A Comprehensive Analysis of Integrating TikTok for Enhancing EFL Students' Speaking Skills

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Abstract

Mastering speaking skills is crucial for students to effectively communicate and access necessary information. Effective communication is a fundamental aspect of education and life in general, enabling individuals to express themselves clearly, engage in meaningful interactions, and convey information accurately. The research aims to investigate why TikTok is chosen as a medium for teaching speaking and assess its impact on student's speaking abilities. We conducted qualitative research. Thematic analysis was used in this research. Eight participants were involved in the study. In collecting the data, semi-structured was employed. The present study found three main findings. The first is the desire to use TikTok as media in learning English speaking. The second is a realization of using TikTok as media in learning English speaking. Thirdly, the positive impact of using TikTok to enhance their confidence in learning English speaking. Therefore, students exhibited increased confidence and comfort in expressing themselves through the application. The enjoyable nature of TikTok, coupled with its popularity among young people, contributes to its effectiveness as an innovative tool for teaching speaking skills. A suggestive suggestion for further study is the applicability of similar social media tools in language education across diverse contexts and student populations. Understanding how different groups respond to such tools can provide a more comprehensive understanding of their effectiveness.

Keywords: media, speaking, teaching speaking, thematic analysis, TikTok.

Analisis Komprehensif Pengintegrasian TikTok untuk Meningkatkan Keterampilan Berbicara Siswa EFL

Abstrak

Menguasai keterampilan berbicara sangat penting bagi siswa untuk berkomunikasi secara efektif dan mengakses informasi yang diperlukan. Komunikasi yang efektif merupakan aspek mendasar dalam pendidikan dan kehidupan secara umum, yang memungkinkan individu mengekspresikan diri dengan jelas, terlibat dalam interaksi yang bermakna, dan menyampaikan informasi secara akurat. Penelitian ini bertujuan untuk menyelidiki mengapa TikTok dipilih sebagai media pengajaran berbicara dan menilai dampaknya terhadap kemampuan berbicara siswa. Kami melakukan penelitian kualitatif. Analisis tematik digunakan dalam penelitian ini. Delapan peserta dilibatkan dalam penelitian ini. Dalam pengumpulan data digunakan metode semi terstruktur. Penelitian ini menemukan tiga temuan utama. Yang pertama adalah keinginan untuk menggunakan TikTok sebagai media dalam belajar berbicara bahasa Inggris. Yang kedua adalah realisasi penggunaan TikTok sebagai media dalam pembelajaran berbicara bahasa Inggris. Ketiga, dampak positif penggunaan TikTok untuk meningkatkan kepercayaan diri mereka dalam belajar berbicara bahasa Inggris. Oleh karena itu, siswa menunjukkan peningkatan kepercayaan diri dan kenyamanan dalam mengekspresikan diri melalui aplikasi. Sifat TikTok yang menyenangkan, ditambah dengan popularitasnya di kalangan anak muda,

berkontribusi terhadap efektivitasnya sebagai alat inovatif untuk mengajarkan keterampilan berbicara. Saran yang disarankan untuk penelitian lebih lanjut adalah penerapan alat media sosial serupa dalam pendidikan bahasa di beragam konteks dan populasi siswa. Memahami bagaimana berbagai kelompok merespons alat-alat tersebut dapat memberikan pemahaman yang lebih komprehensif tentang efektivitas alat-alat tersebut.

Kata Kunci: Media, berbicara, pengajaran berbicara, tematik analisis, TikTok

Introduction

Speaking is the most important skill among all the four language skills in English to communicate well in this global world (Rao, 2019). The skill supports global citizens in having greater access to cross-border communication opportunities. They can express their thoughts directly to communicate ideas, feelings, emotions, and opinions to others. There has been a significant surge in the need to acquire English-speaking skills, leading many countries worldwide to incorporate it as the primary foreign language in their educational systems (Byram, 2008). Speaking skills enable individuals to engage in small talk, negotiate, persuade, and collaborate more effectively, enhancing interpersonal. Therefore, proficiency in English-speaking skills is demonstrated by the widespread adoption of English as the primary foreign language in educational systems worldwide.

In Indonesia, teaching English speaking has had an important role in universities and institutes for many years. It has been part of the English Department curriculum that focuses on fluency for the production of sounds (Kayii & Rowena, 2021). However, it remains challenging for many students to learn: fluency, vocabulary mastery, grammar, accents, and pronunciation accuracy which are the components of speaking skills (Muslim, 2015). They may struggle to speak smoothly and coherently without hesitations or pauses although they have difficulties in practice. Mastering these components of speaking skills requires dedicated practice, exposure to authentic language use, targeted instruction, and feedback from teachers or language partners. Recognizing and addressing these specific challenges can help students make progress in developing their speaking proficiency effectively.

