THE USE OF TIKTOK APP IN ENHACING PAPUAN JUNIOR HIGH SCHOOL STUDENTS ENGLISH SKILLS; A CASE FROM TIMIKA, PAPUA

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ABSTRACT
The purpose of this research was to find out whether Papuan Junior High School Students have utilized the TikTok *app* as a social media to enlarge their English Skills, namely writing, listening, and speaking. Besides that, the second aim of this study was to provide the advantages of the TikTok *app* in learning English. The obtained data were gained from two Junior High Schools, namely SMP N. 1 and SMP N. 3 Timika, Papua. This study employed a mixed method that consisted of quantitative and qualitative. Therefore, a questionnaire and an interview were employed to obtain the data. The questionnaire was distributed to 57 students and interviewed 4 of them. In analyzing the quantitative data, the researcher used SPSS 26.0 to measure the reliability, correlation, and mean and standard deviation scores. After that, the data was tabulated in the form of percentages to analyze them easily. Meanwhile, the qualitative data from the interview was analyzed to support the quantitative data. The findings showed that there was a high correlation between the TikTok app and the development of students' skills. In addition, the findings showed that the participants have utilized the TikTok app to learn English. Consequently, their speaking, writing, and listening skills regularly developed.
Keywords: TikTok application, Learning English, Papuan Junior High School Students.

INTRODUCTION

Nowadays, social media has been utilized in the academic context. According to Xiuwen & Razali (2021), the development of technology, and social media has been widely used in the process of absorbing new information and knowledge. In this case, social media highly relates to internet-based websites and applications that have been designed to allow people to share certain content and information immediately (Hudson, 2017). In line with this, Michael (2012) defined social media as a tool that pertains to internet-based and mobile services that make users get involved in producing content and sharing information virtually. In other words, social media is a medium that can be utilized by users to create online communication, creativity, ideas, information, and personal messages such as photos and videos (Handayani et al., 2020).

Pertaining to this, Pratiwi et al. (2021) emphasized that people frequently use social media for education, entertainment, informativeness, and socialization. In line with this, Yang, (2020) pointed out that crucial reasons behind the use of social media are for pleasure, conviviality, information, and academic purposes. Hence, it can be inferred that social media should be utilized to support people in achieving learning goals. The existence of learning media, of course, plays an important role in the academic context, because media can be a tool for introduction or transfer in clarifying material and it can also simplify abstract things to be concrete to accelerate understanding and facilitate interpretation (Zaitun et al., 2021).

Since social media has many forms such as Facebook, YouTube, Instagram, TikTok, Twitter and so on, these applications actually can be used by the teacher to share the learning materials or can be employed by the students to find something else that could help them understand the academic materials. Among these applications, the TikTok app can be categorized as an appropriate media for learning new materials, especially English subject, since lots of features can be utilized by users to make English learning videos (Kahil & Alobidyeen, 2021; Wright, 2021). Moreover, Azman et al. (2021) also stated that many videos on TikTok provided English materials that were designed and modified in more fun and attractive ways. Besides that, by using this app, the user can improve their English skills because the contents in the TikTok application are easy to absorb (Putri, 2021).

In the EFL context, several current scholars have scrutinized the influences of the TikTok *app* on the development of student's

English skills. For example, Pratiwi et al's., (2021) research findings indicated that this *app* is a useful medium to enhance students' literacy and speaking skills. Meanwhile, Xiuwen and Razali, (2021) investigated the benefits of utilizing the TikTok *app* for Chinese EFL students. The results suggested that the participants could activate their learning interests and enlarge their communication abilities by employing the TikTok *app*. Furthermore, Zaitun et al's., (2021) findings showed that using the This *app* could boost students' confidence in speaking English and enable them to freely express their ideas, thoughts, and perspectives. Thus, they would gain new experiences in terms of speaking English.

