



Pemanfaatan Tiktok Sebagai Alat Bantu Dalam Penggunaan Metode Pembelajaran Berbasis Proyek Pada Kelas Intermediate English Speaking
Utilizing Tiktok In Project-Based Learning At Intermediate English-Speaking Class

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ARTIKEL INFO

Diterima
Februari 2023

Dipublikasi
Maret 2023

ABSTRAK

Tujuan pembelajaran dari Intermediate English Speaking adalah mahasiswa diharapkan dapat menggunakan kosakata yang sesuai dengan material yang di ajarkan dan dapat berpartisipasi secara penuh dalam perbincangan santai termasuk dalam menggambarkan sebuah objek. Keterampilan abad 21 yang harus dikuasai oleh mahasiswa adalah berpikir kreatif, pemecahan masalah, komunikasi dan kolaborasi atau biasa disebut 4C. Jadi, dosen menggunakan metode Pembelajaran Berbasis Proyek yang sedang di gaungkan oleh Pemerintah, dipadukan dengan aplikasi TikTok yang sedang populer di kalangan mahasiswa, dengan harapan dapat membantu dalam mencapai tujuan belajar tersebut. Artikel ini akan menampilkan pengimplementasian dari Pembelajaran Berbasis Proyek pada kelas Intermediate English Speaking, Prodi Bahasa Inggris, FKIP Universitas Palangka Raya, dan penggunaan aplikasi TikTok sebagai alat bantu dalam membuat proyek. Artikel ini juga akan menggambarkan peningkatan kemampuan berbicara mahasiswa dalam video proyek hasil karya mereka. Penerapan metode Pembelajaran Berbasis Proyek dalam kelas Intermediate English Speaking dengan memanfaatkan aplikasi TikTok adalah kombinasi yang bagus untuk meningkatkan kemampuan berbahasa mahasiswa. Kata kunci: Video Maker, Menulis Kartu Ucapan.

Kata Kunci : Tiktok, Metode Pembelajaran Berbasis Proyek, Intermediate English Speaking

ABSTRACT

Intermediate English Speaking expected the students to be able to use vocabulary that is relevant to the material and fully participated in casual conversation including describing an object. In the 21st century, critical thinking, problem-solving, communication, and collaboration or 4Cs skills should be mastered by students. So, the lecturer uses Project Based Learning as the method suggested by the government, together with TikTok, the popular application among the students, which can facilitate them to achieve their goals. This paper will present the implementation of Project Based Learning in the Intermediate English Speaking class of English Department, FKIP, Palangka Raya University, and the utilization of the TikTok application as the tool for creating the project. This paper also describes the improvement of students' speaking abilities in their video projects. The implementation of PBL in the Intermediate English Speaking classroom by utilizing TikTok is a great combination in increasing students speaking ability. Keywords: Tiktok, Project Based Learning Method, Intermediate English Speaking

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INTRODUCTION

Learning a language will always be a crucial skill. According to (Rabiah, 2018), “through language, we can express our viewpoint, our comprehension of the subject, the history of our country and state, our degree of education, and even our character.”. English in Indonesia is learned as a foreign language, it is learned from junior high school to university. But even if it has been studied for a long time, English language skills still become hard to convey, whereas, in today’s world, English is one of the priority skills needed.

One of the most important communication skills is the ability to speak, especially when exchanging information (S. M. D. Putri, 2022). Brown (2004:140) said that speaking is an interactive process of meaning formation and the production, reception, and processing of information involved. The interaction between one person and another in communicating must make meaning in the context of the information that occurs. Moreover, speaking is one of the problematic skills faced by the students, from the pre-observation that have been conducted in the Intermediate English-Speaking Class about their difficulty in speaking English, the researcher found that 47,6% of the students felt nervous when they have to speak in front of the class, 28,8% said that they do not master the vocabulary, where 9,5% of the students not too fluent in speaking, the 4,8% said that it’s hard to pronounce the words clearly and the 14,3% left, said that they have no problems at all.

In this digital era, social media has become popular in everyday communication, it is used by people and has a lot of functions, one of which can be used as a medium for language learning.(Pratiwi et al., 2021) (Titik Komariyah et al., 2022). Social media are web-based services that allow people to collaborate, connect, interact and build community by enabling them to create, co-create, modify, share and engage with user-generated content that is easily accessible (McCay-Peet, L., & Quan-Haase, A,2017).

