

TIKTOK AS A LEARNING MEDIA FOR IMPROVING THE STUDENTS' SPEAKING SKILLS

Rendi Andi Kusumah¹, Yudha Arltri Firdaus², Farhan Muhammad Irham³

¹ SD Labschool UPI Cibiru Bandung, Indonesia

² UIN Sunan Gunung Djati Bandung, Indonesia

³ Universitas Persatuan Islam Bandung, Indonesia

Corresponding E-mail: rendiandikusumah89@gmail.com

ABSTRACT

This study reports students' speaking ability using TikTok application. The problem of this study is to improve speaking activity, fluency in speech and ability to convey diverse vocabulary using TikTok application at SD Laboratory UPI Cibiru. The aim of this study was to determine students' speaking skills using TikTok application. This research used Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consisted of four meetings. Twenty-one sixth grade students of SD Laboratory UPI participated in this study. Data collection techniques were observation and speaking test. The findings of this study showed that the use of TikTok application significantly improved students' speaking skills in terms of speaking activeness, fluency of speech and ability to convey diverse vocabularies. This is evidenced in the pre-cycle, students who scored above the standard were 11 students with an average score of 66.90 and a percentage of 52.38%. At the cycle 1 stage, students who got the standard score were 16 students with an average score of 73.33 and a percentage of 76.19%. While in cycle 2, there were 20 students who got the standard score with an average score of 81.42 and a percentage of 95.23%.

Keywords: Learning media, speaking skills, TikTok

INTRODUCTION

Nowadays, technology has become a part of our daily lives. Technology continues to develop in all aspects of our lives. As stated by (Laili et al., 2023) Rapid technological advances have had a significant impact on various sectors, including education. In this case, the development of information and communication technology in society 5.0 has dramatically affected education, especially in teaching and learning activities (Ikhsanudin & Purwoko, 2022). This statement is supported by (Pratama & Hastuti, 2023) revealing that the use of technology is an important part of the learning process inside and outside the classroom. From what was conveyed, technology can be used in language learning as conveyed by (Dona Donny & Hafizah Adnan, 2022) saying that the integration of technology into language learning has become a popular and effective method for educators around the world. Technology has long provided significant support to the development of language teaching and learning because institutions and educators have recognized the positive results of using various media in language classes, including language laboratories and tapes, CDs and videos, computers, and the internet, recently. (El Amine Dendane & Dendane, 2023).

As humans, we need to communicate with each other. From the beginning of human existence until today, communication keeps humans alive (Hulwatun Nasichah

UIN Prof KH Saifuddin Zuhri Purwokerto, 2023). Language is the most effective communication tool in conveying messages, thoughts, and ideas addressed to others. (Aprilia Nasution, n.d.) says there are four skills that must be mastered to perfect communication: listening, speaking, reading, and writing. And there are aspects of language aspects, such as pronunciation, grammar, vocabulary, fluency, and others. The four skills are divided into two parts, namely receptive skills and productive skills, where receptive skills are listening and reading, while productive skills are speaking and writing. (Astrinia Ristama Tampubolon et al, 2023).

There are many languages in this world, one of which is English. It is undeniable that mastering English is very important nowadays. English is an international language used to communicate with people around the world. (Iswahyuni, 2021). English is widely recognized as a global language, used as a national language in various countries. (Rinny S Rorimpandey et al, 2013). English is a very important language in the current era of globalization, because English is a universal and multinational language. (Sigalingging et al., n.d.). English must play an important role in this global period as a medium of communication in communicating at the international level. Therefore, it is important for English teachers to develop their students' speaking ability. Speaking is considered an important skill to master and also implies communication, thinking, and learning.

Speaking is used for various things, including expressing opinions, describing objects, objects of complaint, objects of persuasion, and objects of polite requests (Tirtanawati & Salsabila, 2021). From this opinion, speaking is considered as one of the most important skills in learning English as a Foreign Language (EFL) (Titik Komariyah et al., 2022). In this case, students will use this skill if they want to express everything that is in their mind. Therefore, the correct way of speaking will guarantee the success of interaction between students in the learning process. (Puji et al., n.d.). Given these problems, it is important to improve students' speaking skills. Therefore, English teachers are expected to think and take steps to improve their students' speaking skills.

