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Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang

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Abstract: Using the correct resources helps enhance EFL and Indonesian speaking abilities. TikTok is a social media platform that may be used as a teaching tool to amuse students, enhance their knowledge, and disseminate educational content. TikTok is popular among EFL students. Many people assume English is difficult and compulsory. English is commonly cited as a workplace ability. Many organizations desire English-speaking personnel. Communication is key. This research examines the usefulness of TikTok as a medium for teaching English to 11th-grade management business students at SMK N 2 Magelang. The population was 11th grade business and management students at SMKN 2 Magelang in 2022-2023, comprising 36 students chosen by purposive sampling. This study used a teacher's interview guideline, student's interview guideline, students' observation checklist, pre test and post test to collect data, which aimed to explain the situation in class activities, individual involvement in some activities, and the relationship between situation, activity, and individual. Open-ended questions were utilized to obtain data. After collecting data, it was evaluated qualitatively and quantitatively to explain observations and tests. The result showed that pupils' speaking abilities increased from the first to second cycle. Second cycle mean: 69.11 Scores and mean were improved in the second cycle. The percentage of pupils scoring >56 rose. Four students (16.0%) scored >56 on the pre-test. 8 (32.0%) cycle I post-test students scored >64. 10 students (40.0%) scored >76 on cycle II's post-test.

Keywords: Keyword 1, keyword 2, number of keywords is usually 3-7, but more is allowed if deemed necessary

1. INTRODUCTION

Language study has been a must-have requirement ever since ancient times. Communicating in one's native tongue is a powerful means of self-expression, cultural identification, information gathering, issue solving, and even character unveiling (Bonvillain, 2019). There may be no limits to what individuals may say or do to the world at large so long as they have a common language. Young people especially need to learn English since it is the de facto global language and the medium of most communication. Communication with the rest of the world is essential in almost every industry, from business and education to national defense and economic growth. Children as young as five and as old as college grads receive English language instruction in Indonesian classrooms.

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However, many people continue to view English as an obstacle and a need. In reality, proficiency in English is frequently cited among the qualifications sought for in today's jobs. A lot of these businesses specifically seek candidates who are fluent in English. The ability to communicate effectively is, of course, crucial.

Students have a hard time practicing their speaking skills because they are embarrassed by their lack of fluency in a foreign language. Carnegie (2017) found that most students have difficulty with public speaking because of their inadequate linguistic proficiency and lack of public speaking practice. This difficulty reduces students' desire and enthusiasm in making the effort necessary to become proficient in English. While many students can express themselves well on paper in English, they often have trouble doing so while actually speaking the language. Teachers should, therefore, give materials that inspire pupils to develop their speaking abilities. The incorporation of technological means into the instructional procedure is one of the tools at hand.

Modern technological developments have influenced how the English language is taught and learned. These days, social networking apps are utilized everywhere, not only in ESL classrooms. The proliferation of mobile devices and Web 2.0 tools in the last fifty years has opened up a plethora of opportunities for their use in fostering improved English communication abilities. Evidence suggests that e-learning in English language contexts with extensively discussed themes uploaded on social media platforms by native-English speakers might help students become self-regulatory persons and enhance their English effective communication through brief videos.

Short films shared on social media platforms may serve as a medium for knowledge and skill sharing, since they increasingly serve serious educational purposes. When used properly, short-form social media videos and other smartphone applications can help English-as-a-foreign-language (EFL) students strengthen their interpersonal communication skills in English and foster productive, natural, and comfortable settings in which to (Xiuwen and Razali, 2021). According to Sha, Sariyska, Riedl, Lachmann & Montag (2020) and Sri (2020), two of the most popular social media apps among college students and faculty is WhatsApp. TikTok's quick rise to prominence among young people began in the middle of the year 2020, coinciding with the onset of the Covid-19 epidemic. TikTok, with its unique features for swiftly generating short videos and its rising appeal among Z Generation, has the ability to assist pupils learn how to speak in English during and after the Covid-19 epidemic, as stated by Syah, Nurjana, and Mayu (2020).

Speaking fluently is a vital communication skill since it allows you to have meaningful interactions. Possessing the skills necessary to develop a grammatical system for spoken communication is called linguistic competence (Brown, 2001). Learning to express oneself well in conversation is another important but difficult talent for students to acquire in the 21st and 22nd centuries. Students may be hesitant to speak English because of their inadequate ability in the language. Learning English was difficult for them since they had neither the vocabulary nor the opportunity to practice enough.

