THE USE OF TIKTOK DUET CONVERSATION TO IMPROVE STUDENTS' SPEAKING SKILL AT SMK KRISTEN IMANUEL LAIKIT

JOSHUA CHRISTIAN BUNGA, NITHA V. F. LIANDO, TIRZA A. KUMAYAS

Universitas Negeri Manado
Correspondence author: nihtaliando@unima.ac.id

Abstract: The purpose of this study was to find out whether the use of Tiktok Duet Conversation can improve the speaking skill of tenth grade students at SMK Kristen Imanuel Laikit. The writer used quantitative methods to collect data, with pre-experimental designs and using one pre-test and post-test group. 21 grade X students of SMK Kristen Imanuel Laikit as samples in the study. The results of this study are obtained from before and after treatment. While the analysis data used t-test and then the results of the pre-test and post-test were analyzed using SPSS 24. The results of the study obtained showed differences in students' speaking scores on the pre-test and post-test. It can be seen from the sig value of the 2-tailed paired sample test is 0.000 < 0.05, which means that Ha is accepted and Ho is rejected. It was concluded that using TikTok Duet Conversation has a very relevant influence on improving the speaking skill of tenth grade students of SMK Kristen Imanuel Laikit.

INTRODUCTION

In everyday life, everyone is inseparable from communication between one to another. With a good communication, of course, a good relationship will be established, that's why communication is important for everyone (Liando et al., 2023; Liando & Lumettu, 2017; Liando et al., 2022). Brown (2004) stated that, "Speaking is a productive skill that can be clearly observed directly". Humans as social *creatures* will certainly interact with other humans. Language becomes one of the most important aspects, because with language we can convey what we need, what we mean to others.

According to (Haselow, 2021; Singh et al., 2020) in (Mangare et al., 2021; Kumayas & Lengkoan, 2023; Lengkoan & Rombepajung, 2022) stated that "Language is a set of options through which we can communicate certain functions, allowing us to express our worldly experiences, interact with others, and create a coherent message". That means that language is one of the expressions that contain the intention to convey something to others.

English language learning today can be said to be one of the compulsory learning, not only for the community but also for all students who undergo education in kindergarten, elementary, junior high, high school, even to college. From this, we can see that nowadays English is no longer made as a mediocre language but English has now been made as a subject and it must be learned by all educated people. There are even some countries that have made English as their second language. Wayan et al. (2023) stated that "Language is one of the abilities that many people have to interact with others." The existence of English language learning can make students able to compete in the international arena. Not only learning but also practice and mastery of English learning is also very necessary.

In mastering English, there are 4 skill that must be known, namely: Reading, Writing, Listening and Speaking. Which, speaking is one of the skills that many people want to master. Not only reading and writing, speaking is a very important skill when you want to convey or express ideas or opinions. According to Tarigan (2015) "Speaking is the only effective way to improve speaking skill, and practice speaking as much as possible. It means that when you want to communicate with others, with good vocabulary, one's speaking can also be good, for speaking is also inseparable from mastery of vocabulary. In everyday life speaking can be very useful for people learning a second language. Dionar & Adnan, (2018) state that "Speaking becomes one of the skills when someone learns a language". For this reason, a person's speaking skills cannot be separated from the name a good pronunciation. Good pronunciation can help us communicate and convey intentions and objectives to the interlocutor clearly. Gilakjani (2016) stated that "English

pronunciation is one the most difficult skill to acquire and learners have to spend a lot of time improving their pronunciation in order to be understood".

Nowadays the development of technology is increasingly rapid, so that learning can be obtained easily, especially in improving speaking skill. One of the media or platforms that can be used as learning is the TikTok application. Manggo et al., (2022) with the title of the study "Students Perception toward TikTok Media to Improve their Speaking Ability". Which this application can be used as one of the learning resources. The TikTok application can develop student creativity and help students express themselves in making videos (Luisandrith & Yanuartuti, 2020). This means that Tiktok can make students more active because they can freely express themselves. And if applied with speaking learning, it will greatly help develop their skill. One challenge that is a powerful method to improve speaking skill through TikTok is Duet Conversation, which is a short video that contains daily conversations and can be dueted by students.