In addition, Khlaif and Salha, (2021) found that using TikTok media in the classroom opens up fresh perspectives and innovations that can make learning more engaging for both teachers and students. Moreover, Lingga, Yulianti, and Ningsih (2021) pointed out that recording themselves on the TikTok *app* could make them comfortable to express their opinion during the learning process, and of course, it enabled them to increase their speaking skills. Therefore, it can be deduced that this *app* is one useful social medium that could help students in learning English. This *app* could enhance motivation in learning, self-confidence in speaking, and comprehension of literature.

However, in the Papuan context, no one has investigated this issue. Consequently, this issue was crucial to be investigated in order to identify and find out whether the Papuan Junior High School students have employed and utilized the TikTok application for learning English to enhance their English competencies or vice versa. Furthermore, the researcher tried to find the benefits of this *app* in the context of learning English. Thus, the researcher formulated two research questions: 1. To what extent have Papuan Junior High School students utilized the TikTok *app* for learning English? 2. To what extent could the TikTok *app* contribute to enhancing students' English abilities?

METHOD

To obtain the data, the researcher employed convergent mixed methods. According to Creswell (2014), using qualitative and quantitative methods can provide researchers with a better understanding of the phenomenon (p.565). A mixed-method study could generate understandable research data by implementing the initial quantitative and qualitative collection. He, (2014) stated that the convergent mixed method is the way to combine data between quantitative and qualitative which have been collected, analyzed, and identified discretely, then the results will be compared to one and the other to find whether the results are related or unrelated.

The participants of this research were the students from SMP N. 1 and SMP N. 3 Timika, Papua. The number of participants were 57 students which encompasses 14 students in seventh grade and 43 students in eleventh grade. To achieve the objectives, the researcher used two different instruments, namely questionnaires and interviews. In gathering the data, the researcher utilized a Likert-scale to measure the level of participants responses. It consisted of 5 degrees which are totally agree, agree, neutral, disagree, and totally disagree. Because of the pandemic, the researcher obtained the data from 28th October to 30th November 2022 by using the Google form platform to distribute the questionnaire to the participants. Besides that, the researcher conducted a semi-structured interview by selecting 4 out of 57 participants in this research. In the interview section, the researcher used the Indonesian language so that the participants could understand the questions and give their responses. During the interview, the researcher recorded it in order to enable the researcher to analyze it. The researcher then analyzed the structured paragraph containing the interview results.

RESULT & DISCUSSION

The purpose of this research was to find out whether Papuan Junior High School Students have utilized the TikTok *app* as a social media to enlarge their English Skills, namely writing, listening, and speaking. Besides that, the second aim of this study was to provide the advantages of the TikTok *app* in learning English. Therefore, the findings of the quantitative were put first, while qualitative data were employed to underpin them.

However, the researcher realized that it was crucial to analyze the reliability of this study, in order to find the advisability of the questionnaire that had been used. The reliability test of the two variables is shown below.

Table 1. Reliability Test

Reliability Statistics		
Variable	Cronbach's Alpha	Number of Items
TA	0.771	6
A	0.818	7

In measuring the reliability of the research, the score of Cronbach's Alpha should be more than 0.6. If the score was less than 0,6 then the questionnaire was unreliable. Based on the findings from Table 1, it has depicted that the two variables had reliability score more than 0,6. Thus, the questionnaire of the two variables was reliable. It indicated that each statement in the questionnaire had the advisability that could be used in this study.

The Correlation

In order to give an interpretation of the relationship between the TikTok application users and students' English skills, the product-moment correlation was employed. The table below could be used as guidance in interpreting the degree of the relationship.

Table 2. The Correlation's guidance

Score	The degree of the Relationship
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

Source: (Sugiyono, 2007; p.231)

Table 3. Correlation Test

Correlations		TA	A
TA	Pearson Correlation	1	.653**
	Sig. (2-tailed)		.000
	N	57	57
A	Pearson Correlation	.653**	1
	Sig. (2-tailed)	.000	
	N	57	57
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3 above shows that the correlation score between TA and A was 0.653. According to Sugiyono (2007), this score was in the range of 0,60 to 0,799, indicating that the two variables had a strong relationship. It could be interpreted that the correlation between the use of the TikTok application and Students' English skills was significant. In this case, if the use of this *app* increases, then the students' English skills will enhance as well. Thus, the TikTok *app* was very helpful in increasing students' English skills.

