

HOW TIKTOK ENHANCES SPEAKING SKILLS IN 11TH GRADERS AT SMAN 14 BANDAR LAMPUNG

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Abstract

This study aims to determine whether TikTok significantly influences the speaking skills of eleventh-grade students in the second semester at SMA Negeri 14 Bandar Lampung during the academic year 2023-2024. TikTok is an application not only for entertainment but also as a learning medium, especially for speaking skills. This study uses a quantitative approach with a pre-experimental design, specifically a one-group pretest and posttest design. The population in this research consisted of 274 students across 8 classes. The sample size was 35 students from the second semester of the eleventh grade at SMA Negeri 14 Bandar Lampung. The material used in this research focused on asking and giving opinions. Data were obtained before and after treatment. The students were given a pre-test to make a conversation involving asking and giving opinions. Then, the students received treatment using TikTok videos as a learning medium. Finally, the students took a post-test with the same material but on a different topic. The data analyzed included the average scores from the researcher as the first observer and the teacher as the second observer. The data were analyzed using a paired sample t-test through SPSS 16. The results obtained from SPSS 16 showed a significance value (Sig.) of 0.000 with $\alpha = 0.05$, indicating that H_a was accepted because $\text{Sig.} < \alpha$. Therefore, the study shows that TikTok significantly influences the speaking skills of eleventh-grade students at SMA Negeri 14 Bandar Lampung in the academic year 2023-2024.

Keywords: *asking and giving opinion; influence; speaking skill; students; TikTok*

INTRODUCTION

The number of English speakers worldwide has been steadily increasing for many years. For most Indonesians, speaking English is often perceived as challenging and intimidating. The COVID-19 pandemic has significantly impacted people's lives, particularly in the realm of teaching and learning (Sutiyono & Hastomo, 2022). Fortunately, we can still communicate through various online applications, making learning to speak English more accessible even during the pandemic. Speaking skills involve fluent speech, knowledge of language features, and the ability to process information and language instantly. In today's globalized world, the importance of English cannot be overlooked, as it is the most widely spoken language globally (Istiara et al., 2023).

The widespread use of English as a first or second language suggests that it will remain a dominant global language for many years, emphasizing the importance of speaking English. Fluency in English opens many doors worldwide, offering opportunities that more people are seizing every day (Amiryousefi, 2019). Effective communication is crucial in speaking, as it allows individuals to express their ideas naturally. Speaking enables people to understand and feel what others convey in language. To develop good speaking skills, students must practice speaking English regularly, think clearly, and articulate their thoughts directly. Many Indonesians are still

hesitant to speak English, which hampers their speaking abilities. However, numerous resources are now available to learn English, especially through smartphones, laptops, and the internet. Various applications offer platforms to learn English, particularly speaking, such as TikTok, which provides engaging videos in English. TikTok's growing user base worldwide and its short, captivating videos make it an excellent tool for learning (Hastomo et al., 2022).

At SMA Negeri 14 Bandar Lampung, a notable weakness in the teaching process is the infrequent use of English by students during class. Teachers also face challenges in encouraging students to speak due to the constraints of the teaching process. Students often have limited opportunities to create videos or face internet data restrictions. Instead, teachers and students rely on practice questions in textbooks, with students mainly receiving writing assignments, resulting in insufficient English speaking practice.

The eleventh-grade students at SMA Negeri 14 Bandar Lampung generally have low speaking scores, with 56.57% scoring below 60, indicating a struggle to improve their speaking skills. Despite their interest in English, the lack of practice and difficulty in memorizing words and using correct pronunciation, due to reliance on their native languages (Indonesian and other local languages), hinder their progress.

This research references previous studies by Pratiwi et al. (2021), which also utilized TikTok videos and employed a similar pre-experimental quantitative method with a one-group pretest-posttest design. The difference lies in the current research's focus on the significant influence of TikTok on students' speaking skills at SMAN 14 Bandar Lampung, specifically with 35 eleventh-grade students. Based on the identified problems, the research question is formulated as follows: Is there any significant influence of using TikTok on the speaking skills of eleventh-grade students at SMAN 14 Bandar Lampung?

REVIEW OF LITERATURE

Speaking

Nunan (2003) describes speaking as a productive aural/oral skill that involves producing systematic verbal utterances to convey meaning. Teaching speaking is often considered straightforward; however, speaking in a language other than one's native tongue is far from simple. In essence, speaking is the ability to communicate orally with others to express ideas and feelings.

