THE CHALLENGES OF USING TIK-TOK MEDIA ON SPEAKING CLASS

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A B S T R A C T

Tik-Tok application as teaching media is fit in with the students' need and interests. The goal is to develop Tik-Tok application as media for teaching Speaking at the level of senior high school. Research and Development focus on the steps how to develop Tik-Tok media in the teaching of Speaking. The finding show that Tik-Tok media is needed in learning speaking with the score of 85%. The result of compatibility is also absolutely agreed that Tik-Tok media is compatible with the students' characteristic (85%). The expertise judgment of Material and Media vaalidate Tik-Tok media with the criteria of "very good" in the aspects of content and video application. It means that the development of Tik-Tok application is feasible to be used as media on Speaking class.

Introduction

The fourth revolution industry have changed the paradigm of teaching learning process through online learning using internet resources. Online media is booming with various platforms and social media application as the obligation for conducting online teaching. (Khasanah, 2020) mentions that network-based learning provides the power of siginificant learning and output that simply accessible. This views are bolstered by the government that contribute various programmes to facilitate digital learning such as the launching of "Merdeka Belajar" (Freedom to Learn). As the result of transformation education, it will reinforce the teachers and students to explore innovation of technology easily. Referring to the mushrooming of digital technology, internet and multimedia are the obligatory condition of teaching learning aids. It means that the teachers should be able to choose on learning media that fitted with the materials.

Nowadays, developing technology based on computer application is categorized as crucial tools to accumulate and distribute informations (Kasmana, 2021).

As the impact of digital transformation, the teacher should be able to explore and develop an effective strategy to continue conveying idea with appropriate words in the form of media. The development of learning media is very essential to design the procedures of effective learning and to convey messages and content in order to achieve the optimum goal (Ediyani, 2020). Newly innovation for utilizing an interactive learning media are the teachers' commitment in order to enforce and activate the student in learning. At present all the people use their mobile phone and sosmed as the aid for communication in their daily life. Tik-Tok application is the choice that used for learning media with the reason of compatibility for digital learners.

Referring to potential and strenghts of Tik-Tok as media for learning are mentioned by Ferstepahnie & Pratiwi (2021) say that Tik-Tok is tremendous apps of sosmed network that allow the users to allot the content of short video and music features. It has positive impacts for the users from the level of young leaners wellknown as Generation Z (Ferstephanie, 2021). Furthermore, Tik-Tok in education

arena is the most powerful media, because the students are eager to watch the teacher-made videos repeatedly. It will encourage the teachers to create their own video clips as illustration in teaching learning process.
 (Nabilah, 2021)

Considering the outstandings of Tik-Tok application and its attributes, it is wisely to develop Tik-Tok apps as learning media for practise Speaking. The students may create both video and voice recorder for practicing communication with others. Moreover students will be independent and free to explore their speaking competence based on their own conditions and situations. It is expcted that the students are be able to develop the potential that fitted with their needs, interests and capabilities. By using Tik-Tok as learning media students may capture the information or explanations that they need or want to be conveyed by the teacher. This table presents the details of Tik-Tok application features. (Aji, 2018)

Features	Function
Sound Record	Record sound via device, then integrated into personal Tik-Tok account.
Video Record	Record video via device, then integrated into personal Tik-Tok account.
Back sound	Add the background sounds that can be downloaded from the Tik-Tok app's storage media.
Edit	Fix and edit drafts of videos that have been created
Share	Share completed video
Duet	Collaborate directly with other Tik-Tok app users

Table 1. Tik-Tok application features (Aji, 2018)

Research Method

R & D (Research & Development) was adopted by Borg and Gall in Sugiyono (2019). It focussed on the stages for developing and validating the educational output. R and D research aimed to develop or to renew the initial product in order to reach the effective one. (Sugiyono, 2019)

The instruments of data collection were questionnaires and interview. Data were obtained by the observers during teaching learning process and the development of product by using Tik -Tok apps.

