

THE EFFECT OF TIKTOK TO DEVELOP STUDENTS' SPEAKING SKILL: A CLASSROOM ACTION RESEARCH

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ABSTRACT

This study was Classroom Action Research. It was conducted based on an internship of teaching practice in SMA Kristen Kalam Kudus Selatpanjang. It involved 25 students of grade 10 science class. The study aimed to identify the effectiveness of using Tiktok in improving students' speaking skills. The research was organized step by steps such as planning, implementing, observation and reflection. The research instruments were observation, pre-test, and post-test. First, the students in the class were observed during learning English subjects, and then the pre-test and post-test were implemented to determine the students' speaking skill improvement. The rubric was designed according to the aspect of speaking skills to assess the students' skills. The results of the post-test showed that the students' scores rapidly increased and were better than their pre-test. The average score for the pre-test was 2.51 points. After implementing TikTok in the test, the average score for the post-test was 4.65 points. Therefore, the implementation of TikTok proved it was effective to develop students' speaking skills. In conclusion, the TikTok application engaged the students to enjoy the learning especially in improving their speaking skills. Students were free to express their ideas and creativity while making the content.

Keywords: *Classroom Action Research, Speaking, Speaking Skill, Tiktok.*

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INTRODUCTION

Referring to the current condition, the pandemic COVID-19 forced the government to issue social distancing rules. There is a lot of pro and contra regarding the pandemic situation, especially in the academic field. Nowadays, students and teachers are doing online learning. It makes the teaching and learning process could not be done by face-to-face learning. Teachers should deliver the material through online media. Besides that, the teaching and learning process become not maximal like the previous time. It is also one of the factors that decrease students' learning motivation. It limits the interaction between teachers and students. Due to the limitation, students could not perform better in learning English especially speaking ability. Speaking is the one skill to do communication widely especially in giving and receiving information. According to (Brown, 2004), he stated that speaking is a skill in producing an oral language.

The development of technology provided opportunities for the development of social media. With the support of advanced technology, social media is very popular used by people. It has a lot of functions that can be used as a medium for language learning. One of the most popular social media is TikTok. It is a social media network in a video platform. It has various contents and features in TikTok. Several studies found that utilizing social media as a students' learning platform in motivating students to learn English was received positive effects. Based on (Yang, 2020) identified that students' perspectives showed positive attitudes in utilizing TikTok as an English learning platform. They believed that TikTok can be used to expand English learning strategy and enhance their learning motivation. According to (Pratiwi et al., 2021), they stated that TikTok is effective in assisting students and teachers in the classroom. They showed that some of the students' pronunciation is improved in learning English through the TikTok application.

In addition, (Xiuwen & Razali, 2021) claimed that the application of TikTok in language learning has beneficial potentials for students' oral communication. TikTok platform provides chances for students to produce short video sharing as the purpose for the students to improve their speaking skills. On this platform, students also can learn English by watching those short videos of English native speakers. Furthermore, it raised students' awareness of how to speak English like native speakers.

Result of the discussion above, it has been stated that social media have a connection to language learning. Tiktok becomes one of the most viral social media that can be utilized in the teaching and learning process. Moreover, there are various English learning in Tiktok that can motivate students to learn English. It also engages students to be able to speak well in English by practicing through various content that they create.

The current research found that there is some connection between TikTok in improving students' speaking skills. The writer desired to identify and show that the effect of TikTok in developing students' speaking ability shows a positive attitude in the teaching and learning process. Due to the limitation on the previous studies that less perform TikTok as a learning platform to enrich students' language learning competence particularly in speaking skills, the current research wanted to identify how is the effect of utilizing TikTok as a learning platform to encourage the students in developing speaking skill.

The outcome was to answer the research questions about does use of TikTok in language learning improves students' speaking skills? The study aimed to identify the effect of applying TikTok in enhancing students' speaking skill.

