

## Using TikTok as a Media to Enhancing Speaking Skills in English Foreign Language Classroom

**Rangga Mega Putra**

*Universitas Nahdlatul Ulama Lampung, Indonesia*

**Corresponding Author:**  megarangga21@gmail.com

### ABSTRACT

The objective of this study was two fold: (1) to examine the speaking abilities of seventh-grade students at SMP Ma'arif NU 4 Darurrohmah through the use of TikTok video-based media, and (2) to assess the improvement in these abilities as a result of this intervention. This research employed Classroom Action Research (CAR) methodology, conducted in two cycles, each encompassing planning, action, observation, and reflection. Both quantitative and qualitative data were collected, with tests serving as the primary assessment instrument. The study population included all seventh-grade students at SMP Ma'arif NU 4 Darurrohmah, from which a purposive sample of 30 students from class 7.1 was selected. The findings indicated a significant enhancement in the students' speaking abilities regarding descriptive texts following the implementation of TikTok video-based media. Notably, students not only improved their vocabulary but also reported a more enjoyable learning experience. In the pre-test, 10 students (33%) achieved scores above 75. This number increased to 15 students (50%) in the post-test of Cycle 1, and further to 25 students (83%) in the post-test of Cycle 2. These results underscore a substantial improvement in the students' speaking capabilities. In conclusion, the integration of TikTok video-based media proved effective in enhancing the speaking abilities of students, particularly in the context of descriptive texts, thereby affirming the success of the research.

### ARTICLE INFO

*Article history:*

Received

August 11, 2024

Revised

November 03,

2024

Accepted

November 21,

2024

**Keywords:** *Speaking Skills, TikTok Learning Media, English Foreign Language*

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

CV. Creative Tugu Pena

### PENDAHULUAN

Using of technology for a learning media is unavoidable and inseparable in the teaching and learning process since a new era that has triggered online learning. The learning media is needed that does not make students difficult and does not feel strange in using it. Learning media has a meaning as a learning resource that develops in accordance with the development of learning technology and various forms, from audio and visual to audio visual. Muhlison (2021) argues that the media used is also an integrative part of the learning design that must be mastered by the lecturer. Since the learning media greatly affect the learning process and student learning outcomes so that lecturer must really be able to choose the right and appropriate learning media. Learning in this way provides convenience because it combines various methods of delivery, teaching models, and learning styles as well as introducing various learning media.

The learning media used must adapt to changing trends and booms at this time especially in a new era, such as the TikTok application. Furthermore, the TikTok application is a social media that can upload videos with various video editing features so that they can be created as desired. The TikTok application can be used with a mobile phone, therefore the online learning process can be anywhere and anytime because the media can be as m-learning. According to Siraj and Vijay (in Astra, 2015) state m-learning is using of a mobile device to have possession which can organize learning anywhere and anytime. Thus, online learning is carried out by most educational institutions by adopting the use of technology, especially online platforms and social media applications with the aim of ensuring students

In the global era, we cannot avoid speaking English. It is not only used to engage in international business but also in technology in which the language used for the instruction is English. English is a skill that is important and needed by people. Based on the theories above it can be concluded that speaking ability is an interactive process of constructing meaning that involves producing and receiving or processing information by using words or sounds of articulation. It consists of competence in sending and receiving a message which requires pronunciation, vocabulary, grammar, fluency, and comprehension. TikTok is one of the popular applications influenced with million viewers that contains the short-video sharing social media, tik tok is a modern media or platform that contains videos with a duration of 15-60 seconds which is currently a trend from young people to adults which will certainly be a very fun media if utilized to become a learning media, especially to improve speaking ability.

Speaking as one of the four language skills is considered as the most demanding and important skill to be mastered. It is away to express ideas, feelings or emotions to people orally. Through speaking, people can produce as well as receive language containing information to create interaction (Fakhruddin, 2021). While, According to Speaking is a useful language skill that enables speakers and listeners to engage in oral communication for the purpose of transferring and sharing information and developing long-term relationships. English is one of the languages that has a global demand to be learned by learners from different countries at all levels of communication (Aziz & Kashinathan, 2021).

