

The Effectiveness of Using TikTok to Improve Junior High School Students' Speaking Skill

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ABSTRACT

Speaking is a crucial skill for people, especially English learners. However, many students struggle due to limited experience and inadequate understanding. The lack of systematic assessment of successful speaking skills before university entrance and limited time spent practicing speaking in primary and secondary English classes contribute to this issue. The objective of the study is to determine the extent to which TikTok can enhance the speaking skills of junior high school pupils. The study employs quantitative research methods and is structured as a quasi-experimental design. The researcher analyzed the data using an independent sample t-test. The test results indicate that TikTok significantly enhances the speaking abilities of junior high school students by allowing them to learn native speaker pronunciations and unfamiliar words through watching TikTok videos. This suggests that TikTok is an effective educational platform for language learning. Various types of speaking can be covered when learning to use TikTok such as imitative, responsive, and extensive, also the components of speaking abilities, specifically fluency and accuracy. Additionally, numerous educational videos on TikTok could serve as material for learning activities.

Keywords: *Effectiveness, TikTok, speaking skill*

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INTRODUCTION

Technology has become more popular because of its huge role in shaping and changing many aspects of human life (Poláková & Klímová, 2019). One of the reasons was the COVID-19 epidemic has made technology a necessity in the field of education. Technology has played a vital role in the process of acquiring knowledge since offline learning was replaced with online learning during the pandemic, which presents a challenge for educators. An additional determinant that might enhance the utilization and popularity of technology is the convenient accessibility to its usage (Elaish et al., 2017). An increasing number of individuals have convenient access to technical equipment, such as smartphones and computers. It enables people to participate in diverse online activities and utilize numerous applications.

The field of education has also been impacted by technology. The integration of technology into educational activities serves a purpose. Enhancing learning outcomes, fostering student engagement in learning activities, and facilitating access to educational resources are some of these objectives (Lai & Bower, 2019). Utilizing new technologies can enhance the value of the learning process, enabling students to derive advantages from their potential for teaching, and promoting the acceptance and utilization of these new tools as innovative approaches to education (Briz-Ponce et al., 2017).

One of the most prominent and influential components of technology in everyday life is social media (Escamilla-Fajardo et al., 2021). People can use social media to communicate, share information, and engage in social activities via online platforms. Social media is also beginning to play an important role in education. According to Otchie and Pedaste (2020), social media

is thought to offer a high potential for learning activities. Many educational institutions and people are beginning to integrate social media into the education process. Educators can utilize social media platforms to provide educational content, learning, and valuable resources. This enhances students' ability to obtain information and facilitates the process of acquiring knowledge (Elaish et al., 2017). Some social media people use are YouTube, Instagram, Twitter, and TikTok.

Speaking is one of the skills that everyone should have, especially for students when they learn English. Speaking is an essential skill for being able to communicate with others (Herbein et al., 2018). It is one skill that each student must acquire, and they must be able to practice with another person. In this skill, there are three elements of English such as grammar, vocabulary, and pronunciation (Ofiaz, 2019). So, if the students want to speak English properly, they must master all three elements of this skill.

Madzlan et al (2020) mentions most of the students at school lack confidence in their speaking abilities. Many students struggle with a lack of experience and understanding of how to talk effectively because this ability is not formally evaluated before entering university, speaking is not often practiced in elementary and secondary English classes (Chou, 2018). Additionally, they experienced uneasiness while speaking in English due to their limited knowledge of grammar, incorrect pronunciation, poor learning of English outside of the classroom, and a lack of confidence (Wahyuningsih & Afandi, 2020).

Therefore, learning through video can help students enhance their speaking abilities (Saed et al., 2021). Utilizing video in the educational process offers several benefits. Students can enjoy language learning through video. Teaching with video enhances the learning process because of the various of medium. Teachers can employ a variety of media to engage students and create an optimal learning environment in the classroom (Rahmawati et al., 2023).

TikTok is a widely used social media platform that provides its audience with short videos (De Leyn et al., 2022). During the Covid-19 pandemic, this social media platform gained popularity and recognition. The TikTok app has been downloaded by a large number of users. The number of people who downloaded the TikTok app hit 12 million in the United States and 15.2 million worldwide (Su et al., 2020). Users can watch short videos they desire to see as well as produce their own. Users can select their own tunes, filters, and effects.

