of feature on mobile device which is the form of technological progress. According Lasut et al., (2022) "Using mobile devices in the language classroom has shown numerous

beneficial results". Beside that Video English Acting Challenge is one of feature on Tiktok that can be Access through mobile device.

Tiktok is the most widely used social media platform in this moment and English plays an important role in spreading Tiktok because it was arised from China and to represent it English is needed. As stated by Hamise, (2022) "English is crucial for supporting factors including education, technology, social interaction, and culture". As a result, improving students' speaking ability in English is essential, addition to studying theory, practice is required. Here pronunciation is a main focus ,Pronunciation is important because as stated by Raudyatuzzahra, (2020)" Understanding the speaker's words can be facilitated by proper pronunciation." Learning english is difficult and not as easy as falling of log, it might be need some effort. We have to be patient to get the result and need to practice to get the improvement but we can if we try.

Speaking ability is a requirement for students studying English, it can help us to understand any literary works Posumah, (2022)., and it allows students focus on getting important knowledge and dismissing irrelevant information. This is also supported by Liando & Lumettu, (2017) which is said that "Increasing our English communication skills might make it simpler for us to obtain information.". However, even though learning media has been growing, this has not made students' speaking skills develop, but in fact there are still many students who are still afraid to start a conversation using English. This fact allow why now social media plays an important role in communication and the environment is a place where communication occur while language is a media to connect both of those.

Now Tiktok is applications that are currently viral among young people and this can be a reference to encourage students to be better at selecting social media which can later be used as entertainment media as well as learning media. While others have discussed using Tiktok from the perspective of the student, the researcher of this study demonstrates how the Tiktok feature known as the Video English Acting Challenge aids students in improving their Speaking abilities in SMA Negeri 2 Tondano.This is what makes this research intriguing to look into.

RESEARCH METHOD

This is a quantitative approach. The study used Pre-experimental design with pretest and posttest, For the pre-test, This study included 20 10th grade students from class A of SMA Negeri 2 Tondano. The focus of this study is pronunciation. The author used an oral exam to assess how students' pronunciation improves, and a Whatsapp application to gather video on the pre-test and post-test. These findings came from data analysis after the researchers performed study at school three times. During the first meeting, the writer delivered 15 unfamiliar vocabulary concepts, and students were asked to record their pronunciations and email them over Whatsapp. At the second meeting, the writer used the treatment, and the students were encouraged to produce a collaborative video on Tiktok using the Video English Acting Challenge tool based on the vocabulary from the Pretest. To measure improvement, the writer used the identical words from the Pre-test in the Post-test that was delivered during the most recent meeting

Result

The following results of the data presented below in table 1 which are:

Table 1: Students' score in Pre-test and Post-test

NO	NAME OF STUDENTS	PRE-TEST(T1)	POST-TEST (T2)	GAINED SCORE
1	Amanda Karwur	4	7	3
2	Arilio Maramis	5	9	3
3	Bril Iaihan	8	10	2
4	Cleeyr Talibonso	4	7	3
5	Elzaday panungkela	4	8	3
6	Engelina Miojo	5	9	4
7	Gabriela wongkar	4	8	3
8	Hendrik Kumajas	7	9	2
9	Immanuel Moningka	7	10	3

10	Jeniver Kumayas	3	8	5
11	Jeremi Kapele	3	7	4
12	Josua Liem	3	8	6
13	Julio Turang	6	8	2
14	Kasih Lendo	3	9	3
15	Keysia Gerung	4	10	2
16	Marchelino Lasut	4	7	3
17	Moses Gerungan	4	7	3
18	Vincetius Kartodimejo	3	6	3
19	Yohanes Rengkuan	7	9	2
20	Deishen Sanggamele	6	8	2
	Total	$\Sigma T1 = 94$	$\Sigma T2 = 164$	

The results above show that there is a significant difference between the pre-test and post-test. The pre-test and post-test were administered to 20 students in this study. It can be observed that the lowest score in the pre-test was 3, whereas 7 persons received a 4, the highest score was 8 which was attained by only one person. Furthermore, the highest score gained by students in the Post-test was 10, which was acquired by three persons, while six people received an 8.

The following computation of Pre test and Post test mean score data presented below in table 2 which are:

Table 2. The computation of mean score (\bar{x}) of Pre-Test (T1) and Post Test (T2)

Mean Score of Pre-Test = $\bar{x} = \frac{\Sigma X}{n}$	Mean Score of Post-Test = $\bar{x} = \frac{\Sigma X}{n}$
$\Sigma X = 94$	$\Sigma X = 164$
$N = 20$	$N = 20$
$\frac{\Sigma X}{n} = \frac{94}{20}$	$\frac{\Sigma X}{n} = \frac{164}{20} =$
$\bar{x} = \frac{\Sigma X}{n} = \frac{94}{20} = 4.7$	$\bar{x} = \frac{\Sigma X}{n} = \frac{164}{20} = 8.2$

Based on these findings, the authors conclude that there was a substantial rise from the prior Pre-test Mean score of 4.7 to 8.2 in the Post-Test Mean score. This proves that the use of learning media has a positive impact on increasing enthusiasm for learning. In the next table the writer wants to describe Frequency Distribution Matrix of Pre-test (T1). The following results of the data Frequency Distribution Matrix of Pre-test (T1) presented below in table 3 which are:

Table 3. Frequency Distribution Matrix of Pre-test (T1)

Score	Tally	Frequency	Freq-%
8	I	1	5%
7	III	3	15%
6	II	2	10%
5	II	2	10%
4	IIII	7	35%
3	IIII	5	25%

The results of the Data from the student's Pre oral test summary (T1) presented below in table 4 which are :

Tabel 4. Data from the student's Post oral test summary (T1)

From the data above the writer concluded that of the 20 students who took the pre-test, the scores obtained by the students were at most 4 (35%) and this proved that students' Pronunciation was not good. In other words, about 60% had difficulty pronouncing the words that had been provided and only 1 student or about 5% could pronounce the words properly and correctly without assistance. According to this statistic, students still have difficulties in pronouncing English words.

