

Learning Using TikTok for Reducing Pronunciation Errors

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ABSTRAK

Teknologi telah maju pesat dalam bidang pendidikan, dan memiliki dampak yang signifikan terhadap proses belajar mengajar. Peneliti memanfaatkan fitur duet TikTok di platform media sosial yang saat ini populer di kalangan siswa sebagai sarana pembelajaran bahasa Inggris. Penelitian ini secara spesifik berfokus pada potensi TikTok dalam mengatasi kesalahan pengucapan. Tujuan dari penelitian ini adalah untuk mengurangi kesalahan pengucapan siswa dengan memanfaatkan aplikasi TikTok. Permasalahan yang akan dikaji adalah apakah TikTok dapat mengurangi kesalahan pengucapan siswa. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimental, mengelompokkan peserta menjadi dua kategori: kelas eksperimen dan kelas kontrol. Sampel penelitian diambil dari dua kelas di SMP Negeri 1 Pandaan, yang terdiri dari siswa-siswa kelas 9 dengan total 62 orang. Instrumen yang digunakan melibatkan pretest dan posttest yang dilakukan sebelum dan sesudah penerapan perlakuan. Sampel penelitian dipilih dengan memastikan distribusi normal dan karakteristik yang serupa, untuk memastikan homogenitas. Metode analisis yang diterapkan melibatkan teknik statistik seperti Independent Sample T-test dan Eta squared test. Hasil uji SPSS menunjukkan nilai signifikan sebesar 0,000, yang kurang dari 0,05. Oleh karena itu, H0 ditolak dan H1 diterima. Penelitian ini menunjukkan bahwa nilai eta squared lebih tinggi (0,733) pada kelompok eksperimen dibandingkan dengan kelompok kontrol (0,582), menandakan effect size yang lebih besar yang dihasilkan oleh kondisi eksperimen. Hal ini menunjukkan bahwa sekitar 73,3% varians variabel dependen pada kelompok eksperimen dapat dikaitkan dengan perlakuan. Hal ini menunjukkan adanya pengurangan siswa setelah menggunakan TikTok sebagai media pembelajaran karena TikTok merupakan media sosial yang populer. Sehingga siswa dapat termotivasi terhadap materi pembelajaran. Artinya penggunaan aplikasi TikTok sebagai media pembelajaran dapat mengurangi kesalahan pengucapan pada siswa.

Kata kunci: media sosial, TikTok, media pembelajaran, kesalahan pengucapan

ABSTRACT

Technology has advanced swiftly within the realm of education, and it has had a significant impact on teaching and learning. The researcher uses a social media TikTok duet feature, which is currently very popular among students as a medium for English learning. These studies specifically focus on the potential of TikTok for reducing pronunciation errors. The aim of this research is to reduce students' pronunciation errors by using the TikTok application. The problem that will be examined is whether TikTok can reduce students' pronunciation errors. This research employed a quantitative methodology and adopted an experimental design. The participants were segregated into two categories: an experimental group and a control group. The study sample was derived from two classes at SMP Negeri 1 Pandaan, specifically the 9th grade, comprising a total of 62 students. The instruments used

were pretest and posttest administered before and after treatment. The examination test comprised of typically dispersed understudies with comparable attributes, guaranteeing homogeneity. Factual procedures, for example, free examples t-test and estimated time of arrival squared test were utilized for examination. The SPSS test yielded a value of 0 that was statistically significant. 000. As 0.000 under 005. Consequently, H0 is dismissed and H1 is acknowledged. This study saw as a higher η -square worth (0.733) in the exploratory gathering contrasted with the benchmark group (0.582), showing a bigger impact size because of exploratory condition. This demonstrates that roughly 73. The treatment was responsible for 3% of the experimental group's variance in the dependent variable. It showed that students reduce after using TikTok as a learning media because TikTok is popular social media. So that student can be motivated to learning material. This implies that using TikTok application as a learning media can reduce pronunciation errors in students.

Keywords: social media, TikTok, learning media, pronunciation errors

INTRODUCTION

Language functions as the main communication tool needed to create effective conversation or communication. Clarity of words is essential for effective communication. Communication is significantly influenced by language, playing a crucial role in the lives of individuals. *"My Lord, open my breast to me, and make my business easy for me, and release stiffness from my tongue, that they may understand my words."* (QS. Thaha, verses 25-28).