According to Harris In cited (Azlina et al., 2015) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. Based on the theory and opinions, it can be concluded that speaking ability is a skill in expressing articulation sounds or words commonly used in everyday life. In general, experts make a definition of media based on the communication point of view. When viewed from the origin of the word, media is the plural word of the word "medium". This word comes from Latin which means between. From a communication point of view, "medium" means something that can mediate the communication process. "Medium" can also mean something that can help convey messages and information from the source of the message (communicator) to the recipient of the message (communicant) (Pagarra H & Syawaludin, 2022).

According to (Kristanto, 2016) learning media is an important factor in improving the quality of learning. From the opinions above, it can be concluded that learning media is anything that can convey a message, stimulate the minds, feelings, and willingness of learners, thereby encouraging the learning process in students. According to (Wisnu Nugroho Aji, 2020) Tik Tok app is a Chinese social network and music video platform launched in early September 2016. The app gives users access to create their own short music videos. While, According to fatimah Tik Tok is a Chinese

social networking and music video app developed by developer Toutiao. The app allows users to create their own short music videos. According to (Rahmana et al., 2022) Educational media is an intermediary for a learning process from a source to its recipient to obtain information so that those who do not know become aware and those who are unable to overcome themselves become independent. Based on the theory above, it can be concluded that tik tok video is a trendy social media application that is in great interest of some people ranging from teenagers to adults so that by utilizing tik tok video as a learning media, it will create a more fun teaching and learning situation and motivate students.

## METHOD

The research was conducted at SMP Ma'arif NU 4 Darurrohmah. Which is located at Raya Banding street, Sukadana Center Village, Sukadana District, East Lampung Regency. When the research will conducted in October 2024. This study belongs to class action research (CAR), the researcher was conducted classroom action research to know and learn the phenomenon which occurred in the teaching-learning process and purposely tried to offer a solution for the problem that happened. Classroom Action Research is different from quantitative and qualitative research but has characteristics of both. Action research utilizes and appropriates intervention to collect and analyze data and implementations to address educational issues.

According to (Suharsimi, 2021) (Classroom Action Research (CAR) is action research conducted to improve the quality of learning improvement in the classroom The researcher took the Classroom Action Research (CAR) method because there are problems at SMP Ma'arif NU 4, especially in class 7.1 in English lessons. The research design used is in the form of a cycle or repetition Which is Planning, Action, Observation, and Reflection.

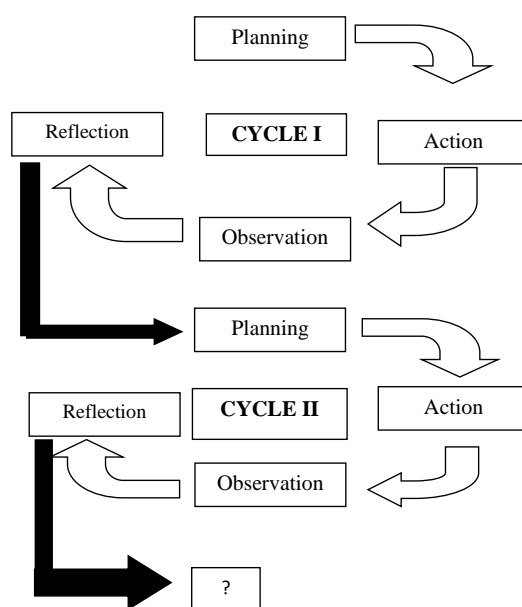


Figure 3. 1 CAR Stages of (Arikunto, 2021)

### 1. Planning

Planning should be based on the problem identified. Below are the things that should be prepared:

- a. The lesson plan
- b. The materials for teaching speaking
- c. The instrument for collecting data such as an interview sheet
- d. Preparing the facilities and media that would be used while teaching.
- e. Preparing the assignment needed for students

2. Action

the researcher applies the lesson plan in the teaching process. The steps of teaching speaking were done by the teacher in the process based on the lesson plan.

