

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENTS  
THROUGH TIKTOK VIDEOS AT SMA 3 AL-AZHAR  
BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By**

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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY**

**2025**

**ABSTRACT****IMPROVING STUDENTS' SPEAKING ACHIEVEMENTS  
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BANDAR LAMPUNG****By****Az-zahra Mahaditsta****2153042008**

This current study aimed to investigate whether or not *TikTok* videos could significantly improve students' speaking achievement in terms of vocabulary, grammar, fluency, and comprehension. It employed the pre-test and post-test design. The subjects of the study were 30 students studying at SMA 3 Al-Azhar, Bandar Lampung. The data were collected through the pre-test and the post-test in the form of describing the given topics. The students were audio-recorded while performing the tests. The data from both tests were transcribed, analyzed, and compared using SPSS. The results showed that the *TikTok* videos significantly improved the students' achievement in every single aspect of speaking. This suggests that *TikTok* facilitates students to improve their speaking achievement.

**Keywords:** *TikTok Videos, Speaking achievements, Vocabulary, Grammar, Fluency, and Comprehension.*

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**Az-zahra Mahaditsta**

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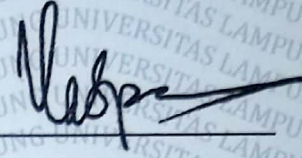
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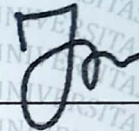
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Menyatakan bahwa skripsi ini adalah karya dari penelitian saya sendiri. Sepanjang pengetahuan dan dengan penuh kesadaran saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak sesuai dengan apa yang ada, maka saya akan bertanggung jawab sepenuhnya.

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## **CURRICULUM VITAE**

Az-zahra Mahaditsta was born in Bandar Lampung on September 1<sup>st</sup>, 2002. She is the second daughter of Surya Hidayat and Syamsinar, the captivating spouses. She has two siblings: an older sister, Puti Edel Weista, and a younger sister, Muthia Zhafira.

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A month before finishing high school, she successfully passed the SMMPTN and was accepted into the English Education Study Program at Lampung University. Alongside her studies, she actively participated in the Society of English Education Department Students (SEEDS) as a Human Resource Development staff member, responsible for managing human resources in the organization. Due to her potential in numbers and finances, she often takes on the role of treasurer.

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elementary, junior high, and high school students. This experience sharpened her teaching achievements and deepened her passion for education, reinforcing her commitment to helping young learners gain confidence in English.



## **DEDICATION**

With sincere gratitude, she dedicates this unique thesis to her beloved parents, family, siblings, friends, honorable lecturers in the English Department, and herself.

## **MOTTO**

*“In art, there is only one thing that counts: the thing you can't explain.”*

(Georges Braque)

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With heartfelt gratitude, the researcher extends appreciation to everyone who contributed to the successful completion of this thesis. May Allah bless you all and reward your kindness abundantly.

The researcher recognizes that this thesis may still have certain limitations and welcomes any constructive feedback for improvement. It is hoped that this undergraduate thesis will serve as a valuable resource for educators and future research.



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## **I. INTRODUCTION**

This chapter is divided into six parts, each discussing several points, including the introduction, background, question of research, objective of research, uses of research, scope of research, and definition of terms.

### **1.1 Background**

Speaking is expressing something through voice conversations. A conversation signifies that something needs to be delivered. It's important to communicate information in a way that is understandable to others. According to Burns & Joyce (1997), speaking is an interactive process that generates meaning by creating, receiving, and processing information. This is significant because speaking allows us to assess students' proficiency in the target language. However, many students often encounter difficulties when speaking English in the classroom and in everyday life. They frequently stammer and often resort to code-mixing (English-Indonesian). This can be attributed to several factors, such as a lack of practice speaking English and inadequate language mastery.

One challenge for lecturers is teaching speaking. Before attending the English-speaking class, there are a few things to think about. It could have to do with issues with speaking practice. In her study of speaking skills, Lestari (2019) revealed that Indonesian learners are mostly afraid of making mistakes because they have a limited vocabulary. It is prevalent and is now a common feature of life. Speaking enables a person to communicate and convey ideas, feelings, and thoughts through language. According to Brown (2001), these consist of vocabulary, grammar, and fluency, in relation to the number of students involved.

According to the Merdeka Curriculum, one of the basic competencies high school students must achieve is speaking, especially transactional texts about asking and giving opinions. Tenth-graders are expected to be able to deliver or express how to ask and give opinions. Teaching becomes essential to improve students' speaking ability, especially when asking and giving opinions (Randong, F. A., et al., 2013). Talk as a transaction is easier to plan because of the abundance of group activities, information-gap activities, and role-plays in today's communicative materials. These activities can help practice using talk to share and obtain information and conduct real-world transactions, according to Jack C. Richards (2008). Additionally, role-play can enhance students' communication abilities and foster interaction. In connection with this, Tompkins (1998) states that role-playing or simulation is a very beneficial approach to second language acquisition. The researcher believes every student should have a different way of learning to be interested in utilising technology in this era. The phenomenon of social media development was made possible by technological advancements. With the support of advanced technology, individuals widely use social media. It can be employed as a medium for language acquisition because of its many purposes.