However, speaking skills are usually one of the most challenging skills to teach for teachers. It is also challenging for students. Most students think that they cannot speak fluently, so they feel that they cannot develop their speaking skills. This is in line with what is conveyed by (Sun et al., n.d, 2017) who said that students feel unable to develop their fluency. So, as a result they lack the ability in communication. Teachers must use the right resources in teaching and helping students in improving these speaking skills to students. This is in line with (Syifa, 2022) who stated that EFL students' speaking skills can be improved by using appropriate learning resources. In this case, the use of technology can be the right media source for students in learning speaking skills where there are many modern applications that have developed. From this statement, it is important as a teacher to understand and know the various kinds of interesting applications to be used as language learning media, especially in learning speaking skills.

The utilization of current technological advances has undeniably taken an important role in teaching as it has facilitated the learning process and enriched the acquisition of speaking proficiency among those learning English as a foreign language (EFL) (Julianti et al., n.d.). From this opinion, it can be interpreted that the use of learning media is carried out to provide stimulus to students so that learning activities

are effective and fun, and learning is in accordance with the expected goals. If the teacher has used innovative media in the classroom, it can foster and even develop students' creativity.

The use of innovative learning media is one of the methods of applying 21st century learning. Teachers use learning media as a tool in the teaching and learning process. (Sharma, 2019) said that social media applications are useful tools to improve EFL students' English language skills and motivate learning. In this case language learning has also been transformed by technology. These apps are easy to use and offer a fun approach to learning through interactive language games, quizzes, and audio-visual information. In addition, language learner apps encourage the use of speech recognition technology, which allows students to practice their pronunciation and intonation. This not only improves their listening and speaking skills but also gives them the opportunity to interact with native speakers.

The use of learning media is carried out to provide stimulus to students so that learning activities are effective and enjoyable and learning is in accordance with the expected goals. In this case, if the teacher has used innovative media in the classroom, this can foster and develop student creativity. (Nabilah et al, 2021) say that multimedia is the use of devices to recognize and present text, audio, linked video and as a tool that allows users to browse, chat, interact and communicate. One of the uses of multimedia-based learning media is social media.

Integrating social media into educational practice has emerged as a significant trend in recent years. Social media is a computer-based technology that allows users to share information, ideas and opinions through virtual platforms. A growing number of English language learners, especially those studying English as a foreign language (EFL), have found that social media can be a useful tool to improve their English proficiency. (Bsharat & Hamarsha, 2023). The social networking sites most widely used by techies as teaching aids include Facebook, Youtube, Instagram, and WhatsApp. (Rahma Yulita, 2023).

In today's development, students can use various kinds of online media that are used to help and support the online learning media. So that many lecturers use social media as a medium that supports the teaching of English. (Pratami, n.d.). The social networking sites most widely used by technicians as teaching aids include Facebook, Youtube, Instagram, and WhatsApp. (Rahma Yulita, 2023). TikTok, one of the recently popular apps, is a social media platform that can be used as a teaching tool because of its purpose, which is to entertain students, expand students' knowledge, and disseminate information in the education sector. (Said Harahap et al., 2023). Tiktok is very popular among students and college students, especially in Indonesia, students and college students' access Tiktok every day (Ilahi et al., n.d.).

TikTok is an application made in China in 2018 and is widely used by people around the world to date. Based on (Lindade, 2020) TikTok is increasingly popular among teenagers and adults around the world with an estimated 800 million TikTok users. From this opinion, the TikTok application is an application that is in great demand and is used by teenagers. This application is a fun learning media, adds insight, information, knowledge and as a means of entertainment. TikTok is suitable for teachers to use to assess student learning outcomes. Including in this case, this application can be a fun and practical medium for learning to speak as revealed by (Zaitun et al, 2021) found that TikTok can be a medium for speaking to students because it can help them in

