

**THE FREQUENCY OF SPEAKING-RELATED ACTIVITIES  
IN UNCONSCIOUS LEARNING IN TIKTOK OF THE 11<sup>TH</sup>  
GRADE STUDENTS AT SMAN 6 PADANG**

**THESIS**



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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY**

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English  
Department the Faculty of Teacher Training and Education Bung Hatta  
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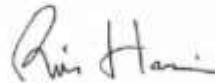
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Padang, 26 Januari 2023

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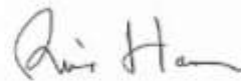
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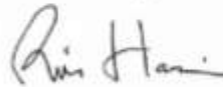
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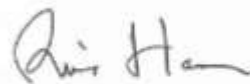
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## ABSTRACT

Azis, I. M. (2023). *The Frequency of Speaking Related Activity in Unconscious Learning in TikTok of the Speaking Activity for 11th Grade Student at SMAN 6 Padang*

Advisor: Fitriana Harmaini, S.S., MA.

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.

The result of this research showed that the frequency of students' speaking activity in unconscious learning in TikTok is sometimes. It was indicated by the data that 13 students (38.2%) sometimes did speaking activity unconsciously in TikTok. In detail, there was 1 student (2.9%) was categorized as always level, 10 students (29.4%) were categorized as having very often level, 8 students (23.5%) were categorized as having rarely level and 2 students (5.9%) were categorized as having never level. On managing fluency, 50 % of students were categorized as sometimes level used TikTok in speaking activity. Then, on using grammar 47.1% of students were categorized as sometimes level used TikTok in speaking activity. In using pronunciation, 52.9% of students were categorized as sometimes level used TikTok in speaking activity. And the last is using appropriate vocabulary, 44.1% of students were categorized as sometimes level used TikTok in speaking activity.

Based on the findings, it could be concluded that the frequency of speaking activity in unconscious learning was generally sometimes. By having known the frequency of speaking activity in unconscious learning at SMAN 6 Padang, the researcher gives suggestions to teachers, students and future researcher. 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 investigate 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. And last 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

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## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of the key terms

#### **1.1 Background of the Problem**

Indonesia as one of the countries with the most population in the world has a role in the massive use of social media (Das et al., 2016). 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 (Syah et al., 2021). 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 (McKinsey, 2014). 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 (Kementrian Komunikasi dan Informasi, 2019). 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 (Ahmed, 2019). 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” (Csobanka, 2016). Generation Z's consumption habit differs from the former generations, even from the Millennial (Dimock, 2019). 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 (Handayani et al., 2021). 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. (Alghizzawi et al., 2019). Students easily get bored with reading and writing. However, social media give a lot of online information that students are likely to read (Belal, 2014). 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 (Ansari & Khan, 2020).

The use of social media such as Facebook, Twitter, Instagram, to TikTok catered for Z generations (Hysa et al., 2021). If Facebook is more often used by the millennials, then TikTok is dominated by Generation Z (Fietkiewicz et al., 2016). 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 (Erniasih & Pramono, 2018). With a good education system will be able to increase Indonesia's competitiveness through the creation of good human resources (Sulisworo, 2016) 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 (Ting et al., 2015) 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 (Al Arif, 2019).

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 (Li, 2017). 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.

Based on observations that have been researched by researcher at SMAN 6 Padang, it can be concluded that speaking or learning English is still carried out conventionally, such as explaining through books, students told to read and come to in front of class, bring dictionary or just read the frequent conversations. As a result, students become lazy and unenthusiastic. Because of that the researcher was inspired to find a new learning technique, namely using TikTok application.

Based on the explanation above, the use of social media has provided opportunities for students learn English. Basically, social media can be divided into two categories that is video based: Instagram, TikTok, Tik Tok etc. and text based: Facebook, Twitter etc. In this study, researcher focused on the usage of social media platform that is TikTok for speaking activities in unconscious learning at 11<sup>th</sup> grade students at SMAN 6 Padang. This research aims to find out

the frequency of speaking-related activities in TikTok by eleventh grade students. This research has been conducted because there has not been any research on this topic. This research will be useful to add in-depth information to current knowledge about the role of social media to learning English in an informal setting.

