

INCORPORATING OF SOCIAL MEDIA IN DISTANCE LEARNING: A CASE STUDY ON HOW TIKTOK IMPROVE SPEAKING SKILL AMONG ESP STUDENTS

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Abstract

This research is motivated by the importance of using technology in the teaching and learning process during the pandemic of Covid-19. The objective of the research is to see the opportunity of a learning platform such as Tik Tok Application to improve ESP (English for Specific) students' speaking skills. The participants (n=35) were given a speaking assignment with the theme 1 presentation in English, and theme 2 is about describing how to prevent the Covid-19 pandemic. The participants were assessed using pre-post tests and also questionnaire. The method of research used is a descriptive qualitative method using classroom action research techniques. The results captured that using the Tik Tok application as a medium for developing ESP students' speaking skills in online learning could increase students' confidence in speaking English since they can express themselves freely on Tik Tok. Furthermore, participants actively engaged in using Tik Tok for speaking activities and understood the content of all the basic English skills. It can be proof by the result of pre and post-test in which there are significant improvements in ESP students' speaking skills from pre-test session to post-test. In conclusion, featuring social media, especially the Tik Tok application in distance learning could develop ESP students' speaking skills, because it provides a fun and meaningful online learning for students' English Specific Purposes.

Keywords: *Distance Learning, Tik Tok Application, ESP Students, Speaking Skill*

1. INTRODUCTION

The development of technology brings people to the internet. Especially, during the pandemic of Covid-19, technology has become a necessity in the education sector. Since face-to-face learning has been shifted to online learning during the pandemic, technology has become an important part of the learning process and this is a challenge for educators. This is in line with stated by Starkey et al (2021), that many countries faced the challenge of an unanticipated and accelerated move to online learning. This represents a crucial time to consider technology, pedagogy, and education. In addition, Digital technology played a significant role in enabling teachers to teach students at a distance using tools that enabled both synchronous and asynchronous communication with the whole class, groups, and individual children or young people; access to learning materials; and interactive and

collaborative activities. In other words, online learning is a new challenge for educators because they must immediately adapt the learning process to the current pandemic situation. Online learning is a part of distance education that specifically combines electronic technology and internet-based technology or ICT in learning and it is also a program for organizing online learning classes to reach a broad and massive group of students (Efriana, 2021). According to Lashley (2014), the use of available technologies around us when offset by discussion and guidance will become a platform for developing high-level thinking skills. Hence, this online learning is one proof of the development and need for technology that is growing not only because of the times but also the demands of the situation, such as the current pandemic, besides that the use of technology also helps students in developing their high order thinking skills which is one of the skills needed in this 4.0 era. In particular, online learning benefits both parties (Donoghue & Worton, 2005). For students, online learning comes as one of the alternative learning methods that do not require them to attend class. Online learning will also help students develop learning self-reliance and also encourage interactions between students. While for lecturers, online learning methods are present to change conventional teaching styles that will indirectly affect professional work. The online learning model also provides more opportunities for the lecturer to assess and evaluate the learning progress of each student more efficiently.

Various kinds of applications have been adopted by educational institutions in carrying out the learning process, such as Google Meet, Zoom, and also various other social media applications. As stated by Pratiwi, Uraifah & Sopiah (2021), many social media are effective learning media to assist the learning and teaching process. Furthermore, users of social media in Indonesia have been increased gradually. According to the latest data available on We Are Social (2020), there are 160 million people, or 59% percent of the total population of 272.1 million Indonesians, use social media actively. Another result is that the average of social media users in Indonesia was aged 13 to 34. It can be seen that social media are very popular among young people, especially students. This will certainly facilitate the learning process because social media is not something new for both students and lecturers.

Likewise in learning English, as explained by Gangaimanaran and Pasupathi (2017), that currently, the use of social networking apps such as Instagram and TikTok has become a crucial part of language learning. Take TikTok as an example, language learning videos ranked second among the most popular knowledge sharing videos in 2019 (Pratiw, Ufairah, & Sofiah: 2021). Furthermore, TikTok had received the second-highest rating internationally in 2019 for application downloads across Google Play and the Apple store based on a report by Sensor Towe Blog (Ipan, Igai, Blaise & Yunus: 2020). On the other hand, TikTok Apps is one of the popular social media that is used to share various video features, so this is also an opportunity to make it one of the online learning media in English, especially in developing speaking skills. Speaking skill is one of the important skills in learning English because students of English for Specific Purposes learn to give opinions, ideas, interact with other speakers. Earlier EFL pedagogies emphasized skills other than speaking as it was seen as one of the more challenging skills to teach (Mohammed, 2021). Moreover, Abdullah (2017) said that learning to speak is more difficult than learning to understand the spoken language. In another word, the fewer students practice their oral skills, the fewer students comprehend an oral skill (Leong & Ahmadi, 2017).