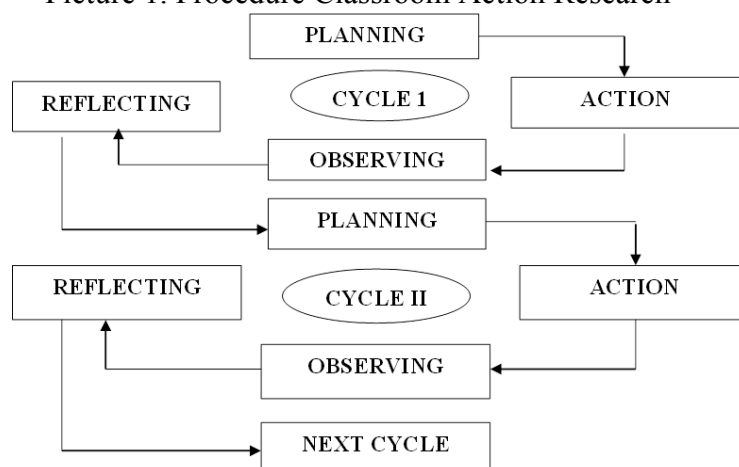
increasing their confidence in English and having a good level of confidence to use English in speaking becomes their motivation to practice this skill.

TikTok has developed into a social media platform that contains short videos as a learning resource for effective and interesting communication in English posted by English educators or native English speakers (Xiuwen & Razali, 2021). In this case, students must be able to understand and accept directions from the teacher. Teaching method, especially speaking, by using TikTok application as an interactive learning tool students can be encouraged to communicate fluently and effectively based on various contents or materials by using TikTok. TikTok is easy to use as it only requires a smartphone to upload videos to TikTok. Teachers can help students learn to speak by using TikTok app which will make the learning process of speaking more effective and efficient. In this case technology plays an important role in human communication. But it depends on how we use this type of technology. People must be wise in their use, including teachers and students.

METHOD

This research was conducted through Classroom Action Research (CAR). Based on (Wardani, 2017) quoted from the Open University "*Penelitian Tindakan Kelas*" learning module that Classroom Action Research (CAR) is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase. (Hasibuan, 2021) explained that CAR was conducted in two cycles with four stages in each cycle, namely: planning, action implementation, observation, and reflection. Based on (Widayati, 2008) The first step that must be taken by researchers in conducting PTK is to identify and formulate the problem. Problems that can be raised in PTK is a problem that has value, which is not a momentary problem and allows an effective action model to be obtained to solve the problem. The procedure can be explained from the picture.

Picture 1. Procedure Classroom Action Research



From the explanation above, researchers conducted this research with the stages already mentioned such as initial observation, planning, implementation, observation and reflection. In this case, it shows that researchers are directly involved with students in the classroom in English lessons when conducting research. From the picture above,

the researcher ran two cycles to evaluate the liveliness, fluency and ability to convey vocabulary in English using the TikTok application. This ability is categorized as speaking ability. So, the instruments used in this study are observation and speaking tests. As explained, the scope of this research includes speaking skills that focus on speaking activeness, fluency in speech and the ability to convey vocabulary. The students involved in this class action research amounted to 21 students who were in grade 6 of the UPI Cibiru Laboratory Elementary School.

To carry out this class action research, researchers discussed several preparations with colleagues such as preparing appropriate strategies, designing lesson plans, preparing teaching materials and media and preparing measurements of the success of student outcomes. The implementation is the realization of what has been designed in the lesson plan. Before carrying out speaking activities, researchers explained to students what they were doing in the learning process, namely, to develop their speaking skills. This research was conducted after conducting a diagnostic test. And seeing the achievement of non-standard scores, then class action research is carried out in this case starting with planning improvements.

To carry out improvements, it is necessary to first identify the problem and analyse the formulation of the problem. Problem identification can be done by asking yourself questions about the learning that is managed. After the problem is identified, the problem needs to be analysed by reflecting and reviewing various related documents. From the results of the analysis, problems that are urgent and possible for teachers to solve are selected and formulated. Problems are then described operationally to guide improvement efforts.

After the problem is described, the next step is to find/develop ways to improve, which is done by reviewing relevant theories and research results, discussing with peers and experts, and exploring one's own experiences. Based on the results achieved in this step, a way of improvement or action is developed that is in accordance with the ability and commitment of the teachers, the ability of the students, the available advice and facilities, as well as the learning and working climate in the school.

