

IMPROVING STUDENT'S LISTENING SKILLS USING TIKTOK AT SMP SWASTA AMALYATUL HUDA MEDAN

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Abstract: The importance of applying English lessons as the primary learning from an early age is to improve students' ability to speak English, which can be used in international communication in the future. One of the critical lessons is listening, improving students' listening skills is very important, where students' listening ability in Swasta Amalyatul Huda Junior High School is still low. So this study aims to improve students' listening skills by using TikTok media. The method used is Classroom Action Research (CAR) by conducting two experiments, namely, Cycle I and Cycle II. The research instrument uses observation sheets, interviews, and questionnaires. The sample of this study was taken from 22 students in grade 7 at Swasta Amalyatul Huda junior high school. Based on the research that has been done, the results found by the researchers are the average values found from the two cycles, namely, Cycle I with an average value of 64.5 with a sufficient predicate (C), while in Cycle II, the average value is 78.2 with a good predicate (B). Based on the study results, it shows that TikTok media can improve students' English listening skills.

Keywords: *improving, listening, tiktok*

INTRODUCTION

English, which is the main capital of communication in international relations, is now a common need that must be fulfilled. One way to master English in order to prepare a generation of people who are ready to compete in the global market is to learn English through various channels, both formal and non-formal education, such as elementary schools, courses, or extracurricular activities. Through learning English that is applied consistently, it will improve communication skills and social interaction in children, both orally and in writing. Therefore, English is a very important subject that must be taught from an early age to universities such as elementary, junior high, high school and university. listening skills in English. "It's quite simple to interact with the nearby surroundings if you understand the concept of transactional and interpersonal interactions." This was a lesson I learned in elementary school, but most students still don't understand it. When we learn English, we recognize four components of the language, such as: listening, reading, writing, and speaking, where these four components are the main factors in teaching English as a foreign language. These components will develop

students' communication skills either orally or in writing.

Listening skill, one of the ability to receive, is a communication technique where listeners can understand, interpret and evaluate what they hear. By lowering conflict, promoting cooperation, and improving understanding, the capacity to actively listen can help to improve personal relationships. Listening is one of the language components that is still an obstacle for students to learn. We can find out from the students' achievements. The scores they get are still low when compared to other language components such as reading and writing. The ability to listen is one of the abilities that children must have in the application of learning English, especially in the classroom, the development of media currently used to improve listening skills is also more innovative and efficient, such as Videos, CDs, DVDs. Online applications in today'

In overcoming these problems, teachers must try to find a way or solution so that how the problem can be solved. Teachers must be able to use several learning methods, especially in teaching listening. And one of the techniques that can be applied to improve students' listening ability is through Tiktok. Tiktok is a very interesting method in the learning process

because this method is still new to use during the research period and is quite interesting to use because there are so many users, especially the millennial era. Therefore this method aims to make students or students able to improve their listening skills through the application TikTok or music video platform with train the ways speaking, adding vocabulary with acceptable and grammatically correct pronunciation, and being able to understand the material presented. Talking about the impact there must be, both positive and negative. As for the positive effects, such as filling free time at home. With this, the activities carried out are more productive, especially using access to educational TikTok videos, adding to creativity. A person's creativity varies depending on their method of carrying out the activity, for example people who like to dance can imitate the dance style on TikTok or those who are bored with their hobbies in the past can be changed to TikTok dance, and test one's memory because people often see TikTok videos ,the image will continue to stick to the brain of the user of this application. For the negative impact it can increase the hormone dopamine if this is done excessively, a person will be easily agitated, stressed, and experience insomnia. However, it has been explained previously that if too much the negative impact is greater and requires the right solution. People who have often used TikTok can reduce their use for at least a day or if there are people who often learn to use this application change it with a different method without leaving the TikTok application.