Several studies have demonstrated the benefits of using social media as a teaching tool to encourage students to learn English. In line with that, TikTok offers a variety of features and content. Students may re-create brief videos to practice using the TikTok app to improve their speaking skills. Thus, students can watch such short videos of native English speakers on this platform to improve their ability to speak English primarily from videos. Furthermore, it increased their understanding of appropriate English language practice.

Pratiwi et al. (2021) state that TikTok is useful for supporting educators and students in the classroom. They demonstrated how to use the TikTok app to learn. In addition, Ferstephanie, J., & Pratiwi, T. L. (2022) stated that using the TikTok application in the class has potential usage for students in enhancing their ability to communicate in English.

Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023) conducted their study on the effects of TikTok on EFL students' English-speaking skills with 60 English majors at Kalasin University, Thailand. Using mixed-methods research, they found TikTok effective in improving speaking skills and that students had positive perceptions of its use. Most students enjoyed TikTok, found it promoted creativity, and saw it as a beneficial learning tool.

Chen, X., & Kang, H. (2023) also researched using TikTok for oral English learning, surveying 166 college students online from various Chinese provinces. The study found that over 70% of students believed TikTok could help address issues in oral English education related to pedagogy, materials, and pronunciation. They recommended integrating TikTok videos into English-speaking classes.

According to Asio, J. M., Pasubillo, M. A., & Valenzuela, C. L. (2023), explored TikTok-based activities for improving English-speaking skills in Grade 9 students in Olongapo City, Philippines. Using a descriptive-comparative design, they found no significant difference in pretest and posttest scores, but teachers observed benefits in using TikTok. The study highlighted a disparity between student and teacher perceptions, suggesting that teachers develop contextualized TikTok activities for more effective learning.

Based on the previously stated explanation, the researcher intends to offer a different teaching medium that students can use to learn speaking and make the speaking class entertaining, interesting, and communicative. This research was focused on improving high school students' speaking skills using TikTok videos through role-playing activities in asking for and giving opinions. However, compared to previous studies that only examined university students or focused on perceptions, this research measured improvement using pre- and post-tests. This is filled by providing practical evidence on how TikTok can improve specific aspects of speaking in a high school context. In this case, the researcher chose the topic "Improving Students' Speaking Achievements through TikTok Videos". The videos from TikTok make them active not only in thinking but also in speaking. It helps the teacher to teach the students to speak English more easily and with more interest. Students would not be bored because they have to be

active and participate actively in the speaking class during the teaching-learning process. In daily life, students frequently play or explore TikTok as they decide without realizing that doing so can help them obtain better results in both written and spoken language. This study aims to address students' speaking challenges and boost their confidence. However, in this research, the writer used the Videos from TikTok to Improve Students' Speaking achievement.

## **1.2 Question of the Research**

The problems of this research were focused on the following research question:

1. Was there any significant improvement in students' speaking achievements after the students were taught through TikTok videos?
2. Which aspect of speaking significantly improved the most after the implementation of TikTok Video?

## **1.3 Objective of the Research**

Based on the research questions above, the purpose of this study was:

1. To find out whether there was a significant improvement in students' speaking achievements after students were taught through TikTok videos.
2. To find out which aspect of speaking significantly improved the most after the implementation of TikTok Video?

## **1.4 Uses of the Research**

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically:

1. Theoretically Use

The result of this research is expected to determine whether there is a significant improvement in students' speaking achievements after they are taught through TikTok videos, based on the research questions above.



## 2. Practically Use

The result of this research is expected to help students improve their speaking skills. Furthermore, it is expected to be used as a reference for teachers and students in the teaching-learning process and to assist them in achieving speaking achievements through TikTok videos.

### 1.5 Scope of the Research

This research focuses on students' speaking achievements, which consist of Grammar, Vocabulary, Fluency, and Comprehension. The researcher conducted the research for five meetings at SMA 3 Al-Azhar. The population of this research consisted of tenth-grade students in high school who studied the material about asking and giving opinions using the role-play method. The sample consisted of one class comprising 30 students. In this study, the researcher conducted pre-tests and post-tests to find out whether there was a significant improvement in students' speaking achievements after students were taught through TikTok videos and which aspect of speaking improved the most after the implementation of TikTok videos.

### 1.6 Definition of Terms

The researcher provides several research-related terms to help define the topic of the research. Here is the definition of terms mentioned previously:

#### 1. Speaking

Speaking is one of the fundamental language skills that is more important than other abilities since it is used for communication. Speaking is an instrument that people use to interact with one another. Students must learn a few things to have strong speaking skills. Grammar, Vocabulary, Fluency, Pronunciation, and Comprehension are essential.

#### 2. Asking and Giving Opinions

Asking and giving opinions refers to a conversational skill where one person requests another's viewpoint on a topic, and the other responds by expressing their thoughts, ideas, or beliefs. This can be done in formal and informal

contexts and for real-world transactions. Role play can also improve learners' speaking skills and help learners interact.

### 3. TikTok

TikTok is a social media application that enables users to create, share, and discover short-form videos. The app is recognized for its highly engaging and often entertaining content, which ranges from 15 seconds to 3 minutes. TikTok has gained immense popularity due to its user-friendly interface, diverse content, and a robust algorithm that personalizes the user experience. The videos on TikTok are designed to teach viewers something new or provide educational content in an engaging and often entertaining manner. These videos can cover a wide range of topics and subjects.

