

Tik Tok in Improving Students' Speaking Skills in the English for Business Course

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Abstrak – Media pembelajaran di era digital harus diselaraskan dengan perkembangan teknologi. Media pembelajaran yang dipilih harus menarik dan melekat pada siswa. Aplikasi Tik Tok saat ini sedang digemari banyak orang, termasuk mahasiswa jurusan Administrasi Bisnis Universitas Bina Sarana Informatika. Berangkat dari alasan tersebut maka penulis berinisiatif untuk mengimplementasikan aplikasi Tik Tok sebagai media pembelajaran yang menarik dan menyenangkan dalam penyampaian materi mata kuliah English for Business. Penelitian ini bertujuan untuk mengetahui seberapa efektif aplikasi Tik Tok dalam meningkatkan kemampuan berbicara mahasiswa jurusan administrasi bisnis di Universitas Bina Sarana Informatika. Metode kualitatif digunakan untuk menganalisis rekaman video pada aplikasi Tik Tok yang dihasilkan oleh mahasiswa serta mengolah angket pandangan mahasiswa terkait penggunaan media tik tok dalam pembelajaran bahasa Inggris untuk mata kuliah English for Business. Hasilnya menunjukkan bahwa penggunaan aplikasi Tik Tok dinilai cukup efektif dalam mengembangkan keterampilan berbicara siswa. Hal ini terlihat dari hasil rekaman yang dikirimkan ke dosen, mahasiswa lebih santai dan tidak tegang saat berbicara bahasa Inggris menggunakan Tik Tok. Hal ini juga dikuatkan dengan hasil pengisian kuesioner yang menyatakan bahwa aplikasi Tik Tok merupakan inovasi dalam pembelajaran bahasa Inggris yang membuat siswa lebih rileks dan menikmati proses belajar mengajar serta menghilangkan mindset bahwa belajar bahasa Inggris itu sulit.

Kata Kunci: Tik Tok, Keterampilan Berbicara, Bahasa Inggris Bisnis

Abstract - Learning media in the digital era must be aligned with technological developments. The learning media chosen must be interesting and attached to students. The Tik Tok application is currently popular with many people, including the students of administrasi bisnis department, Universitas Bina Sarana Informatika. Departing from these reasons, the researchers took the initiative to implement the Tik Tok application as a medium interesting and fun learning in delivering material in English for Business courses. This study aims to find out how effective the Tik Tok application is in improving the speaking skills of students majoring in business administration at the Universitas Bina Sarana Informatika. Qualitative method is used for analyzing the recorded video on Tik Tok application that were produced by the students as well as processing of questionnaires on student views regarding the use of tick tock media in learning in English for Business courses. The result indicated that the use of the Tik Tok application is considered quite effective in developing students' speaking skills. This can be seen from the results of the recordings sent to lecturers, students are more relaxed and not tense when speaking English using Tik Tok. This was also corroborated by the results of filling out the questionnaire which stated that the Tik Tok application was an innovation in learning English, which made students more relaxed and enjoyed the teaching and learning process and eliminated the mindset that learning English is difficult.

Keywords: Tik Tok, Speaking Skills, English for Business

INTRODUCTION

Technology keeps up developing in all aspects of our life. Great majority of people all around the world became involved in using technology in everyday life as it saves time and effort (Bello Nawaila et al., 2020). The development of modern technology has brought about great changes in education, evidenced by the changes in the teaching environment, teaching content, learning form, etc (Wang et al., 2019). The use of technology is an important part of the learning process inside and outside the classroom. Each language class usually uses some form of technology. Technology is used to assist and enhance language learning. (Ahmadi, 2018). Use of



technology in the needs of EFL/ESL classes (Saydahmatova, 2020):

1. To increase student learning interest process. The use of technology makes the learning process more fun, interesting, and interactive;
2. To increase the interaction between the teacher and student;
3. To change the class from teacher-centered to student-centered;
4. To broaden students' knowledge through the implementation of technology in language learning study;
5. To promote independent learning. Technology makes it easy for students to learn independent.