English is considered an important international language and is used throughout the world for communication. According to multiple sources, including Statista (2023) with over 1.5 billion speakers worldwide, English stands out as the most widely spoken language globally. Additionally, it serves as the initial foreign language taught to students in Indonesia, equipping them for diverse aspects of the globalized landscape such as tourism, higher education, and international relations.

Teaching and learning English involve multiple skills, including listening, speaking, reading, and writing. Furthermore, these skills, in every kinds of level, various components of English, including vocabulary, grammar, and pronunciation are also instructed (Sudrajad & Wijaya, 2018). Among the four language skills, the development of speaking skills, particularly in terms of pronunciation, is not progressing as expected (Eslaminejad & Saeid, 2017). The reduction to pronounce words correctly is a crucial element in the English learning process for junior high school student.

Pronunciation refers to how to make the sound of a word. According to Nordquist (2014), pronunciation involves the way words and language are spoken. Also important are articulation, stress and intonation. (Wijaya, 2016). Pronunciation refers to how a word or language is spoken, including the sounds, stress, and intonation used (Rogerson-Revell, 2021). Pronunciation plays a crucial role in language learning therefore, it is essential to reducing pronunciation errors among language learners.

Pronunciation errors are a widespread occurrence in numerous countries where English is spoken as a second or foreign language. Some common types of pronunciation errors include mispronouncing specific sounds or phonemes, incorrect

stress or intonation patterns, difficulty with certain sounds or sound combinations, and interference from the learner's first language, leading to accent-related errors (Authar, 2017). By using technology to detect pronunciation errors, language learners can get more rapid, accurate, and personalized feedback.

Technology in English language teaching began in the 1970s with audio-lingual methods, evolving into visual audio and computer technology as teaching resources (Hafifah, n.d. 2019). Internet technology is continually evolving and being innovated to support learning, especially in conjunction with the adoption of communicative language teaching strategies. While technology offers numerous advantages in language instruction, it is crucial to acknowledge and confront the challenges and constraints that persist.

Undoubtedly, technology has advanced swiftly within the realm of education, and it has had a significant impact on teaching and learning. In the sphere of education, technology has advanced swiftly (Jumsa, 2022). By the use of existing technologies, the teachers can achieve this convenience (Maslin, 2021). By the widespread use of social media platforms and video-sharing applications, new opportunities have emerged to leverage these technologies for language learning purposes.

Social media is something that not just teenagers but also children and the elderly love (Warda, 2012). Social media is any platform that enables interaction between users through the sharing of information like content, news, photos, etc. Social media usage varies from person to person. Some people utilize it for learning, business, and shopping. Since social media has gained popularity, the majority of people use it to expand their social networks.

The sharing of content, the facilitation of public communication, and the fostering of interpersonal connections are enabled by digital platforms, services, and applications, collectively referred to as social media (Mróz-Gorgoń & Peszko, 2016). Social media enables the exchange of ideas and information within virtual networks. Social media platforms have become increasingly popular in recent years, TikTok has emerged as one of the most widely used video-sharing platforms (Abi-Jaoude, 2022). TikTok as a video-sharing platform, empowers users to craft and share brief videos synchronized with music. Its influence extends to diverse facets of society, encompassing education.

TikTok was launched in 2016 2016 by Bytedance, a Chinese multinational internet technology company based in Beijing. It has since gained widespread global popularity as a social media platform in recent years (Zeng, Abidin, & Schäfer, 2021). Over the years, TikTok has transformed into a versatile platform featuring a diverse range of content, including sports, fashion, performing arts, and education. This evolution has motivated learners to engage with and join this community, as noted by Clarissa and Lobo in 2022. TikTok, as a social media platform, allows users to craft and share concise videos covering a wide spectrum of subjects, including entertainment, comedy, music, and educational content.

Various features are offered to users by TikTok, including a short video format ranging between 15 and 60 seconds, music integration, filters and effects, hashtags,

the duet feature, challenges, live streaming, and editing tools (Zeng et al., 2021) The duet feature is one of the platform's most popular features, it enables users to generate a split-screen video by incorporating another user's video. The Duet feature has also been used by educators to create interactive lessons and by musicians to collaborate with other artists (Zeng et al., 2021). The potential of the duet feature in project-based learning has not been specifically explored in the search results. The collaborative and creative nature of the duet feature could potentially be utilized in project-based learning to encourage students to work together and create content collaboratively.