The type of observation carried out by researchers is open observation. In this type of observation, the observer does not use an observation sheet but only uses blank paper to record the observed lesson. Here the researcher uses certain techniques to record the course of improvement to reconstruct the lessons that take place. This was done during the English class lesson. At this stage, the researcher observes the use of TikTok by students. The activities in this section will be evaluated by the researcher, so that the next stage can be developed.

In relation to CAR, the source of consideration is the data collected either through observation or other techniques. For the data to be meaningful, it must be analysed. Based on (Wardani, 2017) data analysis can be done in stages, first by selecting and classifying, second by describing or describing the data, and finally concluding or giving meaning. In the first stage, data is selected, focused, if necessary reduced. Then the data is organized according to the questions of the researcher who wants to find answers. In the second stage, the data that has been organized is described so that it is meaningful, either in the form of narratives, graphs, or tables.

Based on the description above, the results of the data that has been carried out will be continued in the analysis so that it can be a reflection after Classroom Action Research. The reflection stage is the process of providing an assessment and response to

the actions taken in the classroom. Through reflection, the action is evaluated to see whether the cycle needs to be continued or not. In this case, the results of data analysis are checked against predetermined success criteria to draw conclusions. If the results of the data analysis do not match the success criteria, then another action will be taken in the next cycle by revising the plan.

If this happens, there will be cycle 2 of CAR whose steps remain the same, namely problem formulation, action planning, action implementation, observation and interpretation, as well as data analysis and reflection. This cycle will be repeated if in cycle 2, the corrective action has still not succeeded in answering the problems that the teacher is concerned about, or it can be said that the improvement has not occurred as targeted. The PTK cycle will end if the improvements have been made successfully.

To determine the success of this study, the researcher made a standard score which became the criterion for success in improving students' speaking skills. These values were collected and researched before conducting Classroom Action Research. The values collected consisted of three values in accordance with the stages of this study, namely the diagnostic test stage, cycle 1 stage and cycle 2 stage. These three values will show their development during the research process. Whether students' scores increase or decrease, this data will be examined by researchers through this Classroom Action Research.

FINDING AND DISCUSSION

The findings of this study indicate that the use of the TikTok application can improve speaking skills in 6th grade students of the UPI Cibiru Laboratory Elementary School improves students' speaking skills in terms of speaking activeness, fluency in pronouncing English words and sentences and proficiency in conveying vocabulary. This can be seen from the development of scores obtained by students both from teacher observations and speaking tests conducted.

Research was conducted in two cycles with the initial stage starting with a diagnostic test. At the diagnostic test stage, it was seen that the scores obtained by students related to speaking ability were far from the standard score set. Only a few remnants got scores that met the criteria and were above the standard score set. The following is the initial data obtained from the diagnostic test.

Description Pre-Cycle

Diagnostic test or pre-cycle was conducted in class 6 Isaac Newton, class 6 Hero class programme at SD Laboratory UPI Cibiru. The researchers prepared equipment to be used such as lesson plans, teacher books and student books, as well as drawing paper as a speaking test instrument. Learning in this pre-cycle consists of three stages, namely the initial activity stage, this activity and the final activity. The initial activity began with the researcher saying greetings and starting to condition the students to sit neatly on their respective benches then giving directions related to today's learning.

In this pre-cycle, the material presented to students was about "Environment". The researcher gave a brief review related to this material and only delivered traditionally, namely the lecture method. At this stage of the activity, the researcher asked first about the material discussed today. Some students were less enthusiastic and tended not to focus. Some who answered were able to explain the environmental material well using English, but when the researcher asked randomly to students, many

did not want to answer because they could not speak English and tended to be lazy to speak.

Furthermore, the researcher began to carry out the speaking test by technically calling students one by one according to the order of attendance. The researcher asked the tested students to explain some environmental posters in front of them. Some students were able to answer even though they stuttered, some only answered one to two words. From the results of this pre-cycle stage, the researcher then made observations by listening and observing teaching and learning activities in the classroom. When students are called for speaking tests, other students instead of practising tend to be noisy and chat with other students.