Pratiwi (2021) explains that to seem confident and natural when speaking, speakers need to pay attention to six factors: assurance, correctness, fluency, word choice, direction, attention-getting techniques, and sounding realistic. Instructional materials must emphasize these six factors. The instructor should also use it as a model for his or her students. Teachers have a tough job that requires them to perform a lot of things on their own. As a result, in the present day, educators want technologically-based learning resources that can be utilized by both students and instructors regardless of location or time of day.

If educators are serious about helping their students acquire English, they must devote more time and energy to researching the role of the media in language acquisition. Since learning media have such a significant impact on the teaching process and students' end-of-year assessments, educators need the skills to select the most effective and relevant options. Today's youth are accustomed to using social media platforms such as Facebook and Twitter as a means of education. According to Yang (2020), there are four primary functions of social media: entertainment, socialization, information sharing, and scholarly pursuits.

The correct study materials can help students of both English as a Foreign Language and Indonesian enhance their spoken communication abilities. TikTok, one of the most recently popular apps, is a social media platform that may be used as a teaching tool because of its purpose, which is to entertain students, widen students' knowledge, and disseminate information in the educational sector. TikTok is a fad that has taken the world by storm, especially among those learning English as a foreign language.

In September 2016, TikTok applications were released for the first time in China. When was the day that TikTok became viral all over the world. This program, which can be downloaded from the App Store and the Google Play Store, allows users to quickly create music videos. By April of 2022, TikTok is expected to have had 500 billion downloads throughout the world. As the worldwide epidemic spreads, several of the program's content creators have contributed instructive, scientific, and other imaginative videos. Many users have expressed enthusiasm about the potential of tiktok to improve education, notably the teaching of English. Several reports have shown that students' English skills improve using this tool. It provides a great opportunity for students to learn and practice English with authentic materials written and spoken by native speakers. As Pratiwi (2021) describes in her study, when TikTok is utilized as a teaching tool to assist students acquire language and enhance speaking and reading abilities, users have a positive perception of the app.

Technology's introduction to the classroom is certain to alter the traditional method of teaching in some kind. There were major shifts in the administration of schools and the provision of resources for pupils. Together with the outcome of the creation of the autonomous curriculum offered by Indonesia's Minister of Education and Culture, Nadiem Anwar Makarim. Based on his findings, Jojo & Sihotang (2022) described the Kurikulum Merdeka Belajar (KMB) as a curriculum designed to revive prior knowledge. Learning on fundamental materials, a more adaptable curriculum framework, and project-based learning for the development of soft skills and character in accordance with the profile of Pancasila students are the three main features of this new curriculum.

The transition from Kurikulum 2013 (K13) to KMB has left teachers feeling uncertain about how best to impart the knowledge necessary for pupils to become fluent speakers, particularly at the Vocational High School level. The instructor has not fully adjusted to the KMB curriculum yet. The Merdeka Belajar curriculum has varying requirements, therefore classes must be tailored to each student's chosen field of study. Teachers, especially those teaching English at the SMK (Vocational Studies School) level, have a tough time implementing the Merdeka Belajar curriculum (2022). It's relevant to the researchers' chosen field of study. The purpose of this research is to investigate whether or not SMK N 2 Magelang's eleventh-grade management business majors can improve their English speaking skills by using the TikTok app as a medium for doing so. It's challenging for educators and students alike to figure out how to effectively use tiktok in the classroom.

Research shows that there are not many viable options for encouraging vocational students to improve their English proficiency. With English as a second language, many of them lack the self-assurance necessary to fully engage in everyday life. This is connected to the research of Sulastri and Ratnawati (2018), who found that students of English suffer from a variety of negative emotions, including fear of failure, low self-esteem, and anxiety, all of which weaken their proficiency in their mother tongue.

