EXPLORING THE IMPLEMENTATION OF TIKTOK VIDEO PROJECT ON STUDENTS' SPEAKING PERFORMANCE

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Abstract: This study aims to explore the implementation of Tiktok video project in improving speaking skills to provide a more profound comprehension of how TikTok videos impact students' performance by acknowledging the aspects of speaking and the students' issues in speaking. This study applied qualitative research. There were 36 students involved in the observation on their speaking ability and 17 students were interviewed randomly to explore the students' perceptions. The implementation of Tiktok video project yielded enhancements in the students' speaking performance encompassing various aspects such as pronunciation, grammar, vocabulary, comprehension, and fluency. Based on the observation and the students' perspectives, the progress of the aspects was predominantly attributed to the heightened motivation and increased confidence exhibited by the students which prompted a greater focus, extended study efforts and increased practice. Thus, the utilization of the TikTok video project is particularly well-suited for application in speaking classes, especially benefiting students with lack of motivation and confidence.

Keywords: Aspects of speaking, Tiktok application, Students' perception

1. INTRODUCTION

Speaking skill is one of the most important things, if not the primary goal, in learning a new language. This productive skill tends to indicate whether a person knows a certain language. The common question will go with the line if a person speaks the language. Although the language mastery can't be seen merely by the speaking skill and ignore the other skills, in fact people are mostly judged based their speaking ability in a real life (Gillian. Brown & Yule, 1983). This shows that how significant the oral communication takes place in real life context. Nevertheless, attaining mastery in this particular skill remains a significant issue for language learners specially in EFL context. The students stated that speaking is the most difficult skill in learning English (Julianti, 2023).

Mastering speaking skill being the students' significant issue come for some reasons. Speaking activity demands the smooth coordination of various linguistic elements including pronunciation, vocabulary and grammar. Brown (2004) stated some components of speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. Being aware of these components in speaking activities can improve the speaking performance. However, besides the important of these components, there are several factors added to the lack of the components that make the students reluctant to speak. On current researches, lack of motivation, diffidence, anxiety, inhibition, fear of embarrassment are the factors contributing to students' difficulties speaking

English (Hanifa, 2018;Kathirvel & Hashim, 2020; Kashinathan & Aziz, 2021). Therefore, with all of the conditions explained, students' speaking ability needs to gain a serious attention during the teaching and learning process in English class.

In this 5.0 society era, the role of technology can not be denied as the powerful catalyst for innovation and transformative learning experiences. The utilization of technologically-based learning media has been substantiated to effectively address the issues encountered in language acquisition. Such media provides audio visual learning experience which is effective for students. Research studies have been conducted on the utilization of social media platforms (Azlan et al., 2019; Sherine et al., 2020; Yang, 2020). Among the myriad digital platforms that have captured the attention of today's youth, TikTok emerges as a particularly pervasive force. Primarily recognized for its entertaining short-form videos and cultural trends, TikTok possesses untapped potential as an educational tool.

Several academic studies have been conducted on the use of Tiktok as an instructional tool and the findings point towards favorable outcomes. The students exhibited a favorable reaction when the teacher introduced Tiktok as an educational tool in the classroom. Research conducted on students' perspectives regarding the utilization of TikTok revealed that over fifty percent of the participants from different level of educations expressed positive views on the matter and stated that Tiktok is interesting and benefiting learning media (Herwanto, 2022; Oktafiani & Haryanto, 2022; Widyaningrum, 2022). Related to the speaking skill, it's stated that applying Tiktok improved the students' speaking outcome (Khasanah, 2022; Julianti, 2023.) and students' pronunciation specifically (Pratiwi et al., 2021a). It also gave positive effects to some factors related students' speaking issues like stimulating and fostering students' motivation and self-assurance (Rizkiyah & Arifin, 2019; Sofian Hadi et al., 2021)

This study aims to explore the implementation of Tiktok video project in improving speaking skill to provide a more profound comprehension of how TikTok videos impact students' proficiency by acknowledging the speaking components and the students' issues in speaking, shedding light on the optimal scenarios where this activity proves most effective in addressing students' speaking challenges.

