

## The Influence of TikTok Videos in increasing Students' Pronunciation

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### ARTICLE

### ABSTRACT

**Keywords:**

TikTok, Media Learning, pronunciation ability.

This study intended to show the effect of TikTok videos on students' pronunciation skills. A quasi-experimental study design was used in this study. Students from MAN 2 Probolinggo participated in this study, 20 students consist as an experimental class and consist of 20 students as a control class. The results of this study showed a significant difference between students using TikTok videos as media learning and those using traditional strategies. Post-test results revealed that there was a significant effect of post-treatment on experimental class. Independent test results show that TikTok videos have a significant impact on students' pronunciation skills. However, the mean pretest scores of the experimental class are higher than the control class. It can be concluded that TikTok videos have a positive effect on students' pronunciation ability and are accepted as an effective learning medium to improve students' pronunciation ability.

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### INTRODUCTION

In this era, it is impossible for humans to prevent technological developments. Whether consciously or not, media and technology have become attached to human life. Over time, media and technology have developed very rapidly. What's more, right now we are being influenced by a platform that displays a video called TikTok. Tiktok is a social media platform originating from China. This application is for sharing videos that are between 15 seconds and 5 minutes long. This application was made by Zhang Yiming in September 2016. According to (Shi & Chung, 2020), there are 5 types of short videos, namely: cyber star, share, creative, entertainment, and report. TikTok is a social media network that allow users to share content in the form of short videos. It is the latest social media applications where users can create a videos and reach out with others users in comment also separate conversations (Deriyanto & Qorib, 2018). In the other word (Aji, 2018; Tiara et al, 2021). This application also allows users to search for or find short back sounds. This application allows us to be able to choose what videos we can see to be used. According to (Novitasari & Addinna, 2022) on TikTok, we can find a many kind of videos such as lip sync, cooking, health, and of course videos of English content.

There are many ways for people who want to learn English, especially in this digital age. Tiktok is one of the newest innovations that has been recognized based on Byte Dance advertising data in 2022, with the use of Tiktok in Indonesia reaching more than 92.7 million. This application can be used optimally as an interestingly, enjoyable, and briskly English learning medium that can be used

by teachers with Indonesian students. Further, utilizing TikTok as a learning medium has several advantages, one of which is that TikTok presents language content that students can learn through listening; TikTok can express goals, reflective thoughts, and feelings that are developed and advanced by students' needs; and also, students can read the news, thoughts, and impressions in the design of data items (Dewanta, 2020). In other opinion said by (Su & Lu, 2021) TikTok provided users a great freedom to watch and also serve video contents. Through applying TikTok the teacher able to explain the material using the short video that teacher makes themselves.

Some students in Indonesia find it difficult to learn English. The most serious problems are caused by psychological blocks. The average ESL student is less optimistic and also not confident, afraid of making mistakes, embarrassed, and even doubtful when using English. Another reason why the student have problem in pronouncing English words it's because the student have to pronounce the new and unfamiliar sounds that have a different mother tongue system on the target language (Farrah & Halahlah, 2020). Even if English is one of the languages taught in all schools from elementary school to high school, but most Indonesian students cannot communicate in English. Since the pronunciation is on of crucial thing in English language Learning a foreign language requires fluent at communication. We must understand that the biggest essential thing in learning a language is being able to pronounce it correctly. As a foreign or international student, you need to learn a lot from various sources, not only from Indonesians but also from native speakers.

There are several interesting things about pronunciation that we need to know, namely : first, international students do not need to articulate English in a local way, and second, correct pronunciation is more important than sound. According to (Dalton, C., 1994, p.195) Pronunciation has been described as producing persuasive sounds in two ways. Tones are convincing because they are used as composing the code of a precise language. Tones are persuasive because they are used to understand the meaning in the context of usage. In general, pronunciation may be interpreted as a result of phonetic production, as well as pronunciation stress and intonation related to true or accepted qualifications. Realizing that the structure of English sentences is challenging, students who have good pronunciations skill will be much more comfortable communicating with native speakers. Depending on the observations, the researcher found that most of the Indonesian students especially at MAN 2 Probolinggo struggled with their pronunciation in English. This is due to the difference between the written and the pronunciation and also they have a lack of confidence in pronouncing the English words. Even if the teacher showed the pronunciation of a vocabulary word but the students can easily forget what their teacher sampled before on the next meeting.

