

**IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT
THROUGH TIKTOK AND STUDENTS' PERCEPTIONS AT SMA YP
UNILA BANDAR LAMPUNG**

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2026

ABSTRAK

IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH TIKTOK AND STUDENTS' PERCEPTIONS AT SMA YP UNILA BANDAR LAMPUNG

Oleh

Natasya Putri Fachrial

Penelitian ini mengkaji pengaruh video TikTok berbasis dialog terhadap pencapaian kemampuan berbicara siswa kelas X di SMA YP UNILA Bandar Lampung pada tahun ajaran 2025/2026. Penelitian ini menggunakan metode kuantitatif dengan desain pre-eksperimental one-group pre-test dan post-test yang melibatkan 36 siswa kelas sepuluh yang dipilih melalui random sampling. Persepsi siswa terhadap penggunaan TikTok juga diteliti. Data dikumpulkan melalui tes berbicara (pre-test dan post-test) serta kuesioner persepsi tertutup mengenai penggunaan TikTok. Pencapaian kemampuan berbicara siswa dinilai menggunakan rubrik analitik yang mencakup pronunciation, fluency, vocabulary, grammar, dan comprehension. Statistik deskriptif dan uji paired-sample t-test digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa nilai rata-rata meningkat dari 53,27 menjadi 68,56 dengan peningkatan sebesar 15,29 poin ($p < 0,05$). Siswa juga menunjukkan persepsi positif terhadap penggunaan video TikTok. Temuan penelitian ini menunjukkan bahwa video TikTok berbasis dialog efektif dalam meningkatkan performa berbicara dan motivasi siswa di kelas EFL.

Kata kunci: Pembelajaran Bahasa Inggris, Pencapaian Kemampuan Berbicara, TikTok, Persepsi Siswa

ABSTRACT

IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH TIKTOK AND STUDENTS' PERCEPTIONS AT SMA YP UNILA BANDAR LAMPUNG

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The current study examined the effect of dialogue-based TikTok videos on the speaking achievement of first-year students at SMA YP UNILA Bandar Lampung in the academic year 2025/2026. A quantitative one-group pre-experimental pre-test and post-test design was employed, involving 36 tenth-grade students selected through random sampling. Students' perceptions of TikTok were also investigated. The data were collected through speaking tests (pre-test and post-test) and a closed-ended perception questionnaire about TikTok use. Students' speaking achievement was assessed using an analytic rubric covering pronunciation, fluency, vocabulary, grammar, and comprehension. Descriptive statistics and a paired-sample t-test were used to analyze the data. The results showed that the mean score increased from 53.27 to 68.56 with a gain of 15.29 points ($p < 0.05$). Students also showed positive perceptions toward the use of TikTok videos. The findings indicate that dialogue-based TikTok videos effectively enhance students' speaking performance and motivation in EFL classrooms.

Keywords: English Language Learning, Speaking Achievement, TikTok, Students' Perception

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ACHIEVEMENT THROUGH TIKTOK AND
STUDENTS' PERCEPTIONS AT SMA YP UNILA
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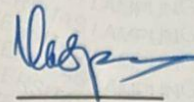
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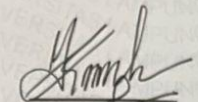
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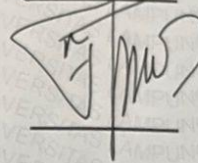
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Natasya Putri Fachrial was born in Bandar Lampung on May 10th, 2004. She is the second child of two children. Her father, Riza Fachrial, S.E., and her mother, Novi Yati, S.E., M.M., have always supported her educational journey. She has one brother named Adhitya Saputra, S.E. She also has a sister-in-law named Fezza Zastadika. In addition, she has three nieces and nephews: one nephew, Adzani Fazzano Adhitya, and two nieces, Aishani Karaissa Adhitya and Andjani Qiandra Adhitya.

She began her formal education at Dharma Wanita Kindergarten from 2009 to 2010. She continued her elementary education at Al-Azhar 1 Elementary School and graduated in 2016. In the same year, she pursued her junior high school education at Al-Azhar 3 Junior High School and graduated in 2019. She then continued her senior high school education at SMA YP UNILA and graduated in 2022.

After completing her senior high school education, she applied to Lampung University and was accepted into the English Education Study Program through the SBMPTN pathway. During her study, she actively participated in academic programs, including doing the Community Service Program (KKN) in Karta Raharja, Tulang Bawang Barat, and the Teaching Practice Program (PLP) at SDN 20 Tulang Bawang Udik.