3. Observation And Evaluation

Observation is the process to get the information of action during the teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It did by interview and observation. The observation did carefully by the researcher because collected as the data which is used as basic reflection. In this phase, the researcher observed the students while they speak well.

4. Reflection

Reflection is the evaluation of the action that was done. In this step, the data about process, problem, and difficulties that were founded in the

## **RESULT AND DISCUSSION**

### **Cycle I**

#### **Plans**

The post-test were used to determine students' achievement in their speaking ability in descriptive text. The researcher gave the post-test were designed in the form of a speaking ability test. In the cycle, the researcher uses the media in the teaching-learning process. The media used was a Proyektor, Laptop, LKS, Erlangga Grade VII English Learning Book, and Assessment Interview Sheet. In the post-test, the researcher used the tik tok video media in test their speaking ability in descriptive text with the topic The first topic was about "Book" and the last was about "My High Junior School". The students answered the questions orally in brief. The post-test results are compared with the pre-test results to find out whether there is an improvement from the action or not. After all the research instruments were ready, the action plan was implemented

#### **Action**

The researcher conducted this research in Two meetings in which each meeting around 120 minutes. The students were improving their speaking ability in descriptive text by using tik tok video as media. Each meeting consists of 2x60 minutes. In this cycle, while the researcher implemented the action, the teacher took part in the class as the observer who observed the teaching and learning process by taking notes or fulfilling the observation sheets.

1) 1<sup>st</sup> Meeting

In this meeting, the researcher focused on students' speaking ability. The objectives of this meeting were to enable the students' to improve their speaking ability in descriptive text, to increase the student's knowledge of vocabulary, structure, context, and grammar. There were some activities for the students in this meeting. First, the researcher opened the class, greeted it, and check the attendance of students. after that, the researcher explained the material of the descriptive text using tik tok video as media the explained

about step by step to arrange a sentences in descriptive text and then the researcher suggest the students' to understanding step by step and gave their question. After the activity was done, to close the class the researcher concluded today's lesson and told the students what they learn in the next meeting.

2) 2<sup>nd</sup> Meeting

In this meeting, the researcher focused on students' speaking ability. The objectives of this meeting were to enable the students' to improve their speaking ability in descriptive text, to increase the student's knowledge of vocabulary, structure, context, and grammar. There were some activities for the students in this meeting. First, the researcher opened the class, greeted it, and check the attendance of students. after that, the researcher explained the material of the descriptive text using tik tok video as media the explained about step by step to arrange a sentences in descriptive text and then the researcher suggest the students' to understanding step by step and gave their question. After the activity was done, to close the class the researcher concluded today's lesson and told the students what they learn in the next meeting.

3) Post-Test

In the last meeting, the researcher gave the students a post-test. There were some steps of the post-test as follows. First, the researcher came to the class. the researcher opened the class, greeted, and check the attendance of students. Then, the researcher explained what the students have to do. the researcher has given tik tok video in test their speaking ability in descriptive text with the topic The first topic was about "Book" and the last was about "My High Junior School". The students answered the questions orally in brief. The post-test results are compared with the pre-test results to find out whether there is an improvement from the action or not.

**Observation**

First, in cycle I observations were conducted simultaneously with the implementation of teaching and learning activities The observation sheet was used to see the level of students' activities and teachers' activities during the teaching-learning process follows:

**Table 1 Observation Sheet**

No	Observation Item Cycle I	Ye	No
		s	
A.	<b>Pre-Teaching</b>	√	
	The teacher greats the students	√	
	The students respond to the greeting	√	
	The teacher ask the students' condition	√	
	The students tell their condition to the teacher	√	
	The teacher checks the attendance list	√	
	The teacher outlines the material	√	
	The teacher explain the goal of teaching and learning	√	
	The teacher warms up to the students, such as giving the students some question about the material that will be discussed to	√	

	the students in the class		
<b>B.</b>	<b>Whilist Teaching</b>		
	The students are ready to learn the material	√	
	The teacher gives the explanation of the material	√	
	The teacher using tik tok video as media in learning	√	
	The teacher explained material about descriptive text	√	
	The teacher ask to their if their dont uderstand	√	
	The Students asking about the material	√	
	The teacher gives the test to the students	√	
<b>C.</b>	<b>Post-Teaching</b>		
	The teacher summarizes the lesson	√	
	The teacher gives reward and motivates the students to participate more in the next meeting	√	
<b>D.</b>	<b>Class Situation</b>		
	The students' enthusiasm/motivation	√	
	The students' involvement	√	

### Reflection

The researcher and the teacher evaluated the conclusion of implementing the action. Based on the result of pre-test, they was only 10 students or 33% of students who passed the KKTP. And the other side 20 students' got failed to score or it was 67%. then, After the researcher gave action the students' speaking ability In descriptive text using tik tok video as media was improved after post-test 1. Based on the result of post-test 1, they were 15 students' or 50% of students' who passed KKTP. And the other side 15 students' got failed to score or it was 50%. instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking ability in descriptive text had been improved proven by the score they get although not all the targets were accomplished yet. Besides that, the students seemed to accept the material easily by using tik tok video as media.

### Cycle II

#### Plans

Based on the first cycle reflection is categorized as unsuccess, therefore the researcher was conducting action of cycle II. The action and post-test were used to determine students' achievement in their speaking ability in descriptive text. This cycle was held in two meetings. In the first meeting, the researcher gave the action and for the second meeting, The researcher gave the post-test to the students. In cycle II the researcher use the media in the teaching-learning process. The media used was a Laptop, Proyektor, Erlangga Grade VII English Learning Book, and Assessment Sheet. The use of media in the first meeting and the second meeting would be almost similar. Then, in the post-test was conducted by oral test The first topic was about "My Friend " and the last was about "What the Movie?". The students answered the questions orally in brief.

#### Action

Cycle II was conducted in two meetings in which each meeting around 120 minutes. The students were improving their reading comprehension by using skimming technique. Each meeting consists of 2x60 minutes. The first meeting of cycle II was conducted on Monday, 8th October 2024. Meanwhile, the second meeting was conducted on Wednesday, October 10th, 2024. In this cycle, while the researcher implemented the action, the teacher took part in the class as the observer who observed the teaching and learning process by taking notes or fulfilling the observation sheets.

1) 1<sup>st</sup> Meeting

In this meeting, the researcher focused on students' speaking ability in descriptive text using tik tok video as media. The objectives of this meeting were to enable the students to learn English language skills, to enhance their confidence and, to increase the student's knowledge of vocabulary, structure, context, and grammar.

There were some activities for the students. First, the researcher opened the class by greeting and checking the attendance of students. After that, the researcher explained more about the material of the descriptive text using tik tok video as media. The researcher explained about step by step to arrange a sentences in descriptive text and then the researcher suggest the students' to understanding step by step and gave their question.

After the activity was done, to close the class the researcher concluded today's lesson and told the students what they learn in the next meeting.

2) Meeting 2<sup>nd</sup>

In this meeting, the researcher focused on students' speaking ability in descriptive text using tik tok video as media. The objectives of this meeting were to enable the students to learn English language skills, to enhance their confidence and, to increase the student's knowledge of vocabulary, structure, context, and grammar. There were some activities for the students. First, the researcher opened the class by greeting and checking the attendance of students. After that, the researcher explained more about the material of the descriptive text using tik tok video as media. The researcher explained about step by step to arrange a sentences in descriptive text and then the researcher suggest the students' to understanding step by step and gave their question. After the activity was done, to close the class the researcher concluded today's lesson and told the students what they learn in the next meeting

3) Post-test

In the last meeting, the researcher gave the students a post-test. There were some steps of the post-test as follows. First, the researcher came to the class. The researcher opened the class, greeted, and check the attendance of students. Then, the researcher explained what the students have to do. The researcher has given tik tok video in test their speaking ability in descriptive text with the topic The first topic was about "My Friend " and the last was about "What the Movie?". The students answered the questions orally in brief.