The Use of TikTok *App*

The data of the use of the TikTok application by Papuan Junior High School students in their daily lives can be viewed in Table 5 which consisted of the frequency, percentage, mean, standard deviation, and level interpretation. Meanwhile, table 4 was used to measure the level of interpretation of the mean score. According to Sugiyono, (2007), in order to measure the level of the mean score, five categories could be used.

Table 4. Interpretation of mean score

Mean Score	Interpretation
1.00 – 1.80	Very low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very high

Table 5. Participants' Responses

Statement	Respondent					Mean	Std	Level Interpretation
	SA	A	N	D	SD			
I am the TikTok user, (TA1)	11	27	11	0	8	3.58	1.224	High
	19%	47%	19%	0%	14%			
I usually use TikTok to spend my leisure time. (TA2)	17	19	14	0	7	3.68	1.256	High
	30%	33%	25%	0%	12%			
I use TikTok for more than 2 hours a day. (TA3)	6	18	15	0	18	2.89	1.423	Medium
	11%	32%	26%	0%	32%			
I use the TikTok application for learning English. (TA4)	12	24	10	0	11	3.46	1.364	High
	21%	42%	18%	0%	19%			
I use TikTok to find additional English material. (TA5)	7	22	15	0	13	3.18	1.338	Medium
	12%	39%	26%	0%	23%			
I use the TikTok application to improve my English skills. (TA6)	10	25	15	0	7	3.54	1.166	High
	18%	44%	26%	0%	12%			
Total	63	135	80	0	64	3.39		Medium
	18.42%	39.47%	23.39%	0.00%	18.71%			

Figure 1. TikTok app as a tool for Learning English
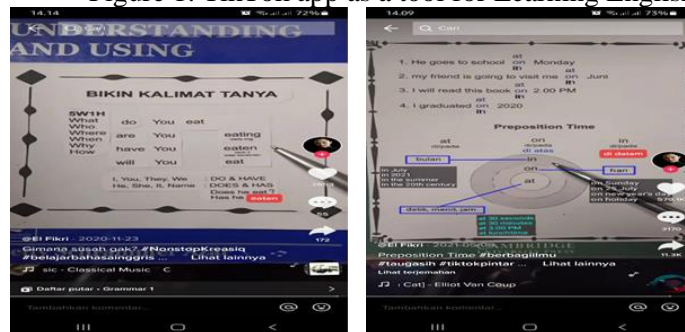
From table 5, the results revealed that there were 18.42% of the participants confirmed that they strongly agreed with six items in the questionnaire. Moreover, 39.47% of them answered that they agreed. Meanwhile, 23.39% of them chose neutral and 19% of them responded that they strongly disagreed with these items. Thus, the results could be accumulated that there was 57.89% agreed with the statements.

The results also suggested that four statements had high levels such as TikTok user (TA1), using TikTok to spend leisure time (TA2), using TikTok for learning English (TA4) and using TikTok for improving English skills. From these statements, it could be inferred that most Papuan Junior High School students were TikTok users and they used this application for learning English. Consequently, their English skills gradually developed. In the interview section, some of them also confirmed that

"When I found the videos that consisted of English Materials, I usually followed the content creator so that I could not be left behind to watch the new videos". (St4)

In line with this, another student also shared that

"I used TikTok Application for

The Benefits of Utilizing the TikTok App on the Development of Students' English skills

It is an undeniable fact that the TikTok application could be utilized by Papuan Junior High School students to enhance their English

learning English when I found the English materials on TikTok, I tended to watch it". (St2)

Furthermore, another student also added that

"I can get lots of benefits related to the development of my English skills by watching videos on TikTok". (St3)

Based on this finding, we can see that the results revealed that most of the students assumed the TikTok *app* could be used to learn English. Most of them agreed that as one of the social media, this *app* could make a positive contribution to the process of developing their English skills. This finding was similar to Qiyang and Jung's (2019) study which found that TikTok users could gain many benefits by using TikTok because they would learn many skills and get additional English materials. In line with this, Azman et al. (2021) also emphasized that there are numerous contents in the TikTok app that offer English materials that are designed with more entertaining and alluring ways to be captured by users. As a result, the users will have more chances to improve their English (Literat, 2021).

skills. It indicated that the Tiktok application could be a tool for the students to gain more English materials that enable them to absorb the new capabilities. The finding could be viewed in the following table.