TikTok

TikTok is a popular short-video sharing app, especially among teenagers worldwide. Users primarily use the app to record themselves lip-syncing to songs and performing a unique finger dance. According to Dewi & Arifani (2021), TikTok features short videos and is widely used by many users. It serves as a social network and learning environment due to its large user base, extensive features, and diverse video content. TikTok can be an effective interactive instructional medium, helping students understand and engage with the learning process. It fosters creativity in video creation, offering unique effects and a variety of music for engaging videos, making learning more exciting. Additionally, TikTok can teach students video editing skills to create valuable content (Al-Marroof et al., 2021).

Roleplay Strategy

Brown (2004) defines role play as a popular activity in communicative language teaching classes that allows students some creativity within the set guidelines. Role play often includes rehearsal time, enabling students to plan their speech and reduce anxiety by taking on different personas, even temporarily. Nunan (2003) highlights that role play is excellent for practicing speaking in the safe environment of the classroom, where students assume specific roles in the target language. According to Hastomo (2021), role play brings real-life situations into the classroom. Therefore, role play is a structured experience where learners act out scenarios involving human relations and interactions in front of peers and facilitators. It is an activity where

individuals pretend to be someone else, particularly to learn new skills or attitudes.

METHOD

Research Design

In this research, a quantitative approach was utilized. Quantitative research provides an unbiased platform for data analysis, as it examines the hypothesis regarding the relationship between variables. The chosen method for this research was experimental. According to (Sugiyono, 2009), the experimental method investigates the effect of specific treatments under controlled conditions. In this study, a TikTok video was used as the treatment to influence students' speaking skills. The research employed a pre-experimental design. This study was conducted at SMA Negeri 14 Bandar Lampung. Class XI 6 was selected as the sample, consisting of 35 students (15 boys and 20 girls). Data collection involved observing students' behavior and administering speaking tests with pre-test, treatment, and post-test phases.

Population

The population for this study comprised the entire eleventh-grade student body of SMA Negeri 14 Bandar Lampung during the academic year 2023/2024. The total population included several classes, but for practical and methodological reasons, one class was chosen. Class XI 6, which includes 35 students, was selected to represent the population. This class was chosen due to its accessibility and representativeness of the larger student body. The students in this class were aged between 16 and 17 years. The demographic composition of the class included a balanced mix of boys and girls, providing a comprehensive sample for the research. The selection criteria ensured a diverse representation of students' proficiency levels in English.

Data Collection

Data collection for this research involved several steps to ensure comprehensive and accurate results. Initially, a pre-test was administered to assess the baseline speaking skills of the students. Following the pre-test, the treatment phase involved using TikTok videos as a learning tool to enhance speaking skills. The treatment consisted of several sessions where students engaged with TikTok content designed to improve their speaking abilities. After the treatment phase, a post-test was conducted to measure any improvements in speaking skills. The pre-test, treatment, and post-test included various questions and tasks designed to elicit verbal responses from the students. Observations and speaking tests were used to gather data, which were then analyzed for changes in speaking proficiency.

Data Analysis

Parametric statistical methods were employed for data analysis, assuming normal distribution, homogeneity of variance, and interval or ratio scale data. The first step involved a normality test using SPSS version 16, with the Kolmogorov-Smirnov test applied. The criteria for the normality test were: H_0 is accepted if $\text{sig.} > \alpha = 0.05$ and H_a is accepted if $\text{sig.} < \alpha = 0.05$. Next, a homogeneity test was conducted to determine if the sample groups had similar variances, using SPSS for the Level statistic test. The homogeneity test criteria were: H_0 is accepted if $\text{sig.} > \alpha = 0.05$ and H_a is accepted if $\text{sig.} < \alpha = 0.05$. Data were further analyzed using an independent sample T-test with SPSS. The research hypotheses were: H_a : TikTok has a significant influence on students' speaking skills, and H_0 : TikTok does not have a significant influence. Acceptance or rejection of the hypothesis was based on the criteria: H_a is accepted if $\text{Sig.} < \alpha = 0.05$, and H_0 is accepted if $\text{Sig.} > \alpha = 0.05$.

FINDINGS AND DISCUSSION

Findings

This research aimed to determine the influence of using TikTok on the speaking skills of eleventh-grade students at SMA Negeri 14 Bandar Lampung during the 2023/2024 academic year. The sample consisted of 35 students in the experimental class. The study was conducted in one class, the experimental class, where students were taught using the TikTok application. Data were collected in the form of scores from pretests and posttests. For the pretest, students were given a task to assess their speaking skills before the treatment. For the posttest, students completed a conversation task after the treatment. The pretest and posttest results were analyzed using SPSS version 16, and the findings are as follows:

The pretest was conducted to assess students' speaking skills before the treatment. The pretest scores of students in the experimental class are displayed in Figure 1.