Therefore, the purpose of this research is to investigate how the app Tik Tok is used in conjunction with narrative text. This study deviates from others like it since it does not rely just on TikTok, but instead also makes use of the other resources that were made available. Based on their findings, the researchers think the Tik Tok app might encourage more pupils to use English in their daily lives. The focus of this study is on eleventh-grade students at SMK N 2 Magelang to determine whether or not using the TikTok app with narrative text content improves their oral communication skills

2. RESEARCH METHOD

It was an action research study. The purpose of this action research project was to examine whether or not students' usage of TikTok apps led to an increase in their ability to articulate and deliver a narrative text orally. Beginning with pre-observation, researchers in this action study examined the issue in the English-speaking classroom and settled on the TikTok app as the medium for instruction. After using the TikTok app as a teaching tool, researchers watched as students engaged in the teaching and learning process. The data gathered from the experiment was carefully documented. In addition, as a form of reflection on their own practice of teaching, the researchers recount classroom incidents. The researchers analyze how the TikTok app was used to teach English and what effect it had on students.

For this study, researchers used purposive sampling to collect data from a population of 36 students in grade eleven who were majoring in business and management at SMKN 2 Magelang in the academic year 2022-2023. This study used a number of instruments to collect data, including: a teacher interview guideline, a student interview guideline, a student observation checklist, a pre test, and a post test, all of which were

concerned with the research object of the sense, which sought to explain the situation in classroom activities, individual participation in some activities, and the relationship between the situation, the activity, and the individual. The researchers utilized free-form questions to compile their findings. The results of the tests and observations were deduced from the data collected and examined qualitatively and quantitatively.

This action study takes place over the course of two cycles. To complete one cycle, you must do the following (Kemmis, 2006): Preparation Materials preparation, lesson planning, and action step design are all examples of planning activities. The second step is to compile a list of student names and their respective grades. Teaching materials preparation, cleaning and preparing shells for classroom use (to know the situation of teaching learning process when the method, technique or mode is applied). One way to gauge whether or not students' oral communication abilities have improved is by having them prepare for an exam. A practice exam is given before a performance, and the TikTok app is used to instruct students in public speaking. Administering a post-test Third, by merely watching One method of information gathering is by direct observation.

Students' emotions, thoughts, and actions during class may all be seen and recorded using a systematic observational approach. The researchers intend to fixable observation and document an occurrence in the classroom. To think about after collecting data, it is evaluated to see what was observed. The purpose of writing down observations is to serve as a record of past events. The purpose of reflection is to better understand the how, why, and what of strategic action. The IT resource: a narrative of the understanding, the problems, and the context in which they emerged. There is an evaluative component to reflection, which enables researchers to think critically about what they've learned, determine whether or not the outcomes are desirable, and offer suggestions for moving forward. Researchers use their coworkers for reflection. Research samples are drawn from the population as a whole. It's bigger than the sample since the necessary sample is already included in the population. The sample for this study was SMKN 2 Magelang's business and management majors from the upcoming 2022–2023 school year.

There was a 90-minute window allotted. Researchers employed an evaluation criteria category when assessing data from the speaking exam. For each criterion, a maximum of 5 points might be awarded. So, pupils would receive a total of 25 points regardless of the criteria they met. Everything about communication was ranked on a scale from 1 to 5. Vocabulary, pronunciation, and accuracy and fluency are the subsets. Students' actions in the classroom are described using a qualitative descriptive method. Using this method, one may take extensive notes on what goes on during class.

To investigate and comprehend the significance that certain people attach to social or human problems, qualitative research is conducted (Creswell, 2013). Researchers get information on pupils by observing them in the classroom as usual. After incorporating the TikTok app into their public speaking lessons, the researchers conduct regular interviews with the students to find out how they are progressing. Researchers often observe classes to learn more about how students are participating in and benefiting from instruction. One method of information gathering is by direct observation.

In order to get a reliable outcome, the researchers questioned two students in each cycle. According to Allen (2005), as cited in Sudaryono (2013), a test is an instrument of systematic technique for assessing a sample of behavior by asking a series of questions in a consistent manner. A test is an evaluation, thus it may tell you how you stack up against other people or how you fare in terms of a certain area of expertise. Each meeting includes a speaking exam to collect information. The pre- and post-testing by the researchers is complete. In order to gather information before conducting a group inquiry, a pre-test is employed. As a follow-up to a group inquiry, a post-test is conducted to collect data. The researchers can't assess the state of the classroom without first gaining access to relevant data.

The research will include both qualitative and quantitative methods of data collection. Observation is what makes up the qualitative data. In contrast, pre- and post-test data are used in quantitative analysis. Data will be collected through tests, collaborative notes, audio recordings, and observational sheets. Some items on the checklist have to do with the English language. In this scenario, researchers employ observation sheets to collect data regarding the unstructured observation of classroom activities. The researchers take notes on what happens in class as the lesson progresses.

