



## Using Project-Based Learning and Tik Tok Media to Teach Speaking for Eleventh Grade Students of SMAN 1 JIWAN

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### ABSTRACT

This research is conducted to explain the use of Project-Based Learning and Tik-Tok media to teach speaking. The objectives of the research are to describe the use of PjBL and Tik Tok media to teach speaking and to describe the problems and solutions found in using PjBL and Tik-Tok in teaching speaking. The research approach is qualitative research, and the type is qualitative descriptive. The participants of this research were XIB students of SMAN 1 Jiwana, while the number of samples taken was 27. The data collection techniques are observation, interview, and documentation. The result of this research on using PjBL and Tik-Tok media to teach speaking skills is that there are problems and solutions. The researcher finds three problems in using PjBL and Tik-Tok media to teach speaking: first, students are not confident and lack motivation to speak English. Second, students have difficulty pronouncing words because they lack vocabulary. Third, the students are having problems with the bad school Wi-Fi signal. The solutions are: first, the teacher gives motivation to the students to be confident in learning English. Second, students should watch more videos that use English to increase their vocabulary. Third, improve the Wi-Fi quality at school.



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## 1. INTRODUCTION

Speaking is a critical skill for conveying thoughts, ideas, and information using language and vocal sounds. Azzahra et al., (2019) stated that speaking is not only about producing sound but also about expression and accent. It requires cognitive and motor skills to effectively communicate and engage an audience. Effective speaking demands clarity, coherence, and confidence, and students highly value their progress in this area. According to Haslinda et al. (2021), there are five basic speaking styles: imitative, intensive, responsive, interactive, and extensive.

In Indonesia, learning speaking skills is challenging due to pronunciation errors, grammatical inaccuracies, vocabulary limitations, fluency issues, and interactive communication difficulties. Teachers' lack of vocabulary, confidence, and effective teaching styles further hinders student progress. Teaching speaking involves guiding students to communicate while emphasizing fluency, accuracy, pronunciation, grammar, vocabulary, and content.

In the digital era, platforms like TikTok have become valuable tools for learning. By sharing English content on TikTok, students can enhance their vocabulary and confidence. Social media platforms such as Instagram, WhatsApp, TikTok, and YouTube positively motivate students to learn English. Technology offers opportunities for using social media in language teaching, with TikTok allowing students to create short video clips to practice public speaking skills. Ferstephanie & Pratiwi (2022) mention that the development of technology has provided opportunities for the growth of social media. With the help of advanced technology, social media has become very popular among people, and using it for learning in this day and age certainly makes learning more fun.

To make students more active, the project-based teaching model, or Project-Based Learning (PjBL), is often referred to as a teaching method that uses problems as part of its system to help students understand and absorb the theory being taught. This model uses a contextual approach and develops students' critical thinking skills, enabling them to consider and make the best decisions as solutions to the problems at hand. According to Anggraini & Wulandari (2021), learning using the PjBL method involves several steps:

1. Determine the Type of Project.  
Decide on the project or content to create on TikTok, considering learning goals, student interests, resources, and curriculum requirements.
2. Plan for Project Completion Steps  
Organize and schedule tasks, set deadlines, assign responsibilities, and ensure resources are available for completing the project on TikTok.
3. Prepare a Project Implementation Schedule  
Create a timeline outlining specific tasks, milestones, and deadlines.
4. Complete the Project with Facilities and Teacher Monitoring  
Teachers monitor student activity and problem-solving.
5. Compile Reports  
Gather, organize, and summarize information related to the project. Teachers hold discussions to create reports for presentation to others.
6. Evaluate the Project and Project Results  
Teachers conduct briefings on the project presentation and reflect on outcomes.

## 2. RESEARCH METHOD

The study was conducted on class XI B students of SMAN 1 Jiwani in the English subject during the second semester of the 2023–2024 academic year. The subject of this research consisted of 27 students. The research was conducted using a qualitative research approach. Sugiyono (2015) defines qualitative research methods as those used to examine the condition of a natural object (as opposed to experimental research) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined methods), inductive data analysis, and research results that emphasize meaning rather than generalization.

The research used a descriptive-qualitative approach. According to Nassaji (2015), qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. This means that qualitative design research aims to represent and explain the events that occur during the research process. The researcher used descriptive qualitative research to describe and interpret the condition of the students in the class when the teacher applied the strategy. The researcher used observation tools, interviews, and documents to collect the data.

## 3. RESULTS AND ANALYSIS

In the implementation of this research, the learning activities utilizing TikTok and project-based learning (PjBL) are structured into three distinct stages: pre-activity, main activity, and post-activity.

The first stage, pre-activity, initiates the lesson with preparatory tasks aimed at engaging and motivating the students. During this stage, the teacher provides stimulants, such as intriguing questions, thought-provoking scenarios, or relevant multimedia content, to capture the students' interest and set the context for the lesson. This phase is crucial for activating prior knowledge and preparing the students mentally for the new material.

The second stage, the main activity, is the core of the lesson, where the substantive teaching occurs. In this phase, the teacher delivers detailed explanations of the material, ensuring that students comprehend the key concepts and objectives. This stage often involves interactive and hands-on activities, leveraging TikTok as a medium for students to create, share, and critique content related to the lesson. The teacher guides the students through these activities, providing continuous support and feedback to enhance their learning experience.