Entrenched the problems above, the researcher utilizes TikTok videos to help researchers figure out the problems related to the difficulty of students pronouncing English sentences. As we see, TikTok can encourage students to read or view content that contains pronunciation, vocabulary, sentence, and even quizzes. There are several reasons why tiktok continues to increase in popularity, especially among young people. TikTok is estimated to have 69% of users who have an average age of 16 to 24 years. In 2018, it was noted that TikTok has approximately 150 million registered users and has a rate of 45 million downloaders (Sloane, G., & Rittenhouse, 2019). Most of the TikTok users are Gen Z, where they are smarter, know more about visual design, enjoy content creation more, and are always connected with gadgets (Smith, 2019). Generation Z likes TikTok because of the characteristics of TikTok that social media have never owned as if by using TikTok, Gen Z can express their identity (Firamadhina & Krisnani, 2021). TikTok has a variety of feature that contantly connect existing content with what is going viral. There so many students interested in TiTok can be provided with additional options to include learning material. Students will be involved in activities that are relevant to the task and tend not to be involved in activities that are not relevant to the task if students learn in a shorter video format (Handrianto, C., & Rahman, 2019).

Afidah et al. ( 2021) have conducted research on student views and found that TikTok has several weaknesses, namely that it confiscates a lot of students' internet quota. Meanwhile, TikTok provides several advantages for learning media for ESL students because TikTok has various kinds of videos that help them improve their English language skills. While (Nurul & Mutiara, 2021) believe

that TikTok can be a software application that is an alternative for teachers to teach English, especially pronunciation. Based on interviews with teachers and students, researchers found that using TikTok can aid to enhance students' English skills, especially pronunciation skill.

TikTok helps ESL students gain a higher understanding of pronunciation. TikTok has a variety of content and features that are very useful, such as satisfying back sounds, visuals, subtitles, a save feature, and video quality that helps students learn new pronunciation and vocabulary (Bernard, 2021). Since TikTok is so popular nowadays, teachers can choose to implement this approach in their classes. Throughout TikTok videos are relevant to the material, and match the student's style, this research is recommended for teachers if they want to utilize TikTok as a learning medium with content and subjects that are in accordance with the existing curriculum in schools to provide a greater and further credible learning sensation (Handrianto et al., 2021; Ramadhani et al., 2021). Teachers or the tutors can also make their own videos that will apply to students and be tailored to each student's understanding and learning style. The learning base for L2 is pronunciation and vocabulary mastery (Pernantah et al., 2022). Base on reason, researcher decide to examine the influence of the TikTok videos in increasing students' pronunciation ability.

## METHOD

This research is a quasi-experimental quantitative study with pre- test and post-tests and a non-equivalent control group design. Quasi-experimental is research with a target population without random assignment. This is in accordance with the opinion of (John W. Creswell, 2008, p. 309) Quasi-experimental designs consist of assignments, but not random assignments of participants to groups. Although quasi-experimental is similar to traditional experimental designs, quasi-experimental does not contain elements of random treatment or controlled assignment (J, 2008)

Participants in this study were 40 students at MAN 2 Probolinggo consisting of an experiment group of 20 students form the XII IPA 1 and a control class of 20 students from the XII IPA 2. The sample for this study is purposive sampling. The data obtained in this study were obtained by administering pretests and posttests to students. A pre-test is performed before treatment and a post-test is performed after treatment. The pre-test is to assess the student's pronunciation ability, and the post-test is to examine the student's pronunciation ability after treatment. This research was conducted in 4 meetings where researchers taught English through TikTok videos in the experiment class as a learning medium and did not provide treatment to the control class. Students will gain extensive knowledge and be able to develop their potential by watching TikTok videos on their smartphones with English content wherever and whenever they want, which greatly facilitates the process of teach English, specifically pronunciation. In order to provide a fair description of the circumstances or events in which data was processed, the researcher in this study used descriptive analysis techniques to collect, organize, and process data. Otherwise, the purpose of technical statistics is to prepare the data so that certain conclusions can be drawn.