The development of Tik-Tok learning media for teaching speaking covered five steps as follows :

a. Need Analysis (Potential and problem)

This analysis collected from quetionnaires that used to obtain the data on students' barriers in learning English, their learning needs, their expectations for the material and product development.

b. Planning

The planning stage was used as the preparation to develop Tik-Tok media to learn speaking such as preparing learning material, download Tik-Tok application for each student, and design the product and the steps how to use the application.

c. Developing the product

The development   step focussed on the designs of Tik-Tok apps stated on the planning and determine the procedure how to apply Tik-Tok apps as learning media for teaching Speaking. The product was students' video record of Tik-Tok

apps for Speaking activities.

d. Expert validation

The Experts of Media and Materials were invited to give assessments about the feasibility of Tik-Tok apps as learning media for teaching Speaking. The experts gave the evaluation about   the compatibility   of the product from the aspects of learning material and criteria of media.

e. Revision of the final product

After validation of product design, the experts discussed and evaluated Tik-Tok learning media based on the experts' criteria.   The result   of validation were analysed. If it has been said to be feasible and the results are satisfying,   Tik-Tok application was validated as the learning media for teaching speaking. It was proved by   the judgement of the experts in the aspects of   material contents and media application.

Percentage	Validation Criteria
76-100	Very good
56-75	Good
40-55	Fairly
0-39	Not worth

Table 2. The criteria   level of validation (Suharsimi, 2006)

Result and Discussion

Result of validation criteria evaluated by the expertise judgment of Material and Media approved the scores of 85 categorized as "very good" in the aspects of material contents and Tik-Tok application. The judgment of media was feasible for use, while the material validation fulfilled the criteria. There was no suggestion needed.

Furthermore, results of data collection were taken from observation, interview, questionnaires. The description of analysis were presented below.

The research had started from need analysis to dig up the potential and problems during teaching learning process. The students were already familiar to use mobile phone on their daily activities, they were used to carry out various platform of social media such as Tik-tok apps as the potential aspect.   For the problems, most of the students were lack of confidences and lack of media that fitted with their passion. The data obtained from interviews with teachers were a) most of the students found difficulty to understand the material being taught. b) students needed   on line learning media   that fitted with their passion.c) Tik-Tok application motivated the students to improve speaking skill because students tent to be free to practise speaking through the features of Tik-Tok.

The results of observations, most students were interested   in learning English, but lack of confidence. Students were not optimal in teaching and learning activities because they have limited online media. Therefore, IT-based learning media was absolutely needed to maximize online learning. Media validation aimed to determine the appropriateness or not of learning media. The media validation   assessed   the feasibility of the media such as media format and the suitability of the concept. The feasibility of these two concepts resulted that Tik-Tok learning media was compatible. Subject of the research were 20 students from Eleventh grade of MA Ahmad Yani Jabung Malang Regency. The questionnaires were delivered to the students by using google form application as stated below.

Based on the analysis the students' need for the objective course, 14 students (65%) were absolutely agreed that English lesson particularly Speaking   was very

interesting, followed by 4 students (20%) agreed that English lesson particularly Speaking was very interesting . 2 students (10 %) chose that they did not agree that English lesson, especially Speaking was very interesting , and the rest 1 of the student (0.5 %) did not answer.
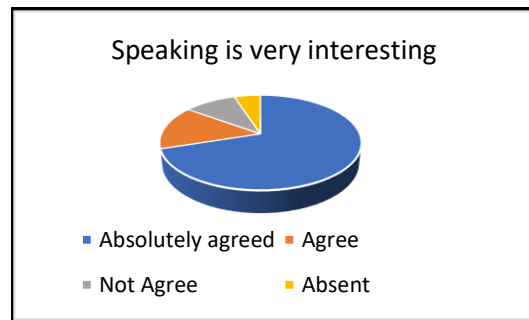

Figure 1. Students' interest

Refer to the item that students were asked about the use of media is important in learning speaking, 11 students (55%) chose the use of media is most needed, followed by 5 students (25%) agreed that they have needed the media in speaking. There were 3 students (15 %) chose that they have not need yet for the media in speaking course , and the rest 1 of the student (0.5 %) said that they did not need to learn by using Tik-Tok media.
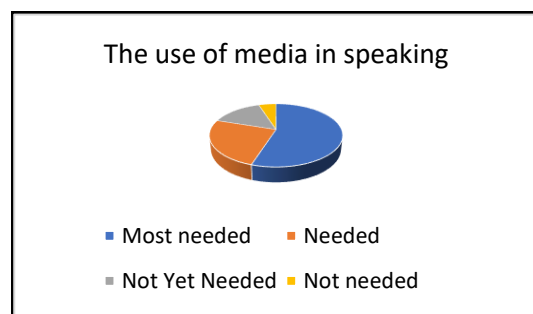