LITERATURE REVIEW

Speaking is one of the primary language skills. According to Nunan (1991), cited in (Maulana et al., 2018) stated that mastering speaking is the most crucial aspect of learning. Speaking is the basic oral communication (Caroline, 2005 cited in (Maulana et al., 2018)). Moreover, speaking is defined by Chaney (1998) in (Zainurrahman & Sangaji, 2019) as a social activity that includes the approach of constructing and distributing meaning in a variety of contexts. As mentioned by Brown (1990), cited in (Tampubolon, 2018) said that communicative competence is the language learning purposes. In conclusion, speaking is a process of

interaction that involving how to produce, receive, and process the meaning to acquire the information.

(Brown, 2004) identified that there are five stages of speaking performance; imitative, intensive, responsive, interactive, and extensive. Some factors hinder students' speaking skills; First, fear of mistakes, according to Aftat (2008), cited in (Dalem, 2017) added that the students' fear is linked to the correction and criticized evaluation. Second, shyness, students feel shy to speak English in class. Speaking in front of the class is common phobias that students encounter which makes their minds go blank and forget what to say (Baldwin, 2011 cited in (Dalem, 2017)). Third, anxiety refers to the feeling of nervousness in facing foreign language learning (Horwitz, 1991 cited in (Dalem, 2017)). Fourth, lack of confidence usually occurs when the students do not understand what the speakers say.

(Sharma, 2019) identified that social media applications are functional tools for enhancing EFL students' English language skills as well as their learning motivation. On the other hand, (Gupta & Bashir, 2018) stated that social media has four major purposes. They were for entertainment, socialization, informativeness, and academic purposes. TikTok is a social media network that enables users to share their content in the form of a short video. It is the latest social media application that authorizes users to create interesting videos and interact with others in comments or even private chats (Deriyanto & Qorib, 2018). Currently, TikTok is one of the most popular social media. It is very hyped among young people. It presents interesting and user-friendly features with special effects in the application. There are a lot of trending songs and hashtags that users can use in creating content. It is a platform with the various video content in it. TikTok is a place where users can express themselves freely with creativity and innovation. Many tools can utilize in TikTok such as duet, sharing, challenging through video with other people around the world. As a result, the massive of using TikTok as social media will be an effective learning platform for the students. Students can learn any language content and skills repeatedly.

According to (Xiuwen & Razali, 2021) expressed that TikTok can be considered as an assessment language tool. Teachers can use TikTok to assess students' learning outcomes. Moreover, TikTok also can be used to encourage students' speaking ability as the goal of their communicative language learning. To make TikTok can be supported as a language learning tool, the teaching procedures of using TikTok should be mentioned. It is suggested that the students should familiarize themselves with TikTok as a language learning tool by watching some TikTok videos. After that, students can make self-recording videos using English via TikTok.

To study the proposed topics, there was some previous research to support the study. The first article based on (Yang, 2020), the study was about "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". The study aimed to identify students' perception in utilizing TikTok for language learning. The data was collected from quantitative survey research from 187 secondary-school students. The research instrument was using an online questionnaire. Then, the study found out the students indicated a positive view of implementing TikTok as learning aids. It addressed that the study was more focused on the students' perspectives.

The limitation of the study was the lack of real implementation to confirm the effects of using TikTok to improve students' English learning performances.

The second article with title "Students' Perception Toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik" by (Syaifuddin et al., 2021). The study aimed to identify the students' perception in applying TikTok in writing descriptive text. The research conducted a descriptive quantitative by using a questionnaire as the survey approach. The sample of the study was 85 students at Islamic Senior High School of 1 Gresik. After that, the findings found that the interpretation of students about applying TikTok in the writing descriptive text is beneficial. It is recommended to use TikTok to create a meaningful language learning process. It demonstrated that the use of TikTok motivated the students to actively participate in the learning process. Yet, the limitation of the study focused on writing skill performance.