The result of post-test cycle II was compared with the result of the pre-test and Post-test cycle I to find out whether there is an improvement from the action or not.

**Observation**

In cycle 2 was conducted 2 times a meeting, students have shown a lot of progress in learning to speaking ability in descriptive text. The observation sheet

was used to see the level of students' activities and teachers' activities during the teaching-learning process follows:

**Table 4. 1 Observation Sheet**

No	Observation Item Cycle 2	Yes	No
<b>A.</b>	<b>Pre-Teaching</b>	√	
	The teacher greats the students	√	
	The students respond to the greeting	√	
	The teacher ask the students' condition	√	
	The students tell their condition to the teacher	√	
	The teacher checks the attendance list	√	
	The teacher outlines the material	√	
	The teacher explain the goal of teaching and learning	√	
	The teacher warms up to the students, such as giving the students some question about the material that will be discussed to the students in the class	√	
<b>B.</b>	<b>Whilist Teaching</b>		
	The students are ready to learn the material	√	
	The teacher gives the explanation of the material	√	
	The teacher using tik tok video as media in learning	√	
	The teacher explained material about descriptive text	√	
	The teacher ask to their if their dont uderstand	√	
	The Students asking about the material	√	
	The teacher gives the test to the students	√	
<b>C.</b>	<b>Post-Teaching</b>		
	The teacher summarizes the lesson	√	
	The teacher gives reward and motivates the students to participate more in the next meeting	√	
<b>D.</b>	<b>Class Situation</b>		
	The students' enthusiasm/motivation	√	
	The students' involvement	√	

**Reflection**

The researcher and the teacher evaluated the conclusion of implementing the action. Based on the result of post-test 2, they was 27 students or 77% of students who passed the KKTP. And the other side 8 students' got failed to score or it was 23%. Based on these results, it can be concluded that students' speaking ability in descriptive text has improved from cycle 1

The objective of the research To know the teaching and learning process using tik tok videos as a medium to improve speaking ability in descriptive text and to find out the improving of students' speaking ability in descriptive text using tik tok video as media in the seventh grade of SMP M'arif Nu 04 Darurrohmah. To achieve the objective of the research, the researcher conducted a meeting in two cycles it was cycle I & II.

In cycle I the first meeting planning to prepare lesson plan, learning media , and instrument of the research, the researcher conducted a action to improve their confidence and speaking ability, to improvement the student's knowledge of vocabulary, structure, context, and grammar. And the last meeting the researcher conducted a post-test to find out whether there is an improvement from the action or not.

In cycle II the first meeting was held process (action) to focused on students' in English speaking ability in descriptive text using tik tok video as media. The objectives of this meeting were to enable the students to learn English language skills, to enhance their confidence, to improve the student's knowledge of vocabulary, structure, context, and grammar. And the last meeting the researcher conducted a post-test to find out whether there is an improvement from the action or not.

## CONCLUSION

Based on the findings and discussions presented in the previous chapter, it can be concluded that this research aimed to assess the improvement of seventh-grade students at SMP Ma'arif NU 04 Darurrohmah in their speaking skills through the use of TikTok videos as a teaching medium. The results indicate that students were able to practice their speaking abilities, enhance their pronunciation and vocabulary, and develop a greater enthusiasm for speaking English. Additionally, the use of TikTok videos contributed to a more engaging and enjoyable learning experience.