This chapter has already discussed the introduction of the research, including the explanation of the background, the question of the research, the objective of the research, the uses of the research, the scope of the research, and the definition of terms to provide insight into this research.

## **II. LITERATURE REVIEW**

This chapter discusses the literature review used in this study. It consists of a previous study, the concept of speaking, the teaching of speaking, the concept of TikTok videos, TikTok videos as a teaching medium, teaching speaking through TikTok videos, the procedure of teaching speaking through TikTok videos, advantages and disadvantages, theoretical assumptions, and hypotheses.

### **2.1 Previous Study**

There are several studies that deal with teaching English-speaking skills through videos from TikTok that other researchers have conducted. Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023) conducted their study on the effects of TikTok on EFL students' English-speaking skills with 60 English majors at Kalasin University, Thailand. Using mixed-methods research, they found TikTok effective in improving speaking skills and that students had positive perceptions of its use. Most students enjoyed TikTok, found it promoted creativity, and saw it as a beneficial learning tool.

Chen, X., & Kang, H. (2023) also conducted their research on the use of TikTok for oral English learning, surveying 166 college students online from various Chinese provinces. The study found that over 70% of students believed TikTok could help address issues in oral English education related to pedagogy, materials, and pronunciation. They recommended integrating TikTok videos into English-speaking classes.

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found no significant difference in pretest and posttest scores, but teachers observed benefits in using TikTok. The study highlighted a disparity between student and teacher perceptions, suggesting that teachers develop contextualised TikTok activities for more effective learning.

Based on the explanation above, multiple studies highlight the potential benefits and varied perceptions of using TikTok to improve English-speaking skills. Research by Hongsa et al. (2023) in Thailand demonstrated that TikTok effectively enhanced EFL students' speaking abilities and was positively perceived by students for its engaging and creative approach. Chen and Kang (2023) found that Chinese college students viewed TikTok as a valuable tool for addressing issues in oral English education, suggesting its integration into speaking classes. However, a study by Asio et al. (2023) in the Philippines revealed mixed results. While students did not significantly improve pretest and posttest scores, teachers observed benefits in using TikTok-based activities. These studies collectively suggest that TikTok has potential as a supplementary tool for language learning, though its effectiveness may vary based on implementation and context.

From the statement above, the researcher is interested in finding out about improvements in students' use of TikTok videos as a medium to improve their speaking achievements, especially for senior high school students. Video is one of the potential activities for students to listen to the pronunciation of English words well, as well as their understanding, in the form of every word they see from the media prepared by teachers, and teachers can show videos for listening. Then, with the influence of technological advances, teachers prepare and create learning media. Smartphones, laptops, or computers can be applied to the process of teaching and learning.

## **2.2 The Concept of Speaking**

Speaking is an important skill in learning a foreign language; it includes all other skills in recognising a language. The following is a more detailed explanation of the definition of speaking and its components.

## 1. Definition of Speaking

Speaking is one of the basic language skills that plays an important role compared to other skills because it is essential for communication. Many definitions of speaking exist. It is a vital component of language teaching. Richard (2008) states, "Mastery of speaking in English is a priority for many second or foreign language learners." Speaking is a significant skill that students must master to become effective communicators. Through speaking, learners can produce language more proficiently. Thus, speaking skills enhance learners' English proficiency by facilitating language production. On the other hand, Nunan (2003) states that "speaking is the productive oral skill. This skill consists of producing systematic oral utterances to convey meaning."

From the statements above, the researcher concludes that speaking is a process of interaction involving two or more people aimed at helping the listener understand what the speaker conveys.

## 2. The Components of Speaking Skills

Speaking is a language skill that students must master to become effective communicators. Additionally, speaking is an essential skill utilized by teachers and students in the English teaching and learning process. Speaking encompasses two main groups and several other categories.

The first is accuracy, which refers to the ability to construct proper sentences using appropriate language and grammar. Accuracy is one factor in assessing a person's language proficiency. To speak English correctly, a person needs to utilize vocabulary, pronunciation, and grammar with minimal or no errors. The second is fluency, defined as the capacity to speak and write in a language easily and fluently. In reality, accuracy and fluency are closely related, leading to the idea that both accuracy and fluency are necessary for successful communication.

Speaking is an instrument that people use to interact with one another. It appears everywhere and is now an ordinary feature of life. Speaking enables a person to communicate and convey ideas, feelings, and thoughts through language. Additionally, he or she communicates with others to provide information.

Speaking is more than just expressing one's ideas. Students must learn a few things in order to have strong speaking skills. According to Brown (2001), these consist of vocabulary, grammar, and fluency. These are some of the aspects contained in speaking comprehension:

1) Grammar

Grammar is necessary for students to construct proper sentences in both written and spoken communication. Grammar anticipates and systematically accounts for the ideal language knowledge of a speaker or listener. A language's grammar describes how words can change their forms and be combined to make sentences. From those statements, it can be inferred that grammar serves the purpose of arranging sentences according to their context and avoiding misunderstandings between communicators.

