



# Tiktok Video: An Innovative Platform in Teaching Speaking Skill

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## Abstract

There were several challenges in speaking faced by students of SMP Negeri 1 Palu. When the students talk, they often had short pause because they were effortful to decide and generate their ideas. Furthermore, the students were not confident to speak up in front of the class because they did not know how to pronounce the word correctly. Thus, the researchers tried to answer the problems above by using Tiktok stich video. The objective of this research was to prove that the use of Tiktok could improve students' speaking skills of the eight grades of SMP Negeri 1 Palu. Quasi-experimental research design was implemented including pre-test, treatment, and post-test. The population is 349 students. The researchers used purposive sampling to select the sample, VIIID as control group and VIIIG as Experimental group. After collecting and analyzing the data statistically, in pre-test, the mean score of experimental class was 41.88 and on the other hand, the mean score of control class was 52.81. Furthermore, in the post- test, the mean score of experimental class is 75.62 while the mean score of control class is 64.38. This result indicates that Tiktok stich video improve students speaking skill in fluency and accuracy. Thus, it can be interpreted that teaching using Tiktok stich video effectively increase students' speaking skill of the eighth-grade students of SMP Negeri 1 Palu. The conclusion implies that Tiktok stich video is an innovative and valuable platform that carried out by the teacher and the students in teaching and learning English speaking

**Keywords:** *Accuracy, Fluency, Improve, Speaking Skills, Tiktok stich*

## Introduction

In recent year, many teachers have conducted utilizing social media into English speaking teaching and learning process. One of them is by using Tiktok platform. Tiktok as an audiovisual social media contain many features and it can be exploited as a medium in delivering learning material. It displays many learning videos that can be authentic material either created by non or native speaker and

also can reduce serious academic atmosphere (Duan, 2023). In improving English Skill, Tiktok offers a variety of options for this looking to enhance students' speaking.

It support students to acquire the right environment to speak (Gunawan et al., 2023). They can watch native speaker on Tiktok and thus they have a good model to practice their pronunciation. In addition, it contains subtitle video which help students to acquire new vocabulary and how to compose a sentence. Furthermore, it can increase students' confidence in speaking English since they can express themselves freely on Tiktok (Mandasari et al., 2022). Therefore, this social media provides many benefits and opportunity for EFL students who want to develop their speaking skill.

Regarding to the advantages of Tiktok in learning speaking and since it is most popular in recent students; the researchers are interested in solving students' problem of SMP Negeri 1 Palu by using tiktok stitch. Most of the students still had short pause in the middle of speaking process because they were rigorous to choose and invoke their ideas that they want to utter. They were shy to speak because they were effortful to pronounce the words and it caused the students feel nervous and anxious.

By looking at the features of tik-tok platform, it can overcome the students' obstacles. Tiktok stitch is a creative video feature in which allow the students to interact with, collaborate, and communicate to other in unique ways. In this feature, the students can specific part of another' videos to include in their own video or creating a flawless between the original video and the new content being combined. In addition, this feature gives students opportunity to create a conversation.

## **Method**

This research implemented a quasi-experimental design, which divided into two classes, consisted of experimental, and control class. Both of them were given pre-test and post-test. However, only experimental was got treatment by using Tiktok stich while another used traditional medium. The researchers implemented speaking test and used a voice recorder as an instrument to collect the data from the students. Scoring rubric system had been used to help the researchers optimally assess the students speaking skill in which focus on fluency and accuracy. Numerical data was analyzed by using software SPSS 22.