## RESULTS AND DISCUSSION

In this study, data were analyzed using descriptive statistical analysis. Statistical descriptive analysis was used to figure out means, frequencies, total scores, standard deviations and percentages. The following table shows statistical descriptive data analysis:

		Statistics			
		Pre Experim ental	Post experime ntal	Pre Control	Post Control
N	Valid	20	20	20	20

	Missing	0	0	0	0
Mean		47.35	85.40	50.95	58.30
Std. Error of Mean		.987	1.526	.869	.831
Median		47.00	84.50	52.00	59.00
Mode		47	80	53	59
Std. Deviation		4.416	6.824	3.886	3.715
Variance		19.503	46.568	15.103	13.800
Range		15	26	16	14
Minimum		41	74	41	50
Maximum		56	100	57	64
Sum		947	1708	1019	1166

Table 1. Statistical Descriptive

According to the preceding data, the experimental class had the highest pre-test score 56, although the minimum score was 41. Albeit the highest post-test score being 100 then the lowest score being 74. Experimental class students are expected to achieve decent results in pronunciation. In contrast, the control group had a maximum score was 57 and a minimum score was 41 before the test. While highest score after the test was 64 and the lowest score was 50.

### Normality Test

A normality test checks whether the residual values are normally distributed when data is commonly distributed, the chance of bias is decreased. To test data normality could be observed in the attendant table:

	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Hasil	Pre Experimental	.958	20	.498
	Post Experimental	.956	20	.471
	Pre Control	.948	20	.333
	Post Control	.962	20	.582

Table 2. Normality Test

In the normality data above, the researcher uses Shapiro Wilk because the population is small. According to (Kusumawati.Ira.&kk, 2022) the normality test can be carried out using the Kolmogorof-Smirnov test for large samples (> 50) and for small samples (<50), named the Shapiro Wilk test. With significance value greater than 0.05 or > 0.05. It can be seen in table above that the significance data for the pre-experimental class are (0.498 > 0.05) post-experimental (0.471 > 0.05), pre control (0.333 > 0.05), and post control (0.582 > 0.05). This means that the data above is normally distributed.

### Homogeneity Test

The homogeneity test accustomed examine if the two or more data had the same category variable distribution. Homogenous data is one of the demands in the independent t-test. In this research, the homogeneity test was used to establish whether the variance of the post-test of the experiment class and the post-test of the control class. The homogeneity could be realized on the table below:

**Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	5.332	1	38	.026
	Based on Median	4.941	1	38	.032
	Based on Median and with adjusted df	4.941	1	29.633	.034
	Based on trimmed mean	5.232	1	38	.028

Table 3. Test Homogeneity of Variances

After gaining out the normality test, the next is the homogeneity test. A homogeneity test was conducted to determine whether the two groups' variance were the same. This sample can be declared homogeneous if the base on mean significance value is  $> 0.05$  or more great than  $0.05$ . The results of the homogeneity above on the Sig based on Mean is  $0.026$ , meaning that the data shows greater than  $0.05$  or  $0.026 > 0.05$ . it means that the variance of the data above is homogenous. Granted that the data is normally distributed and homogeneous, it can conclude that parametric statistics( paired-sample t-test and independent sample t-test) could be used for the hypothesis test in this research.

**Hypothesis Test**

A t-test was performed to confirm the hypothesis that the t-values results showed a significant difference among the two class. The purpose of the paired-samples t-test is to identify the difference between the pre-test and post-test results for each class. This was used to determine the effect of each strategy before and after treatment. This test was completed to compare the results obtained from each class pairwise. Pre-test and post-test pair 1 for the experimental class, and pretest and post-test pair 2 for the control class. While the independent sample t-test is a parametric test used to find out either there was a mean difference between two unpaired groups with the intention that each group of data came from the different subject. To see the results of t-test and group statistics, see the table below.

<b>Paired Samples Test</b>										
		Paired Differences				T	Df	Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			One-Sided p	Two-Sided p	
					Lower					Upper
Pair 1	Pre experimental - Post Experimental	-38,050	5,844	1,307	-40,785	-35,315	-29,117	<,001	<,001	



Pair	Pre	-	3,392	,758	-	-5,763	-	19	<,0	<,00
2	Control -	7,35			8,93		9,69		01	1
	Post	0			7		2			
	Control									

Table.4 Paired Sample t-test

From the table above the paired sample test result indicate that the Sig. (2 Tailed) of pair 1 was  $0.00 < 0.05$ , indicating that there a significance difference on the students pronunciation qualification in the experiment class before and after the test. Although, the Sig. ( 2 Tailed) was  $0.00 < 0.05$ , indicating that there was a significance difference in the students pronunciation ability of the control class before and after the test.