Table 6. Participants' Responses

Statement	Respondent					Mean	Std	Level Interpretation
	SA	A	N	D	SD			
I became more interested in learning English by watching videos that encompass English materials. (A1)	5	23	15	0	14	3.09	1.327	Medium
	9%	40%	26%	0%	25%			
My English vocabulary can be enlarged by	8	21	16	0	12	3.23	1.323	Medium
	14%	37%	28%	0%	21%			

watching videos on TikTok. (A2)								
My speaking skills can be increased by using the TikTok application. (A3)	10	22	9	0	16	3.18	1.49	Medium
	18%	39%	16%	0%	28%			
By using the TikTok application, I can be more confident in speaking. (A4)	8	26	12	0	11	3.35	1.302	Medium
	14%	46%	21%	0%	19%			
My English pronunciation will be better after imitating the speakers on TikTok's videos (A5)	12	23	14	0	8	3.54	1.24	High
	21%	40%	25%	0%	14%			
My listening skills gradually developed by watching videos on TikTok continuously. (A6)	2	20	15	0	20	2.72	1.36	Medium
	4%	35%	26%	0%	35%			
I can get information regarding how to write a good sentence by watching videos on TikTok. (A7)	7	26	16	0	8	3.42	1.164	High
	12%	46%	28%	0%	14%			
Total	52	161	97	0	89	3.22		Medium
	13.03%	40.35%	24.31%	0.00%	22.31%			

From the table above, it could be viewed that there were 13.03% of the participants strongly agreed and 40.35% of them responded that they agreed with all those statements. Meanwhile, there were 24.31% of them chose neutral and 22.31% strongly disagreed. It can be inferred that the TikTok *app* could assist students in enhancing their English skills.

Based on the data accumulation, there were 53.38% of them agreed with the impacts of the TikTok application on the development of students' English skills. It indicated that the majority of the participants admitted that watching videos related to English materials on TikTok could be very helpful for the students in increasing their English skills such as speaking, listening, and so on. In line with this, two statements were higher than others, namely, statements A5 and A7. It was suitable for what the students said in the interview section. Some of them in the interview section, they shared that

"By using the TikTok application, I can learn lots of things that help me to enhance my English skills. I learned how to write a sentence, how to speak fluently, and many more. The point is, after watching videos that encompass the English materials on TikTok, my capabilities in using English become better". (St1)

Another student also confirmed that

"The TikTok application is very useful for me to obtain more information that can be used in developing my English skills. Watching videos on TikTok makes me more interested in learning English. Besides that, my English vocabulary

will be growing more and more". (St3)

By looking at these participants' point of view toward the impacts of this *app*, either from qualitative or quantitative data. It implied that the TikTok *app* can increase fervently students' English skills.