Problems of Study

1. how to improve students' listening skills using the tiktok application in class VII students at SMP Amalyatul Huda?
2. How to apply the tiktok application to improve students' listening skills in class VII student at SMP Amalyatul Huda

Objectives of Study

1. To improve listening skills in class VII students of SMP Amalyatul Huda, use the Tiktok application
2. To find out how to apply the Tiktok application to improve students' listening skills

Scope of the Study

This research was conducted to improve listening skills in class VII students of SMP Amalyatul Huda Medan. This study took 20 students in one class only. Researchers used the Tiktok application by displaying tutorial video

content and conversations and giving questions to students.

Significances of the Study

From conducting experimental research this will provide significant benefits for the following individuals or institutions:

1. For students: can improve their listening ability more actively
2. For teachers: can find methods more attractive, efficient, and modern.
3. For future researchers: as reference material for researchers' interest in discussing the same problem.

METHODS

In designing this research, the researcher used the CAR method. Data collection techniques used in this study were tests and observation sheets. The test is given to students to get students' understanding in listening to English video content. Observation sheets are used to record information from all ongoing activities in the classroom because, in this teaching material, the researcher focuses more on the characteristics of exercises to improve students' listening skills. This research was conducted in class VII SMP Amalyatul Huda Medan. The researcher chose this place because, based on the results of class observations and interviews with the English teacher in the class, it can be concluded that the students' listening ability in English is still low. In this research, the method used is CAR (Classroom Action Research). The following are four stages generally carried out in classroom action research: planning, action, observation, and reflection. Here's the explanation below:

a. Planning

Action planning is prepared based on problem identification. The planning stage includes actions that will be related to planning in the learning process and implementing behaviour changes in the target goals.

b. Action

This cycle is the implementation of all the plans that have been prepared. This action plan must have a tentative quality, must be flexible and open to changing circumstances.

c. Observation

Observations are carried out simultaneously with actions. Data will be collected in this cycle; observation documents the effects of critically informed actions. This stage will be the basis for future reflection, but more shortly as the cycle runs out.

d. Reflection

This cycle aims to be able to analyze, in general, the reflection in action research consists of analysis, synthesis and

evaluation of the auction results. This cycle seeks to understand the processes, problems, issues, and constraints realized in strategic actions. Reflection will generally be assisted by discussion between students.

The process before recycling is subject to further study. For clarity, the following is a class action research figure. One of the main points of the classroom action research cycle is by Suharsimi Arikunto below:

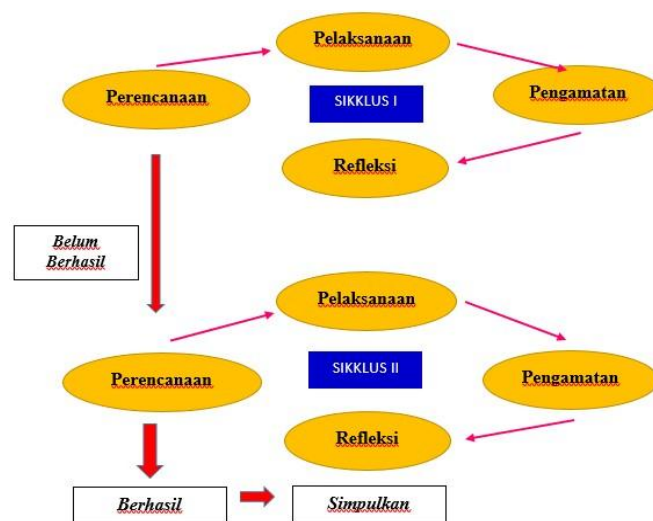


Figure 1. Cycle of planning, action, observation, and reflection

The research object in this journal is the seventh-grade students of SMP Amaliyatul Huda Medan, and the researchers conducted this research from July to October. The reason for using the Tiktok application as the object of research is because this application meets the researchers' criteria, which contains tutorial and conversation content with material reviews that can improve students' abilities in the field of English. There are still many students who do not understand how to hone their listening skills. The subjects in this study were all grade VII students in grade 1 SMP Amalyatul Huda Medan, totalling 22 people in a class.