Figure 2. Students' responses on the necessity of media

Furthermore, students were asked about the use of Tik-Tok media was needed during pandemic, 13 students (65%) answered the use of media Tik-Tok was most needed, followed by 4 students (20%) agreed that they have needed the media Tik-Tok during pandemic. In ddition 2 students (10 %) stated that they did not need media Tik-Tok in Speaking course during pandemic, and the rest 1 of the student (0.5 %) said that they did not need to learn by using media Tik-Tok.
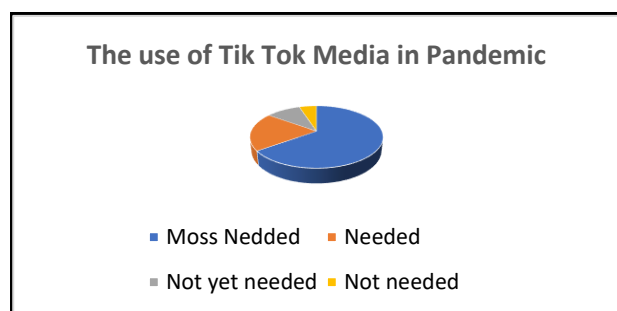
Figure 3. Students' interest in Tik Tok

Students were asked about the use of Tik-Tok media was suitable with students' characteristic. 14 students (65%) absolutely agree that Tik-Tok media was suited with students' characteristic, followed by 4 students (20%) agreed that Tik-Tok media was suited with the students' characteristics, 2 students (10 %) stated that they did not agree that Tiktok media was fitted with the students' characteristics, and the rest 1 of the student (0.5 %) did not answer .
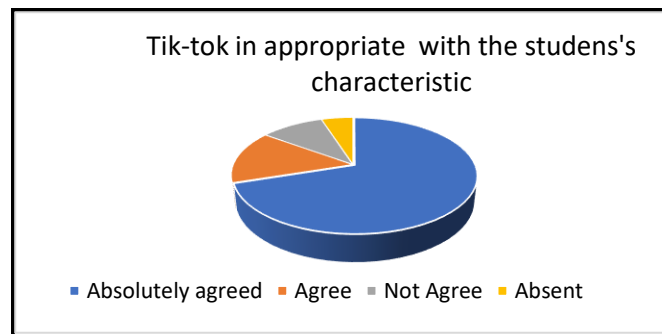

Figure 4. Media Suitability

Referring to the chart of questionnaires above, most of the students were very supportive of using media Tik-tok through IT-based learning. The students felt familiar and excited because Tik-tok media was easy to use during online learning process. It was concluded that most students had potential in Speaking lessons but they needed variative online media that appropriate with the students' needs in the era of digital. The result of the development Tik-Tok apps as learning media were presented below. They created Duet Tik-Tok application in Speaking activities.

Picture 1. Documentation of the Implementation

Topic : Duet Tik-tok Introducing   Topic : Duet Tik-Tok Appearance

Conclusion

Based on the goal of research aimed to develop Tik-Tok application as media for teaching Speaking, on the research finding presented the step how to develop Tik-Tok as teaching media and the result showed that the students absolutely needed Tik-tok as learning media that suitable with their characteristics and passions.

Supported by the experts of Material and Media had validated that the use of Tik-tok learning media for teaching speaking at M.A. Ahmad Yani Jabung Malang

were eligible for teaching learning process with category of "Very good" criteria in the aspect of content materials and application of media.

Refer to the instruments validation the use of Tik-tok learning media in English, especially Speaking skill was obtained from the validation of Material expert and Media expert categorized " Very good" with a maximum total analysis of agree and was declared valid to be applied as learning media both materials and media. Finally the development of Tik-Tok application was declared as compatible learning media on Speaking class.

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