The final stage, post-activity, focuses on consolidating and reinforcing the knowledge gained during the lesson. In this phase, the teacher and students collaboratively review and summarize the key points discussed. This may involve group discussions, reflections, or presentations of the TikTok projects created during the main activity. The teacher facilitates this process, helping students draw meaningful conclusions and solidify their understanding. The lesson is then formally concluded, providing a sense of closure and accomplishment.

By structuring the learning activities in these three stages, the research ensures a comprehensive and effective approach to teaching speaking skills using TikTok and PjBL. This method not only enhances student engagement and motivation but also fosters a deeper understanding and retention of the material. There are activities in the main activity of using PjBL by Anggraini & Wulandari (2021).

During the application of this method, students look very enthusiastic about learning. Students also actively ask questions about how to read vocabulary correctly. Although in the application of this method, the following problems were found:

1. Students are not confident and lack motivation to speaking English  
Students lack confidence when speaking English, which can be attributed to several factors. Primarily, they have insufficient practice opportunities and are often surrounded by an unsupportive environment that does not encourage language use. This lack of practice leads to a fear of making mistakes, which further discourages them from speaking. Additionally, students are often apprehensive about being judged by their peers or teachers for incorrect usage or pronunciation, which exacerbates their reluctance to express themselves in English. As a result, they tend to avoid using English altogether, missing out on valuable opportunities to improve their language skills and build confidence. This cycle of fear and avoidance creates a significant barrier to effective language learning and proficiency.
2. Students have difficulty pronouncing words because they lack of vocabulary  
Students continue to face significant challenges in pronouncing sentences accurately due to their limited vocabulary. This lack of vocabulary hinders their ability to read and understand texts confidently. When tasked with creating videos and reading scripts, many students experience confusion regarding the correct pronunciation of words. This confusion often leads them to seek assistance from their teacher. During these instances, students frequently ask the teacher for guidance on how to pronounce specific words correctly. The teacher, in turn, provides the necessary support and assistance, helping students improve their pronunciation. This dynamic highlights the crucial role of the teacher in facilitating language acquisition and addressing the vocabulary gaps that impede students' ability to pronounce sentences effectively.
3. The students is having problems with bad school Wi-Fi signal  
The use of TikTok media in educational settings necessitates a reliable and high-speed internet connection to ensure smooth playback and seamless uploading of videos. However, students frequently encounter difficulties due to the poor Wi-Fi signal available at the school. This inadequate internet connectivity significantly disrupts learning activities, as it hinders students' ability to access and utilize TikTok effectively for their educational projects. The unstable Wi-Fi signal not only causes delays and interruptions in video playback but also poses challenges in uploading content, thereby impeding the overall learning process and diminishing the potential benefits of integrating TikTok media into the curriculum. Consequently, the subpar Wi-Fi signal stands as a critical obstacle that needs to be addressed to facilitate the successful implementation of TikTok as a learning tool.

Based on the results of the problems above, the researcher came to some conclusions about the solutions to the learning using PjBL and Tik Tok media to teach speaking to eleventh grade students of SMAN 1 Jiwan, which are described as follows:

1. The teacher gives motivation to the students to be confident in learning English.  
To overcome this problem, the teacher motivates students by asking them not to be nervous when expressing their opinions using English. The teacher tells the students that feeling nervous is normal but also emphasises the importance of expressing their thoughts in English. This can be done by creating a supportive and non-judgemental classroom environment. The teacher asks the students to be confident and not afraid and reminds them not to mock others when speaking English. Additionally, students should practice public speaking. A teacher should consistently encourage students to believe in their abilities by highlighting their progress and providing positive feedback.
2. Students should watch more videos that use English to increase their vocabulary.  
To overcome this problem, the teacher instructs students to watch videos on TikTok that are in English. These videos can include a variety of content, such as educational material, stories, or explanations presented in English. By watching these videos, students not only expose themselves to the language but also have the opportunity to listen to native speakers, which can help improve their pronunciation and fluency. After watching the videos, the teacher assigns tasks to the students. One common task is for students to write down what they heard in the videos. This helps them practice their listening skills and reinforces their ability to understand spoken English. Additionally, students are encouraged to look up any unfamiliar words they encounter in the videos and learn their meanings. This helps expand their vocabulary. Furthermore, students are asked to convey what they have learned in front of the class. This speaking practice allows them to apply what they have learned from the videos and enhances their speaking skills.
3. Improving the Wi-Fi quality at school  
By improving the quality of wifi at school, it is hoped that it will be able to overcome the problems that occur. Uploading videos on TikTok does require stable internet quality; therefore, by improving the quality of wi-fi at school, it is hoped that it will be able to make learning activities take place smoothly. However, if using wifi is still slow, students who have mobile data can use their own mobile data, so the capacity of students using wifi is reduced. This can increase the signal speed on WiFi.

#### **4. CONCLUSION**

Based on the results and discussions, the researcher concluded that the implementation of PjBL and TikTok media in teaching speaking involves three stages: pre-activities, main activities, and post-activities. The main activities consist of six steps: determining the type of project, planning and completing the project, preparing a project implementation schedule, completing the project with facilities and monitoring by the teacher, preparing project reports, and evaluating project results. During the teaching and learning process, students appeared very interested and active while working on assignments.

The researcher found that using PjBL and TikTok media in learning speaking involves three activities: pre, main, and post. Students showed interest and active participation. However, they faced problems such as lack of confidence, difficulty pronouncing words due to a lack of vocabulary, and issues with poor Wi-Fi signals. To overcome these issues, teachers should motivate students, encourage them to watch more English TikTok videos, and improve Wi-Fi quality at school.

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