Based on this context, the researcher uses a social media TikTok duet feature, which is currently very popular among students as a medium for English learning. These studies specifically focus on social media platforms, particularly TikTok, regarding the potential of TikTok for reducing pronunciation errors. The researchers also want to know if TikTok might help reduce their pronunciation. The researchers chose TikTok because the TikTok duet feature is among the widely used social media platforms tools that today's students may easily use. TikTok is a learning medium for reducing pronunciation errors, particularly to pique students' interest in undertaking exercises that are entertaining, engaging, and innovative for today's educational aims. As a result, academics performed a study on "**Learning Using TikTok for Reducing Pronunciation Errors.**"

METHODS

Research Design and Participants

In this study, quantitative method was used by the researchers. A focus on the relationship between the variables being examined characterized a social phenomenon in the quantitative research approach. Quantitative research Indeed, quantitative research methods are frequently termed as positivist approaches due to their foundation in the philosophy of positivism. Positivism emphasizes empirical observation, measurement, and the objective analysis of data to understand and explain phenomena. In the context of quantitative research, this philosophy aligns with the use of numerical data and statistical analyses to draw objective conclusions about the relationships between variables. Methods are often referred to as positivist approaches because they are based on the philosophy of positivism. (Sudrajad & Wijaya, 2018). Quantitative method can be thought of as positivist-based research techniques that are used to analyze populations or samples.

There are three categories of experimental designs: pre-experimental designs, true experimental designs, and quasi-experimental designs. (Wijaya, 2012). And his research design is a true experimental type of experimental design where people are grouped before and after the test. In this study, two randomly selected groups were formed: a control group (C) and an experimental group (E). Then, a pretest was administered to determine whether there was a difference between both of them (Wijaya, 2012). Group E experiment receives Treatment (X) from the researcher, whilst Group C control does not, in order to determine whether or not there is any influence for administering that treatment.

The participant in this study was class 9th students at SMP Negeri 1 Pandaan. This school consisted of ten 9th classes, namely IX A, IX B, IX C, IX D, IX E, IX F, IX G, IX H, IX I, and IX J. Among these classes, IX A with thirty-one students was designated as the experimental group, while IX B with thirty-one students served as the control group, so the total sample consists of sixty-two students. The sample for this study was Snowball Sampling. Snowball Sampling involves selecting a few participants who meet the study's criteria and then requesting them to recommend other potential participants who also meet these criteria. This iterative process continues until the desired sample size is achieved (Etikan, 2016).

The instrument for collecting data was a speaking test using Project-Based Learning. PBL is an effective model to adopt since it stresses problem solving by applying knowledge gained through project work to create authentic goods. Project Based Learning integrates various skills and knowledge domains, promotes critical thinking, problem-solving, and the integration of various subject areas, and provides students with a meaningful and relevant learning experience (Setyorini & Masulah, 2020).

Data Collection and Data Analysis

To collect data, the study intended to use TikTok videos as a learning medium to reduce pronunciation errors among students. The research involved the use of a pretest, implementation of the treatment (TikTok videos), and posttest to evaluate the results. The pretest aimed to assess students' familiarity with the material to be presented, and this assessment was carried out before teaching activities began. The pretest was a speaking test with role-play dialogue text conducted by two students in groups. The role play dialogue contains material about feelings, where each dialogue contains vocabulary found in TikTok videos that will be given in the treatment.

The treatment in this study involved educational activities carried out through the use of a specific medium. In this research used TikTok videos as the chosen medium for delivering the treatment. This research selected 3 videos from the TikTok account @English Teacher Josh. The content shares how to pronounce feelings correctly and incorrectly. After that, the teacher explains and repeats the treatment videos to the students, who then imitate the teacher's instructions. Next, assignments are given by the teacher via duet feature on TikTok application, and completed assignments are uploaded to each student's TikTok account.

Posttest was an assessment given after the treatment, and the aim was so that researchers could confirm the level of understanding that students had achieved regarding pronunciation. The posttest was in the form of speaking with a role-play dialogue text that contained the pronunciation vocabulary that the students had learned and was carried out by two students in groups.

After data collection, the researchers proceeded to analyze the data using SPSS 25.0 software. The process involved using statistical procedures to analyze the data and provide sufficient information to readers. This could be accomplished either through manual calculations or with the assistance of computer software.

