# THE USE OF TIKTOK IN TEACHING SPEAKING IN SECOND SEMESTER STUDENTS AT UNIVERSITAS BHINNEKA PGRI

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## *Abstrak*

*Penelitian ini bertujuan untuk menguji efektivitas penggunaan TikTok sebagai media pembelajaran dalam meningkatkan kemampuan berbicara mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di Universitas Bhinneka PGRI. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen one group pretest-posttest. Sampel penelitian terdiri dari 21 mahasiswa semester dua. Instrumen yang digunakan berupa tes berbicara (pretest dan posttest) dengan indikator fluency, pronunciation, grammar, dan vocabulary, yang dinilai menggunakan rubrik penilaian berbicara. Data yang terkumpul dianalisis menggunakan uji t (paired sample t-test) dengan bantuan aplikasi SPSS versi 26. Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan pada kemampuan berbicara mahasiswa setelah penerapan pembelajaran berbasis TikTok, dengan nilai signifikansi 0.000 (< 0.05). Temuan ini membuktikan bahwa penggunaan TikTok efektif dalam meningkatkan kelancaran berbicara, pengucapan, tata bahasa, serta penguasaan kosakata mahasiswa. Selain itu, media pembelajaran berbasis TikTok juga meningkatkan motivasi, kepercayaan diri, serta keterlibatan mahasiswa dalam pembelajaran berbicara Bahasa Inggris.*
*Kata kunci: TikTok, kemampuan berbicara, pembelajaran bahasa Inggris, pembelajaran digital, media sosial*

## *Abstract*

*This study aims to examine the effectiveness of using TikTok as a learning medium to improve the speaking ability of second-semester students in the English Education Department at Universitas Bhinneka PGRI. The study employed a quantitative approach with a one-group pretest-posttest pre-experimental design. The sample consisted of 21 second-semester students. The research instruments were speaking tests (pretest and posttest), assessed based on fluency, pronunciation, grammar, and vocabulary using a speaking rubric. The collected data were analyzed using a paired sample t-test with the assistance of SPSS version 26. The results showed a significant improvement in students' speaking ability after the implementation of TikTok-based learning, with a significance value of 0.000 (< 0.05). These findings demonstrate that TikTok is effective in enhancing students' fluency, pronunciation, grammar, and vocabulary mastery. Furthermore, the use of TikTok as a learning medium also increased students' motivation, confidence, and engagement in English speaking learning.*
*Keywords: TikTok, speaking ability, English learning, digital learning, social media*

## INTRODUCTION

In English language learning, speaking proficiency is a crucial skill that allows learners to convey meaning, participate in conversations, and express opinions effectively. However, for many students, particularly at the early stages of learning, speaking poses significant challenges due to its reliance on various linguistic subskills such as pronunciation, fluency, vocabulary, and grammar (Mardiana, 2019). As speaking is inherently interactive and spontaneous, it requires more than structural accuracy; it also demands confidence and real-time processing of language, which many students find difficult to master (Alfirandi, 2023a). Therefore, improving speaking competence has become a focal objective in English education.

The emergence of Generation Z, characterized by their deep engagement with technology and social media, has altered traditional learning landscapes. Generation Z students—born between 1997 and 2012—have grown up immersed in digital environments and are especially familiar with mobile applications such as TikTok (Andrea et al., 2016). As a result, educational practitioners are encouraged to adapt teaching strategies to integrate digital tools that align with the interests and habits of these learners. Social media, once seen primarily as a recreational platform, is now recognized for its educational potential in supporting more flexible and learner-centered experiences (Nasution, 2020).

Among the many social media platforms available, TikTok stands out as one of the most popular among students. Its short-form video format, ease of access, and highly engaging interface make it a promising tool for language learning (Simamora et al., 2023). TikTok allows users to create videos ranging from 15 to 60 seconds, often using music, special effects, and editing tools, making it suitable for enhancing speaking skills in creative ways. Through activities like lip-syncing, storytelling, and participating in video challenges, students are exposed to authentic language use while also gaining opportunities to practice spoken English in a low-stakes, enjoyable setting (Alfirandi, 2023b).

Incorporating TikTok into the English-speaking classroom enables learners to practice pronunciation, fluency, and expression, often through features such as Duet, Stitch, and interactive video tasks. These tools foster creativity, collaboration, and self-reflection, while also providing learners with the chance to receive feedback from peers and instructors. As highlighted by Salazar-Rosas et al. (2023), such features are particularly effective in developing learners' speaking confidence and listening comprehension, due to the authentic language exposure and mimicry of real-life communication.

Several prior studies support the use of TikTok in English language learning. Tiyana et al. (2023) found that high school students who used TikTok to practice speaking demonstrated measurable improvements in fluency, vocabulary, and confidence. Similarly, Nguyen et al. (2024) observed that TikTok's peer-driven content and informal language use enhanced university students' speaking frequency and motivation. However, these studies often focused on high school learners or general university students, leaving a research gap in understanding how TikTok affects speaking development among early-year English Education students, particularly those in their second semester.