## **1.2 Identification of the Problem**

Because of COVID-19 pandemic, the learning process carried out on the classroom has changed to online. Online learning as the sole option in the context of preventing the spread of covid-19 gives a special color during the struggle against this virus. Even this form of learning can also be interpreted as limiting access to education. Online learning patterns must be part of all learning even if only as a complement. The point is that teachers get used to teaching online, and there must be a system change policy for the implementation of online learning in every subject. Teachers must have implemented technology-based learning and the teacher as the main actor in learning, he or she must package distance learning so that it can be accessed by all students, such as using social media or just watching learning videos on TikTok.

Student's behavior in using social media greatly affects their English. Based on researcher observation in school environment in SMAN 6 Padang. Almost all students at SMAN 6 Padang use social media, particularly TikTok, many of them use social media for entertainment or post a short video on social media.

Speaking activity is difficult task to do in the classroom, meanwhile they are very active in expressing themselves on social media. Many of the students cannot

speak English fluently and sometimes they mention incorrect pronunciations, but they get a lot of new vocabulary from various social media. Besides that, they also experience difficulties regarding managing fluency, grammar and vocabulary.

Almost all students in school nowadays use TikTok as their favorite application, because in TikTok application there is a lot of interesting content and in TikTok we can learn many things. Many students use TikTok not for learning but they use TikTok only for entertainment like uploading their daily activities, dancing and singing on TikTok or just making lip-sync videos, but unconsciously they have been doing speaking activities in their TikTok content.

### **1.3 Limitation of the Problem**

Based on the identification of the problem above, the researcher limited the problem into the speaking related activities of eleventh grade student at SMAN 6 Padang in unconscious learning using TikTok. The researcher conducted this study at eleventh grade students in SMAN 6 Padang.

### **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem of the research as follows ‘How frequently did the students do speaking related activity in unconscious learning using TikTok at the eleventh-grade of SMAN 6 Padang?’.

### **1.5 Research Questions**

Based on the formulation of the problem above, the research question of this study is as follow:

1. How frequently did the students manage fluency in unconscious learning using TikTok?
2. How frequently did the students use correct grammar in unconscious learning using TikTok?
3. How frequently did the students manage pronunciations in unconscious learning using TikTok?
4. How frequently did the students manage vocabulary in unconscious learning using TikTok?

### **1.6 Purposes of the Problem**

The main purpose of this research is to find out the frequency of speaking activity in unconscious learning in TikTok at SMAN 6 Padang. Especially the purpose of the research is:

1. To find out how frequently the students managed fluency in unconscious learning using TikTok?
2. To find out how frequently the students used correct grammar in unconscious learning using TikTok?
3. To find out how frequently the students managed pronunciations in unconscious learning using TikTok?
4. To find out how frequently the students managed vocabulary in unconscious learning using TikTok?

### **1.7 Significance of the Problem**

This research expect that the result of this research can give contribution to the teachers, and future researchers. For teachers, it is hoped this study can



increase the role of teachers in encouraging student to use of social media for learning and can provide information and advice for teachers. For students can be more aware of the importance of using social media, especially TikTok, to practice speaking for them and make speaking activities a habit. For future researchers, this research will help them to improve their knowledge and know some aspects of social media.

### **1.8 Definition of the Key Terms**

To avoid misunderstanding about the key terms used in this research, the researchers define them as follows:

- 1. Social Media:** social media is an online media that is used to carry out long-distance communication, the process of interaction between one user and another, as well as getting information through a special application device in the form of an internet network
- 2. TikTok:** TikTok is a social networking application and music video platform where users can create, edit, and share short video clips complete with filters and accompanied by music as support. With this app, users can create unique short videos quickly and easily to share with friends and around the world.
- 3. Informal Learning:** Informal learning refers to learning that occurs away from a structured. Informal
- 4. Speaking Activity:** Speaking activities concentrate on getting learners to produce sounds, phrases, or grammatical structure range from

activities which are controlled by the teacher until activities where the learners have much freedom to choose the language they use.

5. **Frequency:** Frequency is the number of times something happens within a particular period, or the fact of something happening often or a large number of times.
6. **Unconscious Learning:** Unconscious learning is unintentional or unplanned learning that result from other activities.