FINDING AND DISCUSSION

Findings

The process of this research was conducted from November 11 2023 to November 17 2023. Initially, the study selected two group of ten classes each, organized according to the teacher suggestions as samples for the data. A pretest and posttest were given to both the experimental and control groups to evaluate their conditions before and after the treatment. Both sets of participants underwent identical assessments, which concentrated on Dialog Role Play concerning emotions.

After the pretest and post-test, the teachers continued the treatment by conducting an experimental lesson using the social media platform TikTok in subsequent meetings. At the end of the lesson, both classes were given a posttest. After completing the pretest and post-test, the researcher evaluated the ratings for both classes. Finally, the data study was calculated using Microsoft Excel and SPSS 25.0.

1. Normality Test

The researchers assessed the normality of the data in both the experimental and control classes by examining the activities conducted during the pretests. A normality test was employed to determine whether the study data exhibited a normal distribution, with a sample size consisting of 31 students. Subsequently, the researcher administered pretests and post-tests to the two class groups namely, the experimental and control groups. The respective table is presented below.

Table 1. Normality Test in Pretest

► NPar Tests

One-Sample Kolmogorov-Smirnov Test			
		pretest_ec	pretest_cc
N		31	31
Normal Parameters ^{a,b}	Mean	29.23	24.87
	Std. Deviation	5.524	3.897
Most Extreme Differences	Absolute	.100	.136
	Positive	.100	.136
	Negative	-.079	-.081
Test Statistic		.100	.136
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.151 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Table 1 indicates that the significance value for the pretest in the experimental group was 0.20, surpassing the α (0.05) threshold, and in the control group, it was 0.15, also exceeding α (0.05). With both groups having significance values greater than α (0.05), the acceptance of H0 and rejection of H1 are implied. Consequently, it can be concluded that the test distribution is normal in both groups.

Table 2. Normality Test in Posttest

→ NPar Tests

One-Sample Kolmogorov-Smirnov Test

		posttest_ec	posttest_cc
N		31	31
Normal Parameters ^{a,b}	Mean	41.61	30.61
	Std. Deviation	4.349	5.207
Most Extreme Differences	Absolute	.087	.089
	Positive	.087	.044
	Negative	-.072	-.089
Test Statistic		.087	.089
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

In Table 2, it is evident that the significance value for the posttest in the experimental group is 0.20, surpassing the α (0.05) threshold. Similarly, the significance value for the posttest in the control group is also 0.20, exceeding α (0.05). Both groups have a significance value greater than α (0.05), causing H_0 to be accepted and H_1 rejected. Therefore, it can be inferred that the test distribution is normal in both groups.

2. Homogeneity Test

After performing the normality test, the researchers proceeded to carry out a homogeneity test between the experimental and control classes based on the pretest. This step was taken due to the observed homogeneity in the pretest scores of both groups. The objective of assessing homogeneity was to ascertain whether the population exhibited a similar level or characteristics in pronunciation. The outcomes are presented below.

Table 3. Test Homogeneity Posttest

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil belajar english	Based on Mean	.792	1	60	.377
	Based on Median	.769	1	60	.384
	Based on Median and with adjusted df	.769	1	57.672	.384
	Based on trimmed mean	.778	1	60	.381

Table 3 presents the criteria for evaluating homogeneity, wherein the p-value surpasses or is greater than α (0.05). This indicates that the two groups possess similar abilities. Conversely, if the p-value is less than α (0.05), it suggests that the abilities of students in the two groups differ. According to this table, the p-value of 0.38 is higher than the significance level α (0.05). Consequently, these findings suggest that the abilities of students in the two groups can be considered similar or homogeneous.

3. T-Test Calculation

Subsequent to evaluating the normality and homogeneity of both classes, the researchers computed the mean values for each. The study aimed to assess and juxtapose the mean pretest scores of both the experimental and control classes. The primary goal was to discern any distinctions between the two groups before the implementation of any treatment. Simultaneously, the

researchers examined the posttest outcomes of both classes to determine whether the use of TikTok had an impact on reducing pronunciation.

The researchers included 31 students from both the experimental and control classes in both the pretest and posttest phases. Subsequently, the pretest and posttest scores were computed, and SPSS 25.0 was employed to analyze the pretest and posttest scores specifically for the experimental class using an independent samples t-test. The outcomes of this analysis are presented in the subsequent table.