2) Fluency

The capacity to communicate effectively, fluently, and accurately is known as fluency. The term "fluency" typically describes the ability to speak orally without restriction. Throughout the teaching and learning process, teachers allow students to speak freely and uninterruptedly to measure their fluency. The aim is to assist students in speaking effectively and easily. Since inadequate correction could break the flow of the talk, the teacher does not correct immediately.

3) Vocabulary

Having a large vocabulary, we cannot utilise the structure and function we may have learned for understandable communication, which makes vocabulary crucial for the successful use of a second language. The list of words we may comprehend or completely orally and for which we have an understanding is known as our oral vocabulary. The words in our written vocabulary are those we can clearly understand when writing or reading aloud. The vocabulary that early readers are familiar with is primarily oral representations. Thus, these distinctions are crucial. When individuals

acquire reading skills, written vocabulary overcomes oral vocabulary, which is important for literacy (Hiebert & Kamil, 2005).

#### 4) Comprehension.

The capacity to understand and interpret significant speech passages and construct models of sentence meaning is known as comprehension. Since second language comprehension is not directly observable, it must be inferred by obvious verbal and nonverbal replies, artificial instruments, or the teacher's or researcher's decision-making. This makes studying second language comprehension more challenging. Especially in cases where methods are intricate and involve dangers, comprehension refers to the participants' complete understanding of the nature of the study activity (Cohen, 2005).

From the explanation above, speaking has two significant aspects, accuracy and fluency. This research measures students' Grammar, Vocabulary, Fluency, and Comprehension.

### **2.3 Teaching of Speaking**

Brown (2000) defines teaching as helping others learn, providing knowledge, and guiding understanding. The goal of teaching speaking skills is communicative efficiency, where learners use their proficiency effectively, avoid confusion, and observe social and cultural communication rules.

According to Jack C. Richards (2008), talk as a transaction is more easily planned since current communicative materials are a rich resource of group activities, information-gap activities, and role plays that can provide a source for practicing how to use talk for sharing and obtaining information and for carrying out real-world transactions. Additionally, role play can help students interact and enhance their speaking abilities in any environment. According to Tompkins (1998), role-playing or simulation is a highly effective technique for second language acquisition.

During lessons, teachers combine content-oriented and form-oriented input. Structured output focuses on correct form, giving students specific language forms to practice. This stage transitions students from presentation to practice. Communicative output involves tasks where language use aims to complete a task, prioritising message conveyance over accuracy. Teaching is important for helping students become proficient speakers, particularly when expressing their thoughts and asking questions (Randong, F. A., et al., 2013). Teaching is the process of demonstrating or assisting someone in learning how to do something, providing guidance, directing knowledge, or making someone aware of or comprehend something (Brown, 2001:7). Since the students are ignorant, the goal of the instruction in this situation is to help students comprehend the lesson.

Based on the explanation above, Effective teaching guides learners in acquiring knowledge and real-world communication skills. Teaching speaking focuses on communicative efficiency, ensuring fluency and cultural awareness. Role-playing enhances speaking proficiency through interactive practice. TikTok videos provide an engaging platform for language learning, offering short, interactive lessons on vocabulary, grammar, and conversation, making learning more accessible and efficient.

#### **2.4 Concept of Videos from TikTok**

TikTok is a well-known social media application that allows users to make, watch, and share 15-second videos from their phones. A video from the TikTok application is a short, compelling video that aims to instruct or demonstrate a particular subject or skill. This application has gained popularity recently due to its many thrilling features and diverse public figures who also use and promote it (Erwani et al., 2022).

Pronunciation, vocabulary, grammar, common mistakes, and English facts are the five course categories frequently created from online TikTok videos (Warini et al., 2021). The pronunciation category is the highest among the four top content creators. Furthermore, the results demonstrate that TikTok is an effective medium for English language acquisition since it offers short videos with easy-to-



understand and engaging content and valuable features like sound, graphics, and editing filters.

Based on the explanation above, TikTok's videos offer a vibrant and engaging learning environment for various subjects and skills, including language and speaking. These videos make language learning accessible and efficient for learners by utilizing the TikTok format to provide quick, engaging, and interactive lessons on vocabulary, grammar, pronunciation, and conversation practice.

## **2.5 TikTok Videos as a Teaching Medium**

The purpose of using media in education is to clarify content distribution, move beyond the constraints that limit educators' teaching capacity, and help students focus on the information. Therefore, a selection strategy using the right learning media is one key. One example is using an educational video on a stick.

The TikTok application can be a helpful tool in an interactive and engaging learning process. With the advancement of technology, individuals widely use social media. It can be utilized as a medium for language acquisition due to its many purposes. TikTok is a popular social media platform that also serves as a social network. This video platform offers a variety of features and content. Several studies have demonstrated the benefits of using social media as a teaching tool to encourage students to learn English. According to Yang (2020), students' perspectives showed positive attitudes in utilizing TikTok as an English learning platform.

In this research, the researcher uses social media since it is related to language acquisition. One of the most popular social media platforms that can be used for teaching and learning is TikTok. Additionally, TikTok offers a variety of English study resources that might inspire students to acquire the language. Thus, it encourages students to practice their English-speaking skills through various original content, especially educational videos. According to recent research, there may be a link between TikTok and children's capacity to speak more fluently. The

researcher aimed to ascertain and demonstrate how TikTok's influence on students' speaking achievements demonstrates a positive attitude in teaching and learning.