Entering the final activity, the researcher guides students to draw conclusions about the learning that has been carried out. The researcher then asked questions about today's material. The researcher provides an opportunity for students to convey their opinions about today's material. Furthermore, the researcher assessed the results of today's speaking test. The researcher returned to conditioning students and closed the lesson with prayer.

From the results of the evaluation of learning that has been carried out by students, namely the speaking test. The following are the results of the diagnostic test/pre-cycle 1 scores shown in the table below:

Table 1. Speaking Exam Score Pre-Cycle

No	Final Score	Frequency	Total
1	40	2	80
2	50	1	50
3	55	2	110
4	60	6	360
5	75	4	300
6	80	3	240
7	85	1	85
8	90	2	180
Amount		21	1405
Average			66,90

Description Cycle 1

Cycle 1 was conducted in the same class. Researchers prepare equipment that will be used in learning before entering the room. The equipment includes lesson plans, teacher books and student books, laptops, projectors and several images and videos prepared for learning today's material. Learning activities consist of three stages, namely the stages of initial activities, core activities and final activities. In this cycle 1, the subject matter is themed "Transportation history from time to time".

The initial activity began with the researcher entering the classroom, the situation was still messy, so the researcher asked the students to tidy up the class and the position of the bench to make it look neat and comfortable. After it was conducive enough, the researcher conditioned the students to sit according to their respective benches and gave directions to the students because the learning would begin. The lesson began with a prayer led by the class leader. Then the researcher asked students to prepare stationery and student handbooks related to today's material.

The next stage is the core activity, the activity begins with the researcher presenting media related to the theme of today's material, namely "The history of transportation from time to time". This media is in the form of video playback and several snippets of images related to the theme. The researcher started a student question and answer forum related to general understanding of transportation. The researcher asked students to reinforce the material. There was one student who answered the question. And reinforced by the researcher so that students can better understand the initial material.

The researcher divided the group into five groups with each group of four to five people. Each group was given a Student Worksheet. The researcher gave directions to work on these questions by discussing with their group friends. The researcher provided guidance regarding what to do and how to answer these questions. In addition, researchers also conducted open observations by observing teaching and learning activities in the classroom.

When each group was working on the Student Worksheet, the researcher called the students one by one to conduct the speaking test. In this test, students had to choose a video or picture that was shown in front of them through the projector media. Some students were able to explain well and enthusiastically, although some students tended to be silent and thought for a long time to convey what they saw related to videos or images related to today's theme, namely "the history of transportation from time to time". Enthusiastic students easily explain the history of the development of transportation from time to time, speak more actively, and convey a lot of vocabulary. Fluency in speaking, for the rest, increased.

After all students were tested, the researcher then returned to discussing the results of today's learning. The researcher again asked the students to convey conclusions related to the material. Some students raised their hands and then explained the general description, then other students added by explaining the example of the video in front of the layer. Next, the researcher evaluates the results of the learning that has been done.

Entering the final activity, the researcher conducted a student reflection, it turned out that in this cycle 1 many students were enthusiastic about learning using the media. The researcher then gave follow-up assignments at home. And closed with the researcher providing information to students regarding the next material that will be discussed at the next meeting. The researcher checked the tidiness of the students, and the order of the students then finally closed the lesson.

From the results of the learning evaluation that has been carried out by students, namely the speaking test. The following are the scores in cycle 1 shown in the table below:

Table 2. Speaking Exam Score cycle 1

No	Final Score	Frequency	Total
1	40	1	40
2	45	1	45
3	50	1	50
4	55	2	110
5	75	7	525
6	80	3	240
7	85	3	255

8	90	2	180
9	95	1	95
Amount		21	1540
Average			73,33

Description Cycle 2

Cycle 2 was conducted in the same class, namely Isaac Newton's 6th grade class with 21 students. The researcher has prepared the equipment that will be used in today's learning. The equipment included lesson plans, teacher and student books, laptops, projectors, student worksheets, and one mobile phone. In cycle 2, the researcher asked each student to bring a mobile phone. The material presented at this stage is "Food and Beverage" with a discussion in the form of descriptive text.