Table 4. Independent Sample T-test of both classes in Pretest

		Independent Samples Test					t-test for Equality of Means				
		Levene's Test for Equality of Variances								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
hasil belajar pretest	Equal variances assumed	4.912	.030	3.587	60	.001	4.355	1.214	1.926	6.783	
	Equal variances not assumed			3.587	53.930	.001	4.355	1.214	1.921	6.789	

Table 4 reveals a two-tailed significance value of 0.001, indicating a significance level below 0.05. As a result, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This signifies a significant difference between the mean values of the experimental and control groups in the pretest, corroborated by a 95% confidence interval for the difference. There is a notable contrast in the mean scores between the control and experimental classes after the sessions utilizing TikTok media to enhance their pronunciation.

Table 5. Independent Sample T-test of both classes in Post-test

		Independent Samples Test					t-test for Equality of Means				
		Levene's Test for Equality of Variances								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
hasil_posttest	Equal variances assumed	.792	.377	9.028	60	.000	11.000	1.218	8.563	13.437	
	Equal variances not assumed			9.028	58.154	.000	11.000	1.218	8.561	13.439	

From the table 5. The two-tailed significance level is 0.000, suggesting a value below 0.05. Therefore, the null hypothesis (H0) is dismissed, and the alternative hypothesis (H1) is confirmed. This underscores the importance of scrutinizing the variance in mean scores between the experimental and control groups in the post-test. With backing from a 95% confidence interval for the difference, it signifies a significant disparity in mean scores between the control and experimental groups after incorporating TikTok in the classroom to improve pronunciation.

4. Eta Squared

The researchers utilized eta squared to evaluate the effect size of TikTok as an instructional medium in both the pretest and posttest situations for both the experimental and control groups.

Table 6. Eta Squared Pretest Posttest Experimental Class

Measures of Association		
	Eta	Eta Squared
posttest_ec * pretest_ec	.856	.733

From the table 6. The eta squared value of 0.733 in the pretest and posttest analysis for the experimental group indicates a significant effect size. This suggests that around 73.3% of the variability in the dependent variable, measured from the pretest to post-test, can be ascribed to the experimental or treatment conditions. A high eta squared value indicates a significant impact of the treatment given in the experiment on the changes observed in the dependent variable during the study.

Table 7. Eta Squared Pretest Posttest Control Class

Measures of Association		
	Eta	Eta Squared
posttest_cc * pretest_cc	.763	.582

From the table 7. The eta squared value of 0.582 in the pretest and posttest analysis for the control group indicates a considerable effect size. This implies that roughly 58.2% of the variability in the dependent variable, measured from pretest to post-test, can be ascribed to the conditions or characteristics associated with the control group.

Discussion

The discussion aims to contextualize and interpret the research findings and relevant theories. From data that have been collected and analyzed this study focuses on how to use a TikTok application as a medium that can reduce students' pronunciation errors. The researchers found that the result of the pronunciation errors test for class XI A and XI B students at SMP Negeri 1 Pandaan using duet feature video learning media TikTok had shown good. This could be observed from the results of data analysis calculations for reducing students' pronunciation. Before and after using TikTok application duet feature learning media. Before being taught using the TikTok *videos* learning media, the researchers conducted a pretest to class XI A and XI B to measure students' abilities. Following the instruction facilitated by TikTok video learning media, researchers administered a posttest to assess the improvement in students' pronunciation abilities and their comprehension of pronunciation.

Significant statistical differences were identified in both the pretest scores (outlined in Table 4) and posttest scores (outlined in Table 5) between the control and experimental classes, as evidenced by the outcomes of the Independent Sample

T-test. In the pretest, where the significance value was 0.001 (below 0.05), the rejection of H₀ and acceptance of H₁ suggest notable variations in fundamental characteristics or initial knowledge levels between the two groups prior to any intervention (Khotimah, Fauziati, Fatimah, & Hum, 2016). Table 5 displays the posttest results, with a significance value of 0.000 (below 0.05), signifying ongoing substantial differences between the groups even following the application of the treatment.

