

The Use of TikTok Application to Improve Students' Speaking Skills at Senior High School

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*Salsabilah Reynanda, Hastini, Grace Novenasari Manurung, Zarkiani Hasyim^{abcd} 

¹²³⁴Universitas Tadulako, Indonesia.

Corresponding Author: salsabilahr27@gmail.com

A B S T R A C T

TikTok has become one of the most widely used social media platforms among students and offers various interactive features, such as short-video creation, audio recording, and content sharing, which have the potential to support language learning and speaking practice. This study aimed to determine whether the use of the TikTok application could improve students' speaking skills and to identify the most improved aspect of speaking. This research employed a quantitative method with a quasi-experimental design conducted at SMA Negeri 1 Moutong. The sample consisted of 26 students in the experimental group and 24 students in the control group. Data were collected through speaking tests administered in pre-test and post-test sessions. The mean score of the experimental group increased from 46.42 in the pre-test to 86.42 in the post-test, while the control group increased from 35.54 to 48.63. The data were analyzed using the Wilcoxon Signed Rank Test. The results showed that the significance value of the experimental group was 0.000 and that of the control group was 0.001, indicating a significant improvement in students' speaking skills after the implementation of TikTok. Among the three aspects of speaking, accuracy showed the greatest improvement. Therefore, the TikTok application was found to be effective in improving students' speaking skills.

Keywords: *Tiktok Application, Speaking Skill, Quantitative Research, EFL Students*

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INTRODUCTION

There are four basic skills that one should be mastered in English; speaking is one of the skills to be mastered by students in order to communicate in English. It is the way to express ideas, thoughts, feeling, to share information, and to build social relationship in spoken. Speaking is important to be improved because it is used to communicate with other people from different background and society. According to (Florez, 1999), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information in real time. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively.

Based on the researcher pre-observation to a teacher of SMA Negeri 1 Moutong, the researcher found that the weakness of eleventh grade students SMA Negeri 1 Moutong, lack of vocabulary mastery will affect students use of sentence structure and also affect their ability to communicate maximally. These factors often make them hesitant and unable to express their ideas fluently during English speaking activities.

To help students become more proficient in speaking English, teachers must identify solutions based on the challenges they face (Kochkorova, 2025; Liya, 2019; Pangaribuan et al., 2017). Teachers may consider providing practice opportunities with a focus on grammar, vocabulary, as well as clear instructions. Teacher must create a safe and supportive learning environment so that students have the courage to take risks and overcome their fear of speaking. Activities that encourage interaction and cooperation can help students improve their oral communication skills. The curriculum should also include speaking activities

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(Darmuki, 2020; Kimsesiz et al., 2017; Pradana et al., 2022). Teachers should also be aware of how students native languages affect their ability to speak and communicate in English. Focused instruction and attention to common pronunciation problems can also help in this regard.

There are several media to help improve students English speaking skills. One of the means that students access to improve their abilities is the application TikTok application. TikTok application is a popular social media platform that focuses on video content (Arochman & Hasani, 2023; Putri et al., 2022; Rahmawati et al., 2023). This application allows users to create their own short video and music video platform. Many content creators have uploaded educational videos, scientific videos and many other creative videos. Therefore, TikTok is an application that can be used as a research aid as long as it is use properly good and accurate. Previous studies have shown that using TikTok in English language learning can improve students speaking skills and expand their vocabulary. (Arochman & Hasani, 2023; Putri et al., 2022; Rahmawati et al., 2023). The objectives of this study were to investigate whether the use of TikTok application could improve students' speaking skills and to identify the most improved aspect of speaking among eleventh grade students at SMA Negeri 1 Moutong.

METHOD

This study employed a quantitative approach with a quasi-experimental design. The research used a nonequivalent control group design consisting of an experimental group and a control group. The purpose of this design is to examine of the effect of using the TikTok application on students speaking skill improvement. The research design used is nonequivalent control group design, which involves two groups: the experimental group, which received speaking lessons using TikTok application and the control group, which received conventional speaking learning.

Respondents

The population of this study consisted of all eleventh-grade MIPA students at SMA Negeri 1 Moutong. The population comprised three parallel classes with a total of 80 students. The sample was selected using a simple random sampling technique. Through a lottery system, XI MIPA 1 was assigned as the experimental group (26 students) and XI MIPA 3 as the control group (24 students).

Instruments

The instrument used in this research was an oral speaking test administered through pre-test and post-test. The pre-test was conducted before the treatment to determine the students' initial speaking ability, while the post-test was conducted after the treatment to measure the students' speaking achievement after being taught through the TikTok application. In both tests, the students were asked to perform speaking tasks based on the topics provided by the researcher. The students' speaking performances were assessed using a speaking scoring rubric adapted from Heaton (1988), focusing on three aspects of speaking, namely fluency, accuracy, and comprehensibility.