To gather data, the researchers spoke with both the English teacher and the pupils. Students' spoken presentations were recorded in the speaking rubrics. Pre-test, Post-test I, and Post-test II results were used to

get the mean (Alfuhaid, 2021). In a conversation, both the speaker and the listener play active roles in exchanging ideas and information via the medium of language. Various methods have been developed to aid in the development of pupils' oral communication skills. Applying media tools such as the Tik Tok app is one method.

Because English is not their first language and they have a limited vocabulary, students at SMKN 2 Magelang experience social anxiety when they have to speak in front of their peers. The traditional method of teaching English, however, can bore pupils to tears, so it is important to include media into the classroom to keep students interested and engaged. Researchers hope that by incorporating material from the Tik tok app into the classroom, they can help pupils improve their communication skills. The usage of the Tik tok application may be incorporated into classrooms as a method of facilitating spoken communication and stimulating discussion. The Tik tok app can help students overcome their fear of public speaking and become more confident speakers.

Based on the issue description, the purpose of this study is to investigate whether or not the tik tok app can be used as a tool for enhancing students' communication skills. In light of Wu's assertion that Tik Tok is extremely popular among today's youth, it is clear that this is an important platform (2020) Tik Tok is one of the most widely utilized social media platforms nowadays. TikTok's primary user base consists of young people under the age of 30, although its popularity among Chinese university students has surged dramatically, as reported by Xu,L. Et al. Based on the above comment, it appears that the Tik Tok app is particularly well-liked by those under the age of 30

3. RESULT AND DISCUSSION

The pupils' proficiency in public speaking was found to improve after using the Tik Tok app. In the second cycle, the average was 69.11. Scores and averages improved in the second cycle compared to the first. Students with a score of 56 or above also increased as a percentage of the student body. The percentage of students who scored 56 or above on the pretest was 4% (16.0%). The percentage of cycle I students who scored 64 or above on the final exam was 32.0%, with 8 students reaching that mark. Ten students (40.0%) in Cycle II achieved a score of 76 or above on the final exam. Specifically, from the first to second meeting, the students showed substantial improvement in their oral communication skills. In addition to quantitative data, qualitative data was evaluated by the researchers to back up their conclusions. Observational and interview photographs were sorted to provide the qualitative data. These results showed that students participated actively in the teaching and learning process, providing their perspectives and replies. We may infer from the quantitative and qualitative data that students, particularly those at SMKN 2 Magelang, would benefit from using the Tiktok app to hone their public speaking skills.

Reconnaissance

Teachers said that their pupils had weak oral communication skills because they were more interested in listening than talking. Thames (2016) learning to speak English fluently is a process that might take a long time. According to official policy, all Indonesian students are expected to study English from the junior high level all the way through college. Overall, English is rarely used beyond the confines of formal education.

Students need to practice pronouncing the words in order to build confidence, as stated by Sulastri and Ratnawati (2018), Asyisyifa et al. (2019). They might also try practicing their public speaking skills in front of a mirror or in the company of supportive friends. In addition to boosting their confidence when asked to speak in front of the class, these measures will also help students learn new words and find the best ones to utilize. Alfuhaid (2021) said that boosting EFL students' competence requires introducing technology into the classroom because of the negative impressions people have of conventional methods of instruction.

Furthermore, Cagas (2022) argues that the TikTok app can speed up access to knowledge for teachers and students, making studying more pleasurable. Using the TikTok app to learn English was also found to be an engaging and efficient means of increasing students' confidence in their linguistic abilities. This study's methodology is based on classroom action research since it is most suited to addressing the study's central concern. Researchers can gain more nuanced insight into how students' spoken communication skills develop through the use of the Tik Tok app by doing classroom action research

Tabel 1. The procedures of implementing tiktok application

No	Step	Procedures
1	Preparation	The researchers asked students to download the application in their handphone. After that, the researcher asked them to make an account on the tiktok.
2	Question and Answer	The researcher sets up question and answer sections before introducing tiktok into the teaching process, making it possible for the students to ask the researcher any questions they may have about the method or any specific instructions.
3	The implementation of application	This is the main step which is the students using the application to make some speaking practices according to the teachers' directions. In this step, they decide the story that should be retold, record their speech and upload it on TikTok
4	Observing the Students	This final step involves the English instructor and researcher roaming about to monitor the students' development as they use the app. Speaking abilities are what is noticed.