Besides, media usage has an impact on effective teaching in speaking English. It exposes students to authentic English language usage in various contexts such as movies, TV shows, podcasts, and news broadcasts. This exposure helps learners become familiar with different accents, dialects, and colloquialisms, thereby improving their listening and speaking skills. Effective and efficient learning can occur when the teacher, acting as a learning facilitator, chooses, identifies, and employs diverse media and suitable educational materials (Lisnawati, 2021). Therefore, it requires innovative ways and media to develop students' communicative competencies.

Furthermore, in the digital era teaching speaking process is supported by using a lot of media for effectiveness in teaching (Wang, 2021). Recent developments in teaching speaking have heightened the need for multimedia usage. Multimedia involves the integration of two or more types of media within a single activity. For instance, text may be combined with audio from movies or animations, and graphics may be merged with images or photographs (Zhen, 2016). It can be used in learning activities that facilitate students to reach the goal of the subject. Hands, teachers should use various types of media to explore the students' competence and creativity.

In this digital era, the use of multimedia is considered the most important component to increase the student's motivation in learning activities. It can help the teachers and students to reach the goal of teaching and learning speaking. Multimedia is a digital technology of communication constituted by a sum of hardware and software (Gunawardhana & Palaniappan, 2016). Previous studies have reported that many teachers use social media as multimedia in language teaching, such as YouTube, Instagram, Facebook, WhatsApp, Podcasts, and recently trending social media is TikTok to teach speaking skills (Saed, Haider, Al-saman, et al., 2021; Devana & Nurul, 2021; Mykytiuk et al., 2022b; Nidaurrahmah, 2017; Phillips, 2017b).

Thus, studies stated that media social is as effective as multimedia for teaching speaking skills.

Social media platforms are inherently interactive and can foster greater engagement among students. Discussions, group projects, and collaborative learning activities can be facilitated more easily through social media channels (Constantinides, 2014). The students and educators can share the resources, assignments, and announcements in a format that is easily accessible. This accessibility can enhance inclusivity and accommodate diverse learning styles. Integrating social media into teaching allows educators to connect classroom content with real-world applications. By leveraging social media tools and networks, students can explore current events, trends, and topics of relevance, making their learning experiences more meaningful and contextualized (Locher, 2010). Overall, social media offers numerous advantages for teaching and learning, including increased engagement, accessibility, real-world relevance, communication, collaboration, feedback, and motivation. By harnessing the power of social media, educators can create dynamic and interactive learning environments that meet the diverse needs of today's learners

However, the researchers got the data of presurvey based on the interviewing with 3rd semester English Education students of the private Stated Islamic Institute of Lampung, Indonesia at the academic year of 2020/2021. The result from interview with 3rd semester of English Education Study Program reveals that speaking is the greatest difficulty among the four language skills in teaching speaking. They were consisted of eight students; they feel anxiety of speaking performance in teaching speaking activity. Many language learners experience anxiety or fear of making mistakes when speaking in front of others, especially in a second language context. This fear can inhibit their willingness to communicate and impede their progress in developing speaking skills. In addition, the students often have limited opportunities to practice speaking English as a foreign language. They lack consistent practice and exposure to spoken English, hindering their ability to develop proficiency in speaking skills. Without regular practice and exposure to spoken language, learners may find it difficult to improve their speaking proficiency.

It is caused by external and internal factors such as: lack of self-confidence, stress of being laughed by friends when do speaking wrong, feel uncomfortable when their lecture gives more attention in their speaking performance, lack of vocabulary, self-nervous, confusion to pronouncing words, and lack of grammar. On the contrary, when they have an online activity learning they feel comfortable because more focus and free to express self on the smartphone camera and enjoy, it was based on the student's interview (Hosni, 2014).

Therefore, teaching speaking that uses multimedia will help students to improve their speaking skills. The one of social media that use is TikTok. It is the top app for mobile short-form videos since introduced to the social media market in September 2016 and quickly took a leading role in the universe of social media (Niyomsuk & Polyiem, 2022). TikTok is innovative and contains a variety of features that can be used for teaching speaking such as; adding music to videos and looping movies on TikTok that can last up to three minutes, the users can "duet" (a feature where users can instantly reply to an existing video and display the response and original side by side), "stitch" (clip and merge other users' videos into one's own), also live-stream content. Thus, TikTok can be a multimedia for help in the effectiveness of teaching speaking process and with its features teaching speaking can be packaged attractively.