With the advancement of technology many devices and forms of technology have come to make teaching interesting, focused and accurate (Reena Mittal, 2015). One of the most popular technologies today is Tik Tok. Tik Tok is a social networking application and music video platform where users can create, edit and share short video clips complete with filters and accompanied by music as support. With this application, users can quickly and easily create unique short videos to share with friends and the world (Winarso, 2021). Based on Business of Apps data, there are 1.53 billion monthly active users (MAU) of Tik Tok in the world as of the third quarter of 2022. This number increased by 4.64% compared to the previous quarter of 1.47 billion users. The number of MAU Tik Tok has also increased by 47.93% compared to the previous year. In the third quarter of 2021, the number of Tik Tok users globally was 1.04 million accounts. Meanwhile, 35% of Tik Tok users globally are aged 20-29 years. Then, the percentage of Tik Tok users aged 10-19 years and 30-39 years is 28% and 18%, respectively (Rizaty, 2022). Most students in semester 3 of the business administration study program are 19-21 years old. This is in line with the reality that all 3rd semester students of the business administration study program have the Tik Tok application on their cell phones. The fact that the Tik Tok application is excellent (Devi, 2021) loved and attracted the interest of millennials, who are the majority of school-age children, the researchers conducted research related to usage Tik Tok can be an interesting and interactive learning medium in learning English for Business courses. Most of the third semester students of the business administration study program have difficulty speaking English in front of the class. Most of them feel ashamed and afraid of being wrong. Their biggest fear is that if they make a mistake their friends will make fun of them. This makes the learning atmosphere for English for Business courses tense and less interesting. Researchers try to choose learning media that students are interested in, one of which is Tik Tok. Various features in the Tik Tok application, make it possible to make Tik Tok to be designed as a learning medium (Nadiyah, 2021) for English for business courses. The various features in the Tik Tok application allow Tik Tok to be used as a learning medium in English for Business courses. Speaking skills for example, students can use the voice partner feature on the Tik Tok application and then report it to their lecturers via the communication network. The difficulty in speaking English to business administration students because they are afraid of making mistakes encourages the writer to find ways for students to learn and try to speak English freely and comfortably. This study also looked at previous studies using Youtube media as a medium for learning students' speaking skills conducted by Dwi Hartatik Handayani Mukti. The results of research conducted by Dwi showed that based on the results of data analysis, student learning outcomes were taught using YouTube videos taken from an average of 71.43% higher than the average of 42.86% taught without using YouTube videos (Mukti, 2021). Other research is related to the use of the Tik Tok application in learning Indonesian language and literature conducted by Wisnu Nugroho Aji with results that the Tik Tok application together with methods of use and appropriate techniques, can be used as an interactive learning media for learning Indonesian language and literature. With a variety of features and ease of operation, then the use of the Tik Tok application can be implemented in learning Indonesian language and literature (Aji, 2018).

RESEARCH METHODOLOGY

The method used in this research is descriptive qualitative. According to Bogdan and Taylor in (Moleong, 2005) a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of the participants under study. The reason for choosing this qualitative descriptive research design is because there is description terms the use of the TikTok application as a medium in the learning process. The type of research used is classroom action research. The research was carried out in 4 stages, namely: planning, implementing, observing, and reflecting which took place in cycles or repeated activities. The next cycle is done if the cycle that has been implemented is considered less successful in accordance with the predetermined success indicators. Data collection is in the form of observations (observations) of student activities and teacher

activities, interviews, and tests of student learning outcomes. The indicator of success in research is the success of researchers to explore, explore, and complete the findings obtained from data and facts in the field, such as grammatical conceptual errors, pronunciation, vocabulary selection and fluency when speaking. The research data sources was 20 students majoring in Business Administration, University of Bina Sarana Informatika. Meanwhile, data collection techniques consists of observations, interviews, and documentation of assignments on the Tik Tok application for one semester from September 2022 to January 2023.

RESULTS AND DISCUSSION

The results of this study include (1) forms of assessment of English speaking skills (2) aspects of assessment of English speaking skills and (3) student perceptions regarding the use of Tik Tok application in learning English for Business courses. The form assessment of English speaking skills in learning English for Business courses is the actual application of the lesson plan that has been made and written in the lesson plans but does not rule out the possibility of developing actions according to the situations and conditions of learning in class. This research was carried out collaboratively using two techniques. The first technique is an oral test technique in the form of a discussion test and a retelling test. Lee in (Saddhono, 2014) suggests several assessment techniques that can be used to measure speaking skills. These techniques include: (1) storytelling tests carried out by asking students to express something. Material stories will be adapted to the development of students. The main target is in the form of linguistic elements (the use of language and the way of telling stories), as well as the accuracy, fluency and clarity of what is being told; (2) discussion test, carried out by presenting a topic and the speaker asked to talk about it. The aspects that are assessed in the text discussion can be the accuracy of the use of language structures, the skill of using vocabulary, the fluency and smoothness of conveying ideas and defending them, the visible criticism of the thoughts conveyed by the discussion participants. In this study the discussion test was implemented in conversations between groups of third semester students majoring in business administration. The second assessment technique is a non-test technique in the form of observation and portfolio. Observation techniques were carried out by researchers by observing students using an assessment rubric when students display student recordings in the Tik Tok application in telling stories individually. The statement that the portfolio technique is considered the most comprehensive by (Kunandar, 2015) which states that portfolio assessment is a continuous assessment based on a collection of information that shows the development of students' abilities in a certain period. The contents and results of student products that can be assessed with a portfolio are the work obtained using audio recording equipment, video recording equipment, and computers.