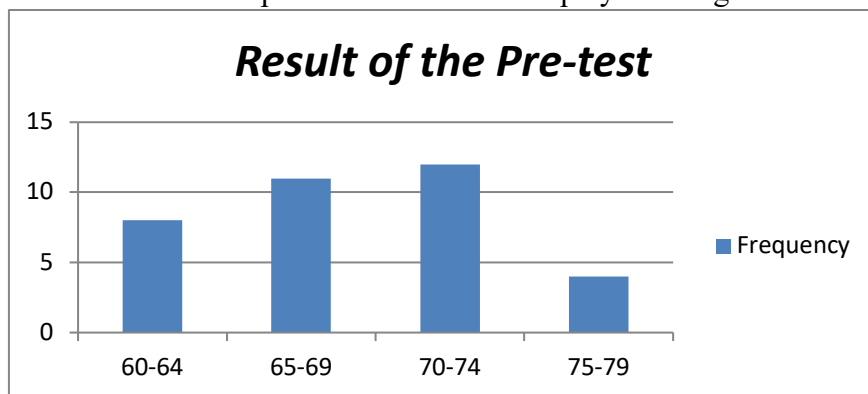


Figure 1. Graphs of the Result of the Pre-test in Experimental Class

Based on Figure 1, it can be observed that out of 35 students, 8 students scored between 60 and 64, 11 students scored between 65 and 69, 12 students scored between 70 and 74, and 4 students scored between 75 and 79. The average pretest score in the experimental class was 68.40. This indicates the students' speaking comprehension level before receiving the treatments.

The posttest was conducted to assess the students' speaking skills after the treatment. The posttest scores of the students in the experimental class are displayed in Figure 2.

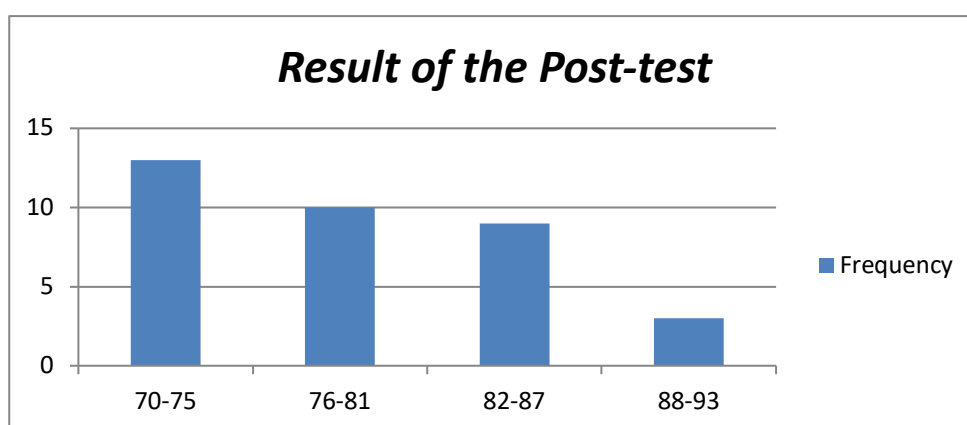


Figure 2. Graphs of the Result of the Post-test in Experimental Class

Based on Figure 2, it can be seen that out of 35 students, 13 students scored between 70 and 75, 10 students scored between 76 and 81, 9 students scored between 82 and 87, and 3 students scored between 88 and 93. The average posttest score in the experimental class was 79.23. This indicates the students' speaking comprehension level after receiving the treatments.

The normality test was conducted to determine if the data were normally distributed. The results of the normality test using SPSS showed that the P-value (Sig.) for the pretest in the experimental class was 0.343, and for the post-test in the experimental class, it was 0.153. Since

the P-values are greater than 0.05, we conclude that the data in the experimental class are normally distributed.

After obtaining the students' speaking skill scores (pre-test and post-test), the researcher conducted a homogeneity test using SPSS version 16. The result showed a P-value (Sig.) of 0.253. Since this P-value is greater than 0.05, H_0 was accepted, indicating that the variance of the data is homogenous.

Given that both the normality and homogeneity tests were satisfied, the researcher proceeded with the hypothetical test using an independent sample t-test in SPSS. The results showed a significant value (Sig. 2-tailed) of 0.000, which is less than 0.05. Thus, H_a was accepted, and H_0 was rejected. Based on this calculation, it can be concluded that there was a significant influence of TikTok on the speaking skills of eleventh-grade students at SMA Negeri 14 Bandar Lampung in the academic year 2023/2024.

