



The Effectiveness of TikTok Videos to Enhance Students' Motivation and Speaking Skills

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Abstract

Speaking skills are one of the most important skills in English language learning. However, most students, especially at SMPN 1 Cepu, still lack self-confidence, have limited vocabulary, are passive in learning, and need to be more active in using English in daily conversations. This research implemented TikTok videos integrated into project-based learning. This research aims to determine the effectiveness of using TikTok in improving students' motivation and speaking skills. This research includes a mixed-method type, quasi-experiment research design (quantitative research – t-test) and (qualitative research – interview and questionnaire). Statistical test to determine whether there is an influence of using TikTok videos on speaking skills through an independent sample t-test using SPSS 24. Meanwhile, a statistical test to determine whether there is an influence of using TikTok on student motivation is the Mann-Whitney test. Based on the results of statistical tests, an Asymp Sig (2-tailed) value of 0.001 or less than 0.05. This means that H_a is accepted. This means that there is an average difference between the experimental and control classes. There is a significant difference in the average score of speaking skills between the experimental class and the control class. Apart from that, there was a significant difference in the average motivation score between the experimental class and the control class. The implication of this research is TikTok can be used as a learning media that can motivate students and improve speaking skills.

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INTRODUCTION

Indonesia always strives to improve and develop the quality and quantity of education, especially for English language learning. One of the efforts made by the Ministry of Education and Culture to overcome the existing problems is to launch the Curriculum Merdeka (Nuninsari et al., 2020). The Curriculum Merdeka is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies (Yulianto, 2020). This curriculum requires teachers to be more creative and innovative in providing learning to their students. One of the learning innovations is the use of digital technology to hone students skills.

In Indonesia, English language proficiency in junior and senior high schools is still at the lowest level. It is proven by the results of the National Examination from year to year (Suryanto, 2014). The skills that students must have are speaking, listening, reading, and writing. However, the four skills of students are still lacking, especially the speaking skill. According to Bakhtiar and Suwandi (2022), the problems that arise are most of them are not confident enough, afraid, and have not mastered speaking English well. Mazizah et al. (2020) stated that as everyone knows, speaking has become the most crucial ability in English. When someone says they are fluent in English, it can be confirmed by their speaking.

Speaking English is difficult for many people, including the students at SMPN 1 Cepu. Based on the preliminary observation, there are some English-speaking barriers, as described by Ur (1996): (1) Restriction, students worry about making mistakes, fear criticism, or are shy; (2) nothing to say; students have no motivation to express themselves; (3) Participation is low or uneven, only one participant can speak at a time due to the large class size and the tendency of learners to dominate, while others speak very little or not at all; (4) Mother tongue use, students' lack of motivation to learn the target language and the

culture of their first language still influences them. Most students in SMPN 1 Cepu are not confident, have limited vocabulary, are passive in learning, and need to be more active in using English in daily conversations. It is because the students there need more motivation to learn English. Therefore, there must be a solution to foster students' motivation and interest in speaking English.

Besides an effective technique, the researchers provide good media that make students more interested, enjoy, and happy in learning English, namely TikTok Video. Zaitun et al. (2021) stated that TikTok Video is a flexible media and can improve students' motivation and speaking skills. Students speak English reporting through social media TikTok Video. TikTok is one of the most popular applications among millennials. The TikTok program allows users to create and share short vertical videos, which can be seen by just scrolling the screen up or down. The number of TikTok users has increased daily, particularly during the pandemic. As of October 2020, TikTok had 2 billion downloads worldwide (Herlisya and Wiratno, 2020).

Social media users frequently download TikTok application originating from China to alleviate boredom when forced to remain at home (Herlisya & Wiratno, 2020). According to Yang (2020), TikTok is also one of China's most popular social media apps outside of the country. The previous research results showed that high school students liked using TikTok Videos to help learn English as a foreign language (EFL). They also liked using TikTok outside of school to learn English. Besides, students said they wanted their teachers to show them how to use TikTok to learn English and help them along the way.

Herlisya and Wiratno (2020) stated that using TikTok in English activities makes students' learning activities are getting better. When students study a foreign language, they cannot directly connect to the cultural context, as stated by Ali and Mujiyanto (2017). It has the consequence that learners with the same mother tongue tend to use it because it is easier.