Based on the observations made by the writer, it was found that the low speaking skill in students were caused by not being accustomed to speaking English, the lack of students speaking skill, students' lack of understanding of tenses, lack of confidence. These problems can be overcome by using interesting methods, because they can make students more active and make it easier for teachers to teach. One method that can improve students' speaking skill is Using TikTok Duet Conversation, because one of the platforms that is currently widely used so that students are more familiar and interested in existing learning. Therefore, this study aimed to find out whether or not TikTok duet conversation can improve students' speaking skill in tenth grade students of SMK Kristen Imanuel Laikit.

RESEARCH METHOD

In this study, the writer used quantitative methods because all data presented were in the form of numbers and statistics. The technique in this study used pre-experimental using one pre-test and post-test. The writer provides a pre-test with the aim of knowing students' speaking skill in English and this test is given before

treatment. Then the post-test is given after the writer does the treatment and from the post-test results it will be seen whether there is an increase in students' mastery of speaking English or not.

Table One Group Pretest-Posttest Design

Pre-Test	Treatment	Post-Test
T_1	X	T_2

For the population in this study, the entire students of SMK Kristen Imanuel Laikit they consisted of 90 students. The sample of this study was tenth grade students of SMK Kristen Imanuel Laikit consisted of 21 students. In this study there are several instruments used to collect data. The first is to make observations about the speaking skills of students through learning activities carried out in the classroom. For example, students present and give opinions and ideas, answer teacher questions, and read texts given by the teacher, and etc. The second, the writer conducts pre-test and post-test with the aim of knowing the student's speaking skill.

Table Speaking Rubric

Speaking Rubric					
Criteria	5	4	3	2	1
Fluency	Smooth in speaking	A little minor in speaking	Somehow hesitates tospeak	Often hesitates tospeak	Hesitant to speak
Pronunciation	Pronunciation is excellent, and easy to understand	Pronunciation is good and easy to understand	Pronunciation is almost good and sometimes need fully concentrated	Pronunciation somewhat difficult to understand and need to repeat	Serious pronunciation problem
Non-Verbal	Non-verbal fully expressed to enhance the audience	Most non-verbal expressed	Much non-verbal expressed	Some non-verbal expressed	No non-verbal expressed
Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows an almost good understanding of the topic	Understanding toparts of topic	Not understand to the topic

The writer used rubrics for the assessment of students' speaking skill. Berger (2011) argues that "rubric is a rule, guideline, or criterion, which is valid and used as a tool for evaluating a person's performance in a task. Knight (1992) also argues that "there are several aspects to assess speaking including fluency, pronunciation, non-verbal, and meaning". Third, the writer analyzed the pre-test and post-test scores with the aim of ascertaining whether there was an improvement in students' speaking skill after being given the TikTok Duet Conversation treatment.

In analyzing the existing data, the writer uses the mean score formula:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$=The mean score of students in pre-test and post-test

Σx = Total number of students score.

n =Total number of students.

Standard Deviation $\qquad (S) = \frac{\sqrt{\sum (x^1 - x^2)^2}}{n-1}$

S = the standard deviation

Σ = the sum of

$\bar{x}$ = the mean score of students in pre-test or post-test

n = the total number of students

(Hatch and Farhady, 1982:1932)

All data above was analyzed after all processes from pre-test and post-test have been complete. Furthermore then the results of the test the writer presented in the tables. And the mean score and standard deviation are computed for each of the test.

FINDINGS AND DISCUSSION

This research was done at SMK Kristen Imanuel Laikit. The data of this research was gained by conducting pre-test and post-test which took place on 22 January, 7 February and 6 March 2024. The findings come from data analysis after the researcher performed study at school three meetings. The first-time meeting, the writer gives 15 unfamiliar vocabulary concepts, and students were asked one by one in front of class. At the third meeting, the writer used the treatment with Tiktok as a media, and the students were encouraging to produce a collaborative video on Tiktok using the Video English TikTok Duet Conversation tool based on the vocabulary for the pre-test. From the results of the treatment given, there was any potential improvement in the student's listening skill, this is evidenced by the results of the comparison between the pre-test and post-test. To measure improvement, the researcher used the identical words from the pretest and post-test that was delivered during the most recent meeting. In this section, the writer presented the results obtained by students in improving speaking skill using TikTok duet conversation