Also, it has been widely noticed that EFL students come to face many difficulties while speaking English in addition to a lack of confidence in their abilities. Since online learning has been implemented, of course, there have been fewer opportunities to be active and interact in the classroom, because the use of e-learning and online learning applications such as zoom makes students less than optimal in developing their speaking skills. This happens because during online learning there are several problems faced by students, such as a lack of internet quota and difficult signals in the area where they live. This is also in line with the result of

previous research conducted by Hamid (2020), students perceived that the implementation of online learning during the Covid-19 period has not been fully effective. Hence, this study aims to analyze the speaking skill of English for Specific Purposes (ESP) students using the TikTok app and their perception toward using this application in distance learning.

2. LITERATURE REVIEW

2.1 Distance Learning

The Indonesian government has imposed new policies in education to prevent the spread of Covid-19. One of the main policies is dismissing face-to-face learning and changing it with online distance learning (Rapanta et al., 2020). Online distance learning is a solution for learning activities during this pandemic, where learning continues by following the physical distancing protocol (Basilaia & Kvavadze, 2020; Fuad et al., 2020; Murphy, 2020). Distance learning in the smallest meaning is the absence of face-to-face contact in the classroom between teachers and students (Midgely, 2018). The difference between distance learning and face-to-face learning is that students of all levels of education can receive an education without even having to go to class (Azhari & Fajri, 2021). Thus, distance learning is a unique solution for the continuation of learning in critical times, such as the case of the recent global coronavirus pandemic. In Indonesia itself, the Ministry of Education and Culture developed a distance learning application called 'Rumah Belajar' that can be accessed via Android and computer (Abidah et al., 2020; Zaharah & Kirilova, 2020). Online programs and courses are fully remote and face-to-face blends. According to Lowes, who explained that online learning consists of virtual courses and virtual classrooms (Watson, 2007).

2.2 Speaking Skill

Speaking skill is one of the important skills in learning English where this skill is needed to express ideas orally, the communication process, in general, to express what is on one's mind. As stated by Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information. It can be concluded that the aim of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading, and writing proportionately. Therefore, the teacher should be able to provide the students with speaking tasks and give them opportunities to use the target language to communicate with others. In assessing students' speaking skills, it can be measured by speaking measurement adapted from Arthur Hughes collaborates with FSI (Foreign Service Institute). Five components have rating range from 1-6 with different weighting points from the lowest to the highest. The speaking measurement contains some components elaborated from students' skills including their pronunciation, grammar, vocabulary, fluency, and comprehension.

2.3 Social Media

Social media is a form of technology and information development where it is a medium of communication and information sharing that can be done anywhere and anytime. Even this social media also has interesting features such as online community builds to exchange knowledge, ideas, personal chats, even pictures and videos (Merriam-Webster Dictionary, 2014). Additionally, Manning (2014) mentioned two common characteristics which define what is social media. First, social media allows some form of participation. Even if social networking sites such as Facebook may allow passive viewing of what others are posting. Usually, a profile account must be created that allows for the beginning of the potential for interaction. Secondly, social media involves interaction. This interaction can be with established friends, family, or with new people who share common interests. In conclusion, social media is one of the communication media that is equipped with various modern features, where users can not only communicate but also can build relationships, exchange

ideas, disseminate information, photos, videos and can even be used as one of the media in distance learning at the present moment.

Generally, social media helps in communicating with other people (Drahošová & Balco, 2017). Besides, social media is also a tool for someone who wants to know updated news that happens in the world (Hardiana, 2019). We do not need to wait until tomorrow to read a newspaper. By using social media, we can find anything in seconds. Further, social media also helps us build community, advertising or promoting, educating people, creating awareness and innovating the way people live, and helping others (Akram & Kumar, 2018). Therefore, social media has a good effect of course if it is used correctly and maximally.

2.4 ESP Students

Learning English for adult learners is generally divided into two different categories, namely English for General Purposes (EGP) and English for Specific Purposes (ESP), depending on how specific the goal to be achieved in the learning is. (Liu, Chan, Yan, and Sun, 2011; Basturkmen, 2010: 17). English learned in formal education varies based on the education levels. English learned at elementary, junior, and senior high school levels are commonly called General English, while English learned at the university level is called English for Specific Purposes (ESP) because it is taught by the field of science. ESP itself aims to provide students with English that is important in their majors. English learning is expected to provide students with competence in the English language.