Considering the gaps, there is the case of teaching speaking by using multimedia between face to face and online process. The present study aims to answer this research question: What factors influence the use of TikTok media in learning English speaking?

Method

The study employed thematic analysis. Thematic analysis is a technique for understanding and discovering patterns of meaning in qualitative data (Maguire & Delahunt, 2017). The aim of this study was to explore the students' experience of using TikTok as the media in learning speaking.The first step was to become familiar with the data. Second, preliminary codes were utilized to describe the contents. Third, reoccurring themes were identified using the codes. These themes were then examined and changed as needed to ensure that they accurately

reflected the reoccurring claims (Braun & Clarke, 2006).

The participants of this study were third-year undergraduate students from a private university in Lampung, Indonesia, chosen through purposive sampling. They comprised both male and female students, aged between 21 and 23, with intermediate-level English proficiency. A total of 8 students participated, all enrolled in the Speaking class within the English Education Study Program at the university, during the third semester of the 2021/2022 academic year. The Speaking class aims to enhance students' communication abilities, specifically focusing on spoken language use in everyday situations and fostering understanding of the target culture.

In collecting the data, the researchers used interviews to gather information to answer the research question. Semi-structured interviews were employed to gather more detailed insights from the participants. These interviews took place with the chosen participants upon completion of the speaking course. The 8 participants (three male and five female) were randomly selected and invited for interviews. They were the students of English Education Study Program in the third semester in one of the private University in Lampung, Indonesia. Interviews were conducted in Indonesian beginning on November 16, 2022. The use of the Indonesian language for interviews was aimed to ensure that the participants could discuss their experiences in depth without any language barriers, as they were all fluent in Indonesian. It was also to prevent misunderstandings.

In terms of ethical procedures, the voluntary participation of this study were invited for making agreement. Before the interviews, they were asked to check an online consent form outlining the study's objectives and what they would be expected to do if they agreed to participate (Creswell, 2014). Furthermore, pseudonyms were utilized in this study to disguise the participants' identity (Allen & Wiles, 2016). For the same reason, the true name of the private institution that served as the study's setting was obscured. The demography of the eight participants can be seen table 1:

No	Pseudonyms Name	Age	Sex
1	Meimei	20	Female
2	Lolli	20	Female
3	Lita	20	Female
4	Jasmine	20	Female
5	Sasa	21	Female
6	Bella	20	Female
7	Soryu	20	Female
8	Meysa	20	Female

Results and Discussion

The study employed three overarching themes to comprehensively address the research question, offering a robust and nuanced exploration of the findings. These themes can be seen in table 2:

No	Theme
1	The desire to use TikTok as media in learning English speaking
2	A realization of using TikTok as media in learning English speaking.
3	The positive impact of using TikTok to enhance their confidence in learning English speaking

The Desire to Use TikTok as Media in Learning English Speaking

The results revealed that utilizing TikTok as a social media platform is effective in enhancing students' English language abilities, especially in speaking. Possible reasons for this are outlined below.

The researchers collected the result of the interview of all of the eight participants in theme 1. They admitted that they familiar with TikTok application The participants argued that TikTok is interesting application for creating and sharing short video. They realized that using TikTok for learning to speak is more interesting due to the challenges it presents in the virtual world. They argued that Tik-Tok can be effective media and expected to expressively-self in front of the camera. They stated:

> *"I like to use any media in teaching, but prefer to use TikTok, I can speak in front of the camera, innovative media because it has lot of features that make me fun for learn and practise myself in speaking English, Bro''* By Meimei

''For myself, the important thing is that the class is conducive. I think it's also possible to use TikTok, bro, because we can practise directly for pronunciation, grammar structures, and also listening by the Native speakers" By Lolli

"In my opinion using TikTok also makes it easier for me, it is more being confident because we didn't get attention from the lecture or our friends and if we got some mistake, it can re-take the video of myself. so, we can train our self-confidence in front of the camera also don't afraid to laughed by friends." By Lita

"Learning or practicing with TikTok, it's actually good because we are the millennial generation, so we can learn to use any media as long as the media is user-friendly, easy and interesting Application." by Sasa

"Practicing speaking using Tik-Tok is also good, in my opinion. We can explore new things, contents of education not only in English but another. Besides of that we also can entertain us" by Jasmine

" I think it's fine if you want to use any media as long as the media is easy to use. TikTok is already familiar too, especially for the young person. I like to use the music features in the video, it is making us more creative to make a content" by Bella