This learning activity consists of three stages, namely the initial stage, core activities and final activities. The initial activity began with the researcher entering the class by saying greetings. When the researcher entered the class, the class situation was quite conducive but there were still some students who were still busy preparing the tools or media that would be used, namely Handphone. The researcher asked the class leader to collect their Handphones first before the learning and delivery of material began. After all students were ready, the researcher asked students to pray first.

The next stage is the core activity; this activity begins with the researcher providing video footage related to the theme of today's material. Next, the researcher distributed each student's Handphone again. At this stage, the researcher asked students to open the TikTok application on their respective handphones. Previously, researchers had told students who did not have the application to download it first. After all students opened the TikTok application, the researcher asked students to find videos related to today's theme. The researcher then distributed Student Worksheets to be filled in by students regarding their findings in the TikTok application. The researcher accompanied and listened to students' learning activities. All students seemed happy when looking for video sources in the TikTok application. They were enthusiastic and seemed to share, showing each other the videos they got from the application.

Furthermore, at this stage the researcher asked several students to explain what videos they got from the TikTok application. All students raised their hands and seemed eager to share the videos they got from the TikTok application. The researcher pointed to several students, and they answered enthusiastically, some students explained about the video of an influencer who was reviewing food, some other students explained about food and drinks that were going viral. They answered with abundant vocabulary, some students are already fluent in speaking English, looking more confident. Almost all students are active in learning. The researcher made regular observations related to these conditions.

Entering the final activity, the researcher conducted a speaking test for students one by one. Each student was asked to explain the video they got and then explain what was in the video, while they played the video on the application. All students seemed enthusiastic because the video they were looking for was a video they liked, so it motivated them to be enthusiastic in explaining the contents of the video.

After all stages in this cycle 2 ended, the researcher reflected on the students. It turned out that many students were enthusiastic about today's teaching and learning activities. The researcher then conducted follow-up in the form of home assignments.

And closed with the researcher telling students about the material that will be studied at the next meeting. The researcher checked the tidiness and order of the students and finally closed the lesson.

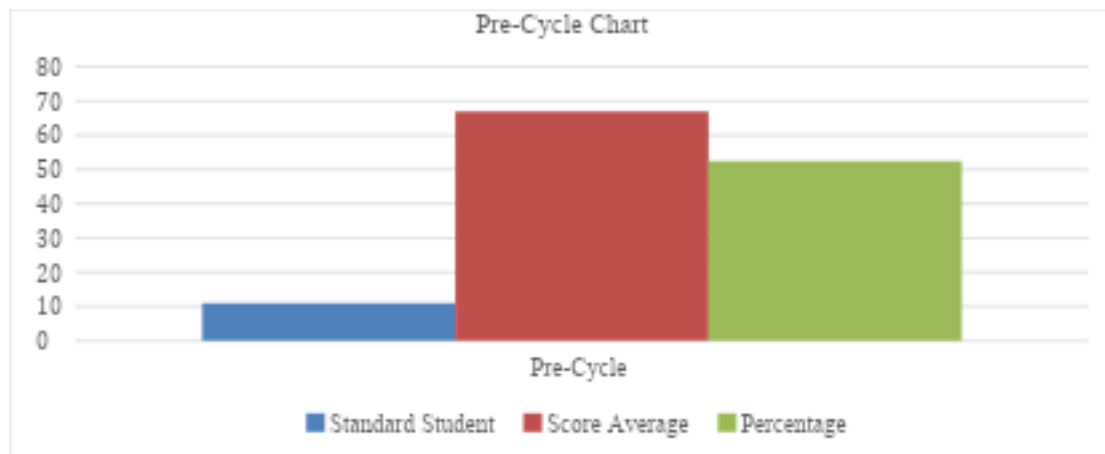
From the results of the learning evaluation that has been carried out by students, namely the speaking test. The following scores in cycle 2 are shown in the table below:

Table 3. Speaking Exam Score cycle 2

No	Final Score	Frequency	Total
1	60	1	60
2	75	4	300
3	80	1	80
4	85	4	340
5	90	7	630
6	100	3	300
Amount		21	1710
Average			81,42

Discussion of learning outcomes

Pre-cycle



Based on the chart above, only 11 students reached the standard score of 75 with an average score of 66.90 and a percentage of 52.38%. This shows that in the initial conditioning, namely the diagnostic test or pre-cycle with the lecture method in explaining the material "Environment" is still not successful in improving the speaking ability of students in class 6 SD Laboratory UPI Cibiru. It can be seen from the results achieved only 52.38% of 21 students achieved, only 11 students reached the standard value set.