TikTok is not just an application that displays entertaining videos, but it can also educate its viewers (Rahmawati et al., 2023). Many content creators on TikTok create educational content for viewers. The educational videos that are created have a positive impact on the viewers since they may learn more from the videos. One of the educational videos that appears a lot on TikTok is English language material. Teachers may also utilize those educational videos sourced from the TikTok application to support learning activities during class (Jaffar et al., 2019).

TikTok is more efficacious than YouTube in captivating youthful audiences due to its rapid and engaging presentation style (Abidin, 2020). TikTok is a very efficient platform for communicating concise and captivating information. It is particularly well-suited for introducing fundamental concepts and quickly capturing students' attention. Regarding this, the researcher chose TikTok as the focus of the study since it can also improve the second-grade students' speaking skill.

Numerous research has investigated the use of video to enhance pupils' speaking proficiency, especially TikTok. Research by Rahmawati et al (2023) and Saed et al (2021) used videos to improve students' speaking skills and significant improvement was noticed as well as students' creativity, motivation, and vocabulary. However, the difference is, Saed et al (2021) uses YouTube videos while Rahmawati et al (2023) uses TikTok videos. The next study was done by Escamilla-Fajardo et al (2021) and Yélamos-Guerra & García-Gómez (2022) who used TikTok in higher education. They stated that incorporating TikTok during learning has a positive impact on students. Utilizing TikTok promotes motivation among students, fosters an immersive educational atmosphere, and encourages the cultivation of qualities such as imagination and thirst for knowledge.

The previous research above mainly explores the use of TikTok in higher education. Research by Saed et al (2021), Rahmawati et al (2023), Escamilla-Fajardo et al (2021) and Yélamos-Guerra & García-Gámez (2022) used college students as their subjects. In this research, the researcher uses junior high school students as a subject because there was little information about the use of TikTok among junior high school students in the previous study. According to Hartshorne et al (2018), the acquisition of linguistic skills is affected by a critical period that remains stable exclusively during childhood and experiences a significant reduction in late adolescence. Bialystok & Miller (1999) stated that younger learners are more likely to successfully develop new L2 categories, while older learners may struggle. Guo et al (2014) also reported that short videos are more effective in maintaining students' interest and involvement in comparison to long videos. Engaging and aesthetically pleasing video formats have the potential to enhance the motivation to learn among young learners (Guo et al., 2014).

According to the background above, therefore, the researcher wants to investigate more on the use of TikTok as the learning medium for teaching speaking to second-grade students of junior high school since the previous studies emphasize on higher education.

METHOD

This research employed a quasi-experimental design to see the effectiveness of using TikTok to improve students' speaking skills. This quasi-experimental research used two groups; those are experimental group and control group from intact class. A control group in a research study is a group that is not exposed to the experimental treatment, while an experimental group is a sample that is exposed to the experimental treatment (Ary et al., 2006).

Respondents

The population of this research is the eighth graders of one of private schools in Sidoarjo; the total number is 141 students. Two classes, each consisting of 27 students, were selected at the discretion of the teacher to become control and experimental groups based on the consideration that the two classes were equal.

Instruments

The researcher utilized pre-test and post-test as the instruments, in a form of a spoken test. Post-test activities was the same prompt with the pre-test. Other instruments was the speaking rubric adopted from Heaton (1978) which was based on two criteria, namely accuracy and fluency. The researcher ranged the rubric score for each aspect from Poor to Excellent.

In this study, the researcher employed content validity from the expert (the lecture and the teacher) for investigating the instrument whether it can be used or not and stated that the instrument is valid. The content validity itself includes aspects of instructions, content, languages and suitability of questions to the material. In addition, the researcher calculates the reliability of the pre-test by using inter-rater reliability and tested through Cohen's Kappa. It shows that the test is reliable because the value of Cohen's Kappa in the test are 0.85. It means the inter-rater reliability in the test falls into the almost perfect agreement category.