Report of Cycle 1

Planning

The researchers planned the research and made all the necessary preparations for it in the planning stage. In order to solve this issue, researchers conduct interviews with educators and students, conduct preliminary observations, and provide preliminary tests. The researchers deliberated about the best methods to ensure that their resources were relevant to the curricula actually being taught in the classrooms. The researchers create media or lesson plans utilizing the Tik Tok app as the medium for learning speech after acquiring content that pertains to the school curriculum. Two sessions are covered in the lesson plan.

Tabel 2. The Action Plans of Cycle 1

No.	The Action Plans	Descriptions
1.	Implementing Tik-Tok Application	<ul style="list-style-type: none"> - The student asked to made Tik-Tok application one account for each Group - Students made short videos about narrative text in Tik-tok application consisting of Moral Value from 4 Stories Narrative text (the proud lion, the legend of Banyuwangi, the Gift of the Magi and I'm not a Hero.) - Tik-tok applications can make the learning environment more fun and enjoyable. - Most of the students like to make a short video in Tik-tok.

2.	Encouraging them to speak in English during the learning process	<ul style="list-style-type: none"> - Most of the students still were not confident speaking in English. - Ask them to answer every question using English, although in a simple sentence. - Give compliments in every sentence they produce.
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4. Implementation and Observations

On October 14 and 21, 2022, I attended two meetings and a post-test. Two of the researchers actually used the Tik-tok app in the classroom throughout the installation phase, while the other observed the process.

Meeting 1

On October 14, 2022, the group got together for the first time. The focus here is on narrative texts, therefore you can expect to learn here what those are and how to identify them. The first thing we did was go through some ground rules for the classroom. Then R got to work coming up with ideas to use as attention-grabbers and foundational knowledge-builders before diving into the actual lessons. Sickness kept five members of the Ss from attending this gathering. The next step was to use PowerPoint to present the content from the Narrative Text. R demonstrated the proper pronunciation of each word and then let the kids practice. R provided the illustrative speech first, then Ss. Then R wanted to know what the point of a Narrative Text was. Some Ss responded in Indonesian, but most Ss were eager to address the inquiry.

The next activity was doing the Tik Tok Video. This activity aimed to check students' understanding and to know their weaknesses. "Nah, selanjutnya Miss Via akan membagi group terkait dengan Narrative Text." "Now I divide you into some groups about Narrative Text". R gave 15 minutes for them to finish the Tik Tok Video. It contained the definition of Narrative Text and kinds of it. Students should make 1 Tik Tok Video and give the hashtag in the video. After finishing, R reviewed their video. In the closing part R re-explain about the material. In the end, the teacher made sure that everyone understood today's material.

Meeting 2

On October 21, 2022, they met again for the second time. Our focus here is on narrative texts, and we'll go through what makes them tick in terms of form and language. A brief introduction to the day's events was the first step. Before the researcher began explaining the information, they played three of the most informative and entertaining films they could find on tik tok. The students, individually, will provide feedback in the form of comments and ideas about the films. Then R got to work coming up with ideas to use as attention-grabbers and foundational knowledge-builders before diving into the actual lessons. Two pupils did not show up to this session. Each R took turns teaching the lessons. The instruction began when the researcher presented the information regarding the story's basic framework. The study's participants were asked things such as, "Are you aware that there's a universal framework to stories?" Some of the pupils respond without even raising their hand.

Experts said, "Raise your hand if you wish to answer the teacher's questions." Then they put it to use in class. When asked if she agreed, one pupil confidently said, "Yes, mister." The study went on to ask, "Does anybody have any idea how many different story frameworks there are?" Students all raise their hands, but only one student answers the question immediately since she was randomly selected by the researcher. It seems to have four distinct phases: "orientation," "complication," "resolution," and "reorientation," if I'm not incorrect. Indeed, there are four universal building blocks of each good story, which is why we refer to it as a narrative. Not long after that, the researcher provided a comprehensive breakdown of the framework, complete with illustrative examples. The study's author also discussed the story's ethical significance. The second scientist picked up where the first left off and began the lesson on the linguistic and narrative traits.