The third article by (Pratiwi et al., 2021), the study was about "Utilizing TikTok Application as Media for Learning English Pronunciation". The paper attempted to learn how a TikTok application can become a learning medium for the students' pronunciation skills. The participant of the study was the university English education student Suryakencana. The collected data was done with observation and a questionnaire by using a qualitative approach. The study captured that the TikTok application helps the students to learn the language. The respondents received a positive attitude and strong desire toward the use of the TikTok application. The study was only focused on pronunciation skills.

Looking at several previous studies, we can imply that the utilizing of TikTok (social media) as a learning platform is an essential topic that we should conduct. The research's stream is English language teaching (ELT) and emphasized the use of TikTok as the effect to improve students' speaking skills. The gap between previous studies was the limitation of the experiment in proving TikTok as a learning platform to develop the students' speaking skills. Furthermore, there was still less research about applying TikTok as a popular platform in language learning. So, the present study of the research wants to seek and recognize the integration or the effect of utilizing TikTok as learning aids in enhancing students' speaking skills.

RESEARCH METHOD

The study was Classroom Action Research. According to (Burns, 2010) stated that the central idea of classroom action research is to identify the appropriate way to the problem in a situation to improve a better change or a good product quality. It is an activity designed by the teacher himself/herself. The purpose of Classroom Action Research is to nurture the teachers with new knowledge and understanding to enhance the teachers' teaching practice in the classroom. Therefore, the writer applied TikTok in teaching speaking to improve the students' speaking skills in the tenth-grade science class students at SMA Kristen Kalam Kudus.

According to Kemmis and Mc Taggart (1992), classroom action research is a cycle process that involved four steps of research; planning, implementing, observing, and reflecting step. First, the planning stage is the first stage where the researcher plans on how to conduct the activity in the learning practice. The planning was created based on the issue of the research. Next, implementing stage

is the stage where the researcher performs the planning activity in the learning practice. In this stage, the researcher used the offered method which the researcher had made in the planning stage. Then, the observation stage is the stage where the researcher captures the data as the result of the implemented action. The observation involved the participants' performance during the learning practice. Last, the reflecting stage is the stage where the researcher analyzes and interprets the results of the action that had been done. In this stage, it determines whether the offered method is successfully conducted in the learning practice.

Participants

The participants involved in this Classroom Action Research were 25 students who were in grade 10 at Kristen Kalam Kudus Senior High School science major. It was the place where the writer carried out the teaching internship. There were 12 female students and 13 male students in the class. During the observation in the class, the writer found that the students were less active in the English subject. When they are asked to give their opinion, some of the students tend to speak their mother tongue rather than English. They spoke English unless their name is being called by the teacher. The students sometimes felt uncertain when they spoke in English.

Instruments

The study involved several instruments to collect the data. First, the writer observed the students' speaking ability through various activities that had been conducted in the class. Examples of the activities such as when the students presented or shared their ideas or opinions, when the students answered the teachers' questions or when the students read the given text in the class, etc. Next, the pre-test and post-test were implemented to examine their speaking skills. The writer used a rubric to assess the students' speaking skills. According to Berger (2011) rubric refers to a term of rules, guidelines, or criteria that is valid and reliable that can be used to evaluate the individual performance of a task. The aspects of the speaking assessment are fluency, pronunciation, non-verbal, content (Knight (1992), cited in (Ulker, 2017)). After retrieving the students' pre-test and post-test scores, it will be analyzed to see whether there were improvements in the students' speaking skills after the application of TikTok.