Procedures

The pre-test, which is a spoken test, was administered in the first meeting, while the post-test in the final meeting. The researcher asked students' opinions about a topic. The topic for the pre-test is about bullying. This topic was chosen based on material from the Independent Curriculum. The researcher gave 1-3 minutes to each student to speak in front of the class.

The second step was giving treatment. The material is about giving an opinion. The researcher supplied treatment in the experimental class using TikTok videos as a learning medium in three meetings. The activity mainly covered reviewing, discussing, and uploading videos from TikTok, and giving feedback to the posts. On the other hand, the control group did not receive TikTok treatment as a learning medium. Post-Test.

Data analysis

To examine the results of the pre-test. Subsequently, the researcher employed descriptive statistics measurement to ascertain the data. The researcher used independent samples t-test to measure the mean scores of pre-test between two independent groups to assess that the

classes to be studied are equal. Independent sample t-tests are employed to compare the scores of two different sets of people (Pallant, 2016).

After knowing that the experimental and control groups were equal, the researcher analyzed the post-test results also using a rubric from Heaton (1998). This analysis also uses descriptive statistics. The result shows the mean, minimum, maximum and standard deviation values.

The result of the post-test was checked in terms of normality by using Shapiro Wilk as a normality test because this is the most effective test for various distributions and sample sizes (Mohd Razali & Bee Wah, 2011). The researcher calculated the data for the post-test in both groups. The result states that the data is normally distributed because the significance values of the post-test of the experimental group and control group are greater than 0.05. It shows that the significance value for the post-test in the experimental group is 0.123 while the control group is 0.070.

Finally, the researcher conducted an independent sample t-test to determine the significant differences of the mean scores of the post-test between both groups and checked effect size to find out the degree of significant differences between two groups.

FINDINGS AND DISCUSSION

Once the experimental and control groups' pretest data was gathered, the researcher employed descriptive statistics to analyse the data.

Table 1. Descriptive Statistic of Pre-Test

	N	Range	Minimum	Maximum	Mean	Std.Dev
Experimental	28	5	0	5	3.14	1.239
Control	27	5	0	5	3.15	1.406

Based on the results in the table above, it can be seen that the minimum score in the experimental group pretest results is 0, which is the same as the control group pretest results. This score is categorized as "poor". Viewed from the accuracy, students who received this score showed that there is great influence by their mother language on their pronunciation, and they made several errors in sentence constructions. Furthermore, for the fluency, they showed long pauses in speaking and almost gave up on the test. Then, the maximum score in the pretest control and experimental group is also the same, namely 5. This score is classified as "good". For accuracy, students who received this score still had an influence of their mother tongue on their pronunciation. Meanwhile, for fluency there are no significant phonological issues. Nevertheless, there are a few grammatical problems, specifically two or three. Students maintain their efforts to find new vocabulary, but they did not spend too much of their time performing it.

The mean results in the two groups are nearly the same; the mean for the pretest experimental group is 3.14, while the control group is 3.15. It can be seen that the abilities in the control and experimental groups are equal. To make sure that the two groups are equal independent sample t-test was conducted.

In order to determine whether the classes under research are equal, The researcher employed the independent samples t-test to examine the average pre-test scores of two distinct groups.

Table 2. The Result of Independent T-Test of Students' Pre-Test

	t	df	Sig (2-tailed)
Equal Variances Assumed	.015	53	.988

This test is used to assess that the classes to be studied are equal. According to table 2, it shows that the significance value (sig 2-tailed) is 0.988 (>0.005). It indicates that there is

actually no substantial dissimilarity between the experimental and control groups. The ability to talk of the control and experimental groups can be declared equivalent.

Upon collecting post-test data from both the experimental and control groups, the researcher used descriptive statistics to examine the data.