The eta squared value ranges between 0 and 1, where the larger the value, the larger the effect size (Potochnik, 2018). The eta squared value in this study was 0.733 in the experimental group, higher than the eta squared in the control group of 0.582. Indicating a larger effect size related to the experimental conditions. This showed that around 73.3% of the variance in the dependent variable (measured from pretest to post-test) in the experimental group could be attributed to the treatment received. Compared to, the control group, with an eta squared of 0.582, had approximately 58.2% of the variance explained by the data.

Following Pallant's (2010) guidelines, interpreting these values indicates that a minimum effect of 0.01 is considered small, 0.06 suggests a medium effect, and 0.14 signifies a large effect. In alignment with this study, the impact of the treatment in the experimental class was classified as a large effect size, while the comparison between the control and experimental classes, although still demonstrating a considerable impact, fell within the range of a medium effect size. A higher eta squared value for the experimental group indicates a more pronounced influence of the experimental treatment on the observed change in the dependent variable compared to the control class condition. Practically, this shows that the TikTok application as a learning medium is able to make students more motivated to learn English, especially reducing students' pronunciation errors.

The difference between the pretest and post-test, it can be confirmed that students' can reduce their pronunciation errors and students' understanding about the material. According to Wardah (2012), people of various age groups are not just teenagers, but also children and the elderly, have a fondness for social media. This statement is proven because during learning using TikTok videos in class XI A SMP Negeri 1 Pandaan, the students actively engaged and responded positively, showing enthusiasm while practicing dialog role-play with their friends.

When the students watched the TikTok videos from the @English Teacher Josh account, presented by the teacher, they were encouraged to actively participate. The teacher intentionally paused the video and had each student take turns repeating the previously shown words. All 30 students participated eagerly and accurately in the learning activity. During the learning process, the researcher observed the learning and treatment given by the teacher to the students. There, researchers found that the students were very active, observed carefully, showing high curiosity and the students seemed to really enjoy the learning provided with TikTok videos. which means that TikTok videos are successful in reducing their pronunciation errors. This is in line with the duet feature TikTok videos have also been used by educators to create interactive lessons (Zeng et al., 2021).

According to Hafifah (2019), the utilization of technology in the context of English language education commenced during the 1970s, initially employing audio-lingual methods and later progressing to incorporate visual, audio, and computer technologies as instructional tools. By leveraging the available technologies, the teachers can attain this level of convenience (Maslin, 2021). Using TikTok technology in education has shown that both teachers and students can have a fun learning experience that evolves along with the changing times. Teachers get good feedback from students who are enthusiastic about the material being taught.

The students also get a fun learning experience so, students can understand and reduce pronunciation errors well. Students from class XI A SMP Negeri 1 Pandaan only knew basic vocabulary such as "happy, sad, angry, tired" but after that, students understood that expressing happy feelings could involve words like "ecstatic, exuberant, energetic, enthusiastic" with the correct pronunciation.

Within the realm of education, the rapid progress of technology has been evident and substantial (Jumsa, 2022). Based from the findings of this study, one can infer that incorporating social media platform TikTok to reduce pronunciation at SMP Negeri 1 Pandaan had a significant effect. The experimental class also exhibited a significant difference in results after receiving treatment using TikTok in dialog role-play. Certainly, there is a notable distinction in the pronunciation skills of students in both classes, whether they were taught using TikTok or not. The utilization of TikTok as a learning medium to enhance pronunciation not only motivated the students but also resulted in an observable improvement in their pronunciation learning.

Through the use of today's advanced technology, educators can achieve a higher level of comfort (Maslin, 2021). The primary objective of incorporating TikTok was to create an engaging learning experience for all students while aiding them in enhancing their pronunciation skills through teacher-uploaded content on the platform. TikTok, being a social media platform, demonstrated its suitability for instructional purposes, particularly in developing pronunciation skills, a crucial aspect for 9th-grade students in Junior High School learning English. In summary, the use of TikTok as a learning medium significantly proved to be an effective tool in assisting 9th-grade students at SMP Negeri 1 Pandaan in mastering pronunciation.

CONCLUSION

TikTok is used for learning English, especially in pronunciation. This idea is supported by previous research conducted by other experts, which confirms that TikTok can be a useful tool for teaching and learning English. Several studies, including this one, delve into journal speaking in the context of learning speaking through social media.

The researchers demonstrate that the incorporation of TikTok and the educational process reducing students' pronunciation. The research findings above indicate that TikTok reduces students' pronunciation errors.

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