Using TikTok as a Media to Enhancing Speaking Skills in English Foreign Language Classroom: A Lesson Learned from ESP Contexts

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Abstract

The TikTok application is a social media platform that allows users to upload and edit videos using a variety of features to create content as desired. Its accessibility via mobile phones means that it can be used for online learning anywhere and anytime, effectively functioning as a mobile learning (m-learning) tool. This research focused on utilizing TikTok as a medium to enhance speaking skills in English as a foreign language (EFL) classrooms. This study employed a qualitative approach to explore the effectiveness of TikTok in improving students' English speaking skills. Data for the research were collected through observations and questionnaires. The study involved 20 students from the Marine Engineering program at Universitas Muhammadiyah Surabaya. Through careful analysis of the collected data, the research aimed to determine the impact of TikTok on students' speaking abilities. The results indicated that using TikTok as a medium significantly improved speaking skills in the EFL classroom. Students showed enhanced proficiency in their spoken English, attributed to the engaging and interactive nature of the platform. The study concluded that TikTok is an effective tool for improving students' speaking skills in English as a foreign language. Therefore, incorporating TikTok into EFL instruction can successfully enhance students' speaking abilities, making it a valuable resource for language educators.

Keywords: Technology in language teaching; Tik Tok application; Speaking skills; Teaching English

INTRODUCTION

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

With the description of the explanation above, the researcher's experience in observing class in study program of Marine Engineering at Universitas Muhammadiyah Surabaya, speaking activities do not go well in the classroom because English lecturer used Power Point for presenting and discussing in teaching and learning process (Astra, 2015; Muhlison, 2020). From this, the researcher wants to increase students' self-confidence, especially in speaking English in daily activities as a way for students to practice using the TikTok application. The students can be asked to make daily conversation videos according to their creativity. Moreover, the researcher also gives freedom to students to edit the daily conversation video using the TikTok application, it is hoped that it can solve students' problems in improving their speaking.

In the English as a foreign language (EFL) classroom, English as an international tool or as a lingua franca (ELF) for communication requires reconsideration (Mansfield & Poppi, 2012). This not only necessitates that lecturer assist their students in developing the linguistic skills required to understand various types of accents and, in turn, to be understood by others, but it also paves the way for a greater awareness of the non-native speakers who use English as a means of communication all over the world. English as an international tool or as a lingua franca (ELF) for communication needs rethinking in the English as a foreign language (EFL) classroom. It does not only require that lecturer help their students develop the linguistic skills needed to understand various kinds of accents and in turn be understood by others, but it also paves the way for an enhanced awareness of the existence of non-native speakers all over the world who use English as a means of communication. With this in mind, it is essential that lecturers respond appropriately (and pragmatically) to equipping their students with the skills needed in the face of cultural and linguistic differences emerging between interactants in an international context, as, for example, Smokotin et al (2014) has highlighted in her research of misunderstanding and repair strategies in ELF communication.

The aim of this research is knowing how the students can explore the speaking skill through application. The researcher focused on using Tik Tok as a Media to Enhancing Speaking Skill in English Foreign Language Classroom that wants to know how can the social media improve the speaking skill especially daily conversation. The research question of the study is How can the students explore their speaking skills through TikTok application? The novelty of the study lies on the innovative use of the TikTok application as a learning media in English classrooms, addressing the challenge of engaging students and improving their speaking skills through a familiar and popular platform. In addition, combining mobile learning (m-Learning) with Social Media allows students to practice and enhance their English speaking skills anytime and anywhere, thus extending learning beyond traditional classroom boundaries.

RESEARCH METHOD
Research Design

In this research, a qualitative method is applied to investigate the use of TikTok videos in enhancing students' speaking activities. Qualitative research, as defined by Chavez et al. (2016), is a situated activity where the researcher is intimately connected to the world they are studying. This connection allows for a deeper understanding of the social and contextual factors influencing the subject matter. By immersing themselves in the context of the study, researchers can gather rich, detailed data that provides insights into the complexities of human behavior and interaction. This approach is particularly suitable for this study because it emphasizes the collection of nuanced data on students' opinions and perceptions regarding the use of TikTok videos to improve their speaking skills.

The qualitative method focuses on individual experiences and perspectives, which are crucial for understanding how TikTok videos impact speaking skills. By collecting detailed narratives and personal accounts, the research can capture the varied and intricate ways in which students engage with TikTok as a learning tool. The data includes students' insights, opinions, and perceptions regarding the effectiveness and challenges of using TikTok for speaking practice. This method goes beyond simple quantitative measures of improvement, which might only provide surface-level data on performance metrics such as fluency, pronunciation, and vocabulary usage. Instead, it delves into the subjective experiences of the participants, revealing how they feel about using TikTok, the specific ways in which it helps or hinders their learning, and the broader social and cultural context in which this learning occurs.