The results of the Data from the student's Post oral test summary (T2) presented below in table 5 which are :

Table 5. Frequency Distribution Matrix of Post-test (T2)

Score	Tally	Frequency	Freq-%
10	III	3	15%
9	IIII	5	25%
8	IIII I	6	40%
7	IIII	5	25%
6	I	1	5%

An obvious conclusion that can be derived from the statistics above is that there has been an increase. After evaluating students' poor Pre-test scores, the author used the Tiktok English Acting Challenge to complete the Treatment, and there was a change in score, with just 1 or 5% of 20 students having low Post-test scores. The average improved significantly with a score of 3-4 points. Here, around 40 percent of students get high scores, while approximately 65% perceive improvements following the Pre-test. The Tiktok feature Videos English Acting Challenge, according to the Post-test data, is effective in improving students' pronunciation.

The results of the following summary of the final results from the Post oral-test students presented below in table 6 which are:

Table 6. Data from the student's Post oral test summary (T2)

	Fluency	Pronunciation and accent	Vocabulary	Categories
B	- Volume waves - There some frequently hesitations: a slight search for words	pronunciation is good. Good effort at accent	Good language control	Good

The combination of frequency polygon on Pre-test and Post-tests presented below in figure 1 which are:

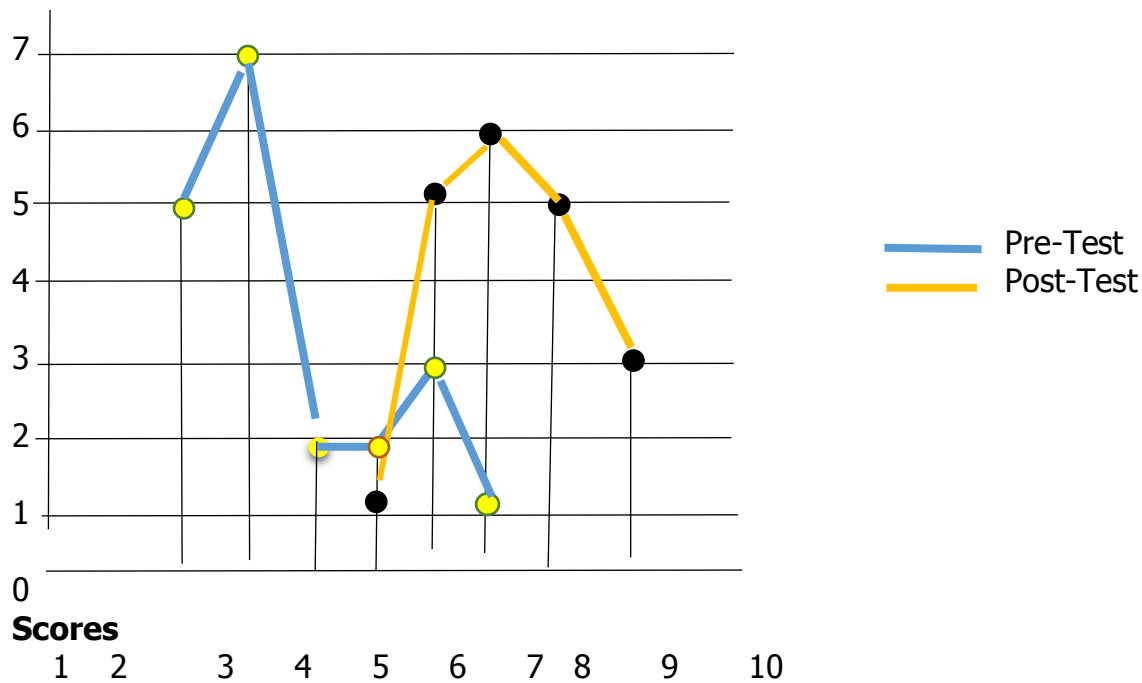


Figure 1. The graphic combination of frequency polygon on Pre-test and Post-tests

According to the graph in Figure 1, the highest Pre-test score is 8 and the lowest is 4, while the greatest Post-test score is 10 and the lowest is 6. As demonstrated, the English Acting Challenge Video Feature is an excellent learning medium and may be suggested as a helpful medium in learning English, particularly Pronunciation.

CONCLUSION

The writers discovered that the Tiktok Videos English Acting Challenge feature might assist students to improve their pronunciation. Based on research conducted at SMA NEGERI 2 TONDANO in class 10 A students through the Pre and Post tests, it had a positive influence which made significant developments both in terms of fluency, accuracy, and increased self-confidence. This can be seen in the overall score achieved, which has increased from 60% to 90% right, with around 25% achieving a high score, while 5% are still in the adjustment stage. Therefore the Video English Acting Challenges feature in Tiktok is effective in improving students' pronunciations and may be recommended as a new technique of learning English.

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