Nowadays, there are many platforms on social media, such as YouTube, Facebook, Twitter, Instagram, Telegram, TikTok, and many others that have been phenomenally popular. these social

media are widely used by teenagers, especially students in Indonesia. TikTok is one of the faster growth platforms in the world (Zheng, D. X., et.al, 2021), this application enables users to show their content in the form of a short video. TikTok is one of the most popular social media, and many people of all ages download it for various reasons such as entertainment, socialization, informativeness, and academic purposes (Yang, 2020).

The Project Based Learning is an instructional method in which students learn inside projects (Barrows&Tambyn, 1980) in (N. L. P. A. N. S. Putri, 2018). The focus of the learning is directed to the students as active participants, not the teacher. The students are the ones actively involves in doing the project, analyzing the problem, thinking creatively about the solution, and communicating their idea to others. Instead of instructing the students, the teachers should be the ones who give guidance and support on students’ activities. It is like a 21st-century skill that has to be mastered by the students, namely critical thinking, problem solving, communication and collaboration or 4Cs skills (Karyawati & Ashadi, 2018).

Sofian Hadi et al.(2021) concluded that the program can be used as an interactive teaching tool to help students' communication skills by using the right approaches and tactics.. While (Yang, 2020) stated that the students indicated a positive view of implementing TikTok as a learning aid. This study was more focused on the student’s perspective. Moreover, (Ferstephanie & Pratiwi, 2021) attempted to learn how a TikTok application can become a learning medium for the students’ pronunciation skills. The study captured that the TikTok application helps the students to learn the language.

The previous study was studying about TikTok as a learning media for learning to speak and had positive responses from the respondent (Herwanto, 2022). However, limited research has examined the utilization of TikTok in Project Based learning. Hence this research investigates the implementation of Project Based Learning in English-speaking classes and the student’s speaking abilities by utilizing TikTok through Project Based Learning.

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Based on the explanation above, it is worth trying a teaching method which is Project Based Learning in the speaking class, which requires students to make a project by using one of the social media, in this case using TikTok, and then exploring the implementation of Project Based Learning (PjBL) to enhance the student's speaking skills by utilizing TikTok, and also will describe the student's speaking ability.

RESEARCH METHOD

The participants of this research are the students of Intermediate English Speaking in the third semester, group C at Palangka Raya University academic year 2022/2023, which consists of 36 students. It is because the researcher is doing a teaching practicum in this Intermediate English-Speaking class, group C, and the researcher find out that most of the students have difficulty speaking ability.

In this study, a basic interpretive is used to describe the implementation of Project Based Learning and students' abilities in utilizing TikTok to enhance their speaking skills. A fundamental interpretative study offers descriptive explanations intended to explain a phenomenon utilizing information that could be gathered in a number of different ways, such as interviews, observations, and document reviews. Understanding another person's world or experience is the goal. These are the simplest and most common qualitative studies (Ary et al., 2019:391).

The activity conducted is collecting the teaching documents of PjBL implementation such as RPS, Lesson Plans, and teaching material, and then, analyzing the TikTok Video Project to score the products and the student's ability in speaking. After that, the researcher shared questionnaires using google forms to collect data about their experiences with the implementation of Project-based learning, and their opinion about the utilization of TikTok for speaking and then analyzing the responses using thematic analysis (Braun & Clarke, 2006).

RESULT AND DISCUSSION

Implementation of Project-Based Learning in Intermediate English Speaking.

The implementation of Project-Based Learning (PjBL) was carried out in Intermediate English Speaking with Descriptive Text as the topic. This project integrates the course objective namely: the students can understand the generic structure and language feature of descriptive text, be able to make a monolog to describe an object, and create a video project of the monolog by utilizing the TikTok Application. The data collected for the implementation is from the RPS, Lesson Plan, and teaching materials. The researcher also shared a questionnaire with the students, in order to get the student's experience in the implementation of Project Based Learning Method.

Project-Based learning steps applied by the lecture in the main activity can be described as follows: first, start with the essential question. The lecture showed a video that relate to the topic and encourage students to discuss and criticize the video by giving some critical questions. Such as "what is the video about?; can you hear it clearly?". The lecturer also invites the students to make questions based on the video they watched and discussed together. So that they try to guess what topic will be discussed.

Second, the lecture helped students in making the schedule for the project. After they know the topic of the day, they discussed with the lecturer about the generic structure and the language feature of the descriptive text, they do the Q n A session about what and how a descriptive text can be written. When they have understood it, they have to choose the object that they will describe. Next is the explanation of the Project. Here the lecture explains that they need to make a video describing an object, and they need to arrange the schedule to make it. It is agreed that writing the script, recording the video, and editing it need a lot of time, so they make it a week-time project and use Google Classroom (GCR) for communication.