Speaking itself is a multi-faceted skill requiring the integration of several components. According to Harmer (2001), speaking proficiency depends on aspects such as connected speech, expressive devices, language processing, and social interaction. Mastery of these elements enables learners to articulate their ideas fluently and appropriately within various communicative contexts. Furthermore, as Komariyah et al. (2022) note, speaking is not only a linguistic function but also a social activity shaped by confidence, motivation, and communicative competence.

In light of this context, the current study investigates the use of TikTok as a medium for teaching speaking to second-semester students in the English Education Department at Universitas Bhinneka PGRI. These learners, at an early stage of developing their productive skills, require methods that are both pedagogically sound and engaging. By leveraging a

platform already embedded in students' daily routines, educators can potentially reduce anxiety, increase participation, and provide more authentic opportunities for speaking practice (Gunawan, 2017). This research seeks to examine whether such a strategy leads to measurable improvements in learners' speaking ability.

To address the aforementioned research gap, this study focuses specifically on second-semester students who are developing foundational speaking competence. The aim is to evaluate the effectiveness of TikTok in enhancing their speaking performance particularly in terms of fluency, pronunciation, vocabulary, and grammar. The findings are expected to provide pedagogical insights for integrating social media platforms into language learning, and contribute to the broader discourse on digital learning in English as a Foreign Language (EFL) contexts.

## METHOD

This study adopted a quantitative research approach to investigate the effectiveness of TikTok as a learning medium for enhancing students' speaking ability. Specifically, the one-group pretest-posttest design was employed, allowing the researcher to measure the students' performance before and after the implementation of TikTok-based learning. This method is suitable for examining the improvement in students' speaking skills resulting from the intervention (Creswell, 2018).

### Research Design

The experimental design used in this study involved a single group of participants who received the treatment and were assessed twice once prior to the treatment (pretest) and once after (posttest). The pretest served to establish baseline data on students' speaking performance, while the posttest measured progress after engaging with TikTok as a speaking tool. The intervention included the use of TikTok videos for speaking practice over four instructional meetings, during which students engaged in observing, analyzing, and producing TikTok content related to English speaking tasks.

### Participants and Setting

The research was conducted at Universitas Bhinneka PGRI, Tulungagung, with participants consisting of 21 second-semester students from the English Education Department in the academic year 2024/2025. These students were selected using a total sampling technique, meaning all students enrolled in the "Speaking" course during that semester were included. This specific group was chosen because they were in the early stages of developing speaking skills and belonged to Generation Z, making them familiar with and interested in social media platforms such as TikTok (Nasution, 2020).

### Variables

This study involved two variables: the independent variable was the use of TikTok in teaching speaking, and the dependent variable was the students' speaking ability. The operational definition of the independent variable included the integration of TikTok-based activities such as video observation, creation, and interaction. The dependent variable, students' speaking performance, was assessed using a standardized rubric that measured fluency, pronunciation, grammar, and vocabulary (Brown, 2004).

### Instruments and Data Collection

The main instrument used in this research was an oral performance test conducted in two stages: pretest and posttest. During each test, students were asked to deliver a 2–3-minute oral presentation expressing their opinion on a given topic without notes or digital assistance. A speaking rubric was employed to score their performance across four criteria: grammar, vocabulary, pronunciation, and fluency. The scoring followed a four-point scale for each criterion, and scores were categorized into levels: Very Good (86–100), Good (71–85), Enough (56–70), and Less (< 56).

The pretest was administered before the treatment to assess baseline speaking abilities. The treatment phase spanned four sessions, involving materials presented via PowerPoint, TikTok video modeling, guided practice, and student-generated TikTok videos. The posttest, conducted after the treatment, mirrored the pretest in format and topics but used different prompts to ensure objectivity.

**Validity and Reliability**

To ensure the validity of the instrument, expert judgment was utilized. A lecturer from the English Education Department evaluated the relevance, content coverage, and appropriateness of the speaking tasks and scoring rubric. Construct validity was achieved by aligning the tasks with speaking competence indicators. Furthermore, the reliability of the instrument was tested using Cronbach's Alpha, yielding a value of 0.984, which falls in the "very reliable" category (Creswell, 2018).

**Data Analysis**

Data were analyzed using SPSS version 26. Descriptive statistics were used to summarize the pretest and posttest scores. To test the normality of the data, the Shapiro-Wilk test was applied, confirming that the data were normally distributed. Based on this, a paired sample t-test was used to determine the significance of the difference between pretest and posttest scores. The hypothesis tested was:

- $H_0$ (Null Hypothesis): There is no significant difference in students' speaking ability before and after using TikTok.
- $H_1$ (Alternative Hypothesis): There is a significant difference in students' speaking ability before and after using TikTok.

A significance value ($p < 0.05$) would lead to the rejection of the null hypothesis, indicating a meaningful improvement in students' speaking ability due to the TikTok intervention.