To complete her undergraduate study, she conducted research entitled “Improving the Students’ Speaking Achievement through TikTok and Students’ Perceptions through TikTok at SMA YP UNILA Bandar Lampung.”

MOTTO

“Pressure reveals your true capability.” - The Devil Wears Prada

Under pressure, hidden strengths emerge. Challenges, deadlines, revisions, and doubts are not obstacles but moments that uncover resilience, discipline, and true potential that might otherwise remain unseen.

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala, who always blesses the researcher's life and gives her strength. She would like to wholeheartedly dedicate this humble work to her beloved parents, brother, relatives, friends, outstanding lecturers in the English Education Study Program, her alma mater Lampung University, along with all hard-working teachers, and also herself.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamiin, all praise is to Allah SWT, the Almighty, for His endless blessings, mercy, and guidance that enabled the author to complete this undergraduate thesis entitled "Improving the Students' Speaking Achievement through TikTok and Exploring Students' Perceptions at SMA YP UNILA Bandar Lampung." This thesis is submitted as one of the requirements for obtaining the Bachelor's Degree at the Teacher Training and Education Faculty, Lampung University.

With sincere gratitude, the author would like to express her deepest appreciation to the following people who have contributed, supported, and accompanied her throughout this academic journey:

1. Drs. Mahpul, M.A., Ph.D., her first advisor, whose patience, wisdom, and encouragement have guided the author from the beginning until the completion of this thesis. His belief in the author's potential gave her strength, especially in moments of doubt.
2. Novita Nurdiana, S.Pd., M.Pd., her second advisor, for her meticulous corrections, thoughtful suggestions, and consistent support. Her dedication taught the author the value of responsibility and perseverance in academic work.
3. Dra. Endang Komariah, M.Pd., the examiner, for her insightful feedback and constructive suggestions that greatly enriched and refined this thesis.
4. Fajar Riyantika, S.Pd., M.A., the Chairperson of the English Education Study Program and also as her academic advisor, for his guidance, attention, and support throughout the author's years of study.
5. All outstanding lecturers and staff of the English Education Study Program, Lampung University, for the knowledge, guidance, and assistance they have generously shared.

6. Her beloved parents, Riza Fachrial, S.E., and Novi Yati, S.E., M.M., for their endless love, prayers, sacrifices, and unwavering support. Without them, this achievement would never have been possible.
7. Her beloved brother, Adhitya Saputra, S.E., for his constant encouragement and support in every situation.
8. Her dearest best friends at the English Department: Rosa Indah Sari, Liliana Syafitri, Galuh Pratiwi, Risma Luthfia Safira, Reza Chalysta Putri, Dita Lutfiah Puspa Dewi, and Hafizah Almahda, for the laughter, support, care, and togetherness through every struggle and happiness during the college years.
9. Intantiani Putri, her best friend, for always being present, listening, supporting, and reminding the author to stay strong and confident.
10. Jeongwoo, TREASURE, and CORTIS, for being her mental support through their presence, positive energy, and comforting moments that helped her stay strong and uplifted.
11. Her friends in BL Class, CS Class, and ED22, who are always willing to share ideas and motivate one another.
12. The big family of SMA YP UNILA Bandar Lampung, especially Ma'am Mey Sriyani as the head of the school and Ma'am Puspa as the mentor teacher, for the permission, assistance, and warm welcome during the research process.

Finally, the author realizes that this thesis is still far from perfection. Therefore, constructive suggestions and criticism are sincerely welcomed for the improvement of this work. The author hopes that this research provides positive contributions to educational development, readers, and future researchers.

CONTENTS

ABSTRACT.....	i
CURRICULUM VITAE	v
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENT	viii
CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii
I. INTRODUCTION	1
1.1. Background	1
1.2. Research Questions	5
1.3. Objectives of the Study	5
1.4. Significance of the Study.....	5
1.5. Scope of the Study	6
1.6. Definition of Terms	7
II. LITERATURE REVIEW.....	9
2.1. Previous Studies	9
2.2. Students' Perception in EFL Learning.....	11
2.3. Speaking Skill	13
2.3.1. Definition of Speaking Skill	14
2.3.2. Aspects of Speaking Skill	15
2.3.3. Types of Speaking.....	16
2.3.4. Difficulties in Speaking	17
2.4. Teaching of Speaking Skills.....	18
2.5. TikTok as Educational Media	20
2.5.1. Definition of Media	21
2.5.2. Definition of TikTok.....	22
2.5.3. Features of TikTok	22
2.5.4. Using TikTok in Teaching English as a Foreign Language	22
2.5.5. Benefits of Using TikTok in English Language Teaching.....	23
2.5.6. TikTok and Speaking Comprehension.....	24
2.6. Procedures of Teaching Speaking Skills Through TikTok Videos	25