Furthermore, the sample of this research were students of SMP Negeri 1 Palu, in which VIIID as control group and VIIIG as Experimental group. The number of the students in control class was 32 and in experimental was also 32. The total of the sample was 64 students

## Results

To know the finding of the research about the effectiveness of Tiktok in increasing students' speaking skill, which focuses on fluency and accuracy, the researchers, presents the result as follow:

Table 1. The Mean Score of Students' in Pre-test *Descriptive Statistics*

	N	Minimum	Maximum	Mean
Pre-test	32	20	80	41.88
Experiment				
Pre-test Control	32	40	80	52.81
Valid N (listwise)	32			

Table 1 confirms that students speaking skill in control class were better on average compared to experimental. Therefore, to know the classification speaking of both of groups, the researchers display the result in table 2 and 3 as follow

Table 2. The Classification Speaking Scores in Pre-test Experimental

Scoring Range Pre-test Experimental Group			
Classification	Score	Frequency	Percent
Valid Excellent	91-100	-	0
Very Good	81-90	-	0
Good	70-80	3	9.4
Poor	61-69	-	0
Very Poor	01-60	29	90.6
Total	0	32	100.0

Table 2 presents the distribution of students' categorization in experimental class. Three students (9.4%) achieved "good", and twenty-nine students (90.6%) achieved "very poor". This table indicates that the students' speaking level was still relatively low.

Table 3. The Classification Speaking Scores in Pre-test Control

Scoring Range Pre-test Control Group			
Classification	Score	Frequency	Percent
Valid Excellent	91-100	-	0
Very Good	81-90	-	0
Good	70-80	4	12.5
Poor	61-69	28	87.5
Very Poor	01-60	-	0
Total	0	32	100.0

Table 3 illustrates the distribution of students' categorization in control group. Four students (12.5%) earned "good", and twenty-eight students (87.5%) achieved "poor" score. This table also indicated that the students' speaking level was also relatively low. However, they were at one level higher than experimental class.

By looking this result, next the researchers implemented Tiktok stitch in teaching speaking and focuses on fluency, accuracy, and recount text. Then after implementing this medium, the researchers conducted posttest and the result as follow:

Table 4. The Mean Score of Students' in Post-test *Descriptive Statistics*

	N	Minimum	Maximum	Mean
Post-test Experiment	32	50	100	75.62
Post-test Control	32	50	80	64.38
Valid N (listwise)	32			

Table 4 reveals that the mean score of the students in experimental class is higher (75.6) than mean score of the students in the control (64.38). These findings indicate that the students of experimental class experience significant improvement after the implementation of Tiktok stitch. Next to know the categorization of the students, the researchers display the data as follow:

Table 4. The Classification Speaking Scores in Post-test Experimental

Scoring Range Post-test Experimental Group			
Classification	Score	Frequency	Percent
Valid Excellent	91-100	1	3.1
Very Good	81-90	5	15.6
Good	70-80	23	71.9
Poor	61-69	-	0
Very Poor	01-60	3	9.4
Total	0	32	100.0

Table 5 lays out the distribution of students' score of experimental groups, one student (3.1%) achieves "excellent", five students (15.6%) achieve "very good", twenty-three students (71.9%) receive "good", and the others (9.4%) attain "very poor" score.

Table 5. The Classification Speaking Scores in Post-test Control

Scoring Range Post-test Control Group			
Classification	Score	Frequency	Percent
Valid Excellent	91-100	-	0
Very Good	81-90	-	0
Good	70-80	15	46.9
Poor	61-69	-	0
Very Poor	01-60	17	53.1
Total	0	32	100.0

Table 6 presents the distribution of students' score in the post-test of control group. Fifteen students (46.9%) achieve "good"; seventeen students (53.1%) achieve "very poor" score, from total thirty-two students in control class. Compare to experimental class, this result implies that speaking skill of the students in experimental have statistically improvement.

After getting the mean score of the pre-test and post-test, the researchers used a normality test Kolmogorov to see whether the data follow not normal distribution. The result of the normality test can be seen in the following table.