## **2.6 Teaching Speaking through TikTok Videos**

Many kinds of media can be used in the teaching and learning process. Videos from TikTok are one kind of teaching media that can be used to teach speaking or any material. They help the students understand and memorise the material more easily and make them enjoy learning vocabulary.

In addition, Herlisya & Wiratno (2022) disclosed in their study that the TikTok app improves a student's learning activities and speaking skills. A positive result also corresponds with using TikTok to students' motivation in speaking, as Ferstephanie and Pratiwi (2021) presented. To be more precise, Ipan et al. (2020) discovered that TikTok might enhance students' oral skills. Since there is an unlimited, open-access resource to language inputs from the educational content creators on TikTok, the language learners are more exposed to English. There is also a feature in TikTok called stitch, which allows users to incorporate other video clips from other users into their videos. In this way, a user can engage with another TikTok user.

Based on the explanation above, TikTok is a valuable medium for teaching and learning, particularly for improving students' speaking achievements. Studies have shown that TikTok enhances students' understanding and retention of material, increasing their motivation and enjoyment in learning vocabulary. Students can view and practice from 15-second mobile or webcam videos. Videos from the TikTok app are short, engaging videos that aim to instruct or demonstrate a particular subject or skill. The materials used are asking and giving opinions. Consequently, as an effective English-learning tool, TikTok has gained popularity among students in various regions, including Indonesia.

## **2.7 Procedure of Teaching Speaking through TikTok Videos**

To improve students' speaking achievements, the researcher used videos from TikTok as media. The procedures are Preparing, Modelling, Eliciting, Practising, and Reviewing as presented by Jack C. Richards (2008). The procedures of teaching speaking achievements through Videos from TikTok are as follows:

Another well-known method for practicing real-world transactions is role-playing, which usually involves the following steps:

- 1) Preparing: Reviewing vocabulary, practical information about the subject, and the role-play settings.
- 2) Modelling and eliciting: Demonstrating the stages typically involved in the transaction, eliciting suggestions on how each stage can be performed, and teaching the functional language needed for each stage.
- 3) Practising and reviewing: To provide language and other assistance, assign sections to students, and have them act out a role-play.

Based on the explanation above, the following are the stages of the procedure for teaching speaking through videos from TikTok: preparing the environment and teaching materials, modeling and eliciting, like demonstrating the stages, and practicing and reviewing: assigning students roles and practicing a role play.

## **2.8 Advantages and Disadvantages**

The use of videos from TikTok to improve student speaking achievements has both advantages and disadvantages.

### **1. Advantages**

According to (Manggo et al., 2022), TikTok is quite good as a learning medium in the process of learning English, especially for students' speaking skills. According to Amelia, E. R., & Muamaroh, M. (2024), it was found that TikTok provides several benefits for students. The first advantage of using TikTok is that it offers a wealth of material for speaking skills. With the numerous materials content creators share, it becomes easy for students to hone their English-speaking skills. The

second advantage is that using TikTok makes it easy for students to practice their speaking skills anywhere and anytime.

## 2. Disadvantages

According to Amelia, E. R., & Muamaroh, M. (2024), the TikTok application has advantages and disadvantages. The first disadvantage is that many materials shared on TikTok still contain incorrect pronunciation or sentences, which can cause students to make mistakes. TikTok also sometimes shares material with incorrect vocabulary or pronunciation, which can be detrimental to its viewers.

Based on the explanation above, TikTok offers advantages and disadvantages as a learning medium for English, particularly in improving students' speaking achievements. On the positive side, TikTok provides abundant speaking materials and allows students to practice anytime and anywhere. However, a significant drawback is the presence of incorrect pronunciation and sentences in some content, which can lead to errors in students' learning.

## 2.9 Theoretical Assumptions

Many students have difficulty expressing or speaking English. There are several reasons why students find it difficult to speak English. First, the teacher's method is less interesting for students. Second, students lack motivation to learn English. Third, students think English is difficult. They do not have enough vocabulary, so it is difficult to develop ideas or comprehension, and they are not confident.

The advantages of TikTok videos as a medium for learning transactional text or conversation on asking and giving opinions offer a unique solution by stimulating students' interest through videos. The use of TikTok in the class has the potential to enhance students' achievements in communicating in English. According to Xiuwen and Razali (2021), students can watch videos on TikTok that highlight their speaking abilities as part of their English language learning materials. Additionally, TikTok videos help students improve their speaking abilities in terms of vocabulary, fluency, understanding, and pronunciation. By imitating

native speakers, TikTok videos in the classroom help students become more aware of speaking English.

The researcher attempts to use videos from TikTok in developing learners' speaking achievements because the researcher assumes that videos from TikTok can attract learners' interest in learning. The short videos from TikTok make it easier for learners to learn English, especially in the case of words. This research was applied to high school students.

## **2.10 Hypothesis**

Based on the research questions, theories, and theoretical assumptions that have been discussed earlier, the researcher proposes the hypothesis as follows:

H1: There is a significant improvement in students' speaking achievements after students were taught through TikTok videos.