2.7. Advantages and Disadvantages of Teaching Speaking Skills Through TikTok Videos.....	27
2.8. Theoretical Assumption	29
2.9. Hypothesis.....	30
III. RESEARCH METHODS.....	32
3.1. Research Design	32
3.2. Variables of the Study	33
3.3. Data Sources	34
3.4. Instruments of the Research.....	35
3.4.1. <i>Speaking Test</i>	35
3.4.2. <i>Students' Perception Questionnaire</i>	36
3.5. Scoring Systems.....	38
3.6. Validity and Reliability of the Instruments	41
3.6.1. <i>Validity</i>	41
3.6.2. <i>Reliability</i>	43
3.7. Data Collection Procedures	45
3.8. Data Analysis	47
3.8.1. <i>Scoring the Students' Speaking Tests</i>	47
3.8.2. <i>Descriptive Statistical Analysis</i>	48
3.8.3. <i>Testing the Improvement in Speaking Achievement</i>	49
3.9. Research Result	50
3.10. Normality Test.....	52
3.11. Hypothesis Testing	53
IV. RESULTS AND DISCUSSION	54
4.1. Result of Study	54
4.1.1. <i>Result of Pre-Test and Post-Test</i>	55
4.2.2. <i>Result of Perception Questionnaires</i>	57
4.3. Hypothesis Testing	59
4.4. Conclusion of Hypothesis Testing	61
4.5. Discussion of Findings.....	61
V. CONCLUSION AND SUGGESTION	69
5.1. Conclusion	69
5.2. Suggestion	68
REFERENCES.....	69
APPENDICES	72

LIST OF TABLES

Table 3. 1. Scale of questionnaire.....	36
Table 3. 2. Blueprint of Students' Perception Questionnaire	37
Table 3.3. Rubric of Speaking Assessment.....	39
Table 3.4. Category of speaking scores.....	40
Table 3.5. Reliability of Pre-Test	43
Table 3.6. Reliability of Post-Test.....	44
Table 3.7. Reliability of Students' Perception Questionnaire	45
Table 3.8. Normality Test.....	52
Table 4.1. Frequency Pre-Test and Post-Test Speaking Scores	55
Table 4.2. The Gain Of Students' Pre-Test and Post-Test.....	56
Table 4.3. Students' Perception Using Tiktok in Speaking Class.....	58
Table 4.4. Paired Samples Test.....	59

LIST OF APPENDICES

Appendix 1. Pre-test Result	73
Appendix 2. Post-test Result	74
Appendix 3. Result of Perception Questionnaires	75
Appendix 4. Speaking Test Rubric	77
Appendix 5. Pre-Test	79
Appendix 6. Post-Test	80
Appendix 7. Sample TikTok Dialogue Transcript	81
Appendix 8. List of TikTok Video Links Used in the Study	81
Appendix 9. Lesson Plan	82
Appendix 10. Assessment Rubric	89
Appendix 11. Assessment Blueprint	90
Appendix 12. Questionnaire	93
Appendix 13. Student's Transcript of Pre-Test	97
Appendix 14. Documentation	105
Appendix 15. Research Letter	107
Appendix 16. Approval for Research	108

I. INTRODUCTION

This chapter analyzes the research. It includes the background of the research and the questions it seeks to answer. The main objectives of the research are also addressed. We aim to understand the significance and scope of this research. In addition, we will explain the meaning of several key terms. This research focuses on observation. It examines how TikTok videos that use dialogue can help students learn and improve their oral skills. It also seeks to understand students' opinions about using TikTok to learn English and practice conversation.

1.1. Background

In learning environments, speaking skills are really important. They demonstrate the ability of students to communicate and talk in real-life situations. Conversation is not only important at school but also at work and in social life in the modern global environment. One researcher, Nunan, stated that the ability to converse with other people is an indicator of how familiar one is with a language. The aim of teaching students English is therefore to prepare them to speak English, particularly in secondary school, where they can apply English in real-life contexts.

Researchers at SMA UNILA Bandar Lampung High School found that a good number of students had difficulty speaking English during classes. Most students remained silent when asked to speak and looked at friends or waited until someone had begun to speak. Some students participated, and others were uncertain and lacked confidence. Students reported that they did not know how to speak in English and feared making a mistake. They frequently stuttered when they attempted to speak, employed sentences, or combined English with Indonesian. The majority of the class activities were textbook drills and teacher lectures that did not provide students with opportunities to have real-life conversations. This scenario implies that learners should have an opportunity to speak using clear examples to make them feel more confident.