Students feel less exposed if they speak a different language. However, students converse with others to obtain information and occasionally need to communicate with others who speak different languages (Fabianto & Hartono, 2015). They must be able to communicate in an international language to express their views and interact with people who speak different languages. One of the international languages that are spoken all over the world is English. Therefore, to communicate effectively with others, students should be able to speak English. To overcome these problems, appropriate learning media are needed in handling them. Based on the literary study, it was found that the media became one of the obstacles to learning English. Meanwhile, research related to the use of TikTok to improve students' speaking skills at the junior high school level is still rare. It is in line with the problem faced by students at SMPN 1 Cepu. In the teaching and learning process, the teacher used conventional media that made students unmotivated and spoke poorly. Therefore, the researchers investigated the effectiveness of TikTok Video in enhancing students' motivation and speaking skills. The research questions addressed are 1) How is the impact of using TikTok videos on students' speaking skills and motivation?; 2) To what extent does the use of TikTok videos improve students' speaking skills and motivation?

METHOD

In this study, the researchers used mix-method, the quasi-experimental research design (quantitative research - t-test), and (qualitative – structured/unstructured: interview and questionnaire). The experimental group implemented learning using TikTok media to hone their speaking skills, while the control group honed their speaking skills with treatment that is usually applied in schools, namely students presenting directly in class.

The research participants are the eighth-grade students of SMPN 1 Cepu, who were selected using purposive sampling, by considering their characteristics. The chosen

classes were 8A as the control group, which consisted of 32 students, and 8C as the experimental group, with the same number of students. The students' speaking performances were assessed by using a speaking assessment rubric adopted from Harris (1974) and Brown (2004). It assesses five aspects of speaking skill, including pronunciation, grammar, vocabulary, fluency, and comprehension. In the experimental group, students were given assignments using the Project Based Learning (PjBL) model with the project in the form of TikTok Videos of daily activities. Meanwhile, the control group presented the assignment project directly in class.

To assess the effectiveness of the use of TikTok videos to enhance students' speaking skills, the pre-test and post-test were given to both the experimental and control groups. Along with that, the researchers also distributed a questionnaire, that was adopted from Gardner (2014) and Kaye et al. (2021), to investigate students' motivation. The questionnaire with the Likert scale consists of statements about the topic including favorable items with five alternative answers: 1 to 5 including strongly agree, agree, neutral, disagree, and strongly disagree.

This research used an independent t-test to analyze the test scores. Then, the Mann-Whitney test was used to analyze the questionnaire on students' motivation. Independent t-test and Mann-Whitney test were carried out using SPSS Windows Version 24. Speaking skill and motivation improvement categories were analyzed using the n-gain formula. Based on the n-gain value, the category of improvement in speaking skills and student motivation can be identified. Gain is categorized as high if the g value is > 0.7 ; intermediate if $(0.7 > g > 0.3)$; and low if $g < 0.3$ (Hake, 1998).

$$g = \frac{< Sf > - < Si >}{S_{max} - < Si >}$$

Information :

g = gain

Sf = post-test average

Si = pre-test average
 Smax = maximum score

75-84	13	Good
56-74	14	Fair
41-55	0	Poor

RESULTS AND DISCUSSIONS

This section presents the results of the study, which focuses on evaluating the effectiveness of using TikTok videos integrated into PBL to enhance students' speaking skills. The results are further discussed to highlight its significance. The detailed results are presented as follows.

Table 1. Pre-test Data of Control Class

Interval Class	Respondent	Criteria
85-100	0	Very good
75-84	12	Good
56-74	13	Fair
41-55	7	Poor

Table 1 shows that students' speaking abilities are still in the Fair category. The lowest score was 50 and the highest score was 82 with a mean of 65.58. Pre-test data for class 8C, an experimental class in Table 2, shows that students' speaking abilities are still in the Fair category. The lowest score was 52 and the highest score was 80 with a mean of 64.00.

Table 2. Pre-test Data of Experimental Class

Interval Class	Respondent	Criteria
85-100	0	Very good
75-84	8	Good
56-74	9	Fair
41-55	15	Poor

Based on the post-test data for class 8A, a control class in Table 3, shows that students' speaking skills have improved.

Table 3. Post-test Data of Control Class

Interval Class	Respondent	Criteria
85-100	5	Very good

From the results of the post-test, it can be seen that the lowest score was 60 and the highest score was 86 with a mean of 75.75. It means that the control class students' scores in speaking skills are in the Good category. Whereas based on the post-test data for class 8C, an experiment class in Table 4, shows that students' speaking skills also have improved.