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
	Equal variances assumed	F	Sig.	T	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Hasil	Equal variances assumed	5.332	.026	15.598	38	.000	.000	27.100	1.737	23.583	30.617
	Equal variances not assumed			15.598	29.357	.000	.000	27.100	1.737	23.549	30.651

Table 5. Independent Sample Test

Due the fact that the value of Sig. (2 tailed)  $0.00 < 0.05$ , it can be concluded that there was significance difference of the students' pronunciation ability among the post-test score of the experiment class and the pots-test score of the control class.

### Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Hasil	Post Experimental	20	85.40	6.824	1.526
	Post Control v	20	58.30	3.715	.831

Table 6. Group Statistics

Utilizing the Table 5 above, it can be recognized that statistical group showed the mean results of the post- test for the experiment class and the post-test of the control class. Entrenched from the table

above, it can be attended that the mean value in the experiment class was 85.40 and the control class was 58.30.

The outcome of this study revealed the influence of the TikTok Videos in increasing student pronunciation ability. The researchers gave the students a vocabulary-style pre-test. Researcher administered treatments to an experimental group used TikTok videos as media learning. Meanwhile, in the control group, researchers show a traditional strategy of not used the TikTok videos as media learning. After receiving treatment, researchers administered a post-test using the invariable questions as the pre-test. Results can be seen from the post-test results of the experimental and control groups. The mean post-test score for the experimental group was 85.40 and the mean score for the control group was 58.30. Therefore, it could be concluded that the use of TikTok as a media learning is considered effective.

The researcher findings corroborated by findings from (Muslimah, 2022) who state that learning pronunciation used TikTok videos can effectively improve students pronunciation skill. This is illustrated by the pronunciation acquisition after using the TikTok video, which shows higher than the before using TikTok. Furthermore used a TikTok as a media learning can be the affective fun learning in class, this statement similarity with (Novitasari & Addinna, 2022) they state that TikTok offers opportunities to develop their English skill. Learning English by using TikTok is enjoyable, stress-free and interesting. TikTok can increase student motivation in learning. And the TikTok allows students study independently. There several reasons why TikTok could be a learning media that can implemented in learning process. TikTok is very effective and comfortable because it makes learning easier and more fun. TikTok videos can be used to give examples of English pronunciation, because they can display recordings or sound, photos that can move. Students prefer used video based learning rather than using modules for learning media. According to (Yang, 2020) who said that the majority of EFL learners used TikTok to learn English in class, and in learning English outside class to help the students broaden their English skill, get more authentic learning materials, and grow their interest in learning English. TikTok could be an alternative media to be used as learning media that is not boring and interesting for students. Also the TikTok offer the users with additional straightforwardness and adaptability in their language abilities and the TikTok application is straightforward to apply and can be accessed from everywhere and at any time the usage of internet connection.

Based on results, the post-test mean score analysis between experiment and control group resolved whether the method was effective. The mean score of the experiment group was 85.40, and the average score of the control group was 58.30. However, the acquired independent t-test found Sig. (2 tailed) was  $0.000 < 0.05$ . There was a considerable difference between the experiment class using TikTok for a media learning of pronunciation and the control class using convention strategies.

Since the post-test for the experimental class was greater than the control class, it can conclude that hypothesis ( $H_a$ ) was accepted. Suitable to the reasons for the difference among the two classes, the experimental class significantly better than the control class. Research results TikTok showed significance impact on students pronunciation ability.

## CONCLUSION

Established from the findings data, it is approved that there was a significant difference in students' abilities in terms of pronunciation abilities that are taught using the TikTok application with students who are taught by traditional methods. This is demonstrated by the results of the post-test, that TikTok has a good influence on students' pronunciation abilities. The acquired Independent t-test emerged with Sig. (2 tailed)  $0.000 < 0.05$ . This means  $H_0$  is rejected and  $H_a$  is accepted. According to the difference between the two classes, the significant result increase pronunciation in experimental class is expected to be greater than the control class that not used the TikTok as the media learning, which is the TikTok has a significant influence on students' pronunciation skills. Therefore, the

applying of TikTok as a learning medium for students has a significant impact on students' pronunciation abilities.

This was evidence that students' pronunciation abilities after utilizing TikTok as a learning medium in the experimental class advanced. The outcomes of the pre-test and post-test appearance that TikTok has an advantage or influence on students' English skills, especially in terms of pronunciation abilities. The mean scores that students had obtained in the pre-test of students in the control and experimental classes were found to be slightly comparable. However, the score on the post-test reveal that the experimental class had an advanced score than the control class. As a result, it can be stated that the use of TikTok in improving students' pronunciation abilities has proven to be effective.

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