The pupils are also tasked by the researcher with dissecting a paragraph in order to identify its defining traits and linguistic dispositions. Researchers offered reflective questions about the learning experience when the exercise concluded. To paraphrase the teacher: "Well, class, you have done a really nice job today. You guys seem quite energetic. All of you should participate in the conversation the next time it's held. During class, how do you find yourself feeling? A voice was heard asking, "Does anyone have anything to say?" Some of the pupils were all hooking their heads at the same time. Finally, the instructors and students summed up the day's lessons and assigned homework using the Tik Tok software. The students were tasked with creating a one-minute movie that had a description, purpose, types, and general structure as well as their personal tale in response to a request from the researchers. After that, the investigator explains why they're so eager to learn.

In conclusion, the kids did a fantastic job of actively participating in their own education. Although not all students could actively engage and others could not focus while researchers gave the learning materials, the vast number of students generated a suitable learning atmosphere.

As part of this phase, the researcher spent time in the classroom trying to catch every occurrence. When evaluating the success of an action learning technique, feedback should focus on the teacher's performance, the students' reactions, and the students' involvement in the learning process. The kids' communication difficulties were identified. While most students paid attention in class, there were a few disruptive individuals. Since this activity's data served as a foundation, the observation was carried out with due diligence

5. Reflection

This was done to evaluate the efficacy of utilizing Tik tok to instruct language skills. The indication of success for cycle 1 was compared to the data collected from the before and post tests taken during cycle 1. The data collected suggests that students' communication skills are improving, but a second cycle is required to rule out any chance that the first was simply a fluke.

Finding of Cycle 1

Students' Pretest Score

Pretest scores account for the absence of a Very Good performer in the sample. There are 10 Students in the good results, 24 Students in the not-so-good results, and 2 in the worst results.

Students' Post Test Score

Based on the results of the post-test, we can see that 3 students achieved Very Good results, 26 achieved Good results, 7 achieved Not good results, and 0 achieved Bad results. From the results of the pre- and post-tests, it's clear that the students have learned something.

Report of Cycle 2

Planning

After concluding, as evidenced by post-test I results, that students lacked speaking competency, researchers reworked the course plan utilized in the previous cycle with several modifications. Additionally, the researcher still developed an observation sheet to document the pedagogical strategies used. The second post-test for informational purposes

Tabel 3. The Action Plans of Cycle 2

No.	The Action Plans	Descriptions
1.	Encouraging them to speak in english during the learning process	<ul style="list-style-type: none"> • The researchers played some songs to get interest from the students about the class today. It makes students feel comfortable to speak English.
2.	Conducting Pronunciation Drills	<ul style="list-style-type: none"> • The researcher gave a new example of narrative text to the students with the title " the hare and the tortoise". • The researcher asked the students to analyze the difficult words from the story. • The researcher asked them to read the story carefully and write the difficult words and translate it together • The researcher asked them to pronounce the words by following the right pronunciation • The researchers asked some Ss to practice in front of class
3.	Implementing Tik - Tok Application	<ul style="list-style-type: none"> • The researcher gave a task to the students to make a short video consisting of definition, purpose, types and generic structure but with their own story so that the students could understand it easily.

Implementation and Observations

The second cycle's events occurred on and around October 21st, 2022. Two of the researchers used the Tik-tok app in the classroom during the installation phase, while the third researcher observed the process.

Meeting 3

The day's events were introduced to the pupils as the first step in the program. The teacher played an upbeat English song to pique the students' interest before the start of class. Then R got to work coming up with ideas to use as attention-grabbers and foundational knowledge-builders before diving into the actual lessons. The three Ss who were supposed to attend the meeting but didn't since they had a seminar. Using "the hare and the tortoise," the R provides the Ss with a fresh illustrative example of narrative text. Once the R has shown the information, he or she will ask the s/he to analyze a key term from the text.

After collecting the tricky words, the R leads the Ss in a group translation of the tale. R says, "Ok, now please read the text attentively and write the tough words." After the narrative has been translated, the R will demonstrate to the Ss how to tell a story with expression and proper pronunciation, and then have a few Ss practice in front of the class. A few students in the class feel shy " malu miss" as the teacher says, "Now who wants to practice in front of class, don't worry about making any mistake since we as learners are alright to make any error." R. "It's OK, all we need is one more from you, and then class will be over." Attempting to hone her storytelling skills, one of the Girl Ss shows up.

The R assigns today's homework, which is to create a short film in Tik-tok based on the previously presented tale, and then the R dismisses the class.