Third, monitor the students and the progress of the project. They are starting with making the

outline of the monolog about describing an object in the classroom and continue it at home because of limited time. The monitoring continues by sending their script to google classroom, where the lecturer checked their work, gave comments, and sent it back. So, students can revise it.

Fourth, assess the outcome. After the students make their final script, they started to record the video, fix their pronunciation, and edit it before uploading it to TikTok. They only need to send the video link in GCR.

The last, evaluate the experiences. At the next meeting, the lecturer and students reflect on and evaluate the process of this project. Is there any obstacle and difficulties in making videos? In what phase did they find difficulties? And so on. It will be used as their feedback for the next project. The lecturer also scores the students' video projects by using a video evaluation rubric.

The questionnaire shared by the lecture is about the teaching method. It consists of ten statements. The first statement is "The lecturer invites me to make questions with WH questions." Of 36 students, there are 15 students choose sometimes, 11 students choose usually, 9 students choose always and 1 student choose seldom. The second statement is "The lecturer suggests me to make a group and work in groups together." Out of 36 students, there are 17 students choose always, 14 students choose usually, 4 students choose sometimes and 1 student chooses seldom. The third statement is "The lecturer persuades me to design the video project that will be done." There are 15 students choose always, 10 students choose sometimes and 11 students choose usually.

The fourth statement is "The lecturer asks me to decide on the schedule to do the video project." Always was chosen by 11 students, while usually by 17 students, sometimes by 5 students and seldom by 1 student. The fifth statement is "The lecturer guides me doing the project, such as consulting the script and video making" there are 20 students choose always, 11 students choose usually, 4 students choose sometimes and 1 student choose seldom. The sixth statement is "The

lecturer monitors the students' activity in doing the video project". 15 students choose always, 13 students choose usually, 5 students choose sometimes, 2 students choose seldom and 1 student choose never.

The seventh statement is "The lecturer asks students to construct the video project". There are 16 students chose always, 13 students choose usually and 7 students choose sometimes. The eighth statement is "The lecturer assigns students to present the video project and upload it" 18 students are picked always, 12 students usually and 6 students sometimes. The ninth statement is "The lecturer scores my video project using the speaking rubric" 20 students choose always, 10 students usually, 4 students sometimes and 2 students seldom. And the last statement is "The lecturer evaluates the speaking activities". There are 25 students choose always, 7 choose usually and 4 choose sometimes.

Based on the document analysis and students' experience in the classroom, it can be concluded that most of the syntax/ steps in Project Based Learning have been applied in the classroom and the students confirmed it. Moreover, the implementation of Project Based Learning also helps the students to overcome some difficulties in learning (Puangpunsi, 2021).

The lecturer scored the students speaking ability in the video by using the rubric speaking. The scores then compare to the scores from their speaking performances in the classroom. Their main problems in speaking are pronunciation and fluency, these aspects influence the comprehension of the listeners. But when they perform in a video, their fluency is getting better, it can be because while making the video, they took a few times for recording, check their pronunciation and fluency and try to understand what are they talking about. Even though their pronunciation is still average because students need a lot of time to practice pronouncing, they have done their best. So that the result of the project they made, has a quite good result. The scores of the students' performances in the classroom and in the videos are listed below.

Nama	Aspects					Total Score
	P	G	V	F	C	
AMS	3	4	4	4	3	18
AEW	2	3	4	3	3	15
ARA	3	3	3	3	3	15
AKM	3	3	3	2	3	14
AAP	2	3	4	3	3	15
AH	2	3	4	3	3	15
ADP	3	3	3	3	3	15
AMA	3	4	4	3	3	17
CCN	2	3	3	4	3	15
CAT	3	3	3	3	2	14
E3PJ	3	3	4	3	3	16
GS	3	3	4	3	3	16
MLS	3	4	4	3	3	17
MAP	3	3	4	3	3	16
NBS	2	2	3	3	2	12
ND	2	3	4	3	3	15
N	2	3	3	3	3	14
NF	3	3	3	3	3	15
P	4	4	4	4	3	19
RAF	2	4	3	3	3	15
RS	2	3	3	2	2	12
RT	4	4	4	3	3	18
RF	3	2	3	2	3	13
RRY	3	4	4	3	3	17
SCLS	3	3	3	2	3	14
SK	3	3	2	3	3	14
SY	3	3	3	2	2	13
TK	3	3	3	2	3	14
TL	4	3	3	4	4	18
WSC	4	4	4	4	3	19
WSC	3	3	4	3	3	16
YP	3	4	3	3	3	16
YTU	3	3	3	3	2	14
YYK	1	2	3	2	2	10
YCY	4	4	4	4	3	19
YA	3	3	4	3	3	16

Table I.