H2: The aspect of speaking significantly improved the most after the implementation of TikTok Video is comprehension.

This chapter already discussed about literature review of the research, including the previous study, the concept of speaking, teaching of speaking, videos from TikTok as a teaching media, concept of videos from TikTok, teaching speaking through videos from TikTok, procedure of teaching speaking through videos from TikTok, advantages and disadvantages, theoretical assumption, hypothesis.

### III. METHODS

This chapter presents the research methods, including the design, population and sample, instrument, validity and reliability, data collecting technique, research procedure, scoring system, data analysis, data treatment, and hypothesis testing.

#### 3.1 Design

The researcher used a one-group pretest-posttest approach to conduct the quantitative research study. The following research question was addressed using this design: Was there any significant improvement in students' speaking achievements after students were taught through TikTok videos? Which speaking aspect significantly improved the most after implementing TikTok Video? In this design, pretests are given before treatment, and posttests are given after treatment. Three meetings were held to provide the treatments. The following could be used to illustrate the research design (Setiyadi, 2018):

**Table 3. 1 Design of Pre-test and Post-test**

| Pre-test | Treatment | post-test |
|----------|-----------|-----------|
| T1       | X         | T2        |

Notes:

T1: Pre-test for students' speaking achievements before treatment was given

T2: Post-test for students' speaking achievements after treatment was given

X: Teaching Speaking through TikTok videos

### **3.2 Population and Sample**

This research's population was the 10th-grade students of SMA 3 Al-Azhar in the academic year 2024/2025. They were students in the XI-9 class. The researcher asked the English teacher for guidance in selecting the class.

Consequently, cluster random sampling was employed to select the class. This class, consisting of 30 students, served as a sample for the research and accurately reflected the school's population. To eliminate subjectivity in the research, this approach was applied with the understanding that every student in the population had an equal chance of being selected.

### **3.3 Instrument**

An instrument is a tool that researchers utilize to measure various items during data collection. Speaking tests were used to address the research questions. The pre-test was administered during the first meeting, and the post-test was held during the fifth meeting. The speaking components assessed include Grammar, Vocabulary, Fluency, and Comprehension. The participants of this study were high school students. The researcher conducted both a pre-test and a post-test, featuring an activity where students were asked to share their opinions on music and movie genres for approximately 45 seconds. For more details, the researcher included the pre-test and post-test in the Appendix.

### **3.4 Validity and Reliability**

The principles of reliability and validity are frequently linked to quantitative research. Setiyadi (2018), quantitative research emphasizes data collection to guarantee both validity and reliability. Here are some considerations that the researcher takes into account when conducting quantitative research:

#### **1. Validity.**

If a test measures the intended outcome and meets the criteria, it is considered valid (Hatch & Farhady, 1982). The term "validity" pertains to the relevance of the subject. It implies that the test should assess what needs to be measured and examined. The researcher examined content and construct validity, as the

research focused on these two types of validity to determine whether the test was effectively valid.

### 1) Content Validity

Content validity refers to whether the test items or tasks accurately reflect what is to be assessed (Nurweni, 2019). The provided material must align with the curriculum to be deemed valid content. In this context, the content of the test pertains to the Merdeka Curriculum. It is noted that tenth-grade students in Senior High School are expected to understand transactional text, particularly in asking for and giving opinions. The research utilizes asking for and giving opinions as the focus of the test items. This approach is appropriate for tenth-grade students at SMA 3 Al-Azhar Bandar Lampung. Furthermore, the tests administered to the students are based on the syllabus indicators. The material was also selected through observation and consultation with the subject teacher to ensure its relevance and suitability for the students' needs.

### 2) Construct Validity

Construct validity is necessary for the test instrument, defined by specific indicators measuring one aspect or construct (Setiyadi, 2018). Construct validity refers to the process of determining how test performance can be interpreted regarding one or more constructs. Regarding construct validity, the researcher assessed the validity of the speaking test instrument by applying inter-rater validity and consulting an expert in English speaking. The researcher evaluates students' speaking results using the scoring criteria proposed by Brown (2001: 173), with the components modified to four. The scoring rubrics encompass four aspects of speaking: grammar, vocabulary, fluency, and comprehension. These aspects are included in the test's construct validity (see Appendix 4).

## 2. Reliability.

The core principle of reliability is consistency. Hatch and Farhady (1982) state that a test's reliability indicates how consistently it produces results when



administered under the same conditions. If a test generates consistent results, it is deemed reliable. To validate the results and reduce subjectivity, the researcher utilized inter-rater reliability. Two raters assessed the students' speaking performance during both the pre-test and post-test: the researcher and the English teacher of the experimental class. Both evaluations involved listening to recordings of the students' performances, with scores based on four speaking components rated on a scale of 1-5, as previously described. The reliability of these evaluations was confirmed by comparing and analyzing the mean scores of the inter-raters. Furthermore, Spearman's Rank Correlation was employed by the researcher to explore the relationship between the two raters. The formula is as follows:

$$R = 1 - \frac{6(\sum d^2)}{N(N^2 - 1)}$$

*R*: Coefficient of rank order

*d*: Difference of rank correlation

*N*: Number of students

1-6: Constant number

(Hatch and Farhady, 1982)