Table 1. The Students' Score Pre-Test

NO	Students' Initial	Score	Criteria
1	Marcois S. B. Makalew	76	Good
2	Filly Sagai	60	Enough
3	Marsyanda Bawotong	72	Enough
4	Olivia Wullur	56	Enough
5	Janlee Laurens	64	Enough
6	Exsel Kumolontang	56	Enough
7	Raja Manua	76	Good
8	Candy Wagiu	60	Enough
9	Alfian Banno	76	Good
10	Sarlita Karel	72	Enough
11	Leonel Messi Lantu	72	Enough
12	Regina Aqnesia Junaidy	64	Enough
13	Marsyanda Tintingon	56	Enough
14	Mirandah Doodoh	56	Enough
15	Tatia Regina Wagiu	56	Enough
16	Djiro Sumampouw	64	Enough
17	Valen Sinaulan	76	Good

18	Widya Palandi	56	Enough
19	Marko Simbolon	64	Enough
20	Alicia Runturambi	76	Good
21	Putra Fajar	60	Enough
	TOTAL	**1.384**	
	Highest Score	**76**	
	Lowest Score	**56**	
	Mean	**65.90**	

Based on the table 1, showed the pretest results before given treatment to students. There were 6 students who scored 56, or 3 students' who scored 60,4 students' scored 64, & 3 students' scored 72. That means students score enough in speaking skills. Furthermore, there were 5 students' who obtained scored of 76, which means that each students obtained a fairly good scored in speaking skills. It was concluded that the overall pretest scored results for class X samples showed that the average pretest score of 65.90.

Table 2. The Percentage of Students' Post-test Score

Criteria	Score	Frequency	Percent
Very Good	86-100	-	-
Good	71-85	5	24%
Enough	56-70	16	76%
Poor	46-55	-	-
Total		**21**	**100%**

From the table 2, it can be seen from the average and number of grades showing that of the 21 students taught before the TikTok duet conversation treatment as a learning media, there were 0 (0%) students who obtained learning scores in the very good category, 5 (24%), students who obtained learning scores in the good category, 16 (76%) in the sufficient category. The results carried out that the value of student learning outcomes before the TikTok duet conversation treatment was calculated was sufficient with an average score of 65.90.

Furthermore, it can be concluded that the learning scores of grade X students of SMK Kristen Imanuel Laikit before the TikTok duet conversation treatment was carried out, as a learning media are sufficient to meet the criteria for completeness. Posttest is given after treatment and the results have improved students' speaking skills. The results of data analyzed were obtained to improved student learning after the TikTok duet conversation treatment, can be seen in table 3 below:

Table 3. The Students' Post-Test Score

NO	Students' Initial	Score	Criteria
1	Marcois S. B. Makalew	84	Very good
2	Filly Sagai	76	Good
3	Marsyanda Bawotong	80	Good
4	Olivia Wullur	76	Good
5	Janlee Laurens	80	Good
6	Exsel Kumolontang	80	Good
7	Raja Manua	80	Good
8	Candy Wagiu	76	Good
9	Alfian Banno	84	Very good
10	Sarlita Karel	76	Good
11	Leonel Messi Lantu	80	Good
12	Regina Aqnesia Junaidy	76	Good
13	Marsyanda Tintingon	76	Good
14	Mirandah Doodoh	80	Good
15	Tatia Regina Wagiu	76	Good
16	Djiro Sumampouw	80	Good
17	Valen Sinaulan	80	Good
18	Widya Palandi	76	Good
19	Marko Simbolon	84	Very good
20	Alicia Runturambi	84	Very good
21	Putra Fajar	80	Good
Total Score		**1.664**	
Mean Score		**79,23**	
Highest Score		**84**	
Lowest Score		**76**	

Based on the table 3, showed posttest results after treatment is given to students. The writer collected data on the posttest which showed that there were 8

students who obtained a result score of 76, or 9 students who obtained a result of 80, which showed that students obtained an effective result score on speaking skills. Furthermore, 4 students obtained a result score of 84, which showed that students obtained the best result score. The results of the posttest score showed an average posttest score of 79.23.