Students' performance scores in the classroom

Aspects: P: Pronunciation
 C: Comprehension F: Fluency
 G: Grammar V: Vocabulary

Nama	Aspects					Total Score
	P	G	V	F	C	
AMS	4	4	4	4	5	21
AEW	3	3	4	4	4	18
ARA	3	4	3	4	4	18
AKM	3	4	3	4	4	18
AAP	4	4	4	4	4	20
AH	4	4	4	4	4	20
ADP	3	4	4	3	5	19
AMA	3	4	4	4	5	20
CCN	3	4	4	4	5	20
CAT	3	3	4	4	4	18
E3PJ	4	4	5	4	4	21
GS	4	3	4	4	3	18
MLS	4	4	4	4	5	21
MAP	3	4	4	3	4	18
NBS	3	4	4	4	4	19
ND	3	4	4	4	4	19
N	4	4	4	4	3	19
NF	2	4	4	3	3	16
P	4	4	4	3	4	19
RAF	3	3	4	4	3	17
RS	3	4	4	3	4	18
RT	4	4	5	4	4	21
RF	3	4	4	4	3	18
RRY	4	4	5	5	5	23
SCLS	3	4	3	3	4	17
SK	3	4	4	4	4	19
SY	3	4	4	3	4	18
TK	3	4	4	3	4	18
TL	4	3	4	4	4	19
WSC	4	4	4	4	4	20
WSC	4	4	4	4	5	21
YP	3	4	4	4	5	20
YTU	3	4	4	4	3	18
YYK	1	4	4	3	3	15
YCY	5	5	5	4	3	22
YA	4	4	4	4	4	20

Table II.

Students' performance scores in the video project

Aspects: P: Pronunciation
 C: Comprehension F: Fluency
 G: Grammar V: Vocabulary

Based on the data above, it can be seen that the students' score is increasing. It is because of the guidance given by the lecturer while doing the project, so the students can crosscheck their work and revise it before they start to record. It is also because of the recording that allows them to double-check their performances, so they can record it again if they don't satisfy with their work. It is in line with research conducted by (Xiuwen & Razali, 2021), who said that students have the opportunity to improve their videos' linguistic precision and content attractiveness.

The students are also given a questionnaire about their opinion of the TikTok application, the questionnaire consisted of five statements about the benefits of TikTok. The first statement is "Using TikTok motivate me to improve my speaking skill" 29,6% of the students strongly agree and 33,3% agree that TikTok motivates them to improve their speaking skill, but 33,3% of them disagree that TikTok motivates them to improve their speaking skill, it is because their purpose in using TikTok just for entertainment. The second statement is "I do not worry about making mistakes on speaking at TikTok because it is just for fun" there are 29,6% of the students strongly agree with the statement but 33,3% of them disagree. It is because they have many followers, so they need to be perfect in their content.

The third statement is "I think the use of TikTok improves my speaking confidence" 40,7% of the students agree with this statement. It is in line with (Titik Komariyah et al., 2022), who stated that for students who are uncomfortable speaking in front of large crowds of people in English, Tiktok is a useful medium. The fourth statement is "TikTok app helps me to pronounce the words correctly" 48,1% of the student strongly agree with it. The same agreement is shown in the article written by (Novitasari & Addinna, 2022) And the last statement is "Using TikTok upgrade my fluency in speaking" 59,3% of the students agree with this statement.

CONCLUSION

This study wants to describe the implementation of PjBL in the Intermediate English-Speaking class and the students' speaking ability. The use of TikTok as a tool for making video project help the students to increase their creativity and force them to practice their pronunciation. From the analysis of the documents, it is found that the implementation of PjBL is already suitable with the instruction from the government. It can be proved by the student's responses to the questionnaire shared through Google Forms. The use of TikTok as a tool for making the video project also helps students in increasing their speaking ability. It is in line with their responses from the second questionnaire about utilizing TikTok for speaking. The limitation of the study is the projects created by the students only use background features. It is hoped that future studies can explore various features of this application to help students with their speaking ability.

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