Table 3. Descriptive Statistic of Post-test

	N	Range	Minimum	Maximum	Mean	Std.Dev
Experimental	28	5	4	9	6.75	1.268
Control	27	5	1	6	3.81	1.415

Based on the results of the test, the minimum score in the experimental group post-test results is 4, while in the control group is 1. A score of 4 is included in the calculation of the category average. Within this particular category, in the accuracy side, the pronunciation is impacted by the individual's native language, resulting in significant phonological challenges that may lead to misunderstandings. For the fluency, a significant amount of effort is given to the search for correct vocabulary, with less effort on expressing emotions or facial expressions. Score 1 is included in the poor group, viewed from the accuracy side, specifically referring to cases when the mother tongue heavily influences pronunciation, and there are numerous grammatical errors. For the fluency, they experienced a long period of not speaking and came close to discontinuing their efforts to speak.

The maximum score in the pretest control is 9, while in the control group is 6. A score of 9 is classified as excellent. In this accuracy side, their native language has only a small effect on pronunciation, and there are only two or three grammatical errors. Meanwhile for the fluency, students did not spend too much of time or effort in selecting the appropriate vocabulary when speaking. Furthermore, 6 is a score that is categorized as good. If we viewed from the accuracy, the pronunciation of students in this category is still influenced by their native language. There are no significant phonological problems. However, there are a few grammatical errors, specifically two or three. While for the fluency, students keep on to make an effort to acquire new vocabulary but they did not spend too much of their time to search it.

The mean results in the two groups have distinct score; the mean for the pretest experimental group is 6.75, whereas the control group is 3.81.

To see improvements in both groups, the researcher conducted a paired sample t-test for the control group and the experimental group.

Table 4. The Paired T-Test of Control Group

Paired Samples Test			
	t	df	Sig (2-tailed)
Pair 1 PRETEST-POSTTEST	-6.245	26	<.001

It shows that the significance value (sig-2 tailed) is less than 0.001(<0.005). It shows there is a significant improvement in their speaking skills in the control group.

Table 5. The Paired T-Test of Experimental Group

Paired Samples Test			
	t	df	Sig (2-tailed)
Pair 1 PRETEST-POSTTEST	-11.968	27	<.001

It shows that the significance value (sig 2-tailed) is less than 0.001 (<0.005). It means that there is a significant improvement in their speaking skills in the experimental group after using TikTok as a learning medium.

From those two tables, it can be seen that both groups have improved in their score of speaking. Subsequently, the researcher performed a t-test using an independent sample to examine the disparities among the pre-test outcomes of the experimental and control groups.

Finally, the researcher implemented an independent sample t-test to ascertain the statistically significant differences in the post-test results between the two groups because both groups showed improvements in their speaking skill.

Table 7. The Result of Independent T-Test of Students' Post-Test

	t	df	Sig (2-tailed)
Equal Variances Assumed	-8.114	53	<.001

It shows that the significance value (sig 2-tailed) is less than 0.001 (<0.005). The post-test results of the control and experimental groups show a significant difference, as shown by a significance level of less than 0.05. It can be deduced, although there was improvement in the speaking skill of both groups, there were differences between classes that used TikTok as a learning medium and those that did not use TikTok. The distinction is evident in the improved fluency and accuracy. In the experimental group, both aspects improved, including the fact that their native language had only a minor impact on pronunciation and there were only two or three grammatical errors. For fluency, students in the experimental group did not spend an excessive amount of time or effort to selecting the appropriate vocabulary during their speaking. While in the control group, there are still numerous grammatical errors and incorrect pronunciations. Additionally, they continue making an effort when speaking.

Upon discovering the outcome of the independent sample t-test, it became evident that there is a significant dissimilarity between the students who utilize TikTok to enhance speaking skills and the students who do not use TikTok. The researcher also calculated the effect size by using eta squared formula, and it indicates that the effect size is large since the value of eta square is 0.55. Although both groups showed improvements in their speaking skills, the experimental group that used TikTok as a learning medium had significant improvements compared to the control group that did not use TikTok.

The outcome of the test shows that there is a significant difference in speaking skill improvement between the experimental and control groups because the significance value is less than 0.05. It means that the students who use TikTok show improvement in speaking skills than the students who do not use TikTok. After calculating the effect size, the researcher also shows that the effect size is large (0.55). This is in accordance with the study conducted by Rahmawati et al (2023); Yélamos-Guerra et al (2022); Saed et al (2021) which stated that the experimental group's speaking skill improved because of the treatment. TikTok has the potential to enhance students' fluency, vocabulary, pronunciation, and comprehension of the content being presented.