## RESULTS AND DISCUSSION

**Results**

This section presents the findings from the pretest and posttest speaking assessments administered to second-semester students before and after the implementation of TikTok-based learning. The primary objective was to determine whether there was a significant improvement in students' speaking ability as a result of the treatment. The analysis focused on four aspects of speaking: fluency, pronunciation, grammar, and vocabulary.

**Pretest Results**

The pretest was conducted to assess students' initial speaking abilities. Based on the descriptive statistics, the mean pretest score was 59.62, indicating a moderate level of speaking performance among the participants prior to treatment. The minimum score was 50, and the maximum was 68.

Table 1. Descriptive Statistics of Pretest Scores

| N | Minimum | Maximum | Mean | Std. Deviation |
|---|---------|---------|------|----------------|
| 21 | 50 | 68 | 59.62 | 5.084 |

The frequency distribution showed that the most common scores were between 58 and 63, reflecting students' tendency to struggle with fluency and vocabulary usage in oral communication. This suggests that before the intervention, the participants had not yet developed strong speaking proficiency.

**Posttest Results**

Following the four-session TikTok-based intervention, a posttest was administered to evaluate improvements. The results indicated a significant increase in performance, with a mean score of 76.19, up from 59.62 in the pretest. The lowest posttest score was 66, while the highest reached 86, showing that all students experienced some degree of improvement.

#### Table 2. Descriptive Statistics of Posttest Scores

| N | Minimum | Maximum | Mean | Std. Deviation |
|---|---------|---------|------|----------------|
| 21 | 66 | 86 | 76.19 | 4.976 |

The increased mean and elevated minimum score demonstrate that TikTok positively influenced students' speaking abilities, particularly in fluency and pronunciation, as observed during the speaking performance evaluation.

**Normality Testing**

Before conducting hypothesis testing, a normality test was run using the Shapiro-Wilk method, which is suitable for small sample sizes. The results showed that both pretest and posttest data were normally distributed, with significance values exceeding 0.05.

#### Table 3. Shapiro-Wilk Normality Test

| Test | Statistic | df | Sig. |
|------|-----------|-----|------|
| Pretest | 0.967 | 21 | 0.676 |
| Posttest | 0.989 | 21 | 0.996 |

Since both significance values were above the 0.05 threshold, the data met the assumption for parametric testing.

**Hypothesis Testing**

A paired samples t-test was employed to determine whether the difference between the pretest and posttest scores was statistically significant. The result yielded a significance value of 0.000, which is less than 0.05, indicating a significant improvement in students' speaking skills after the TikTok intervention.

#### Table 4. Paired Samples t-Test

| Pair | Mean Difference | Std. Deviation | t | df | Sig. (2-tailed) |
|------|-----------------|----------------|---|-----|-----------------|
| Pretest – Posttest | -16.571 | 2.063 | -36.805 | 20 | 0.000 |

The negative mean difference (-16.571) indicates that the posttest scores were significantly higher than the pretest scores. Therefore, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis ($H_1$) is accepted. This confirms that the use of TikTok had a positive and statistically significant impact on the students' speaking ability.

The results of this study demonstrate a significant improvement in students' speaking ability after using TikTok as a learning medium. The increase from a pretest mean of 59.62 to a posttest mean of 76.19 confirms the effectiveness of this platform in enhancing speaking skills. These findings support Brown's (2004) view that speaking proficiency develops through meaningful, repetitive practice in authentic contexts.

TikTok's short video format, interactive features, and familiar interface make it well-suited for Generation Z learners, who are digitally native and motivated by visual, fast-paced content (Nasution, 2020). As noted by Harmer (2001), elements such as fluency, pronunciation, and interaction are key to speaking success all of which were improved in this study through TikTok-based tasks.

This finding aligns with prior studies, such as Tiyana et al. (2023) and Nguyen et al. (2024), which also found that TikTok increased learners' speaking fluency and confidence. Furthermore, Susilowati (2018) emphasized the platform's creative and engaging nature, which was reflected in this study as students showed greater enthusiasm and participation during speaking activities.

Overall, the findings confirm that TikTok can serve as an effective and motivating tool for improving speaking skills when integrated meaningfully into the learning process

## CONCLUSION

This study concludes that the use of TikTok significantly enhances the speaking ability of second-semester students in the English Education Department at Universitas Bhinneka PGRI. The statistical analysis revealed a substantial improvement in students' speaking performance, particularly in fluency, pronunciation, grammar, and vocabulary, as indicated by the increase in posttest scores and the significance value of 0.000. These findings confirm that TikTok can serve as an effective, engaging, and accessible medium for speaking practice among university learners.

Based on the findings of this study, it is suggested that English teachers integrate TikTok into speaking activities to enhance students' motivation, creativity, and fluency through interactive content. Students are encouraged to use TikTok not only as a source of entertainment but also as a platform to practice speaking English more confidently and authentically. For future researchers, it is recommended to explore the application of TikTok in developing other language skills such as listening or writing, investigate its long-term impact on learning outcomes, or compare its effectiveness with other digital tools across different educational contexts.

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