

THE FREQUENCY OF SPEAKING RELATED ACTIVITIES IN UNCONSCIOUS LEARNING IN TIKTOK OF THE SPEAKING ACTIVITY FOR 11TH GRADE STUDENT AT SMAN 6 PADANG

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ABSTRACT

The purpose of this research was to describe the students' frequency of speaking related activity in unconscious learning in TikTok of the 11th grade student at SMA Negeri 6 Padang. The population of this research was all the students of XI IPS in SMAN 6 Padang in the 2022/2023 academic year. Cluster random sampling was used in this research and the number of samples was 34 students. The instrument for collecting the data in this research was questionnaire. The result of the analysis showed that the questionnaire was reliable. It was supported by a total score 0.94 (Very High Reliability). Then the questionnaire is valid in terms of content because it is determined by item validity using SPSS program version 24. Based on the findings, it could be concluded that the frequency of speaking activity in unconscious learning was generally sometimes. It was indicated by the data that 13 students (38.2%) sometimes did speaking activity unconsciously in TikTok.

Key words: *Speaking Activity, Frequency and Unconscious Learning*

INTRODUCTION

Indonesia as one of the countries with the most population in the world has a role in the massive use of social media [1]. In addition, the character of Indonesian people who tend to have a high social sense, narcissistic, but not too concerned with privacy strongly represents the habits of the people to interact and communicate with each other on social media [2]. Making this condition a challenge as well as an opportunity from the impact of the presence of social media in the midst of the community that the flow of additional users cannot be dammed.

This shows that the number of social media users will continue to grow from time to time which provides interesting facts about the power of the internet for life. Internet access is no longer limited to only being connected to computers, but to devices that are very close to humans, namely smartphone. The world is characterized with rapid flow of information, capital and service that are unprecedentedly changing now and where people connect, collect and share information, and use social media [3]. The present world changes very rapidly because of technology. Social media has not

only disrupted industries and business models but it may also change language and identity of Indonesian generation. Like the generation that grew up after the existence of social media, they are generation born from 1995 to 2010 is called the Z generation.

The generation Z or gen Z is already using smartphones, social media, and other technologies at a young age [4]. There are several names for Gen Z such as "Post millennials", "Facebook generation", "Digital Natives", "Switchers", "Dotcom children", "Netgeneration", "iGeneration", "C - Connection - generation", "D - Digital - generation", "R - Responsibility - generation"[5]. Generation Z's consumption habit differs from the former generations, even from the Millennial [6]. Various news, lifestyles, and entertainments all over the world are introduced to Indonesian on social media. With the internet connection, Indonesian generations Z can accept, post and share diverse video contents on the web with social media applications. All these enable Indonesia generations Z already have the world and its information their hands. Surely, their life and experiences significantly different from the previous young Indonesians.

Most generation Z are currently in high school, students on this level of education like to open their social media for many different purposes. The students open social media for entertaining and also learn English. The students think that social media has many kinds of resources such as video, photo, caption and other. By this reason, the students use social media for learning English make the students easy to learn and has a lot of benefits [7]. Social media is an extraordinary web-based learning stage for students. Everybody's life is changing a result of the assessment of web-based entertainment [8]. Students easily get bored with reading and writing. However, social media give a lot of online information that students are likely to read [9]. Online messages, remarks, news, articles, and eBooks offer an interminable rundown to be perused, this will help students towards learning. Social media helps to improve students' academic achievement and increase their knowledge through the collection of data and information [10]

The use of social media such as Facebook, Twitter, Instagram, to TikTok catered for Z generations [11]. If Facebook is more often used by the millennials, then TikTok is dominated by Generation Z. The characteristics of the TikTok application that tend to steal the attention of Generation Z is not bored with the application, because this application gives the opportunity to produce creative educational videos that contain boring learning material become attractive, so that the content has been adapted to the learning objectives to facilitate students in learning that can later help students understand learning [12]. With a good education system will be able to increase Indonesia's competitiveness through the creation of good human resources. In addition to TikTok social media, there are several social media that are no less popular among Gen z such as Instagram, Instagram users interact with their photos and other people's photos. They also can post whatever they like in their respective fields. Instagram can likewise be ordered as having very complete highlights to help learning system. The most effective method to involve Instagram as a learning medium can be made on Instagram feeds, Ig story and live, Instagram can also be used as one of media for study English [13]

Actually, students were not only using social media formally for required course-related learning by peer interactions (student to student), but also informally for non-required course related matters [14]. Except these, students might have their own preference of the tools and access frequency for English learning. In addition, social media facilitate communication and encourage swift sharing among users. It could possibly induce students to share materials with each other via their favorite social media channels in order to complete their assignments or homework.