2. LITERATURE REVIEW

2.1. The Concept of Speaking
Speaking is the ability to communicate effectively through verbal expression. It involves the capacity to convey thoughts, ideas, information, and emotions clearly and coherently in spoken form. This skill is essential for various aspects of life, including personal interactions, professional communication, public speaking, presentations, negotiations, and everyday conversations. In learning

a new language, this oral communication skill is usually used to indicate whether someone knows a certain language.

In classroom context, there are several types of classroom speaking performances (Brown, 2001). First is imitate which includes the ability to practice an intonation and focusing on some particular elements of language form. Therefore, it is focusing on pronunciation. Second is intensive, intensive speaking refers to practicing some phonological and grammatical aspects of language. Intensive speaking can be self-initiated or pair-work activity. The third is responsive. It is a good deal of student's speech in the classroom such as short replies to the teacher or students-initiated questions or comments. Next is transactional. This carried out for the purpose of conveying or exchanging specific information which is an extended form of responsive language. Another type is interpersonal which is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. The last is Extensive. It is giving extended monologues in the form of oral reports, summaries, or perhaps short speeches which is mostly for intermediate or advanced students.   The classroom activities can be conducted with all these types of speaking performances based on the learning objectives of the meeting.

Achieving learning objective for speaking skill is not an easy thing to do. Nunan (1999) once stated that reluctance to speak was the students' biggest challenge for speaking. However, the utilization of technologically-based learning media has been substantiated to effectively address the issues encountered in language learning. Such media provides audio visual learning experience which is effective for students. Research studies have been conducted on the utilization of social media platforms such as Instagram, Youtube WhatsApp, We Chat which have highlighted favorable results (Azlan et al., 2019; Sherine et al., 2020; Yang, 2020).

2.2. TikTok

Nowadays, TikTok has emerged as the most frequently downloaded application and the most popular among teens across the world including senior high school students here in Indonesia. TikTok is a digital platform that facilitates the creation, sharing, and dissemination of short-form videos covering a wide range of subject matter amongst users. The platform allows users to get creative with their content using filters, stickers, voiceovers, sound effects, and background music(Geyser, 2022). Tiktok with its extensive features and rich in content is considered very appropriate to the concept of interesting learning media which accommodates students' need. Widyaningrum (2022) presented some ideas of using Tiktok in language learning involving listening, speaking, reading and writing activities. Furthermore, a strong desire to use Tiktok to watch and understand the all the content to learn basic language skill has been (Pratiwi et al., 2021).

Some academic studies have been conducted on the use of Tiktok App. It could make the teaching process more interesting with the features provided.

Having Tiktok as a media for teaching in language class made the learning process more meaningful and fun (Widyaningrum, 2022) In the line with this, Herlisya & Wiratno (2022) states that the learning atmosphere through the use of Tiktok became fun because the teacher and students can discuss many things which made the class more interactive. Some studies have examined the potential of Tiktok as a tool to address the challenge of developing speaking skills among English as a Foreign Language (EFL) learners. The findings of these studies indicate that there was an improvement in the language proficiency of junior high school students who incorporate Tiktok in their language learning practices (Khasanah, 2022; Sofian Hadi et al., 2021).

Integrating speaking exercises through the TikTok application as a medium would represent a prudent approach in addressing the issue of students' deficient speaking competency. This study would give deeper understanding of the implementation of Tiktok App on the students' speaking performances and explore the students' perspectives for the best strategy in addressing the challenges in speaking.

3. METHODS

This study applied qualitative research. Tenny et all (2022) states that qualitative research is a type of research that explores and provides deeper insights into real-world problems which gathers participants' experiences, perceptions, and behavior. There were 36 students involved in the observation on their speaking ability and 17 students were interviewed randomly. They were first grade senior high students whose class was chosen based on their diagnostic test showing how they considered speaking was the most difficult skill in learning English.