Table 1. Speaking Rubric

Speaking Rubric					
Criteria	5	4	3	2	1
Fluency	Smooth in speaking	A little minor in speaking	Somehow hesitates to speak	Often hesitates to speak	Hesitant to speak
Pronunciation	Pronunciation is excellent, and easy to understand	Pronunciation is good and easy to understand	Pronunciation is almost good and sometimes need fully concentrated	Pronunciation somewhat difficult to understand and need to repeat	Serious pronunciation problem
Non-Verbal	Non-verbal fully expressed to enhance the audience	Most non-verbal expressed	Much non-verbal expressed	Some non-verbal expressed	No non-verbal expressed

Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows an almost good understanding of the topic	Understanding to parts of topic	Not understand to the topic
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Data Analysis

During the research, there were four stages implemented. The first stage was planning. In this stage, the writer made the plan as follows: (a) the writer designed a lesson plan in teaching speaking by using TikTok; (b) the writer designed the rubric to assess the students' speaking skill; (c) the writer provided the example of TikTok videos for the students; (d) the writer prepared the pre-test and post-test to assess the students' speaking skill. The next stage was implementation. In this stage, the writer implemented the teaching procedures as follows: (a) the writer gave the materials to the students; (b) the writer explained the material purposes to the students; (c) the writer showed some TikTok video examples to the students; (d) students chose the topic that will be presented; (e) students made TikTok video and posted it on their account. At the observation stage, the writer observed the students' activities during the learning process. The writer also observed the students' videos to assess their speaking skills. Last, in the reflection stage, the writer analyzed whether the use of TikTok is successful in the teaching and learning activities. Besides that, the collected data was used for the writer to interpret and discuss in the research.

FINDING AND DISCUSSION

Observation

Before conducting the pre-test, first, the writer entered the class by observing their speaking skills during the teaching and learning activity. The writer observed their speaking ability through their daily activities and natural responses from the students in the class. For example, when the teacher asked some questions to the students in the class, when the students did a presentation in the class, or when the students are asked to answer the teacher's question or giving feedback for the friends who presented in the class. During the observation, the writer found that the students demonstrated quite good performance in their speaking skills. However, sometimes they were afraid of making mistakes in pronouncing the words. Moreover, some of them were lost focus when doing presentations because they were not confident in using the language since they were afraid of being judged by their friends. Sometimes, when the teachers asked the students answered directly to the given questions, the students answered by combining both languages. The students felt pressure if they needed to respond only using English, sometimes they were confused about how to translate the language into English.

Then, the observation continued to the pre-test and post-test stages. When the students entered the pre-test stage, sometimes the students were felt not confident in doing the conversation with their friends. Some mispronouncing words were found during the pre-test. A few hesitations were found when they do the conversation. Before starting the implementation of TikTok, the writer explained the offered method in the learning. During the post-test stage, students showed positive attitudes in using TikTok. They were active during the test. Besides that, they felt quite confident enough using TikTok in improving their

speaking skill. The result of their post-test scores significantly improve and was better than before using TikTok.

Pre-Test

In the pre-test, students were assessed by using the traditional method before being exposed to the TikTok application. The students were divided into pairs. Three dialogues from different narrative stories were given. The writer selected the dialogue for each pair. They memorized and learned the dialogue. After that, the meeting was conducted online. During the meeting, each of them was called to do a conversation with their partners. Then, the writer assessed their speaking skills according to the designed rubric.

Post-Test Cycle I

After the pre-test was conducted, the post-test cycle 1 was conducted. Before they were exposed to using TikTok, the writer provided some TikTok video examples as their references. The students were given a task to create a TikTok video. It was an individual assignment. They were asked to take roleplay by themselves. They selected dialogue from the narrative story that they had chosen. The duration of the video is a maximum of one minute. The students can perform either one character or both. The students made the videos according to their creativity. The writer assessed their speaking skill from the designed rubric.