Therefore, in this study the researcher wants to conduct research on the frequency of speaking related activity in unconscious learning in tiktok of the speaking activity for 11th grade student at SMAN 6 Padang. This study aims to map the frequency of speaking related activity in unconscious learning using TikTok among generation Z particularly the students of SMA 6 Padang.

METHOD

The research belongs to descriptive research, and it is designed to describe the current situations of the research subject. The sample of this research was XI IPS 2 students at SMAN 6 Padang consisting of 34 students. Questionnaire was used as the instrument and to determine the validity of the research, the researcher used content validity. Test reliability was found by used *Alpha –Cronbach* and the reliability of questionnaire was 0.94 (very high reliability) which means that the questionnaire was reliable.

To collect the data, the researcher administered the questionnaire by using a google form application in 20 minutes. The researcher asked the students to respond to the questionnaire. Next, the researcher counted the raw score of each student. Then, the researcher categorized the students who had always, very often, sometimes, rarely and never according to the criteria used by Azwar. Finally, the researcher calculated the percentage of the students.

FINDINGS AND DISCUSSIONS

The researcher found that 1 students (2.95%) classified as always use TikTok in speaking-related activities in unconscious learning, 10 students' (29.4%) classified as very often use TikTok in speaking-related activities in

unconscious learning, 13 students (38.2%) classified as sometimes use TikTok in speaking-related activities in unconscious learning, 8 students (23.5%) classified as rarely use TikTok in speaking-related activities in unconscious learning and 2 students (5.9%) classified as never use TikTok in speaking-related activities in unconscious learning as shown in Diagram 1.

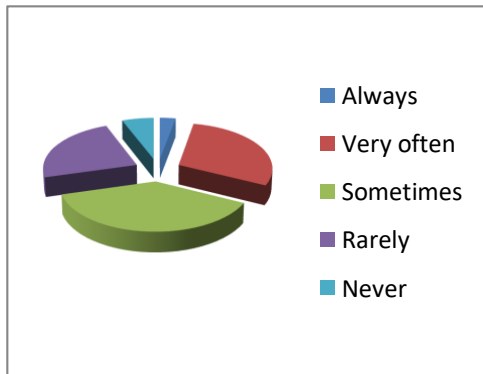


Diagram 1 Frequency of Speaking-Related Activities in Unconscious Learning using TikTok

On the other hand, based on the previous study which was conducted by to Syamsiani & Munfanganti (2022), “the use of TikTok videos for learning English has a positive impact on her because it can help make it easier to understand English material. The delivery style in the video is quite precise so it is easy to understand. Just by playing and re-watching TikTok videos that match the material. So, these two studies have similarity findings. More specific findings as the answers to research questions are presented below.

1. **The Students’ Managing Fluency in Unconscious Learning using TikTok**

After the researcher analyzed the student answers, the researcher found that majority of students classified as sometimes managed fluency in speaking related activity in TikTok in unconscious learning. It was supported by the fact that there were 3 students (8.8 %) are categorized as always Managing Fluency in Unconscious Learning using TikTok, 5 students’ (14.7%) classified as very often Managing Fluency in Unconscious Learning using TikTok, 17 students’ (50.0%) classified as sometimes Managing Fluency in Unconscious Learning using TikTok, 7 students (20.6%) classified as rarely Managing Fluency in Unconscious Learning using TikTok and 2 students (5.9%) classified as never

Managing Fluency in Unconscious Learning using TikTok. This statement is proven based on the data as shown in Table 1.

Table 1 Students’ Managing Fluency in Unconscious Learning using TikTok

Categories	Classification	Number of Students	Percentage
Always	$X > 13.8$	3	8,8%
Very Often	$11 < X \leq 13.8$	5	14,7%
Sometimes	$8.2 < X \leq 11$	17	50,0%
Rarely	$5.4 < X \leq 8.2$	7	20,6%
Never	$X < 5.4$	2	5,9%
Total		34	100%

2. **The Students’ Use of Correct Grammar in Unconscious Learning Using TikTok**

After the researcher analyzed the student answers, the researcher found that majority of students classified as sometimes use of correct grammar in unconscious learning using tiktok. It was supported by the fact that 1 students (2.9%) are categorized as always use of correct grammar in unconscious learning using tiktok, 7 students’ (20.6%) classified as very often use of correct grammar in unconscious learning using tiktok, 16 students’ (47.1%) classified as sometimes using YouTube to listen for gist in informal setting, 8 students (23.5%) classified as rarely use of correct grammar in unconscious learning using tiktok and 2 students (5.9%) classified as never use of correct grammar in unconscious learning using tiktok. This statement is proven based on the data as shown in Table 2.