Learning is carried out in the English for Business class of third semester students majoring in Business Administration by using the Tik Tok application as a learning medium. The application of Tik Tok media is carried out to overcome problems in the low courage, interest and creativity of students during the learning process, especially in speaking skills. In this study, researchers carried out the teaching and learning process as well as observing events during the learning process. This research consists of planning, action, observation and evaluation. In planning activities, researchers analyze the basic material needed for learning. Researchers also prepared observation sheets that would be used to observe all learning activities. At the evaluation stage, students were given the task of retelling a procedure related to how to open an account at a bank, which students had previously heard through audio that had been prepared by the researcher. Students are also asked to record into a video using the Tik Tok application and then the link is submitted to the researcher. The following is the Speaking assessment rubric:

Table 1. Speaking Assessment Rubric

No	Aspek	Skor			Total
		1	2	3	
1	Fluency				
2	Pronunciation				
3	Intonation				
4	Vocabulary/Diction				

Note:

1. Fluency : 3 = Lancar; 2= Kurang lancar; 1= Tidak lancar
2. Pronunciation : 3= Baik; 2=Kurang baik; 1=Tidak baik
3. Intonation : 3=Sesuai; 2= Kurang sesuai; 1= Tidak sesuai

4. Diction : 3=Tepat; 2= Kurang tepat; 1= Tidak tepat

After carrying out the first test and observation activities, in this activity the following data were obtained:

Table 2. Students' Score

No	Name	Score	No	Name	Score
1	Student A	8	11	Student K	9
2	Student B	7	12	Student L	7
3	Student C	5	13	Student M	6
4	Student D	6	14	Student N	5
5	Student E	9	15	Student O	8
6	Student F	5	16	Student P	7
7	Student G	7	17	Student Q	8
8	Student H	8	18	Student R	9
9	Student I	7	19	Student S	6
10	Student J	5	20	Student T	8

From the results of the first test, it appears that students seem more comfortable in retelling audio that they have heard before. Students seemed to be more fluent in telling stories than when they were asked to tell stories in front of their friends. From the Tik Tok videos that were made, the researchers managed to conclude the language skills of each third semester student majoring in business administration. The average score obtained by students in the first test is 7, this score is better than the previous test. In the previous test, when students had to speak English in front of friends and researchers, the average score obtained was 5. The results of the observation activities, the researcher found several notes, namely:

- Nervousness, lack of confidence, embarrassment, and lack of preparation were the main obstacles in carrying out the speaking skills test. This is what the teacher must deal with. Aspects of language both from student vocals, intonation, and pronunciation which are sometimes shy, silent, and reluctant to appear if not pointed out by the teacher. The teacher tries to overcome these obstacles by giving students the opportunity to do assignments with Tik Tok media
- Time constraints make students less optimal in doing the assignments given.

In the second test, students work in pairs. Students must create a conversation related to how to book a hotel. Students are given the freedom to make videos creatively and interestingly. The results of this second task, students look more confident when making videos in pairs with their friends. The video results produced are also on average better than the first task. Students correct mistakes made in the first task such as pronunciation, intonation, and diction. The average score obtained by students in the second test is 7.5. From the tests and observations that have been carried out by researchers, it can be concluded that the Tik Tok application has proven effective in improving the English skills of third semester students majoring in business administration. The features used by students include (Devi, 2021):

Table 3. Tik Tok's Feature

Feature	Information
Record Audio	To capture sound and then combine it to a TikTok account
Record Videos	To capture images and then combine them to a TikTok account
Backsound	To provide a mixable background sound to an account TikTok
Editing	To edit and change the draft image on the TikTok account

Share	To share the video recording that has been made
Duet	To partner with other TikTok accounts

In addition to test and observation results, the opinion of third semester students majoring in business administration is also one of the reasons why researchers conclude that Tik Tok can be used as an alternative learning media which is quite effective in improving students' speaking skills, in this case especially in English for business courses. Student opinions or perceptions regarding the implementation of Tik Tok as students in learning the English for Business course were taken from a questionnaire filled out by third semester students majoring in business administration. The questionnaire is a data collection technique that is carried out in a way give a collection of questions or written statements to respondents to be answered (Sugiyono, 2016). According to (Sugiyono, 2016) the scale of measurement is an agreement used as a reference to determine the length of the existing short interval in a measuring instrument, so that the measuring instrument when used in measurement will generate quantitative data. The researchers in carrying out a measurement scale that is measured using a scale Likert. The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are translated into indicators variable. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions. Answer every Instrument items that use a Likert scale have a gradation of very positive to very negative.

Table 4. Likert Scale

Pernyataan	Penilaian
Sangat setuju	5
Setuju	4
Cukup	3
Tidak Setuju	2
Sangat Tidak Setuju	1

Based on data tabulation and calculating the percentage of students' perceptions of using the Tik Tok application to improve students' speaking skills in learning English for Business courses get a score of 76% (good or agree).

CONCLUSION

Based on the results of data analysis, it is proven that the use of the Tik Tok application is quite effective in improving the speaking skills of third semester students majoring in Business Administration in the English for Business course. This is evidenced by the average score obtained by students in the first test is 7, this score is better than the previous test. In the previous test, when students had to speak English in front of friends and researchers, the average score was 5. These results are corroborated by the results of processing questionnaires filled in by students with a score of 76%.

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