One of the key strengths of using a qualitative approach in this research is its ability to provide a comprehensive view of the educational potential of TikTok videos. By focusing on the lived experiences of students, the study can uncover the various dimensions of learning that are influenced by the use of this social media platform. For instance, qualitative data can reveal how TikTok videos motivate students, how they facilitate peer learning and interaction, and how they contribute to the development of speaking skills in a more engaging and relatable manner. This holistic understanding is essential for educators and policymakers who are considering the integration of new technologies into language learning curricula.

Research Participants

The research participants for this study include 20 students enrolled in the Marine Engineering program at Universitas Muhammadiyah Surabaya. These students are engaged in learning English within the context of English for Specific Purposes (ESP), tailored to meet the specialized language needs of their field. The selection of participants was based on their uniform proficiency in English, ensuring that all participants had a comparable level of language skills, which is crucial for maintaining the consistency and validity of the study's findings. The age range of the participants is between 20 and 22 years old, providing a relatively homogenous group in terms of maturity and educational background.

Prior to the commencement of the study, formal written informed consent was obtained from all participating students. This consent process was meticulous, adhering strictly to the ethical standards set by the institution. The informed consent document clearly outlined the purpose of the study, the procedures involved, and the rights of the participants. This included information on the voluntary nature of their participation, the right to withdraw at any time without any negative consequences, and assurances of

confidentiality and anonymity in handling the data. The consent process not only ensured compliance with ethical guidelines but also fostered a transparent and respectful relationship between the researchers and the participants. By obtaining informed consent, the researchers ensured that the students were fully aware of their involvement in the study and the significance of their contribution to the research, thereby promoting ethical integrity and participant trust.

Research Instruments

An instrument in research refers to a tool or set of tools used by researchers to collect data, facilitating the process and enhancing the accuracy of results, thereby making data processing more manageable (Arikunto, 2013). In this study, the researcher employs two primary instruments: observation and questionnaires. These instruments are chosen to provide comprehensive data collection and insights into the study's objectives. Observation is one of the key instruments used in this research. It involves systematically recording and analyzing behaviors and events as they occur in the teaching-learning process. The observation is conducted exclusively during classroom activities, focusing on the dynamics of the teaching-learning interactions. During these sessions, an observer uses a pre-designed observation sheet tailored to capture specific aspects of the teaching-learning process. This structured approach ensures that the data collected are relevant and aligned with the study's objectives, allowing for detailed and accurate analysis of the educational practices being observed.

The second instrument utilized in this research is the questionnaire. According to Sugiono (2012), a questionnaire is a data collection tool in which respondents are given a set of questions or written statements to answer. The questionnaire designed for this study consists of five factual statements aimed at eliciting students' responses and insights. This tool allows the researcher to gather quantitative data on students' perceptions and experiences related to the teaching-learning process. The students are provided with the questionnaire by the researcher and are asked to fill it out, ensuring that their responses reflect their genuine perspectives and experiences. By using both observation and questionnaires, the researcher ensures a robust and multifaceted approach to data collection. This combination of qualitative and quantitative methods enables a comprehensive analysis, providing deeper insights into the teaching-learning process and the effectiveness of the educational practices being studied.

Data Analysis

Data analysis technique is a process of putting facts and numbers together to answer a research question. Finding the answers to the research question is important. According to Verdecchia et al., 1995 the interpretation of the data, which is derived from the data reduction, creates data displays, and draws conclusions, is another important aspect of the research. In data reduction, the researcher summarizes, chooses the main things, focuses on important things, focuses on themes and patterns and discards unnecessary ones, so that later it is easy to draw conclusions. Reduced data is data from the results of student response questionnaires. The respondent's answer includes a statement that very agree, agree, less agree, disagrees, strongly disagrees.

Data display is a collection of structured information that allows drawing conclusions and taking action. Display data can be presented in the form of tables, graphs, pie charts. After the researcher present the data, the researcher conduct an analysis of the data. In this step, the researcher describes the results of the problem formulation. Researcher describe all results from questionnaires, observations, interviews and

documentation in detail, so by presenting data arranged the data will be easier to understand.

In qualitative research, the final step in data analysis is to make conclusions based on the data taken. At this stage the researcher draws conclusions to directly answer the research question of this research. The researcher draws conclusions to answer the research question of how to implement language learning strategy and how to respond the athlete students. At this stage the researcher obtains the results of the research conducted.

FINDINGS AND DISCUSSIONS
Research Findings

The respondents tried to use TikTok Application and did the Duet feature in #ConversationnChallenge from @thewhiteboardpy tiktok account. It provides many duet features that language learners can practice conversation on that account. The respondents tried to do the conversation challenge with the speaker. They spoke their parts naturally, but they can repeat and correct their pronunciation repeatedly until they think their speaking is good enough to be posted.