Robinson (as cited in Ginanjar, 2015) states that there are three main characteristics of ESP that distinguished it from General English or English as a Foreign Language (EFL) or English as a Mother Tongue (EMT). The three characteristics are 1) ESP is goal-oriented learning. In this context, learners learn English not because they want to know a language as a language and culture it contains, but they learn ESP because it has specific goals in the academic and professional fields. 2) The substance of ESP is designed and developed based on the concept of needs analysis. The concept of needs analysis aims to specialize, link, and bring together what learners need in both the academic and professional fields. 3) ESP is more specifically aimed at adult learners than children or adolescents. This is logical because ESP is generally taught for learners in middle and high academic levels, for professionals, or workers in workplaces.

3. RESEARCH METHOD

The type of research is a qualitative descriptive study, which is a type of qualitative analysis using classroom action research techniques. It has an important role to solve the problems of the learners and improving the learners' quality. This research is directly in the classroom. Usually, this research is carried out by someone familiar with the class condition and abilities of the students. According to Cohen, Manion, and Morrison (2000), Action research is a powerful tool for change and improvement at the local level. It is in line with the purpose of this study in which analyzing the ESP students' speaking skills at STIA Lppn Padang. The sample of this study was 35 students. The research was conducted in 4 meetings and divided into some activities.

Specifically, in the first meeting participants are introduced to a new vocabulary and can incorporate new words in a sentence related to Theme 1 on how to do a good presentation in English. In the second meeting, the participants can provide the script and try to do a presentation in English by using TikTok App. The third meeting is about explaining and introducing new vocabulary related to theme 2 describing how to prevent the Covid-19 pandemic. At the fourth meeting, the students are ready to execute and preparing themselves to make a video about it in TikTok App. The instruments of the research are the Speaking Test and questionnaire. The questionnaire is used to investigate the students' perception toward using TikTok in improving speaking skills. To analyze data, speaking skill uses the speaking

measurement adopted from Arthur Hughes contains some component. They are pronunciation, grammar, vocabulary, fluency, and comprehension. The researcher concluded and analyzed the data after getting the data from the instrument. The data analysis follows an interactive model from Miles and Huberman, weaving: data reduction, display data, and verification of data and prediction. The researcher made the results of this research whether using TikTok App can improve ESP students' speaking skills or not.

4. RESULTS AND DISCUSSION

Based on the results of the pre-test, there were 19 students or more than 50% of Public Administration students who scored between 30-40, meanwhile, 34% or 12 students got to score 50-60, and only 4 students or 11% who got 70-80 score. It can be stated that more than 50% of students got the lowest score between 30-40. Based on the result of this pre-test, it can be concluded that improving students speaking skills by using TikTok is needed.

Table 1. Pre-Test Scores for Speaking Video

Score	F	%
90 – 100	0	0
70 – 80	4	11.4%
50 – 60	12	34.3%
30 – 40	19	54.3%
10 – 20	0	0
Total	35	100

The data above is the pre-test scores of students before using the TikTok application. They used video to do a presentation in English but some aspects should be improved, such as pronunciation, grammar, vocabulary, and comprehension so that the average of students' speaking score is in the lowest category. Hence, the TikTok app is used to encourage students to make a creative videos with good English proficiency.

Furthermore, after asking students to use TikTok App to do a speaking assignment, these are the data of Post-Test 1 and Post-Test 2 Scores.