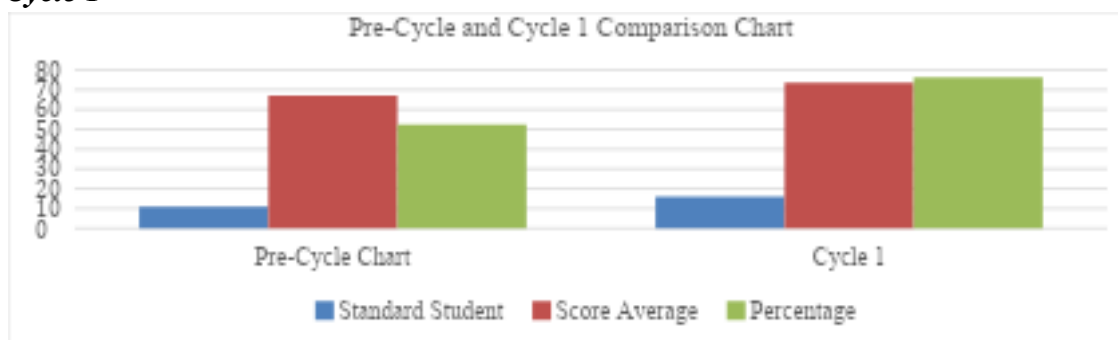
In the pre-cycle stage, it did not involve much student activity because students only listened to the material delivered by the teacher and in doing the task only in the

form of answering questions in the student exercise book. In this case students are less motivated to be active in the classroom, the conditions that occur from the results of researcher observations, students also seem busy on their own and tend to be engrossed in chatting with their friends.

At the speaking test stage, students seemed less enthusiastic with the test instrument in the form of comparative poster pictures about the environment that they had to explain. This made students bored and uninteresting. Only some students seemed enthusiastic even though the delivery was sometimes still difficult and stammered. Most of them were confused and did not know what to say. The scores obtained on this pre-cycle were far from the standard values set.

From table 1, 2 students scored 40, 1 student scored 50, 2 students scored 55, 6 students scored 60, 4 students scored 75, 3 students scored 80, 1 student scored 85, 3 students scored 80 and 2 students scored 90.

Cycle 1



Based on the chart above, there is an increase in the results of the speaking test in class 6 students, namely previously in pre-cycle 1 students who reached the standard score of 75 were only 11 people with an average score of 66.90 and a percentage of 52.38%. After the improvement of cycle 1 learning, there was an increase in the number of students who reached the standard score to 16 students, with an average score of 73.33 and a percentage of 76.19%.

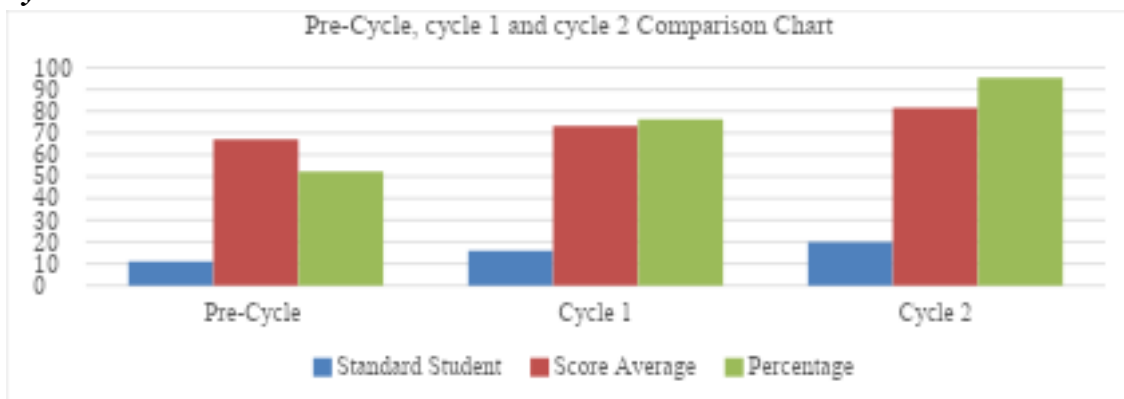
At the cycle 1 stage, there was an increase in the results of the student speaking test. Unlike the pre-cycle 1 which did not involve much student activity. At this stage of cycle 1, most students were enthusiastic about the theme "History of transportation from time to time". This was due to the media used in the form of video playback and image slides related to the theme. In addition, at this stage students are grouped based on equal ability so that they can discuss. The assignments that are done are in the form of Student Worksheets that are done in groups. Researchers saw the results of