The data collection techniques used in this study were tests and observation sheets. These techniques were the most suitable for use in this study—tests given by researchers to students to understand listening to English. The observation sheet is used to record information from all activities that take place. The observation sheet consists of student activities, student responses, time, clasconditions, and other notes that occur

during the activation process. To analyze the data, the researcher will use the following techniques:

- a. Prepare the answer key
- b. Correcting and assessing student answer sheets
- c. Counting the correct answers on the test
- d. Calculating the presentation of the correct answer on the test
- e. The value of these students will aim to determine the extent of their ability in listening skills. To assess the answers of the students, the researchers used the following formula:

$$S = \frac{R}{N} \times 100\%$$

S = Student's grade
 R = Number of correct answers
 N = Number of items

To give meaning to the calculation results, it is necessary to give an interpretation in the form of categories for the scores obtained by students using the post-test result category guidelines, which are as follows:

90 - 100	= A (Good point)
75 – 80	= B (Good)
60 – 65	= C (Enough)
50 - 55	= D (Low)
0 - 20	= E (Very low)

To find the average value, the researchers used the following formula:

$\text{Average score} = \frac{\text{Total grades of all students}}{\text{The Number of students}}$
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FINDINGS AND DISCUSSION

Findings

Research that has been completed by researchers with classroom action research in junior high schools. Researchers provide opportunities to improve students' listening skills and researchers are also easy to organize classes because at this stage students can share the problems they experience in learning English. They can give their opinion about what they found in studying the methods that researchers have used to improve listening skills.

In this chapter the researcher has two cycles, namely:

Cycle I

a. Planning

The researcher explains about listening skills and interesting media that are usually used in the classroom and determines which of the first media makes the instructions suitable for listening skills for students. Then form an interaction model in the classroom, starting from greeting, listening and asking about the tiktok media platform. Researchers prepare learning tools as media that will be used in listening learning. The researcher asked students to provide their listening results from the previous listening learning materials.

b. Action and observation

Learning activities. in cycle I it will be held on Monday, November 22, 2021, with a time allocation of 2 x 20 minutes, in cycle I. This study provides listening material from tiktok video content. The learning steps in cycle I are as

follows: At the first meeting, the researcher is required to

1. introduce themselves to the students and explain their purpose in coming to class.
2. Students are given 5 minutes to listen to video content from tiktok.
3. In the last step, students answer the observation sheet based on the content of the tiktok video they have listened to before.

Based on the activities carried out above, the researcher observed that there was an increase in students' listening, although there were some students who were still unable to do this. Based on the results of the research in the first cycle, there were two students (9.09%) who got a score of 0-20 which was categorized as very low in listening skills, four students (83.2%) got a score of 40 which was categorized as low in listening skills, three students (13.63%) got a score of 60 which was categorized as sufficient in listening skills, and there were thirteen students (59.09%) who got a score of 80 which was categorized as good in listening skills and they were able to identify instructions according to the video content provided by the researcher.

Table 1. Student scores in cycle I

The Number of students (N)	Total grades of all students (T)	Average score (A)
22	1420	64.5

$$A = T / N$$

Note:

A = Average score

T= Total grades of all students

N = The number of students

$$\text{Average} = \frac{1420}{22} = 64.5 \text{ (C/Enough)}$$

Based on the average score of students in the first cycle, it is very clear that the level of students' listening ability is C/Enough.

c. Reflection

In the activities in the first cycle, there were still many students who did not understand and found it difficult in their English listening skills, so that many students did not understand answering the questions that were instructed. Therefore, the researcher will do the second cycle by giving students back to listen to video content from the tiktok platform entitled heartbreak anniversary by Giveon.