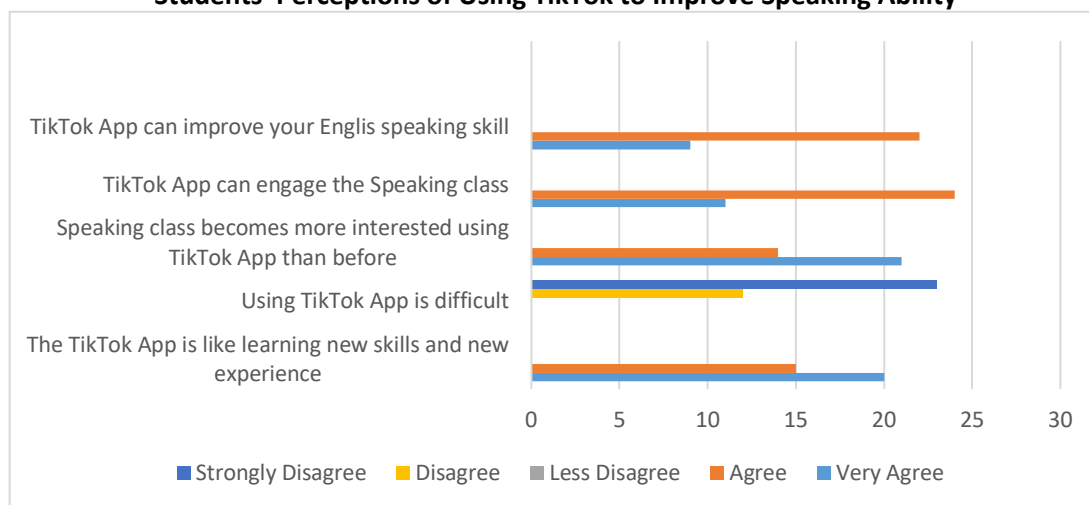
Table 2.
Post-Test 1 and Post-Test 2 Scores for Speaking in TikTok App

Score	Post-Test 1	Post-Test 2
80-90	18	25
60-70	13	9
40-50	4	1
20-30	0	0
10-20	0	0
Total	35	35

Based on the result of data analysis toward students' post-test 1 and post-test 2 there was a significant increase compared to their pre-test results. Even on the results of post-test 2, 70% of students got scores between 80-90 and only 3% of students or 1 student got scores between 40-50. From the results of the data obtained, it can be concluded that the TikTok application has a good impact on the speaking skills of students in the Administration Public Study Program at STIA Lppn Padang.

Moreover, the data obtained from the questionnaire was carried out to see students' perceptions of the use of the TikTok application in learning speaking. Specifically, the following are the results of data analysis regarding students' perceptions of the use of the TikTok application in learning English.

Graph 1.
Students' Perceptions of Using TikTok to Improve Speaking Ability



The data of students' perception toward TikTok Application in improving their speaking skill above can be stated that TikTok app can improve and engage students' speaking skill and also their motivation in participation. They also stated that using the TikTok app is not difficult and by using this application they can learn new skills and new experiences. In conclusion, the students generally agree that the TikTok application is useful in improving their speaking skills and engaging their motivation in learning English.

The result of this study is in line with the results of previous research conducted by Pratiwi, Uraifah & Sopiah (2021). They stated that the respondents had a positive attitude toward a TikTok application as a strategy to help and enhance literacy and speaking skills. In addition, the students expressed a strong desire to use a TikTok application to watch and understand all the content associated with basic English skills. Furthermore, Ipan et al (2020) in Malaysia also assessed the students' speaking skills by using TikTok. Their study indicates that the TikTok application significantly improves their students' speaking skills and provides a fun classroom and meaningful learning improvement for second language pupils. Besides, Zaitun et al (2021) also report that students in junior high school also felt the new experience using the TikTok application in learning English. They agree that using the TikTok application as a medium for speaking could increase students' confidence in speaking English and also could engage their ideas freely on TikTok.

CONCLUSION

The COVID-19 pandemic has affected all aspects of life, one of which is in the field of education. Distance learning, also known as online learning, has become one of the most prominent parts since this pandemic hit. Educators and students are forced to continuously adapt to the situation and this makes technology an unavoidable need in human life. The rapid development of science and technology makes distance learning more interesting. The increasing number of distance learning media used makes educators have to be creative in utilizing this rapidly developing technology. Likewise with learning English for certain purposes or known as English for Specific Purposes (ESP). One of the skills that must be mastered is speaking, and this speaking skill can be improved with maximum practice. However, this online learning makes educators confused about choosing the right media so that speaking practice can run properly even though it is not in the classroom. One of the media that can be used is the TikTok application. Tiktok is a social media that is used as a learning medium because it has

many users, complete features, and a variety of content in it. TikTok is a social media network on a video platform introduced by Zhang Yiming in 2016 and owned by ByteDance. Based on the research results, it can be said that this TikTok app helps ESP students improve their speaking skills. This can be seen from the comparison of the results of the pre-test and post-test where there was a significant increase, even 70% of students got scores between 80-90. Besides that, ESP students also responded positively to the use of TikTok in learning to speak. They think that using TikTok makes them more motivated to practice English and also they feel by using TikTok it is easier for them to convey ideas and get new learning experiences. It can be concluded that the TikTok application has a positive impact and result on the speaking ability of ESP students.

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