

THE EFFECTIVENESS OF TIKTOK VIDEOS IN IMPROVING STUDENTS' LISTENING COMPREHENSION AT SMP NEGERI 1 TONDANO

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Abstract: The Purpose of this research was to know whether using TikTok videos effective in improving students' listening comprehension. The researcher conducted the study on the 9 grades of students of SMP Negeri 1 Tondano in the 2022/2023 academic year. The research design used was an experimental design with a quantitative approach, this pre-experimental research was conducted by using pre-test treatment, and post-test. The instrument used in this research was a test (pre-test and post-test). The population of this research is the students of eighth grade at SMP Negeri 1 Tondano which consists of two classes and the researcher took 21 students in each class to apply the test. The instrument in this research is a test. The kind test was used multiple choice test and the total number of multiple choices was 24 number. The test be based on the material given. Data was collected starting from making the lesson plan in the teaching and learning process, giving the pre-test, before presenting the material, analyzing the data taken from the pre-test and post-test to plan the treatment for the students, and giving the treatment by using TikTok Video. The Mean score of post-tests was 89.05 was higher than the control group with a mean score of 71.7. It meant that the result of the post-test in the experimental group was better than the control group. The result of this research is that applying TikTok Videos to increase students' listening comprehension was effective.

Keywords: *Listening Comprehension, Tiktok Videos, Effectiveness, Improving*

INTRODUCTION

Listening is the ability to identify and understand what others are saying. Barnes in Gilakjani (2016) says that listening is such a highly complex problem-solving activities in which listeners interact with the speakers to construct meaning, within the context of their experience and knowledge. One of the most important English skills is listening. The first and most basic skill that a beginner must have in learning a new language is listening.

Lengkoan et al., (2022); Hampp et al., (2021); Rorimpandey (2019), asserts that listening is a crucial component of language instruction and that it helps us develop other language abilities like speaking and writing. One of the most crucial aspects of learning English is listening comprehension, as learning a language also requires learning word meanings.

A research by Lumentut & Lengkoan, (2021); Andries & Lengkoan, (2023); Hamouda (2013) found that there were some difficulties in learning this skill. From the result, it can be inferred that there were several major listening comprehension issues faced by the learners such as pronunciation, speed rapidity, insufficient vocabulary, speakers' accent, lack of concentration, anxiety, and bad quality of recording. This is in line with the explanation above that listening problem includes intern and extern factors. Students' anxiety, lack of vocabulary, and bad concentration were the major listening problems regarded by EFL students

In listening, students' difficulties in learning English listening can be multifaceted. Some students may face challenges in dealing with accents and dialect variations, while others may find it difficult to keep up with the speaking speed of native speakers. Limited vocabulary, lack of listening practice outside of class, and inability to differentiate sounds and intonation are also common barriers.

In this era of technological development and social media, there are new opportunities to utilize digital platforms in the learning process, one of which is through the use of short videos on social media such as TikTok as a learning media. TikTok, as a platform that allows users to create and watch short videos, has become a global phenomenon, especially among teenagers. The diversity of content on TikTok creates opportunities to integrate language learning in interesting and fun ways.

There are numerous methods and approaches for teaching English that enable pupils to grasp media lessons with ease. As an alternative, media can help with the processes of teaching and learning (Liando et al., 2022); (Adawiyah, 2017); (Maru et al., 2020). Audio visual materials, particularly those on smartphones, are one type of media that teachers employ in the teaching-learning process. "Choosing audio visual as one of the deep media for boosting students' motivation and achievement, since audio visual is a

media that can be seen and heard to clarify message or information conveyed," stated by Rahmawati (2022).

TikTok is an application that allows users to create videos that are about 15 seconds to 5 minutes long accompanied by a wide selection of features in it such as music, filter stickers and several other creative features. According to (Bahri et al., 2022), the TikTok application has many supporting features that can make content more interesting and easier to market. TikTok also provides a variety of content generated by users from various backgrounds and accents. This gives students more authentic exposure to English as it is actually used by native speakers. The short video format used is also creative, this can increase student involvement. An interesting and non-monotonous learning style can motivate students to be more active in understanding and interpreting. ongoing expression. Students can also easier play and replay videos as many times as needed to improve listening comprehension. According to Ufairah (2021), the TikTok app has numerous advantages and can be a useful tool for English language learners studying the 20th century. It also helps teachers and students with teaching and learning activities.