## REFERENCES

- Alfirandi, Y. (2023). *the Effect of Tik Tok Videos To Improve Speaking*. <https://ejournal.bsi.ac.id/ejurnal/index.php/wanastra/article/view/15627>
- Arikunto, S. (2021). *Penelitian Tindakan Kelas (PTK)* (Suryani (ed.); Revisi). Bumi Aksara.
- Aziz, A. A., & Kashinathan, S. (2021). *ESL Learners ' Challenges in Speaking English in Malaysian Classroom* *ESL Learners ' Challenges in Speaking English in Malaysian Classroom*. 1(2). <https://doi.org/10.6007/IJARPED/v10-i2/10355>
- Azlina, K., Eliwarti, & Novitri. (2015). A study on the speaking ability of the second year students of SMK Telkom Pekanbaru. *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 1-13. <https://media.neliti.com/media/publications/206186-none.pdf>
- De Leyn, T., De Wolf, R., Vanden Abeele, M., & De Marez, L. (2022). In-between child's play and teenage pop culture: tweens, TikTok & privacy. *Journal of Youth Studies*, 25(8), 1108-1125. <https://doi.org/10.1080/13676261.2021.1939286>
- Fakhrudin. (2021). *The Correlation Between Grammar And Speaking Skill*. 10(November), 250-262.
- Handoyo, F., Agustina, L., & Setiwan, R. (2023). Improving Students' Speaking Ability by Creating a Story Telling Recorded in a Video. *Linguistic, English Education and Art (LEEA) Journal*, 7(1), 49-59. <https://doi.org/10.31539/leea.v7i1.6868>
- Hutabarat, M. S., Siregar, R. K., & Harahap, N. (2024). Enhancing Speaking Proficiency Through TikTok Duet Interactions Among Eighth Grade at SMP Negeri 4

- Padangsimpulan. *ETANIC Journal Of English ...*, 2, 43–55.  
<https://jurnal.radisi.or.id/index.php/JournalETANIC/article/view/370%0Ahttps://jurnal.radisi.or.id/index.php/JournalETANIC/article/download/370/186>
- Inten Mujizat. (2017). *the Effectiveness of Using Storytelling Technique on*. 01, 21.  
<https://repository.uinjkt.ac.id/dspace/handle/123456789/33760>
- Kristanto, A. (2016). *Media Pembelajaran. Bintang Sutabaya*, 1–129.
- Langkis, P. (2021). *Variasi Metode Mengajar Guru Dalam Mengatasi Kejenuhan Siswa di Sekolah Menengah Pertama*. 2, 68–82.
- Pagarra H & Syawaludin, dkk. (2022). *Media Pembelajaran*. In *Badan Penerbit UNM*.
- Pratiwi, A., Jabu, B., & Talib, A. (2023). Using Story Telling to Improve the Speaking Ability of the Third Grade Students of SMP Negeri 2 Pangkajene. *PERFORMANCE: Journal of English Education and Literature*, 2(4), 542–553.
- Rahmana, P. N., Putri N, D. A., & Damariswara, R. (2022). Pemanfaatan Aplikasi Tiktok Sebagai Media Edukasi Di Era Generasi Z. *Akademika*, 11(02), 401–410.  
<https://doi.org/10.34005/akademika.v11i02.1959>
- Rangkuti, A. N. (2016). *Metode Pendidikan Penelitian Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan*.
- Said Harahap, A., Priyana, J., & Azis Faizal, A. (2023). Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang. *International Journal of Contemporary Studies in Education*, 02(02), 107–118. <https://doi.org/10.30880/ijcse.v2i2.396>
- Saleh & Syahrudin, dkk. (2023). *Media Pembelajaran*. 1–77.  
<https://repository.penerbiteurka.com/publications/563021/media-pembelajaran>
- Septantiningtyas, N. (2019). *PTK (Penelitian Tindakan Kelas)* (A. Sanjaya (ed.)). Lakeisha.
- Sugiono. (2015). *Metode penelitian pendidikan : Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung : Alfabeta.

---

**Copyright Holder :**

© Rangga Mega Putra (2024).

**First Publication Right :**

© Attractive : Innovative Education Journal

**This article is under:**