Table 6. Tests of Normality used Kolmogorov

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest Experiment	.191	32	.004	.916	32	.017
Posttest Experiment	.236	32	.000	.908	32	.010
Pretest Control	.187	32	.006	.879	32	.002
Posttest Control	.193	32	.004	.877	32	.002

Based on table 7, the result of pre-test and post-test of experimental class, used Kolmogorov-Smirnov is not normally distributed. The significance value is higher >0.05. Therefore, the researchers conducted a non-parametric test using the Wilcoxon test.

Table 7 . Result Test Wilcoxon Test Statistics

	Posttest Experiment - Pretest Experiment	Posttest Control - Pretest Control
Z	-4.969 <sup>b</sup>	-4.527 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test.  
b. Based on Negative Ranks.

Table 8 conveys that the asymp. sig value is  $0.00 < 0.05$ , thus the hypothesis is accepted, which means that there is a difference in the average of two paired samples.

Next, the hypothesis is examined by using SPSS 22. The purpose of this test is to find out if there are differences in students' learning outcomes by the use of Tiktok' stitch video. Hypothesis testing is continued using paired sample test and the result as follow:

Table 8. Paired Sample Test

	Paired Differences						Sig. (2- tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T		df
				Lower	Upper			
Pair 1 Pre-Test - -Post Test	33.7 50	13.619	2.408	-38.660	- 28.84 0	- 14. 01 8	31	.000

Based on the calculation results of the table above, the significance value (2-tailed) is 0.00 smaller than 0.05. Based on the hypothesis and decision-making criteria, the researchers decide that  $H_0$  is rejected and  $H_a$  is accepted. Therefore, the data statistically proves that learning speaking through tiktok stitch is better than conventional medium.

## Discussion

Before implementing Tiktok stitch, the researchers found that the students speaking level still was relatively low. They still had short pauses or break in speaking and often used filler word. Furthermore, the learners were not confident to speak in front of the class because they were effortful to bring out their ideas fluently and accurately. Thus they were doubt and anxious to express their thought

Putu Indra Kusuma, (2021) claim that anxiety comes as one factor because some Indonesian learners have issues such as conquering their nervousness about speaking in front of the class. Thus, the researcher implemented Tiktok to figure out students' obstacles and upgrade their speaking skill.

Through Tiktok students can express freely themselves. They are not shy when they speak on Tiktok because the researchers implemented Tiktok in fun way during the treatment. The researcher instructed the students to watch video from native speaker and made recount text video by using stitch video. This tool can display viewer comments in video replies. This can also encourage others to post comments as well as help students, to get feedback from teachers or other users. According to Durrotunnisa & Ratna, (2020) there is a lot of Tiktok content that contains very positive things, starting from education experts who convey their topic on Tiktok. Riyoko & Hera, (2024) state Tiktok as social media can encourage students to express themselves more through videos created by students and through the filters provided. Thus, it supports the students to enhance their speaking performance.

Tiktok application is effective media to improve student's speaking skill. The data prove that the majority of the students achieved "very good" score in experimental class after implementing this medium. It allows students to watch a good model or native speaker to speak accurately or allows students to practice their pronunciation. Tiktok can be also used to hone students' creativity, it helps students to express themselves freely. Tiktok is a platform that provide a chance for the EFL students to rehearse their oral English as well as native speaker (Xiuwen & Razali, 2021).

Students can also look the subtitle from Tiktok and they can get new vocabulary for express their ideas. Tiktok is a valuable source to learn syntax, grammar, vocabulary and pronunciation (Novitasari & Addinna, 2022). The students can also regularly practice whenever and wherever because it is easy to be accessed, fun, reduce stress and anxious. Overall, tiktok is an innovative, entertaining and interactive medium that can help students to boost their speaking skill.

## **Conclusion**

The purpose of this research is to prove that the use of Tiktok can improve students' speaking skills. This research used a quasi-experimental research design which will be divided into two classes, the experimental and control class design. Based on the research findings it can be concluded that teaching using Tiktokstich video effectively improve students' speaking skill of the eighth-grade students of SMP Negeri 1 Palu.

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