According to Prianbodo (2018), TikTok has a learning effect on children's right brain abilities with good supervision. On the other hand, according to Marini (2019), TikTok harms its users, such as quota usage. Users will feel annoyed because they cannot access TikTok if they do not have a quota. This can hinder the learning process.

Based on initial observations at SMP N. 1 Tondano, particularly in the 8th grade, researcher discovered that most students were already familiar with gadgets and the internet, with the Tiktok application being the most widely used tool for games, information, and even for learning media. to diverge from these insights. The researchers chose the title The Effectiveness of Tiktok Videos in Improving Students' Listening Comprehension at SMP N. 1 Tondano because they believe that the Tiktok application is useful for teaching listening.

RESEARCH METHOD

Research method are procedures or scientific methods for obtaining data with a specific purpose, and the researcher was used quantitative research through post-test

only with experimental group and control group. The students were given a post-test to determine whether their listening comprehension had improved. The experimental class were taught in test after treatment and the control class were taught by conventional method. So, there are two tests: T1 is Experimental Group and T2 is Control group. X is symbolized for the Treatment. The population of this research are the students of eighth grade at SMP Negeri 1 Tondano which consist of two classes and the researcher will take 21 students in each class to apply the test. The instrument in this research is a test. The kind of test was use multiple choice test and the total number of multiple choices is 20 number. The test was based on the material given. There are several steps in order to collect the data of this research:

1. Make the lesson plan in teaching and learning process.
2. Give the pre-test, before present the material. The pre-test given is a question in the form of an objective choice where students fill in the answers using one skill direction, namely using listening skills only. listening to audio is a conventional method that students use to find out answers to the TikTok audio they listen to.
3. Analyze the data taken from pre-test in order to plan the treatment for the students.
4. Give the treatment by using TikTok Videos. In the treatment section, the researcher provided several stimulus stimuli to students to use TikTok as a learning medium. There were approximately 5 English learning resources from TikTok that students studied, one of which would later be chosen as the subject of questions in the post-test itself. Students are also guided to integrate their listening and reading skills based on the visual approach used by TikTok as a flexible learning medium.
5. Give the post-test. The post-test was held with the same question concept as the previous pre-test, the post-test will be a benchmark to see the comparison of results in the pre-test which only used listening skills while in the post-test used listening and reading through the video in Tiktok.
6. Organize the data into table.
7. Analyze the data.

In analyzing the data the writer use Mean Score formula and Standard Deviation as follows:

$$Me = \frac{\sum x_i}{n}$$

Me = The mean score of students

$\sum x_i$ = The total number of students score

n = The total number of students

(Sugiyono, 2010)

Standard deviation

$$S = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(n-1)}}$$

S = Standard deviation

n = Number of sample

\sum = Epsilon / total (number, quantity)

\bar{x} = Mean

x_i = The score of sample

(Sugiyono, 2010)

FINDINGS AND DISCUSSION

As the research question had been already explained on the chapter 1. It was solved the problem through pre-experimental design with post-test only. The hypothesis was constructed: "The effectiveness of TikTok Videos in Improving Students' Listening Comprehension". The sample of this research was two classes: experimental class and control class that consisting of 42 students. Each class consisted of 21 students. The experimental group was taught by using TikTok Videos while, the control group was taught by an usual technique. The data were obtained from pre-test and post-test in order to see the students' achievement after doing treatment.

In order to see the difference in achievement between the experimental group and the control group, it used t-test formula. The used formula is the given by Shalvelson (1981:424).

Table 1. Data Matrix of the Experimental Group and Control Group

Subject	X ₁	Subject	X ₂
	Control		Experimental
01	75	01	70
02	80	02	70
03	90	03	70
04	85	04	65
05	95	05	80
06	90	06	70
07	100	07	60
08	100	08	70
09	95	09	70
10	80	10	70
11	85	11	75
12	75	12	80
13	85	13	80
14	100	14	65
15	90	15	65
16	80	16	75
17	100	17	70
18	100	18	75
19	85	19	80
20	80	20	70
21	100	21	75
	1870		1505

The presentation frequency distribution of the experimental group (X₁) and the control group (X₂) scores was shown below.