The Result of Pre-Test and Post-Test Cycle I

Based on the pre-test and post-test cycle I, the following table presented the score, following the explanation:

Table 4. The Average Improvement Score between Pre-Test and Post-Test (Cycle I)

No	Criteria	Pre-Test	Post-Test (Cycle I)	Improvement
1	Fluency	2.64	3.8	1.16
2	Pronunciation	2.6	3.56	0.96
3	Non-Verbal	2.32	3.6	1.28
4	Content	2.48	3.64	1.16
Average				1.14

The data shown in Table 4 above was the result of pre-test and post-test (cycle I). The data from the table presented that there was improvement between pre-test and post-test (cycle I) results. The lowest score for the students during the pre-test was non-verbal criteria. It was because students still felt some hesitation and were not confident enough in doing the conversation. However, when the post-test (cycle I) was being conducted, the non-verbal criteria were improved a lot. The improvement of the non-verbal was 1.28 points. Exposing TikTok to the students motivated the students to be more creative in creating the video. They can enjoy themselves in creating the content easily because they will have to perform appropriate and attractive gestures, body language, and eye contact with the audience or viewers. The fluency criteria were the highest score in the post-test (cycle I) with 3.8 average points. The students understand the roleplay that they chose, and they knew the content of the story. Their pronunciation was better than the pre-test performance.

Post-Test Cycle II

After conducting the post-test cycle I, the writer conducted post-test cycle two. The purpose of the writer conducting post-test cycle two was to see students' further improvement of using TikTok in improving their speaking skills. The difference of learning in cycle II was the students were given two options of the narrative story and they needed to make the dialogue by themselves. Following the trending and most well-known story, the writer assigned them Doraemon's story and True-Beauty Story. The procedure of the learning is as follows; the writer provided a short synopsis of the story to the students. After they read the synopsis, they should choose one story that they preferred. Next, they made the dialogue by themselves refer to the story that they chose. Then, they perform the dialogue into the TikTok video, and they could choose to play both or either one role. The duration time is still the same during the cycle I post-test. Previous rubric criteria were still used to assess their speaking skill.

The Result of Post-Test Cycle I and Post-Test Cycle II

Based on the post-test cycle I and post-test cycle II, the following table presented score with further explanation as below:

Table 5. The Average Improvement Score between Post-Test (Cycle I) and Post-Test (Cycle II)

No	Criteria	Post-Test (Cycle I)	Post-Test (Cycle II)	Improvement
1	Fluency	3.8	4.8	1.0
2	Pronunciation	3.56	4.48	0.92
3	Non-Verbal	3.6	4.64	1.04
4	Content	3.64	4.68	1.04
Average				1

The data shown in Table 5 above was the result of the post-test cycle I and post-test cycle II. The data from the table presented that there was improvement between post-test cycle I and post-test cycle II results. Each criterion indicated to exceed a lot than the post-test cycle I. The highest score was fluency. The average score was 4.8 points. It is proved that students were motivated to create an interesting and engaging TikTok video to post and they were enjoyed making the videos. Step by step, they were confident to speak English in the video. Along with that, other criteria were also surpassed in post-test cycle II. They had practiced well their pronunciation than before. The content that they created was unique with their characteristics. The students delivered a meaningful story on the TikTok video. The post-test cycle II showed that students preferred using TikTok in language learning. It is demonstrated that the students showed a positive attitude towards the utilizing of TikTok in motivating their speaking skill.

Discussion

This study found out that TikTok can be used to support students' speaking skills in language learning. (Hayman & Smith, 2019; Smith, 2016) explained that social media plays a significant role as a helpful resource for students in education. Furthermore, (Zam Zam Al Arif, 2019) indicated that students show positive attitudes towards using social media in language learning. Using TikTok increased students' willingness and influenced them to learn English especially in speaking skills.

This study also discovered that the utilization of TikTok in teaching English can assist students to improve their speaking skills. (Otchie & Pedaste,

2020) claimed that the use of social media with short videos can assist students to improve their speaking competence by sharing popular topics that are shared by native educators. In other words, it can be concluded that TikTok can be an effective learning platform for students in language learning especially in developing students' English communication competence.