Discussion

The research findings clearly indicate a significant influence of using TikTok on students' speaking skills. This was evidenced by the test results in the experimental class. The researchers compared pre-test and post-test results to determine if the class taught using the TikTok application showed better performance. The material covered in the experimental class aligned with the class 11 syllabus at SMAN 14 Bandar Lampung. The findings show a significant impact of TikTok on students' speaking skills, as demonstrated by the t-test results. The average pre-test score was 68.40, while the post-test average score was 79.23, based on the average scores from both the researcher and the teacher. This difference in scores indicates a notable improvement after the treatment. The t-test results further confirmed this with a sig value of 0.000, which is smaller than the significance level of 0.05, leading to the acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_0). Therefore, the use of TikTok videos significantly improved students' speaking skills.

The results of this research are consistent with previous studies. Nizzu found a significant difference in students' speaking abilities before and after using TikTok videos, with average pre-test scores increasing from 59.16 to 67.86 in the post-test. The t-test analysis showed a significant value less than 0.05, confirming the effectiveness of TikTok videos in improving students' speaking skills at SMAN 7 Bandar Lampung (Nizzu, 2016). Similarly, Muslimah's research revealed a significant improvement in students' speaking abilities, with average pre-test scores rising from 41.11 to 80.03 in the post-test. The t-test analysis confirmed a significant difference with a calculated t value greater than the table value, demonstrating the effectiveness of TikTok videos in enhancing speaking skills at SMP Muhammadiyah 01 Sukajaya (Muslimah, 2022). Additionally, Marleni found that TikTok videos significantly improved speaking mastery, with average pre-test scores increasing from 57.39 to 65 in the post-test. Classroom observations supported these findings, highlighting the effectiveness of TikTok videos in enhancing speaking skills among English Department students at Universitas Pahlawan Tuanku (Marleni et al., 2021).

The TikTok application strategy was implemented to assess its impact on students' speaking skills. In this approach, students were required to understand pronunciation and speaking techniques using the TikTok application. TikTok serves as a useful tool for both teachers and students in the teaching and learning process, providing engaging content with visuals and sounds. This strategy aimed to measure and improve students' speaking skills by allowing them to see, hear, and practice based on videos provided in the application. The application of TikTok in experimental classes resulted in improved post-test scores, leading researchers to conclude a significant positive impact on students' speaking skills.

The learning process in the experimental class proceeded smoothly, with students comprehending the explanations and effectively practicing the skills demonstrated in the TikTok videos. This increased student engagement and participation in the learning process, including asking questions and making suggestions, thereby enhancing their concentration and learning

outcomes. The use of TikTok proved to be an engaging tool to help students understand speaking material better. However, it was noted that not all students were confident using TikTok due to shyness, particularly among male students. Despite their interest in learning through TikTok, some preferred to use the application privately rather than publicly.

In conclusion, the use of TikTok can significantly enhance students' speaking skills. The application is unique and engaging, incorporating images and sounds that help students visualize and understand stories, even if they struggle with the material. This method allows students to gain more experience and improve their comprehension. Teachers can use TikTok to clarify and reinforce students' understanding, making it a valuable tool in language education.

CONCLUSIONS

Based on the discussion, it can be concluded that there is a notable difference in the mean scores before and after students received treatment in English speaking skills using the TikTok application. The data presented earlier indicates that TikTok videos significantly affect students at SMAN 14 Bandar Lampung. At the end of the research, a post-test was administered to measure the influence of TikTok on students' speaking skills in the experimental class after the treatments were completed.

The results show that the significance value (sig. 2-tailed) from the equal variance assumed in the independent sample test was 0.000, which is lower than the threshold of 0.05. This means that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. Therefore, it was concluded that the use of TikTok videos significantly influenced students' speaking skills. Based on the data analysis, the researcher concluded that there was a significant influence of TikTok on the speaking skills of eleventh-grade students at SMA Negeri 14 Bandar Lampung in the academic year 2023/2024.

Despite the significant findings, this study has several limitations. The sample size was relatively small, consisting of only 35 students from a single class, which may not be representative of the entire population. Additionally, the study was conducted over a limited period, which might not capture the long-term effects of using TikTok on speaking skills. Another limitation is the potential bias in self-reported data and the influence of external factors that were not controlled in the study.

The implications of this study suggest that incorporating TikTok into English language teaching can be an effective strategy to enhance students' speaking skills. This approach can make learning more engaging and relatable for students, potentially leading to better learning outcomes. Educators can leverage popular digital platforms to create interactive and enjoyable learning experiences, thereby improving students' motivation and participation in language learning activities.

Future research should consider expanding the sample size and including multiple classes from different schools to improve the generalizability of the findings. Longitudinal studies could provide insights into the long-term impacts of using TikTok on language skills. Additionally, exploring the use of TikTok for teaching other language skills, such as listening and writing, could offer a comprehensive understanding of its educational potential. Teachers are encouraged to integrate digital tools like TikTok thoughtfully, ensuring that they complement traditional teaching methods and cater to diverse learning preferences.

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