"In my opinion we can more creative if use media, especially TikTok app. We can add music to a video, text or caption, use duet with me feature, that was interesting and good enough" By Soryu

"For me, TikTok is also interesting, easy to use, creative and innovative media for learning speaking. But speaking directly is also good. Both of them are good the important that we always practise it "By Meysa

From the eight participants uniformly aspired to use TikTok in their learning speaking process and believed that the application was effective. This result was in line with a finding of a study by Xiuwen & Razali, (2021). They found that the integration of TikTok in language learning holds promising potential for enhancing students' oral communication skills. The platform offers students opportunities to create and share short videos, fostering an environment conducive to improving their speaking abilities. Additionally, students can enhance their English proficiency by watching short videos featuring native speakers on the platform. Additionally, the same study from (Ferstephanie, 2022) discuss about the use of TikTok. The finding of the present study was also stated that TikTok presents captivating and user-friendly features, complete with unique effects. The abundance of distinctive effects not only adds excitement but also makes the process of learning speaking more engaging and enjoyable for students. Therefore, TikTok can be an effective tool for teaching speaking skills due to its engaging content, opportunities for interaction and feedback, exposure to authentic language, encouragement of creativity, and potential for increasing learner motivation and enjoyment.

A realization of using TikTok as media in learning English speaking.

The eight participants uniformly admitted that the realization of using TikTok in learning speaking has advantages and disadvantages for them. They stated:

''I think based on my perceptions, the advantage of TikTok as media are; Tik-Tok can package teaching-learning in something interest. We can communicate or interact with others in one-hand, and the disadvantage are TikTok sometimes make myself enjoy the life until forgetting the time'' By Meimei

''As stress release, smart lecture can used Tik-Tok as creativity and unique of contents, that user-friendly interface is easy to use. I think, so we can enjoyable to used it media. But sometimes it takes up too much of my quota and less conducive.'' By Lolli

''In my opinion that Many of features that can used for teaching speaking, then the feature is different to another social media. Such as: duet with me, stitch video, comments, add favourite music to a video and others. Also, it was familiar to me. If we talk to disadvantage, we need to careful for risk of self-privacy caused it is about digital that my data should be protected,'' By Lita

'' In my opinion, the advantage are we can present short of interest speaking videos, also easy to record and editing my video with music or add an effect to it. The disadvantage is can make users addicted'' By Sasa

''Tik-Tok can provide many benefits in the field of information that we need, Education, especial for practise speaking and also, we can connect to native speaker's creator, lots of entertainment there, can develop our speaking skills but potential data security risks'' By Jasmine

''We can expressive with TikTok because it trains us in front of the camera, we can add special effect to the video. But disadvantage, sometimes TikTok used its algorithm home page, insensitive comments and bullying'' By Bella

'' in my perceptions, TikTok is interactive and innovative media for teaching speaking. TikTok also has various features that prevent users from getting bored with social media activities. For example, features challenges and various types of the latest music which is currently a hit. But the disadvantages are students lack literacy, are lazy to read'' By Soryu

''teaching speaking becomes less boring caused the interest media. That is TikTok. I like to used that Application since first booming in 2020. We can more creative because the video is customable by the user. But disadvantage the students can addicted it'' By Meysa

From the results of the interview, the eight participants indicated that the use of TikTok application has advantages and disadvantages in learning English speaking. The presence of advantages and disadvantages in the usage of media is inevitable due to the unique nature of each instrument or platform, bringing forth distinct features and impacts. That about the advantages and disadvantages of Tik-Tok application as the reality students' experience for teaching speaking are Tik-Tok can package teaching-learning in something interest, user-friendly, easy to use, many of features than the others media, and many of information also the entertainment.

Besides, it also has the disadvantages such as the students addicted, lack of literacy, insensitive comments or bullying and privacy security risk also abuse of function. The second theme was same as a study of (Maretha & Anggoro, 2022) that Tik-Tok is a digital literacy approach for kids to stay up with the times. Tik-Tok is also a useful learning media for students, TikTok's qualities make the content attractive for the students because it has different colour choices, music, and not boring. Then, the disadvantages of Tik-Tok was identic with a study of Simanungkalit & Katemba, (2023) stated the majority of the kids' time will be spent on their phones. The students may be side-tracked by other non-educational information on TikTok and the radiation will be harmful to the children' brain and eyes in the long run. Also, while learning through TikTok might be beneficial individually, it is detrimental to children' social interactions, particularly in the classroom.