Table 2. Frequency Distribution of the Experimental Group(X₁)

Value X ₁	F ₁	F ₁ %	CF	CF ₁ %
100	6	28.57	21	100
95	2	9.52	15	71.43
90	3	14.29	13	61.91
85	4	19.05	10	47.62

80	4	19.05	6	28.57
75	2	9.52	2	9.52

The presentation on table 2, it could be clearly seen that the highest score was 100 (one hundred) gained by 6 (six) students or in percentage 28.57%, 2 (two) students obtained 95 (ninety-five) or 9.52%, 3 (three) students obtained 90 (ninety) or 14.29%, 4 (four) students obtained 85 (eighty-five) or 19.05%, and 4 (four) students obtained 80 (eighty) or 19.05%, 2 (two) students obtained 75 (seventy-five) or 9.52% as the lowest score.

Table 3. Frequency Distribution of Control Group (X_2)

Value X_2	F_2	$F_2\%$	CF	$CF_2\%$
80	4	19.05	21	100
75	4	19.05	17	80.95
70	9	42.86	13	61.9
65	3	14.28	4	19.04
60	1	4.76	1	4.76

The presentation on table 3 above, it could be clearly seen that the highest score was 80 (eighty) gained by 4 (four) students or in percentage 19.05%, 4 (four) obtained 75 (seventy-five) or 19.05%, 9 (nine) students obtained 70 (seventy) or 42.86%, 3 (three) students obtained 65 (sixty-five) or 14.28%, 1 (one) student obtained 60 (sixty) or 4.76% as the lowest score.

Table 4. Variance of Experimental Group

SUBJECT	X	\bar{X}_1	$X_1 - \bar{X}_1$	$(X_1 - \bar{X}_1)^2$
1	75	89,05	-14,05	197,4025
2	80	89,05	-9,05	81,9025
3	90	89,05	0,95	0,9025
4	85	89,05	-4,05	16,4025
5	95	89,05	5,95	35,4025

6	90	89,05	0,95	0,9025
7	100	89,05	10,95	119,9025
8	100	89,05	10,95	119,9025
9	95	89,05	5,95	35,4025
10	80	89,05	-9,05	81,9025
11	85	89,05	-4,05	16,4025
12	75	89,05	-14,05	197,4025
13	85	89,05	-4,05	16,4025
14	100	89,05	10,95	119,9025
15	90	89,05	0,95	0,9025
16	80	89,05	-9,05	81,9025
17	100	89,05	10,95	119,9025
18	100	89,05	10,95	119,9025
19	85	89,05	-4,05	16,4025
20	80	89,05	-9,05	81,9025
21	100	89,05	10,95	119,9025
Σ	1870			1580,953

After putting the individual deviated from the data presentation on the table 4 (experimental group), the next step was to calculate Mean (\bar{X}_1) and Standard Deviation (S_1^2) which was computed based on the following formula:

$$\mathbf{a.)} \quad n_1 = 21$$

$$\text{Mean } (\bar{X}_1) = \frac{\sum X_1}{n_1}$$

$$= \frac{1870}{21}$$

$$= 89.05$$

$$\mathbf{b.)} \quad \text{Standard Deviation } (S_1) = \sqrt{\frac{\sum (X_1 - \bar{X}_1)^2}{n - 1}}$$

$$\begin{aligned}
&= \sqrt{\frac{1870}{21-1}} \\
&= \sqrt{\frac{1870}{20}} \\
&= \sqrt{93,5} \\
&= 9,67
\end{aligned}$$

c.) $S_1^2 = 93,5$

Table 5. Variance of Control Group

SUBJECT	X_2	\bar{X}_2	$X_2 - \bar{X}_2$	$(X_2 - \bar{X}_2)^2$
1	70	71,7	-1,7	2,89
2	70	71,7	-1,7	2,89
3	70	71,7	-1,7	2,89
4	65	71,7	-6,7	44,89
5	80	71,7	8,3	68,89
6	70	71,7	-1,7	2,89
7	60	71,7	-11,7	136,89
8	70	71,7	-1,7	2,89
9	70	71,7	-1,7	2,89
10	70	71,7	-1,7	2,89
11	75	71,7	3,3	10,89
12	80	71,7	8,3	68,89
13	80	71,7	8,3	68,89
14	65	71,7	-6,7	44,89
15	65	71,7	-6,7	44,89
16	75	71,7	3,3	10,89
17	70	71,7	-1,7	2,89
18	75	71,7	3,3	10,89