Table 4. Post-test Data of Experimental Class

Interval Class	Respondent	Criteria
85-100	8	Very good
75-84	16	Good
56-74	8	Fair
41-55	0	Poor

From the results of the post-test, it can be seen that the lowest score was 72 and the highest score was 88 with a mean of 80.31. Based on the Kolmogorov-Smirnov statistical test SPSS 24 results, the Sig value was obtained. Of 0.053 for the experimental class and the Sig value. Of 0.200 for the control class. Sig value. For both classes is more than 0.05, meaning that the values for the experimental and control classes are normally distributed. The Sig value was obtained based on the results of the homogeneity statistical test using Levene's Test. based on a mean line of 0.022. Sig value. 0.022 is less than 0.05, which means that the experimental class and control class data are not homogeneous. The homogeneity test is not an absolute requirement for the independent sample t-test, so even though the data variance is not homogeneous, as long as the data is normally distributed, the independent sample t-test can be carried out. Hasyim et al. (2021) stated that homogeneous data is not an absolute requirement in the independent sample t-test because, in the statistical test, there are two outputs, namely homogeneous data output and

non-homogeneous data output, then we can decide which output we will interpret.

Based on the results of statistical tests, the t-count value was 2.974. The t-table value with $df=62$ is 1.670. The count value is greater than the t-table value, so it can be concluded that H_a is accepted and H_o is rejected, which means that there is an influence of using the TikTok video application on students' speaking skills. The magnitude of the category of improvement in students' speaking skills in the experimental class was further analyzed using the normalized gain (n-gain) formula. It is known that the average post-test (S_f) speaking skill of experimental class students is 80.31 and the average pre-test (S_i) is 64.00. The gain calculation results obtained were 0.453. Gain is categorized as high if the g value is > 0.7 ; intermediate if $(0.7 > g > 0.3)$; and low if $g < 0.3$ (Hake, 1998). The n-gain value of 0.453 is classified as an increase in the medium category. The use of the TikTok video application has a positive impact on students' speaking skills with an increase in the middle category. Aziz and Sabella (2021) stated that using TikTok videos in teaching speaking can encourage the fluency of students' speaking skills. It was proved by analyzing data through an independent sample test. Alternative Hypothesis (H_a) was accepted, so using TikTok video can encourage the fluency of students' speaking skills.

The researchers used the PJBL method by making videos of daily activities. Based on student learning results and observations regarding student learning activeness in learning English with daily activity videos, it can show an increase. This is shown by students' activeness in searching, asking questions, and making videos. So it can be said that student learning activity has increased. students look more active and enthusiastic in learning while playing roles. They became more fun and interested in learning, and all group members were enthusiastic about making this video. Julianti & Pratiwi (2023) stated that the implementation of PjBL with the Tiktok application for speaking activities has

proven effective in improving students' speaking skills. The number of students who passed the minimum passing score requirements increased along with the increase in the average score of students' speaking skills.

Project-based learning can be integrated with the TikTok application in the learning process so that students can be more creative. By implementing the appropriate design and media, project-based learning provides opportunities for students to experience exploratory, independent, and collaborative learning (Ikhsanudin & Purwoko, 2022). Basri & Wahyuni (2024) found that the difference in students' speaking mastery abilities before and after using TikTok videos was very different. This research was conducted in MTs Negeri 2 Murotai Timur. The result of this research showed that the implementation of the TikTok application can improve the students' speaking skills.

Students' speaking ability has improved especially through the use of the TikTok application. Students can pronounce words correctly, have adequate vocabulary mastery, and express their ideas fluently (Zebua et al., 2023). The results of this research are in line with previous research findings by Anumanthan and Hashim (2022); who found that using TikTok helped students become more motivated and interested in learning, especially when it came to getting them to speak up. While making the content, students were free to say what they thought.

The Kolmogorov-Smirnov test results on motivation data show that the Sig. of the experimental class is less than 0.05 so the data is not normally distributed. Meanwhile, the Sig. of the control class is more than 0.05 so the data is normally distributed. Therefore, testing whether there was a difference in average motivation was carried out using the Mann-Whitney test. The Levene test statistical test results show a Sig value. Based on a mean of 0.125 or more than 0.05, the experimental and control class data are homogeneous. The Mann-Whitney test results show an Asymp Sig (2-tailed) value of 0.001 or less than 0.05. This

means that H_a is accepted. It shows that there is an average difference between the experimental and control classes. It can be concluded that the use of TikTok videos in the experimental class positively impact students' learning motivation. It is known that experimental class students' average post-test (S_f) motivation is 4.106 and the average pre-test (S_i) is 3.988. The gain calculation results obtained were 0.117. Gain is categorized as high if the g value is > 0.7 ; intermediate if $(0.7 > g > 0.3)$; and low if $g < 0.3$ (Hake, 1998). The n -gain value of 0.117 is classified as a low-category increase. So, using the TikTok video application affects students' learning motivation with an increase in the low category.