Cycle II

a. Planning

1. Researchers designed the program again to be carried out in the second cycle. Re-explaining the purpose of the research conducted to improve student return.
2. Creating a class that is conducive and comfortable to start learning.
3. Ask students to take an observation sheet which will be answered according to the instructions.

b. Actions and observations

Learning activities in the second cycle will be held on Friday, November 26, 2021, with the same time allocation, which is 2 x 20 minutes. In the second cycle, the researcher gave different material than before about things that were much more interesting than the previous cycle. The learning steps in the second cycle are as follows:

1. Learners listen to video content from different tiktok platforms.
2. Students are given 5 minutes to listen to tiktok content in the form of English songs given in class.
3. Students answer the second observation sheet that has been previously shared by the

researcher and answer according to the instructions listed.

Based on the last observation, the researcher concludes that students who have the ability to listen to listening skills have basically improved the quality of their listening skills. The results of the second listening study, researchers have found that there are still students who cannot answer the questions in the test, namely one student (4.5%) in the very low category with the predicate E/very poor, three students scored 40 (13.6%) in the skill listening with a predicate of E/very poor, there was one student who got a score of 60 (4.5%) in listening skills with a predicate of C/Enough, then eight students got a score of 80 (36.4%) in listening skills with a predicate of B/good and finally the highest score with excellent understanding abilities was found in nine students with a score of 90 (41%) in listening skills with a predicate of A/very good.

Table 2. Student scores in cycle II

The Number of students (N)	Total grades of all students (T)	Average score (A)
22	3320	78.2

$$A = T / N$$

Note:

A = Average score

T= Total grades of all students

N = The number of students

$$\text{Average} = \frac{3320}{22} = 78.2 \text{ (B/Good)}$$

c. Reflection

In the activities in the second cycle, it was seen that students were more interested and enthusiastic and they were happy in using video content from the tiktok platform that the researchers used in this study, because apart from being able to learn, they could also be entertained by seeing content that could be processed in learning. It can be seen that the development of students' listening quality is better than before. The increase in quality in the last cycle can be

measured from the tests and the second cycle that the researcher has given.

Discussion

Researchers have conducted classroom research twice, namely the first cycle and the second cycle, because from the first and second cycles there has been an increase in students' ability to listen to video content from the tiktok platform. The value that the researchers took was 78.2. Researchers have found that some by using more interesting learning methods and media will improve students' learning abilities, it may not be easy or tend to be difficult. However, in the second cycle, it can be seen that there is a development of listening quality in students after we improve the learning techniques we use. The second cycle shows that the success indicators that have been targeted can be achieved with good results. The researcher aims to describe the results of students' listening skills using tiktok media. After the researchers analyzed the developments in each cycle that had been carried out and the scores achieved by the respondents, the researchers found that there were positive developments.

Table 3. Results of Cycle I Data

Category	Test Cycle I	Test Cycle II
Amount	1420	1720
Average	64.5	78.2
Predicate	C	B

Based on the table, it can be seen that there was a development from the first cycle and the second cycle. It can be described that students' listening ability increases by using tiktok. From the total score of 1420 students increased to 1720, the average obtained was 64.5 with a predicate of C increasing to 78.2 with a predicate of B. From these results, it can be concluded that the tiktok platform can improve students' listening skills.

From the table presented, we also know that there is a difference in the results obtained in the first and second cycles, namely a good increase in students' listening skills in accordance with the instructions given. With an average score of 64.5/C and 78.2, it means that the tiktok platform used as a research medium can be used to improve students' listening skills. This can also be seen from the first observation sheet where the response from students is still in the sufficient category, then on the second observation sheet

the student's response is good, namely in the ability to listen to students in English.

CONCLUSION

Based on the results of the entire study, it can be concluded that students' increasing ability in listening skills. In the first cycle, students scored 64.5 (C/Enough), and finally, in the second cycle, they scored 78.2 (B/Good). There was a very significant difference with the use of TikTok media. Using instruments with the TikTok application in listening to students' listening skills was successfully carried out with excellent results with two trials of enthusiastic students participating in learning better than before. So it is proven that the use of TikTok media in learning to improve students' listening skills is booming, and the media can be used in classroom learning

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