The researcher did two weeks observation. The teacher delivered materials related to future plans and biography which both involved project video using Tiktok. The first task, the students were asked to make a video on Tiktok in which they created a dialogue about future plan in group. Then the second task was the students made a Tiktok video in pair about the most influencing people's biography. The researcher observed the students' speaking practice activities and assessed their Tiktok video. The observation and assessment were based on the speaking rubric which involved vocabulary, grammar, pronunciation, fluency and comprehension adapted from Brown (2004) and Setiawan (2017). Then, questionnaire and interview were conducted to see students' perceptions.

The researcher uses a qualitative approach to analyze the data. The data from the students' observation and assessment of speaking practice activity using Tiktok are described based on the rubric then linked to the students' own perceptions from the questionnaire and interview by classifying, coding and analyzing.

4. RESULTS

The study was started by the researcher explaining the materials and the activities. Then the students created Tiktok videos, and interviewed. There are two types of task video using Tiktok app given to the students consisting of some different topics. The observation and assessment of speaking practice activities were conducted to see the improvement of students' speaking skill. The observation and assessment were done based on the speaking rubric which involved pronunciation, vocabulary, grammar, fluency and comprehension.

The students speaking performance improved based on their speaking score. The students' main score increased which reached the minimum score requirement and above. The progress of speaking score means the improvement of each speaking aspect. As to explore the effects of Tiktok video on students' speaking performance, each speaking aspect is described as follow:

4.1. Pronunciation
All students reported an improvement in their pronunciation, attributing it to the process of creating TikTok videos. The task compelled them to focus on achieving accurate pronunciation for their videos, albeit in a more relaxed manner. Their commitment to delivering the best video performance motivated them to refine and enhance their pronunciation skills.

"My pronunciation is better because I'm not nervous" (JL)

"My pronunciation is better because when I am doing the project (making TIktok video) I try to learn the correct pronunciation" (AG)

"I try to do my best so before I take the video, I'll learn the correct pronunciation" (NR)

4.2. Grammar
The TikTok video content was designed with specific grammatical goals. In connection with this, students exhibited a positive attitude during the learning process, expressing that they comprehend and apply grammar more effectively when engaged in activities that involve direct practical application.

"My understanding and use of grammar are away better because we directly put in practice what we learn" (AB)

"The thing that I like making this (Tiktok video) project is learning together with friends in which we talk and practice our grammar" (LR)

4.3. Vocabulary
In line with the previous two language elements as the aspects of speaking, the students felt the improvement of the way they understood and used vocabulary. They thought that they spoke with better vocabulary. This video project also made them more confident using the English words.

"By making this Titktok video, I can speak with better vocabulary" (JN)

"I think my understanding and usage of vocabulary improve when I am making Tiktok video" (AB)

"With this video project, I feel more confident to use the English words" (ND)

4.4. Comprehension
Regarding this particular aspect, students expressed an enhanced grasp of the materials they articulated. They indicated that creating TikTok videos facilitated a more straightforward understanding of the materials as they were directly involved in the presentation process. Furthermore, they acknowledged dedicating more attention to the explanation of the materials, contributing to a more profound comprehension.

"The materials are easier to understand by making the Tiktok video" (NR)

"Making the Titktok video makes me understand the materials faster because we do the presentation directly" (FB)

"The necessity of making Titkotk video makes me pay more attention to the explanation so I understand it better" (RV)

4.5. Fluency
Consistent with all the previous aspects, students note a refinement in their speaking fluency. This heightened fluency is attributed to increased confidence and a comprehensive understanding of the materials. They emphasize engaging in more learning and practice, contributing to a more fluent expression of their thoughts.