Table 1. Students' Responses of TikTok Application in English Classes

No	Statements	Responses
1.	Learning English using the TikTok app to practice Speaking is a new experience.	"Using TikTok for practicing English speaking is really different from our usual methods. It's exciting to try something new!" "This is my first time using a social media app for language learning, and it feels quite innovative and engaging." "I've never thought of TikTok as a learning tool before. It's refreshing and adds a fun twist to our speaking practice."
2.	There is trouble while making conversation #duetchallenge videos on the TikTok app.	"I find it challenging to keep up with the timing and flow in the #duetchallenge videos." "Sometimes, the audio doesn't sync well, and it makes the conversation feel awkward." "It can be hard to think of what to say on the spot and match the energy of the other person in the duet."
3.	It is interesting to make videos, especially conversation #duetchallenge videos on TikTok app in learning English.	"Making #duetchallenge videos is really fun and pushes me to be more spontaneous in my English conversations." "I love how the #duetchallenge videos make speaking practice feel like a game. It keeps me motivated." "These duets are interesting because they force me to think quickly and respond naturally, just like in real conversations."
4.	It is interesting to make other videos related to learning English on TikTok app.	"Creating educational videos on TikTok about grammar or vocabulary is surprisingly enjoyable and helps reinforce what I've learned." "Making English learning content, like pronunciation tips or idiom explanations, is a creative way to study." "I find it fascinating to produce short skits or dialogues that teach English phrases or cultural nuances."
5.	TikTok application canimprove our English Speaking skills.	"Using TikTok has definitely improved my confidence and fluency in speaking English." "Practicing with TikTok videos has helped me get better at pronunciation and thinking in English." "I feel that my speaking skills are getting better because I'm using English more frequently and in a fun, interactive way on TikTok."

The following is a summary of the results of the questionnaire. In response to the statement about learning English using the TikTok app to practice speaking, students overwhelmingly agreed, indicating that using TikTok as a medium for learning English not only provides them with new experiences but also boosts their confidence and improves their speaking skills. Regarding the statement about trouble making conversation #duetchallenge videos on TikTok, most students reported difficulties. This suggests that some students are still unfamiliar with the app's features, leading to confusion and challenges in creating these videos. When asked about the interest in making conversation #duetchallenge videos on TikTok for learning English, almost all students agreed, showing a high level of interest. They appreciate using a familiar application like TikTok in their daily lives, which helps increase their confidence and speaking abilities.

The response to making other videos related to learning English on TikTok was also very positive. Eighteen out of twenty students strongly agreed, indicating a keen interest in using TikTok for this purpose. They believe that making videos on TikTok not only increases their enthusiasm and confidence but also provides valuable feedback from lecturers, reducing their fear of English pronunciation. However, two students were not interested due to unfamiliarity with the app. Lastly, in response to whether the TikTok application can improve English-speaking skills, all students agreed. They believe that TikTok helps enhance their speaking and writing skills indirectly, making learning English more enjoyable and motivating. This positive response highlights TikTok's role in helping students express their ideas freely and confidently.

DISCUSSION

The integration of TikTok into English speaking classes has generated varied reactions from language learners, showcasing both the innovative potential and practical challenges of this approach (Fitria, 2023). Students have reported that using TikTok for practicing English is a novel and exciting departure from traditional methods. This enthusiasm is attributed to the app's capacity to offer new and engaging ways to learn a language, which many students find refreshing compared to conventional techniques. This observation aligns with Montag et al. (2021), who noted that TikTok is beneficial for learners seeking to broaden their insights.

The novelty of using TikTok for English speaking practice starkly contrasts with traditional EFL methods, generating excitement among students. One learner highlighted this sentiment by stating, "It's exciting to try something new!" This enthusiasm is shared by others who appreciate the innovative and engaging nature of TikTok in language learning. The use of a social media app for educational purposes is relatively new for many students, and it has been described as both innovative and engaging (Naveed et al., 2023). As one learner observed, "This is my first time using a social media app for language learning, and it feels quite innovative and engaging," underscoring the app's ability to captivate students' interest and make learning more interactive. Another student reflected, "I've never thought of TikTok as a learning tool before. It's refreshing and adds a fun twist to our speaking practice," highlighting the app's potential to transform language learning into a more dynamic and enjoyable activity.