After calculating the results of students' speaking recordings, the data is calculated by the researcher with a standard of reliability below:

- 1) A very low reliability (ranging from 0.00 to 0.19)
- 2) A low reliability (ranging from 0.20 to 0.39)
- 3) An average reliability (ranging from 0.40 to 0.59)
- 4) A high reliability (ranging from 0.60 to 0.79)
- 5) A very high reliability (ranging from 0.80 to 0.100)

(Arikunto, 2005)

According to the reliability standard mentioned above, it can be concluded that the speaking tests are deemed reliable if they achieve a score of at least 0.60 (indicating high reliability). After analyzing the results of the students' speaking

recordings, the researcher used the formula provided above (see Appendix 10) to calculate the data. The results of the reliability can be seen in the following table: the data using the formula above (see Appendix 10). The results of the reliability can be seen in the following table:

**Table 3. 2 Reliability of Pre-test and Post-test**

| Reliability | Pre-Test | Post-Test |
|-------------|----------|-----------|
|             | 0.827    | 0.815     |

The table above clearly shows that the pre-test reliability is 0.827, indicating very high reliability for assessing students' prior knowledge. In contrast, the post-test reliability is 0.815. According to Arikunto (2005), a test value ranging from 0.800 to 1.000 signifies a very high level of reliability.

In summary, the results demonstrate that both tests are highly reliable, with scores of 0.827 for the pre-test and 0.815 for the post-test. This reflects good consistency in evaluation results across all tests.

### **3.5 Data Collecting Technique**

To collect data, the researcher administered a speaking test. Before the treatment, students took a pre-test to assess their speaking achievement. The researcher then conducted a post-test to evaluate how much the students' speaking achievements improved after the treatment. Specifically, the methods for data collection are as follows:

#### **1. Pre-test**

The researcher conducted a pre-test for one meeting before giving the treatment. The pre-test was given to determine students' speaking achievements before applying the treatment. The test conveyed opinions from questions about music genres. The researcher recorded the pre-test to obtain data. Grammar, vocabulary, fluency, and comprehension were all evaluated as components of speaking performance in the given test. After the performance, the researcher transcribed and scored the components of the speaking assessment.

## 2. Post-test

The researcher gave the post-test to the students as in the pre-test. The post-test was given after the treatments were applied to assess their improvement. The test involved expressing opinions in response to questions about movie genres. The researcher recorded the post-test to obtain data. Grammar, vocabulary, fluency, and comprehension were all evaluated as components of speaking performance in the test. After the achievement, the researcher transcribed and scored the components of speaking performance.

### 3.6 Procedure of the Research

In finding out whether there is a significant improvement and to identify the challenges students encounter while learning to speak using TikTok videos as a medium, the researcher followed these steps:

1. Selecting and Determining the Population and Sample. The research population consisted of tenth-grade students at SMA 3 Al-Azhar Bandar Lampung. Nine tenth-grade classes (X1-X9) were present. One class, X9, was chosen as the sample, and 30 students formed the experimental group.
2. Selecting Instruments and Materials. The material on asking and giving opinions was based on the syllabus for tenth-grade high school students. The instrument used was a speaking test. The teaching materials were researched and adapted from various online sources, students' English textbooks, and a high school English syllabus.
3. Administering the Pre-Test. The researcher instructed students to step forward and record their asking and giving opinions on the topic. The test lasted for 90 minutes and was designed to assess students' initial performance.
4. Implementing the Treatment. The treatment was conducted over three sessions, each lasting 90 minutes. The researcher employed TikTok videos as a medium for speaking practice. Students were guided to comprehend individual content words by providing examples and engaging in speaking exercises.

5. Conducting the Post-Test. Following the treatment, students participated in the post-test. The researcher evaluated their performance using topics similar to those in the pre-test. Students were again asked to record their opinions based on the topic. The test lasted for 90 minutes and aimed to assess changes in their performance.
6. Analyzing the Data. The pre-test and post-test scores were analyzed using SPSS 27 software. The researcher compared the two score sets to evaluate the treatment's effectiveness.
7. Interpreting the Report Findings. In the final step, the researcher reported the students' scores and summarized the main findings. Based on the analysis, conclusions were drawn.

### 3.7 Scoring System

To assign students' scores, the following criteria were used, adapted from the scoring system criteria based on the rating sheet from Brown (2001: 173), with components adjusted to four and customized explanations (See Appendix 4), as follows:

- 1) Grammar
- 2) Vocabulary
- 3) Fluency
- 4) Comprehension

### 3.8 Data Analysis

To achieve the results of this research, the data were analyzed using several steps (Hatch & Farhady, 1982):

- 1) Scoring all pre-test and post-test results using inter-rater methods.
- 2) Tabulating the results of the pre-test and post-test.
- 3) Calculating the mean of both tests using this formula:

$$Md = \frac{\sum d}{N}$$

*Md*: mean (average score)

$\sum d$ : total students' score

*N*: number of students

- 4) Getting the improvement of students' scores in order to find whether there is a significant difference in students' speaking before and after being taught using TikTok videos. To find the data, the researcher used the formula below:

$$I = M2 - M1$$

*I*: The improvement of students' speaking achievements.

*M1*: Students' average score on the pre-test.