"I speak more fluently because I understand the materials better" (RV)

"My fluency increases because I am more confident" (SK)

"I speak more fluently because I keep practicing what I'm about to say" (LR)

"My fluency improved because during making this Tiktok video I learn more" (ZK)

5. DISCUSSION

The implementation of Tiktok video project to improve speaking performance has been implied in some previous studies (Sofian Hadi et al., 2021;Khasanah, 2022;Julianti, 2023). The improvement of students' speaking performance means the improvement of each aspect of their speaking. It also shows they are in the better conditions facing the challenges to speak well. The improvement of the speaking aspects can clearly be observed by the progress shown in their performances during the speaking activities. Generally, the students moved to the better level of their speaking. Mostly, they were categorized in good level. Some could make it into the excellent level and very

few stayed in fair and poor level in only certain aspect. This observed progression aligned with the students' own perceptions about their speaking during the activities using Tiktok.

Regarding the pronunciation aspect, all students noted an enhancement in this area. The amelioration in pronunciation is attributed to students experiencing reduced nervousness and increased motivation to acquire accurate pronunciation skills. The comfort and enthusiasm derived from the instructional media utilized contribute to a more relaxed atmosphere during speaking activities. Motivation, on the other hand, stems from the determination to excel in creating TikTok videos, prompting increased effort to master correct pronunciation. A similar observation regarding pronunciation improvement was articulated in Pratiwi's (2021) study, wherein students expressed a perceived enhancement in pronunciation through the utilization of the TikTok app.

The other two linguistic elements involved in speaking, namely grammar and vocabulary, exhibited notable improvement, as indicated by the students' positive perceptions. Students reported a heightened comprehension of grammar, attributing it to direct practice of grammar rules with peers while creating TikTok videos. This helps the teacher to gain the grammar objective of the material given. Additionally, in terms of vocabulary, students expressed a sense of competence in utilizing appropriate words within specific contexts, fostering a better understanding of vocabulary and bolstering their confidence in verbal expression. These findings align with the benefits of the using Tiktok App for the grammar insight and the context of vocabulary as stated in (Herwanto, 2022; Imran, 2023).

The next two aspects of speaking which are comprehension and fluency, exhibit significant enhancements, primarily attributed to the students' heightened motivation in crafting their TikTok videos. Students acknowledge a refined understanding of the materials, underscoring increased attentiveness to the explanations presented in relevant video content. Furthermore, they assert that practicing the material through video presentations accelerates their comprehension. Similarly, in terms of fluency, students note an augmented ability to speak more fluidly, a consequence of increased learning and speaking engagements. They articulate that enhanced understanding of the materials and heightened confidence contribute to their improved fluency in verbal expression.

Exploring the improvement of students' performance in various speaking aspects and their perceptions regarding the use of TikTok video projects reveals an interconnected relationship between speaking aspects and issues associated with students' reticence to speak. The implementation of TikTok video projects serves as a means to directly address factors such as lack of motivation, diffidence, anxiety, inhibition, and fear of embarrassment, which have been identified as contributors to students' challenges in speaking English (Hanifa, 2018;Kathirvel & Hashim, 2020; Kashinathan & Aziz, 2021). The students consistently expressed a positive shift, emphasizing heightened

motivation, increased confidence, and heightened excitement during speaking activities when employing the TikTok video project.

6. CONCLUSION

The implementation of Tiktok video project yielded enhancements in the students' speaking performance. This encompasses every aspect of students' speaking without exceptions; the aspect of pronunciation, grammar, vocabulary, comprehension and fluency. Based on the observation and the students' perceptions, the progress of the aspects was predominantly attributed to the heightened motivation and increased confidence exhibited by the students which prompted a greater focus, extended study efforts and increased practice to show their best speaking performance in their Tiktok video. The students found the speaking activity during the Tiktok video making exciting and made them get used to speak. Consequently, this directly addresses issues associated with students' reluctance to speak, including factors such as lack of motivation, diffidence, anxiety, inhibition, and fear of embarrassment. Thus, the utilization of the TikTok video project is particularly well-suited for application in speaking classes, especially benefiting students with lower motivation and confidence levels.

ACKNOWLEDGMENTS

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