Moreover, this study also noticed that using TikTok aid in the learning process more efficiently and conveniently to apply in online learning. (Xu et al., 2019) stated that TikTok is a very popular platform and very practical in this current circumstances. It is also in accordance with (Sherine et al., 2020) identified that social media applications have been widely used in the education field. TikTok application made teachers and students access language learning easily (Zaitun et al., 2021). The short videos from TikTok provide meaningful and authentic learning for the students to achieve meaningful English communication competence.

The use of the TikTok application in the class has potential usage for students in enhancing their ability to communicate in English. It is in line with (Xiuwen & Razali, 2021) stated that TikTok short videos can be accessible for students to learn English learning materials for emphasizing their speaking competencies. In addition, TikTok short videos facilitate the students to enhance their vocabulary, fluency, as well as pronunciation in speaking skills. The use of the TikTok videos in the class triggers the students' awareness of speaking English by imitating the native speakers.

This study also found that the utilization of TikTok in the class increased the students' self-confident in speaking English as the result of students' test scores showing drastically increased. It is also proved by previous research (Salsabia et al., 2021; Zaitun et al., 2021) claimed that students felt confident in speaking English by utilizing TikTok in language learning. The utilization of TikTok in English learning has been proven that can enhance students' proficiency to speak.

Apart from that, this study found that the students felt more enthusiasm in learning the language after exposing TikTok during the learning process. According to (Zaitun et al., 2021) TikTok application allowed the students and teachers to obtain the information easily; as well the students felt interested and happy in learning English. The TikTok application enabled the students to encounter new experiences of learning English unconventionally. The utilization of TikTok in language learning was exposed the students to the real context and authentic learning subjects in which they can reflect the language learning become meaningful and valuable especially in the speaking skills.

Along with that, this study also found that the application of TikTok in language learning decreased the students' worries about making mistakes while speaking English. Students can get feedback from their teachers through comments so that students don't feel afraid or nervous in speaking English (Zaitun et al., 2021; Zam Zam Al Arif, 2019). The feedbacks and comments will help the students to improve their speaking competencies. It is also encouraging the students' self-assurance in speaking English.

TikTok application facilitate the students to freely express their opinions and ideas while making the contents. (Zaitun et al., 2021) the study also found that the use of TikTok as a learning platform supported the students in conveying

their ideas with a diversity of free expressions. Students felt comfortable using TikTok in classroom learning. During implementation, students were not bored while studying English. They enjoyed every process of language learning. Furthermore, TikTok provided numerous interactive activities for teachers and students in the learning process. TikTok is a platform that allowed students to share knowledge with others. TikTok is also a platform that used to educate people with an innovative teaching model that can attract students' learning motivation and interests (Xu et al., 2019).

In a nutshell, the utilization of the TikTok application was effective to improve students' speaking skills. Students showed positive attitudes towards the use of TikTok in language learning. TikTok application facilitated the classroom atmosphere to become fun and interesting. Students were motivated and enthusiastic to participate in oral communication by conducting TikTok in the learning process. TikTok can also make the students and teachers access the material learning easily. Students can create various content of speaking English through TikTok because there were various features that they can use to make the content become more interesting and interactive videos. By practicing and connecting the language learning through TikTok, it is connected the students to their daily life and the speaking ability can develop to be more meaningful language learning.

CONCLUSION AND SUGGESTION

The objective of the research is to figure out the effectiveness of using TikTok in improving students' speaking skills. From the research results, it can conclude that the research questions have been answered. At the beginning of the research, before the post-test was implemented, the students' pre-test average score was 2.51 points. After implementing TikTok in the test, students' scores were rapidly increased and better. The average score for the post-test was 4.65 points. It is unexpectedly that the effect of the TikTok application in improving students' motivation received positive feedbacks from the students. The students' performance from each test was encouraged up and better from time to time. It can be implicated that students were encouraged in speaking because they have new experiences in learning the language. They felt happy and enjoy learning the skill from the TikTok learning tools. The evidence of this study that proved the use of TikTok in enhancing students' speaking skills was very interactive and effective with the results of students' score showed drastically increase and students' positive attitude during the tests.

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