Table 2 Students’ Use of Correct Grammar in Unconscious Learning using TikTok

Categories	Classification	Number of Students	Percentage
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Always	$X > 13.3$	1	2,9%
Very Often	$10.2 < X \leq 13.3$	7	20,6%
Sometimes	$7.2 < X \leq 10.2$	16	47,1%
Rarely	$4.1 < X \leq 7.2$	8	23,5%
Never	$X < 7.2$	2	5,9%
Total		34	100%

3. The Students' Managing Pronunciations in Unconscious Learning Using TikTok

After the researcher analyzed the student answers, the researcher found that majority of students classified as sometimes Managing Pronunciations in Unconscious Learning Using TikTok. It was supported by the fact that 1 students (2.9%) are categorized as always Managing Pronunciations in Unconscious Learning Using TikTok, 9 students' (26.5%) classified as very often Managing Pronunciations in Unconscious Learning Using TikTok, 18 students' (52.9%) classified as sometimes Managing Pronunciations in Unconscious Learning Using TikTok, 3 students (8.8%) classified as rarely Managing Pronunciations in Unconscious Learning Using TikTok and 3 students (8.8%) classified as never Managing Pronunciations in Unconscious Learning Using TikTok. This statement is proven based on the data as shown in Table 3.

Table 3 Students' Managing Pronunciation in Unconscious Learning Using TikTok

Categories	Classification	Number of Students	Percentage
Always	$X > 18.1$	1	2,9%
Very Often	$14.5 < X \leq 18.1$	9	26,5%
Sometimes	$10.9 < X \leq 14.5$	18	52,9%
Rarely	$7.3 < X \leq 10.9$	3	8,8%
Never	$X < 7.3$	3	8,8%
Total		34	100%

4. The Students' Managing Vocabulary in Unconscious Learning Using TikTok

After the researcher analyzed the student answers, the researcher found that majority of students classified as sometimes to managed vocabulary in speaking related activity in TikTok in unconscious learning. It was supported by the fact that 2 students (5.9%) are categorized as always to

managed vocabulary in speaking related activity in TikTok in unconscious learning, 7 students' (20.6%) classified as very often to managed vocabulary in speaking related activity in TikTok in unconscious learning, 15 students' (44.1%) classified as sometimes to managed vocabulary in speaking related activity in TikTok in unconscious learning, 7 students (20.6%) classified as rarely to managed vocabulary in speaking related activity in TikTok in unconscious learning and 3 students (8.8%) classified as never to managed vocabulary in speaking related activity in TikTok in unconscious learning. This statement is proven based on the data as shown in Table 4.

Table 4 Students' Managing Vocabulary in Unconscious Learning Using TikTok

Categories	Classification	Number of Students	Percentage
Always	$X > 13.5$	2	5,9%
Very Often	$10.4 < X \leq 13.5$	7	20,6%
Sometimes	$7.4 < X \leq 10.4$	15	44,1%
Rarely	$4.3 < X \leq 7.4$	7	20,6%
Never	$X < 4.3$	3	8,8%
Total		34	100%

CONCLUSIONS AND SUGGESTIONS

Based on the findings, the eleven-grade students at SMAN 6 Padang have sometimes frequency of speaking-related activities in unconscious learning using tiktok. It can be seen from the result of the finding that there were 13 students (38.2%) that had sometimes Frequency of Speaking-Related Activities in Unconscious Learning using TikTok. 1. The English teachers are expected to revisit the importance of integrating technology tools and digital resources in teaching practice, especially the use of social media TikTok for speaking activity. The results can also guide curriculum design to supplement textbook material by integrating technology-based unconscious learning strategies. The next researcher has to look more and investigated into TikTok effects on particular English skills and how to overcome difficulties that can come up when utilizing TikTok to teach speaking activity in unconscious learning in casual settings. Students can use TikTok as a medium

to help them learn English as a medium and students who use TikTok should more thoughtful about using TikTok for unconscious learning in speaking activity.

Keywords: Social media, TikTok, informal learning, speaking activity, frequency and unconscious learning.

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