19	80	71,7	8,3	68,89
20	70	71,7	-1,7	2,89
21	75	71,7	3,3	10,89
Σ	1505			616,69

After putting the individual deviated from the data presentation on the table 5 (control group), the next step was calculating Mean (\bar{X}_2) and Standard Deviation (S_2^2) which was computed based on the following formula:

$$\text{a.) } n_2 = 21$$

$$\begin{aligned} \text{Mean } (\bar{X}_2) &= \frac{\Sigma X_2}{n_2} \\ &= \frac{1505}{21} \end{aligned}$$

$$= 71.67$$

$$\text{b.) Standard Deviation } (S_2) = \sqrt{\frac{\Sigma(X_2 - \bar{X}_2)^2}{n_2 - 1}}$$

$$= \sqrt{\frac{1505}{21 - 1}}$$

$$= \sqrt{\frac{1505}{20}}$$

$$= \sqrt{75.25}$$

$$= 8.67$$

$$\text{c.) } S_2^2 = 75.25$$

In this study, the experimental group was expected to have the higher score than the control group. In order to test whether there was a significant difference in achievement between these two groups, T-test was used and applied based on the data of table 4 and 5. The following formula describes it.

Where:

$$\bar{X}_1 = 89.05$$

$$n_1 = 21$$

$$S_1^2 = 93.5$$

$$\bar{X}_2 = 71.7$$

$$n_2 = 21$$

$$S_2^2 = 75.25$$

$$\begin{aligned} t_{x_1-x_2}^{obs} &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}} \\ &= \frac{89.05 - 71.7}{\sqrt{\left[\frac{(21 - 1)93.5 + (21 - 1)75.25}{21 + 21 - 2} \right] \left[\frac{1}{21} + \frac{1}{21} \right]}} \\ &= \frac{17.35}{\sqrt{\left[\frac{(20)93.5 + (20)75.25}{40} \right] \left[\frac{2}{21} \right]}} \\ &= \frac{17.35}{\sqrt{\left[\frac{1870 + 1505}{40} \right] [0.1]}} \\ &= \frac{17.35}{\sqrt{\left[\frac{3375}{40} \right] [0.1]}} \\ &= \frac{17.35}{\sqrt{[84.37] [0.1]}} \\ &= \frac{17.35}{\sqrt{8.44}} \\ &= \frac{17.35}{2.90} \\ &= 5.98 \end{aligned}$$

To test the hypothesis there are two criteria given by Shalvelson (1981:427), namely:

Directional (One-Tailed)

a). Reject null hypothesis or H_0 if $:t_{obs} \geq t_{crit.}(\alpha/df)$

b). Do not reject null hypothesis H_0 if $:t_{obs} < t_{crit.}(\alpha/df)$

Where:

- H_0 = Null Hypothesis
- t_{obs} = t observed
- t_{crit} = t critical
- df = degree of freedom
- α = alpha (level of significance)

The criteria and the data computation proved that in this study the null hypothesis was rejected because t -observed was higher than the t -critical or $5.98 > 2.021$. It meant that there was a significant differences in students' English achievement between the students who were taught vocabularies through TikTok Videos and those who were not.

The result of the data analysis comprehensively showed the following accurate fact. There were forty-two students taking part in the test, in which twenty-one students were in experimental group and twenty-one students were in control group. The writer determined the value of the success of treatment as follow. Students who obtained scores in the 65-100 indicated successful the treatment, otherwise those who get score under 65 failed.

After analysing the data, the writer found out that the achievement of the experimental group was better than that of the control one. In experimental group the highest score was 100 (one hundred) gained by 6 (six) students or in percentage 28.57%, 2 (two) students obtained 95 (ninety-five) or 9.52%, 3 (three) students obtained 90 (ninety) or 14.29%, 4 (four) students obtained 85 (eighty-five) or 19.05%, and 4 (four) students obtained 80 (eighty) or 19.05%, 2 (two) students obtained 75 (seventy-five) or 9.52% as the lowest score. Whereas, the highest score at the control group was 80 (eighty) gained by 4 (four) students or in percentage 19.05%, 4 (four) obtained 75 (seventy-five) or 19.05%, 9 (nine) students obtained 70 (seventy) or 42.86%, 3 (three) students obtained 65 (sixty-five) or 14.28%, 1 (one) student obtained 60 (sixty) or 4.76% as the lowest score.

Based on data above, the experimental group had a higher score than the control group. The Mean score ($\bar{X}_1 = 89.05$) and Standard Deviation ($S_1^2 = 93.5$) were the higher

than control group in which the mean score ($\bar{X}_2 = 71.7$) and Standard Deviation ($S^2 = 75.25$) in control group. It meant that the result of post-test in experimental group was better than the control group. Based on the result of research, applying TikTok Videos to increase students' listening comprehension was effective.

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