The implementation of project-based learning by giving assignments to students to make project presentation videos on TikTok videos makes students active and enthusiastic in learning, the PjBL model attracts students' interest so that students' speaking skills increase. The learning objective in the Daily Activities material is that students can present descriptive text of Daily Activities through TikTok videos. After getting examples of TikTok videos about their daily activities they were motivated to be able to talk about their daily activities. From the results of interviews, students also received positive responses when carrying out daily activity video projects. They are very active and enthusiastic about making videos. It can also be explained that learning using the PJBL method, namely making products in the form of videos of daily activities and uploading them on TikTok, makes students enthusiastic, active, creative, and fun. They are happy because they can convey their daily activities and get a positive response from the audience, in this case, the TikTok audience.

The researchers together with other colleagues, in this case, the observer, made observations with the following results: In learning English using TikTok Video, students were seen to be enthusiastic, active, and happy when watching TikTok videos and role-playing as a form of practice in making TikTok videos.

They are more engrossed in English learning activities. Student activity was also shown when they made presentations about daily activities in groups. The results of the presentation are used by students as material for making daily activity videos which are uploaded on TikTok.

The results of interviews conducted by researchers with students obtained the following results: 1) some students stated that they liked taking part in English lessons for various reasons. They like English, because they can learn foreign languages because learning English can enable us to speak English, and gain knowledge that we may have never known before, English is useful for our dreams. Another reason is because English lessons are exciting and fun, they can increase your knowledge, and the teachers are also really cool. However, there are a few students who don't like English because English is difficult to understand, 2) Almost all students said that they liked speaking activities using English. They want to be able to speak English. They are confident when they can talk to other people. However, most of the students have difficulty speaking in English. Difficulty understanding grammar in the context of tenses and words that have many meanings, 3) Almost all students have the TikTok application. And they often use TikTok to learn English. Most students like making video projects and uploading them on TikTok. They enjoy making videos because they work with friends or in groups. Making videos can also help practice speaking skills, 4) Most students said that practicing speaking with videos to upload on TikTok can help them improve their speaking skills. This helps them in improving the quality of their English. Most students say that video assignments uploaded on TikTok can motivate them to study. Because it will make them more confident, be able to remember English better, gain more knowledge, be able to know more conversations in English, and be more active in learning English so that the way they speak in English is clearer, as a learning medium to increase learning motivation, with TikTok

videos learning becomes interactive and interesting because in making videos you can see skills in speaking English, you can find out many things in speaking English.

Meanwhile, regarding increasing motivation, previous researchers Qodarsih et al. (2023) found that using the TikTok application has a significant impact on the level of motivation that students have to improve their speaking skills. The results of Novitasari and Adityo's (2023) study showed that learning English pronunciation using TikTok videos had a positive impact on the way pronunciation was enjoyable. The use of the TikTok application has a positive impact on student motivation. Students become more confident and feel happy when practicing speaking English using TikTok. In line with this, Komariyah et al. (2022) stated that the use of TikTok in improving students' speaking skills is very effective and interactive with the students' self-confidence showing a drastic improvement and positive attitude during learning.

TikTok videos have several benefits in learning and motivation to study. TikTok videos can encourage the creation of active and creative attitudes in students (Putri et al., 2023). With various features available on the TikTok application, it can be applied in English learning so that students can use the application in a positive direction. Students feel happy in learning because they have new experiences in learning English. The use of the TikTok application in English learning is very interactive and effective in increasing students' self-confidence in speaking English, which is indicated by the results of student grades increasing (Dewi, 2023). The use of TikTok in language learning increases students' motivation to learn English vocabulary. According to the survey results, the majority of the students thought TikTok might make studying English more enjoyable and improve their English vocabulary development. Thus, the current study suggests educators to consider the integration of TikTok into classroom practices.

CONCLUSION

The use of the TikTok application in English learning with a project-based learning model has a positive impact. There is an increase in students' speaking skills and motivation. There is a significant difference in the average score of speaking skills between the experimental class and the control class. In addition, there is a significant difference in the average score of student motivation between the experimental class and the control class. Students seem happy to follow the learning using TikTok videos and they are enthusiastic about carrying out video projects.

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