observations, at this stage students tended to be more active and willing to contribute to teaching and learning activities.

At the speaking test stage, some students have begun to be enthusiastic about the test instrument in the form of videos or pictures that they choose themselves that appear on the screen. So, they will choose what they like so that when the test takes place, they can convey well even though some are still lacking in terms of explaining. Some still seem to have difficulties in terms of conveying vocabulary and in terms of speaking they still lack confidence so that the level of fluency is still minimal. The scores obtained in this cycle also increased and more than half of the students in the class got the standard score set.

From table 2 it is clear that 1 student scored 40, 1 student scored 45, 1 student scored 50, 2 students scored 55, 7 students scored 75, 3 students scored 80, 3 students scored 85, 2 students scored 90 and 1 student scored 95.

Cycle 2



Based on the chart above, it can be seen that there is an increase in speaking ability in class 6 students, namely in the pre-cycle number of students who reached the standard score of only 11 students with an average score of 66.90 and a percentage of 52.38%, after cycle 1 learning improvements have increased the number of students who reached the standard score to 16 students, with an average of 73.33 and a percentage of 76.19% and after cycle 2 has increased with the number of students who reached the standard score to 20 students with an average of 81.42 and a percentage of 95.23%.

At the cycle 2 stage, there was an increase in student speaking test results from cycle 1. At this stage 2, almost all students were enthusiastic about learning by using their mobile phones. In the learning process with the theme "food and beverage" they are required to open the TikTok application. This is what makes all students enthusiastic and willing to be actively involved in classroom learning. Students became more fun and happier because they were required to find videos that they liked but were in accordance with the themes being discussed. Many of the students were confident and willing to show their expressions in expressing what videos they got from the application.

At the speaking test stage, some students started to be enthusiastic about the test instrument because it uses Handphone and TikTok application which is the students' favourite application. In this exam, students were asked to explain their video findings as much as they could. Many of the students were enthusiastic in explaining the video so that their fluency increased, the vocabulary conveyed was diverse and the main thing

was that they wanted to be involved and active in teaching and learning activities in this cycle 2. From table 3, 1 student scored 60, 4 students scored 75, 1 student scored 80, 4 students scored 85, 7 students scored 90 and 3 students scored 100.

CONCLUSION

From the significant improvement achieved in each speaking test in each cycle, the researcher concludes that TikTok can improve students' speaking skills in terms of speaking activeness, fluency in speech and ability to convey vocabulary and also self-confidence significantly in 6th grade students of SD Laboratory UPI Cibiru can easily participate in speaking activities and enthusiasm and enthusiasm in communicating what is their test in the speaking test. So, it can be concluded that when teaching English, a teacher must understand what topics and media interest students. One of the most urgent in the current era is the use of social media-based applications as an effective way of learning for students.

To do this, teachers may find it useful to involve their students in the preparation or selection of material for speaking activities, it may be successful because the material presented is relevant and easy to understand by students and assisted by the use of TikTok application media as one of the media in teaching which is very significant in improving speaking skills. It can be shown that in the pre-cycle, students who scored above the standard were 11 students with an average score of 66.90 and a percentage of 52.38%. At the cycle 1 stage, students who got the standard score were 16 students with an average score of 73.33 and a percentage of 76.19%. While in cycle 2, there were 20 students who got the standard score with an average score of 81.42 and a percentage of 95.23%.

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