Despite the enthusiasm, students have also encountered challenges when using TikTok for language practice. The #duetchallenge videos, which require learners to respond to a pre-recorded video, present difficulties in terms of timing and flow. As one student noted, "I find it challenging to keep up with the timing and flow in the #duetchallenge videos." These issues are exacerbated by technical problems such as audio synchronization, which can make conversations feel awkward. Another student

mentioned, "Sometimes, the audio doesn't sync well, and it makes the conversation feel awkward." Additionally, the spontaneity required in #duetchallenge videos can be daunting for some learners. One student remarked, "It can be hard to think of what to say on the spot and match the energy of the other person in the duet." These challenges underscore the necessity for a supportive learning environment where students can practice and improve their timing, flow, and spontaneous speaking skills (Rahmawati et al., 2023; Jupri et al., 2022).

Nevertheless, many students find the #duetchallenge videos to be a fun and motivating way to practice English. One learner stated, "Making #duetchallenge videos is really fun and pushes me to be more spontaneous in my English conversations." The game-like nature of these challenges keeps students motivated and engaged (Rahmawati et al., 2023; Karya et al., 2022), as noted by another student: "I love how the #duetchallenge videos make speaking practice feel like a game. It keeps me motivated." These duets also encourage quick thinking and natural responses, simulating real-life conversations and enhancing language proficiency. One student commented, "These duets are interesting because they force me to think quickly and respond naturally, just like in real conversations."

Beyond conversation practice, TikTok also provides opportunities for creating educational content. Students have found that producing videos on grammar, vocabulary, and pronunciation can be an enjoyable and effective way to reinforce their learning. One student shared, "Creating educational videos on TikTok about grammar or vocabulary is surprisingly enjoyable and helps reinforce what I've learned." Another added, "Making English learning content, like pronunciation tips or idiom explanations, is a creative way to study." This creative process allows students to deepen their understanding of the language and share their knowledge with others (Rahmawati et al., 2023; Karya et al., 2022).

The platform's versatility extends to producing short skits or dialogues that teach English phrases and cultural nuances. One learner expressed fascination with this aspect of TikTok, saying, "I find it fascinating to produce short skits or dialogues that teach English phrases or cultural nuances." This approach not only aids in language acquisition but also helps students develop a better understanding of the cultural context in which the language is used. The use of TikTok in English speaking classes has positively impacted students' confidence and fluency (Rahmawati et al., 2023; Karya et al., 2022). Many learners have reported improvements in their speaking skills, attributing these gains to the frequent and interactive practice facilitated by the app. One student remarked, "Using TikTok has definitely improved my confidence and fluency in speaking English." Another noted, "Practicing with TikTok videos has helped me get better at pronunciation and thinking in English." The interactive and enjoyable nature of TikTok makes it an effective tool for language practice, as highlighted by a student who said, "I feel that my speaking skills are getting better because I'm using English more frequently and in a fun, interactive way on TikTok."

The integration of TikTok into English speaking classes offers a unique and engaging approach to language learning (Rahmawati et al., 2023; Karya et al., 2022). While students face challenges such as timing, flow, and technical issues, the overall experience is marked by increased motivation, confidence, and proficiency. TikTok's ability to transform language practice into a fun and interactive activity makes it a valuable tool for modern language education. As students continue to explore and adapt to this new method, it is likely that TikTok will become an increasingly important component of innovative language learning strategies.

CONCLUSION

The integration of TikTok into English speaking classes offers a dynamic and innovative approach to language learning, presenting both significant advantages and notable challenges. The primary benefit of using TikTok in educational settings is its ability to transform traditional language learning methods into engaging and interactive experiences. Students have expressed enthusiasm for the app, finding it a refreshing and enjoyable way to practice English. This excitement is linked to the app's capacity to introduce new and stimulating methods for language acquisition, which contrasts sharply with conventional EFL techniques. The novel use of a social media platform for educational purposes has not only captivated students' interest but has also facilitated frequent and interactive language practice, enhancing their confidence and fluency. However, the practical implementation of TikTok in language learning is not without its difficulties. Students have reported challenges with the #duetchallenge videos, particularly in maintaining timing, flow, and dealing with technical issues like audio synchronization. These hurdles highlight the need for a supportive learning environment where students can develop their timing and spontaneous speaking skills. Despite these challenges, many students find the game-like nature of these videos motivating, pushing them to think quickly and respond naturally, thereby simulating real-life conversations.

Furthermore, TikTok's versatility extends beyond conversation practice to the creation of educational content. Students have found producing videos on grammar, vocabulary, and pronunciation to be both enjoyable and effective for reinforcing their learning. This creative process not only deepens their understanding of the language but also allows them to share their knowledge with others, thereby fostering a collaborative learning environment. While the use of TikTok in English speaking classes presents some challenges, the overall impact is positive. The app's ability to make language practice fun and interactive, coupled with its potential for creating educational content, makes it a valuable tool in modern language education. As students and educators continue to adapt to this innovative approach, TikTok is likely to become an increasingly integral component of effective language learning strategies.

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