*M2*: Students' scores on the post-test.

- 5) Composing a discussion regarding the result.  
6) Answer the research question and conclude the analysis results.

### 3.9 Data Treatment

Three basic assumptions should be fulfilled when using the Paired Sample T-test analysis to examine the hypotheses (Setiyadi, 2018):

1. The data are interval-level, based on the resulting scores.
2. The data are collected from a random sample of the population.
3. The data are normally distributed.

To determine whether the data are normal, the researcher applied the Shapiro-Wilk test with the following hypotheses:

H0: The distribution of the data is normal.

H1: The distribution of the data is not normal.

The significance level used is 0.05. H0 is accepted if the results of the normality test are greater than 0.05 ( $p > 0.05$ ). Additionally, the results of the normality test are displayed in the table below:

**Table 3. 3 Test of Normality**

| Tests of Normality |                                 |    |       |              |    |      |
|--------------------|---------------------------------|----|-------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                    | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| PreTest            | .135                            | 30 | .169  | .950         | 30 | .165 |
| PostTest           | .129                            | 30 | .200* | .947         | 30 | .138 |

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3.3 demonstrated that both datasets were normally distributed. The normality test value in the pre-test is 0.165, while the value of the normality test in the post-test is 0.138. Since the data from both tests are higher than 0.05, it can be assumed that  $H_0$  is accepted. Therefore, the tests have been shown to have a normal distribution.

### **3.10 Hypothesis Testing**

After collecting the data, the researcher analyzed it to determine whether there was any significant improvement in students' speaking achievements through TikTok following the implementation of the video about asking and giving opinions. The hypotheses were analyzed using the Paired Sample T-Test from the Statistical Package for Social Science (SPSS) version 27. The researcher uses the significance level of 0.05, meaning the hypothesis is accepted if the p-value < 0.05. It means that the probability of error in the hypothesis is only 5%. The hypotheses are:

$H_0$ : There was no significant improvement in students' speaking achievements after they were taught using TikTok videos.

$H_1$ : There is a significant improvement in students' speaking achievements after they were taught using TikTok videos.

$H_2$ : The implementation of TikTok videos in learning significantly improved students' speaking comprehension.

The chapter discussed the methods of research: design, population and sample, instrument, validity and reliability, data collecting technique, research procedure, scoring system, data analysis, data treatment, and hypothesis testing.

## **V. CONCLUSION AND SUGGESTION**

This final chapter presents the conclusion of the research findings and suggestions for English teachers and future research.

### **5.1 Conclusion**

This study concludes that TikTok videos significantly improved senior high school students' speaking achievements. The average score increased from 52.42 to 65.33, gaining 12.91 points. Among the speaking aspects, comprehension showed the highest improvement, followed by grammar, fluency, and vocabulary. TikTok videos' short, contextual, and relatable content helped students better understand and organise their ideas, making communication more fluent and confident.

These findings are supported by previous studies showing that social media platforms like TikTok enhance creativity, lower anxiety, and boost speaking performance. Statistical analysis with a paired sample t-test (t-value 9.559;  $p < 0.001$ ) confirmed significant improvements. The shift in students' score distribution also indicated a rise in both average and higher-level achievements after the intervention.

Students' active engagement through role-play, TikTok dialogue imitation, and peer collaboration contributed greatly to overcoming speaking challenges such as hesitation and limited vocabulary. These results reinforce that integrating TikTok videos with structured and interactive classroom activities offers an effective, enjoyable, and practical approach to improving students' English-speaking skills. This study adds new evidence to the growing field of digital-assisted language learning and highlights the potential of social media as a valuable educational tool.

## **5.2 Suggestion**

Here are some suggestions for the teacher and future researchers.

### **1. Suggestion for English Teachers**

- a. Considering the significant improvement in students' speaking achievements through TikTok videos, English teachers are encouraged to adopt this platform as an alternative teaching medium. However, although this study showed improvement in various aspects of speaking, due to the limited time and the lack of types or videos that can be shown, the researcher suggests showing more types of videos so that students can develop more ideas and also practice speaking.
- b. During data collection, some students still struggled to convey their speech. The researcher suggests that teachers should more often practice students' speaking through various platforms that can be utilised and focus on increasing vocabulary knowledge.

### **2. Suggestion for Future Research**

- a. Due to the obstacles in the research faced by students, many of them still lack or have limited vocabulary, which sometimes prevents them from answering well. Therefore, future researchers are asked to focus more on their vocabulary so that it makes it easier for them to answer questions and explore strategies to optimize TikTok-based learning for students.
- b. Since this study was conducted at the senior high school level, future research should examine the effectiveness of TikTok videos in different educational settings, such as junior high school or university-level students. Additionally, while this study focused on improving students' speaking achievements, particularly in asking and giving opinions, future researchers can explore how TikTok videos can support the development of other language achievements, such as listening, reading, or writing, to provide a more comprehensive understanding of its potential in language learning.



Finally, the statements above represent the conclusion of this study during the research of using Tiktok videos in teaching speaking at the tenth grade of SMA 3 Al-Azhar Bandar Lampung. Moreover, the suggestions above can be considered for better future research.

In this chapter, the researcher has presented the conclusion of the research and the suggestion for the educators and future researcher.

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