Figure 2. TikTok App was utilized to increase English vocabulary
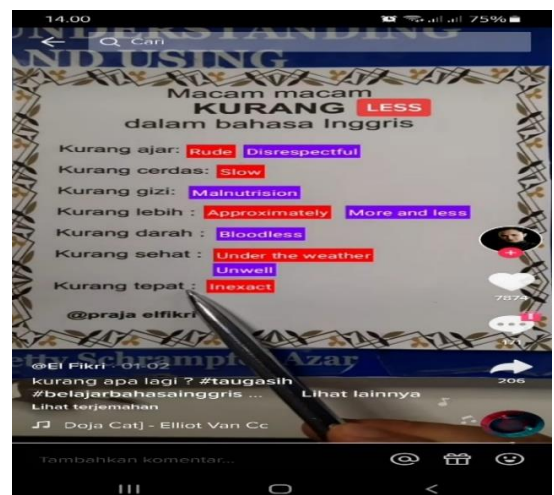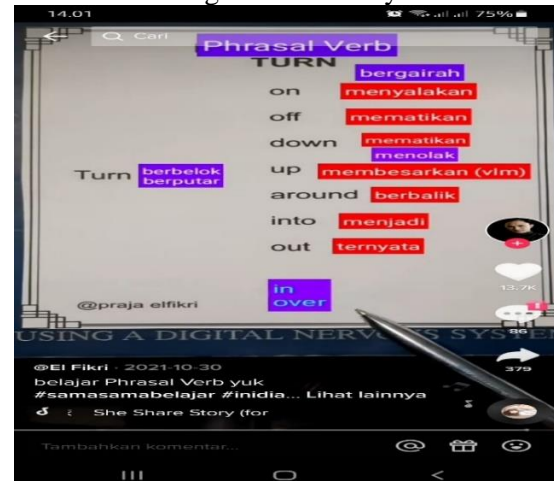
From this finding, we can see that Papuan Junior High School students could enlarge their English vocabulary by watching videos on TikTok (A2). Besides that, they will be more interested in learning English (A1). Pratiwi et al., (2021) emphasized that using TikTok app can stimulate students' interest in learning English. Furthermore, watching videos that encompass the English materials on TikTok can motivate students to learn how to enhance their English skills.

In accordance with students' English skills, the results suggested that utilizing this *app* enabled them to improve their speaking skills, not only about their confidence in speaking English but also makes their pronunciation will be better. The results also depicted that this *app* had significant contribution to the improvement of students' speaking skills. It was underpinned by Salsabia et al., (2021) who asserted that by using this *app*, most of the students will get high improvement in speaking English. Similarly, Xiuwen and Razali, (2021) emphasized that this app could be used to increase students' speaking skills. The students who used the TikTok application by recording themselves will enable them to increase their speaking ability and make them feel free to express their ideas (Lingga et al., 2021; Zaitun et al., 2021). It indicated that by using this application, the students will be able to absorb the materials that could be used to enlarge their speaking skills.

Furthermore, the use of this *app* could enlarge students listening skills. According to Atmowardoyo et al., (2022), students who spend their leisure time watching English materials on TikTok will enable them improve their listening skills. In other words, students' listening skills can enlarge automatically by watching videos on TikTok. This was similar to this finding. Based on the results, the TikTok application had a positive contribution to listening skills. It can be viewed from the score of mean which was 2.72 out of 5.00. It depicted that Papuan Junior High School students admitted that by using the TikTok application, they will increase their listening skills gradually and automatically.

In addition, using this *app* also can contribute to improving students' capability to make good sentences. In this case, the students who used this application will be able to express their ideas and pour them down in terms of writing. The average mean score was 3.42. It denoted that this application was very useful to be used by the students in developing their writing skills. According to Syaiffuddin et al., (2021), using TikTok *app* can enable students to write a descriptive text. Besides that, their motivation in writing will grow automatically by watching videos on TikTok. Thus, it could be inferred that this *app* could be used as a medium to enlarge students' writing skills.

CONCLUSION

Based on the findings of this research, it can be concluded that the TikTok application had been utilized by Papuan Junior High School students for enhancing their English skills. Based on the entire mean score, there was no statement in low and very low levels. It indicated that the TikTok *app* had a good impact on students' English skills. By using this application, the students will get many new vocabularies, and their confidence in using English will increase. Moreover, they will be able to express their ideas through speaking and writing. Besides that, by using this application, their listening skill will be better than before.

It is undeniable that this research has also several weaknesses in the context of limited number of participants and not observing the participants directly. In other words, the data were collected from two schools, but the researcher did not use all students as participants. Furthermore, in this study, the researchers did not investigate the impact of the TikTok application on the students' reading skills. Therefore, future researchers might use all students to get more detailed data to be investigated.

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