The positive impact of using TikTok to enhance their confidence in learning English speaking

The study found that all of the learner participants perceived the usage of the social media platform TikTok had positive impact on their learning process of speaking. The findings of interviews with the students, it show that the students' motivation and enthusiasm to achieve their goals in speaking activities using Tik-Tok social media as a learning tool. They stated:. Regarding this, they stated:

''I am very interested in the TikTok application; I frequently open TikTok to look for content about learning that is simple to understand, because TikTok has

many simple ways or tricks to learn quickly. Apart from that, come on, the content on TikTok is also entertaining, such as dance content, and there is music, so you can memorise it and then practice it with friends." By Meimei

''I was enthusiastic about learning to use Tik-Tok at that time. In my opinion, it is not only entertainment and information media but also an educational media for us to learn and find interesting contents about learning speaking on Tik-Tok'' By Lolli

''As for me, I'm happy using TikTok as a media. This is also a popular application and is loved by all ages. Learning is also not monotonous and boring either'' By Lita

'' if I feel like I like this media. because with media like that it will create interesting and unique learning. we make videos, it can be edited with music and effects. Basically, I liked this and was enthusiastic at that time '' By Sasa

''I like all media in learning speaking, but when I use TikTok I enthusiastic and learning becomes fun at that time. because I can be more expressive, creative, and have lots of interesting content'' By Jasmine

''I like using TikTok, the TikTok application has a lot of content from native speakers so we can follow examples of their speaking style. It's also fun to use TikTok. Basically, I'm very enthusiastic'' By Bella

'' I am very interested and happy to use this media to learn speaking. as a stress reliever, entertainment, and also lots of educational content'' By Soryu

'' I like using TikTok, it's also fun, interest for using TikTok. Basically, I'm very enthusiastic because TikTok can train its users' abilities in creating creative, interesting and entertaining content.'' By Meysa

As seen in the excerpts, all of these eight participants seemed to feel interested about their experiences in learning speaking using media Tik-Tok. They felt that using TikTok had positive impact for them. They can express their speaking confidently in front of camera. They can increase their motivation to practice speaking and engage with language learning materials, making the learning process more enjoyable and sustainable. It was same as a study of Guo et al., (2014), The study found that incorporating TikTok into both home and classroom-based tasks, such as storytelling, reporting, role plays, and simulations, yielded positive results. Learners, when creating their own videos individually or collaboratively in pairs or groups, demonstrated enhanced development of both individual and collective skills.

Furthermore, Mathew & Alidmat, (2013) proposed that the integration of TikTok provides learners with the chance to broaden their knowledge through the consumption of recorded content, including videos focused on learning English. This feasibility arises from the presence of numerous English learning channels on TikTok, conveniently accessible through hashtags. When TikTok was used as a teaching tool, students reported feeling more driven to study English and participate in class activities in a pleasant way, as well as having self-esteem in speaking the English languages. Hence, TikTok was incorporated as a teaching tool, students expressed heightened motivation to study English and actively participate in classroom activities, leading to a more enjoyable learning experience.

Conclusion

In conclusion, the research underscores the significance of mastering speaking skills for effective communication and information access among students. The study investigates the choice of TikTok as a medium for teaching speaking and evaluates its impact on students' speaking abilities. Thematic analysis, involving eight participants through semi-structured data collection, revealed three key findings. Firstly, there is a strong inclination to use TikTok as a tool for learning English speaking. Secondly, there is a recognition of TikTok's potential in facilitating English speaking skills. Thirdly, a positive impact was observed in terms of

enhanced confidence among students in learning English speaking. The findings indicate that students, by using TikTok, demonstrated increased confidence and ease in expressing themselves. The enjoyable and popular nature of TikTok, especially among the youth, contributes to its effectiveness as an innovative tool for teaching speaking skills. The study suggests further exploration of similar social media tools in language education across diverse contexts and student populations, aiming to understand how different groups respond to such tools for a more comprehensive assessment of their effectiveness.

The study contributes to the understanding of the role of TikTok as a medium for teaching speaking skills among students. By investigating the motivations behind choosing TikTok and assessing its impact on students' speaking abilities, the study sheds light on the potential benefits and challenges associated with integrating this popular social media platform into language education. The findings emphasize the desire among students to utilize TikTok for learning English speaking, the recognition of its efficacy in language acquisition, and the positive influence on students' confidence levels. Moreover, the research highlights the enjoyable and popular nature of TikTok, particularly among the youth, as a factor contributing to its effectiveness as an innovative tool for enhancing speaking skills. The study suggests further exploration of similar social media tools across diverse educational contexts and student populations, aiming to provide a more comprehensive understanding of their applicability and effectiveness in language education.

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