Table 4. The Percentage of Students' Post-test Score

Criteria	Score	Frequency	Percent
Very Good	86-100	4	19%
Good	71-85	17	81%
Enough	56-70	-	-
Poor	46-55	-	-
Total		**21**	**100%**

Based on the data obtained in Table 4, it is show that the test results of students' after using TikTok as a learning medium from 21 students there were no students who got the poor category (0%), in the good category there were 17 students' or 7% and there were 4 students who got very good category (19%). From the results of the analysis above, it can be concluded that student learning outcomes before using the tiktok application are classified as very low with an average value of 79,23. Based on the result the researcher analyzing and interpreting data with the provisions of the scale is more than half, it means that student learning outcomes after learning using the TikTok application meet the effectiveness criteria. The hypotheses were tested using a sample. A paired T-test sample was used in data collection. The purpose was to determine the results of the students' mean pretest and posttest scores.

Table 5. Paired Sample Test

	Paired Differences					
	Std.	Std. Error	95% Confidence Interval of the Difference			

		Mean	Deviation	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pre-test − post-test	-14.095	6.767	1.477	-17.175	-11.015	-9.545	20	.000

The results of data collection shows the difference between pretest and posttest, found sig (2-tailed) values of 0.00<0.05. It was concluded that the difference in pre-test & post-test values is very well. The paired sample T-test results found a sig (2-tailed value of 0.00<0.05. it was concluded that the difference in the results of pre-test and post-test scores, showed that there was an improved in students' speaking skills.

Based on the findings and data analysis, the writer concluded that the use of TikTok duet conversation media in teaching students about speaking skills is very appropriate and effective. This can be proven from the results of the students' pretest and posttest. The results obtained show that there is a difference in scores obtained by students, namely pretest scores are lower than posttest scores. The results of these two tests were obtained after 3 treatments. Thus, it can be said that before the use of Tiktok duet conversation speaking skills from students did not increase, while after applied Tiktok duet conversation the writer saw that there was an improvement and students could pronounce words in English well. Therefore, TikTok duet conversation can be a solution to the problem of speaking skills at students of SMK Kristen Imanuel Laikit.

REFERENCES

Anggreni, N. W. D., Mogea, T., & Kumayas, T. (2022). Using Voice Recorder to Improve Students' speaking Skill at SMP Negeri 3 Tondano. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(12), 1342-1351.

Brown, H. Douglas. 2004. *"Language Assessment: Principles and Classroom Practices".* Routledge

Berger, L. a, & Berger, D. R. (2011). *The Talent Management Handbook*. McGraw

Hill.

Dionar, W. S., & Adnan, A. (2018). "Improving Speaking Ability of Senior High School Students by Using Truth or Dare Game". *Journal of English Language Teaching, 7, 1*

Gilakjani. (2016). *"English Pronunciation Instruction: A Literature Review"*. KV Media

Kumayas, T., & Lengkoan, F. (2023). The challenges of teaching grammar at the university level: Learning from the experience of English lecturer. *Journal of English Culture, Language, Literature and Education*, *11*(1), 98-105.

Lengkoan, F., & Rombepajung, P. A. (2022). Teachers' Perception of Online Learning in The Pandemic Era. *Jurnal Lingua Idea*, *13*(1), 1-11.

Liando, N. V., Mangare, A. R., & Olii, S. T. (2021). Using Bright–English for Beginners Application To Enrich Students' vocabulary. *Jurnal Pendidikan Bahasa Inggris Undiksha*, *9*(3), 290-297.

Liando, N. V., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *13*(1), 204-216.

Liando, N. V., & Lumettu, R. (2017). Students' Personal Initiative towards Their Speaking Performance. *International education studies*, *10*(8), 21-28.

Luisandrith, D. R., & Yanuartuti, S. (2020). "Interdisiplin: Pembelajaran Seni Tari Melalui Aplikasi Tik Tok Untuk Meningkatkan Kreativitas Anak". *Jurnal Seni Tari, 9(2), 175–180.*

Manggo, I., Liando, N., & Wungow, T. (2022). Students'perception Toward Tiktok Media to Improve Their Speaking Ability. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(10), 1086-1113.

Rombepajung, P., & Lengkoan, F. (2024). *Writing For General Information*. Lakeisha.

Tarigan, H. G. (2015). *"Berbicara Sebagai Suatu Keterampilan Berbahasa"*. Bandung: Angkasa.