As part of this phase, the researcher spent time in the classroom trying to catch every occurrence. When evaluating the success of an action learning technique, feedback should focus on the teacher's

performance, the students' reactions, and the students' involvement in the learning process. The kids' communication difficulties were identified. While most students paid attention in class, there were a few disruptive individuals. Since this activity's data served as a foundation, the observation was carried out with due diligence.

6. Reflection

The results of cycle 2 are analyzed by the researcher. The vast majority of them take part in class and learn with the instructor. In addition, there is a high level of excellence in the instructional process. The researcher was pleased with the students' performance since they showed significant growth between the pre- and post-tests (49.22 and 60.88 and 69.11 percent respectively). Due to time constraints, the researcher chose to discontinue the classroom action research even though the results had continued to rise.

Finding of cycle 2

Students' Post- test Cycle 2 Result

The second posttest result found that Ten students scored a perfect, while another 24 scored well, two scored mediocre, and none scored poorly. This finding suggests that students' performance improves between the first and second posttests.

7. DISCUSSION

The purpose of this study is to investigate the effectiveness of the TikTok app on the oral communication abilities of SMKN 2 Magelang eleventh-graders. TikTok was used in both the first and second cycles. Since the actions taken in each cycle provided answers to the predetermined study questions, it was determined that the TikTok app effectively enhanced students' ability to communicate orally. Students' grammar, fluency, understanding, vocabulary, and pronunciation all saw a boost from using the TikTok app. As a result, the following provides a more transparent analysis.

It was hypothesized that using the TikTok app would have a positive effect on students' grammar, fluency, understanding, vocabulary, and pronunciation and, as can be seen from the results of the students' speaking examinations at the end of each cycle, this hypothesis was confirmed. The pupils' confidence in their English speaking abilities grew as they gained a deeper understanding of the language and learned proper pronunciation. The TikTok app has given them more confidence in speaking English by encouraging them to narrate stories through video. The views of students were found to be optimistic toward using TikTok as an English learning platform (Yang, 2020).

Secondly, the students are less likely to be inhibited by their own fears and inhibitions while using the TikTok app to share their thoughts and opinions. According to research (Sharma, 2019), EFL students can improve their English proficiency and enthusiasm to learn by using social media applications. If kids utilize the TikTok app, they will gain self-assurance and feel more at ease expressing themselves. They will feel more comfortable sharing their ideas if they work in a smaller group. Therefore, doing paired assignments is a great way to boost students' English proficiency.

Third, student participation and engagement in classroom instruction and learning improves. If you utilize the TikTok app in the classroom, you will find that your kids are more engaged and more self-assured than ever before. In turn, this encourages students to speak out about their experiences without fear of repercussions. The members of the social networking platform TikTok may upload and share short videos with one another. It is the newest social networking app that lets users make videos, share them, and have conversations with others through comments and direct messaging (Deriyanto&Qorib, 2018). In order to prevent participants from feeling awkward while expressing their opinions in front of their peers, researchers should foster an open and accepting environment in the classroom.

Last but not least, kids who participate in class activities are recognized via the TikTok app. Students' desire to take part in and contribute to classroom activities was significantly increased by the incentive of receiving prizes for doing so. They are eager to do a good job on the worksheet and pay closer attention when researchers explain the content. The findings here are consistent with those of Brown (2000). This suggests

that kids also benefit from verbal acknowledgement of their efforts and successes in the classroom. As a result of the healthy competition for the prize, kids will be more engaged in class

8. CONCLUSION

The following was determined using the data analysis presented in result First, the approach of learning by doing pupils' performance on standardized tests of oral communication often rises in tandem with their exposure to and practice of such activities. In addition, the students' attitudes regarding the CAR teaching and learning activity were also gleaned. It is safe to say that kids prefer experiential learning methods. Evidence of this includes their contributions to class debates and presentations, as well as their improved pronunciation, fluency, and self-assurance in front of an audience.

Additionally, the students' understanding of the material was greatly enhanced by the use of the active learning technique. The findings indicated that incorporating an action learning technique into the classroom might enhance students' linguistic competence. The qualitative data showed that students' performance on Post-Test I was higher than it had been on the Pre-Test, and that their performance on Post-Test II had been higher than it had been on Post-Test I. It was also clear from the qualitative data that the students were engaged and enthusiastic about the learning process.

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