Various forms of oral communication might assist students in enhancing their speaking abilities, including imitative, responsive, interactive, intensive and extensive (Brown, 2004). Some of them are done in the teaching and learning activity by using TikTok. At the second session of the treatment, students were presented with a TikTok video on the topic of bullying. The students were given instructions to observe the video carefully and provide an opinion about bullying. This learning activity is categorized as responsive speaking. The meaning of responsive speaking itself is the act of participating in a conversation or dialogue and responding to brief discussions, simple questions, and answer the comment from the teacher (Brown, 2004). Next, the students were also asked to imitate videos from native speakers. Engaging in imitative speaking activities can greatly improve one's speaking abilities. Imitative speaking refers to the act of learners imitating or reproducing words, phrases, or sentences, typically following an example provided by a teacher, audio recording, or native speaker (Guebba, 2021). After the students imitate videos from native speakers, they upload their videos on TikTok. The last type of speaking conducted by students is extensive. In contrast to responsive speaking, extensive speaking includes the production of extended and more continuous stretches of speech (Brown, 2004). This kind of speaking is often used in speeches, lectures, presentations, and storytelling. This method is implemented by giving a question to each student according to bullying and ask for their opinion on this issue.

Furthermore, the components of speaking are also considered when teaching and learning using TikTok. According to Harmer (2001) speaking has both accuracy and fluency as essential components. Fluency is the capacity to continue speaking spontaneously, while accuracy is the utilization of vocabulary, grammar, and pronunciation through specific activities (Derakshan et al., 2016). For accuracy, students can acquire correct pronunciation of words by watching TikTok videos created by native speakers. Students get the opportunity to acquire and explore unfamiliar words while watching the video. When the students record their videos, they may retake and improve their videos as needed because TikTok allows it. They may cease speaking, which can also be employed as a drilling approach for speaking to further develop their proficiency and vocabulary development. By focusing on these elements, the process of teaching speaking becomes more efficient and enjoyable, supporting students in becoming proficient English speakers.

In the learning process, students were also asked to express ideas straight-forward without developing them first. This is known as impromptu speech, which calls for quick thinking and speaking without relying on memorization or notes (Celce, n.d.). This activity requires students to spontaneously express their ideas on the topic of bullying without any prior preparation. This activity fosters students' ability to think quickly, spontaneously arrange their thoughts, and communicate with confidence.

TikTok is a social media platform that specializes in audio-visual content. Users are able to create and share brief videos that average in length between 15 and 60 seconds. According to Smaldino (2008) audio media covers several types of media that primarily utilize sounds to communicate information, provide entertainment, or facilitate communication. On the other hand, visual media covers numerous forms of media that employ images, graphics, films, and other visual elements to convey information or messages (Smaldino, 2008). TikTok is a multimedia platform that combines audio and visual components to efficiently convey information or messages. During the explanation of the material, students were also shown several TikTok videos about bullying to facilitate them in learning activities. It can be concluded that TikTok is an efficient platform that significantly helps students in their studies. TikTok also offers a variety of English educational videos that students can access (Conde-Caballero et al., 2023). One of them is opinion material regarding bullying that students watched when they were given instructions to imitate opinion videos about bullying. Student were also asked to upload their videos to TikTok containing their opinions about the issue of bullying. Uploading videos on TikTok can enhance students' confidence and motivation to speak up. This finding aligned with Yélamos-Guerra & García-Gámez (2022), which indicates that TikTok enhances motivation, fosters creativity, and enhances interest in learning activities.

CONCLUSIONS

Based on the data presented above, TikTok has the potential to be an effective learning medium to help improve junior high school students' speaking skills. It can be seen in the test results, which show an increase in the speaking skills of students who use TikTok as a learning medium. When utilizing TikTok, the learning experience is varied as it covers different types of speaking, including imitative, responsive, and extensive. When learning using TikTok also consider the components of speaking skills, specifically accuracy and fluency. TikTok also has many benefits in the educational context, many educational videos in English can be watched, one of which is an opinion video about bullying that facilitates students during learning activities.

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