Procedures

The procedure of data collection in this research consisted of three stages: pre-test, treatment, and post-test. The pre-test was administered to both experimental and control groups to measure the students' initial speaking ability. After conducting the pre-test, the researcher gave treatment to the experimental group through the use of TikTok application as a learning medium, while the control group received conventional learning. During the treatment, students in the experimental group were assigned speaking activities and asked to create short speaking videos based on several topics using TikTok application. After the treatment had been completed, the post-test was administered to both groups to measure the improvement of students' speaking skills.

Data analysis

The data were analyzed using SPSS. First, the researcher conducted the Shapiro-Wilk test to determine the normality of the data. Since the data were not normally distributed, non-parametric tests were applied. The Wilcoxon Signed Rank Test was used to analyze the differences between pre-test and post-test scores within each group, while the Mann-Whitney Test was used to compare the post-test scores between the experimental and control groups.

FINDINGS AND DISCUSSION**Does the use of the TikTok application improve students speaking skills of eleventh grade students at SMA Negeri 1 Moutong?**

Table 1. Mean Scores of Pre-test and Post-test

Group	Pre-test	Post-test
Experimental	46.42	86.42
Control	35.54	48.63

Table 1 shows the improvement from the comparison between the pre-test and post-test mean scores in both experimental and control groups. The mean score of the experimental class increased significantly from 46.42 in the pre-test to 86.42 in the post-test. Meanwhile, the control class improved from 35.54 to 48.63. These findings indicate that students who learned through TikTok application achieved better speaking performance than those who received conventional learning.

The statistical analysis also confirmed the effectiveness of TikTok application in improving students' speaking skills. The result of the Wilcoxon Signed Rank Test showed that the significance value of the experimental group was 0.000 and the control group was 0.001, which were lower than 0.05. Furthermore, the Mann-Whitney Test showed a significance value of 0.000, indicating a significant difference between the experimental and control groups after the treatment. These findings indicate that TikTok application significantly improved students' speaking skills.

The improvement occurred because TikTok application provided students with more opportunities to practice speaking actively and interactively. During the treatment, students watched English videos, imitated pronunciation, practiced speaking repeatedly, and created their own speaking videos. These activities helped students improve their pronunciation, grammatical accuracy, and confidence in expressing ideas in English. As a result, students became more motivated and actively participated in speaking activities (Dewa & Safitri, 2021; Rahmawati et al., 2023; Tekege, 2017).

In terms of speaking skills, which aspect shows the greatest improvement in using the TikTok application: fluency, accuracy or comprehensibility?

Table 2. Improvement of Speaking Aspects in the Experimental Group

Aspect	Improvement
Fluency	1.6
Accuracy	2.0
Comprehensibility	1.9

As shown in Table 2, all aspects speaking improved after the implementation of TikTok application, namely fluency, accuracy, and comprehensibility. In the experimental class, fluency improved by 1.6, accuracy improved by 2.0, and comprehensibility improved by 1.9. Among these aspects, accuracy showed the greatest improvement compared to the other speaking aspects. Meanwhile, the control class showed lower improvement in all speaking aspects.

Accuracy became the most improved aspect because students had more opportunities to observe correct pronunciation and sentence structures through TikTok videos. By repeatedly watching and creating speaking videos, students became more aware of correct

language use and pronunciation. These activities helped students improve their grammatical accuracy and speaking performance. This finding supports Jeremy Harmer, who states that the use of media in language learning can increase students' motivation and engagement in the learning process (Ginusti, 2023; Ridha & Fithriani, 2023).

CONCLUSIONS

Based on the findings of this study, the use of the TikTok application significantly improved the speaking skills of eleventh-grade students at SMA Negeri 1 Moutong. The results demonstrated a substantial increase in students' overall speaking performance, as reflected in the experimental group's mean score, which rose from 46.42 in the pre-test to 86.42 in the post-test. This improvement indicates that TikTok can serve as an effective learning medium for enhancing students' oral communication skills in English. The findings also revealed that all assessed aspects of speaking—fluency, accuracy, and comprehensibility—showed positive development following the implementation of TikTok-based learning activities. The post-test mean scores reached 4.4 for fluency, 4.1 for accuracy, and 4.2 for comprehensibility. Although fluency obtained the highest post-test score, accuracy demonstrated the greatest improvement, increasing by 2.0 points. This was followed by comprehensibility, which improved by 1.9 points, and fluency, which improved by 1.6 points. These results suggest that TikTok not only encourages students to communicate more confidently and frequently but also helps them produce more accurate and understandable speech. The study confirms that TikTok is an effective instructional tool for improving EFL students' speaking skills, particularly in developing speaking accuracy while simultaneously enhancing fluency and comprehensibility.

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