Speaking is difficult for many English learners in Indonesia. The reading and writing time tends to be more than the class speaking time. Consequently, students tend to experience problems with their pronunciation of vocabulary, insecurity, and fear of failure. Other researchers, Horwitz, Horwitz, and Cope, reported that being anxious about learning a language, particularly speaking, can result in less motivation and poor speaking in the learners. Conventional methods of teaching based on grammar and textbooks do not provide an opportunity to practice speaking.

Even though speaking is crucial, it is one of the most difficult skills for many EFL learners in Indonesia. The instructional time in speaking in classroom practice is often less than in reading and writing skills. Consequently, students often have problems with vocabulary, poor pronunciation, fluency, low self-confidence, and fear of errors in speaking English. According to Horwitz, Horwitz, and Cope (1986), anxiety in a foreign language, particularly speaking anxiety, may greatly decrease the willingness of learners to communicate and has adverse impacts on oral performance. These difficulties are also magnified by the conventional teaching and learning systems, where the teaching and learning processes are teacher-centered, where learning is more emphasized on grammar exposition and textbook exercises, and a little emphasis on real-life oral speech (Richards, 2008).

To address these issues, the English teachers are advised to incorporate innovative learning media that resonate with the interests and digital lifestyles of the students. A medium that has acquired significant popularity over the past few years is the TikTok mobile application, which enables users to create and share short videos containing audio, visual, and textual information. TikTok is a potentially powerful language learning tool due to its popularity among young learners. In language classes, the motivation and engagement of students in the learning process can be enhanced through the use of interesting media. As Jeremy Harmer (2007) points out, the right learning media have the ability to make the learning process more interactive and more likely to entice students to be more actively engaged in the learning process. TikTok can be a powerful tool to create a stimulating learning experience that would make students more active in speaking when applied properly to language teaching.

Dialogue-based videos in which situational conversations and role-play exercises are presented are one of the effective methods of using TikTok to teach speaking. Dialogue learning presents the students with real language use and communicative situations, allowing them to see how language is used in real-world communication. Repeating and imitating a speech can assist learners in enhancing pronunciation, intonation, and fluency. In their study, Dewi and Arifani (2021) discovered that the application of TikTok videos in pronunciation practice has a positive impact on the performance of students in speaking. In the same way, Wahyudin and Sari (2022) found that EFL students found TikTok to be an engaging and encouraging platform that helped them practice speaking and felt more confident and encouraged to actively participate in the classroom. Consistent with these results, Zhang and Razali (2021) came to the conclusion that TikTok makes it easier to express oneself creatively and positively influences the oral communicative competence of learners.

In this study, the researcher did not rely solely on existing TikTok content but created original dialogue-based TikTok videos specifically designed to match the students' learning needs, curriculum objectives, and speaking topics taught in class. Many TikTok videos available online are created for entertainment purposes and often contain informal language, slang, unclear pronunciation, or situations that are not relevant to classroom learning. Therefore, the researcher designed the videos to present clear pronunciation, appropriate expressions, and functional dialogues that align with the learning objectives of tenth-grade students. By creating the videos, the researcher ensured that the language input, situational context, level of difficulty, and speaking models were fully controlled and suitable for instructional use. This approach also allowed the videos to function not only as engaging media but as structured speaking models that directly support students' role-play practice and communicative speaking activities in the classroom.

In addition, Al Arif (2019) points out that social media platforms offer learners dynamic and real language environments that encourage learning outside of the classroom. This aspect is especially useful in EFL situations when there is little time in the classroom during which speaking practice can be performed. TikTok enables students to revise language input, internalize expressions, and practice speaking at

their own pace through readily available and repeatable video content that can assist in alleviating anxiety and enhancing the overall performance of speaking.

Even though some prior research has documented promising results on TikTok use in English language learning, the bulk of existing research has been done in an educational setting (higher education). Research that particularly examines the effectiveness of dialogue-based TikTok videos in enhancing speaking performance in senior high school EFL students is scarce. In addition, empirical investigations with quantitative designs to assess the change in the speaking achievement of students and analyze the perception of students regarding speaking instruction using TikTok at the secondary school level are relatively less common.

Thus, the proposed study will examine how the speaking achievement of students can be improved by using dialogue-based TikTok videos at SMA YP UNILA Bandar Lampung. Moreover, the research aims to determine how the students perceive the use of TikTok as a learning tool in speaking lessons. The design of this research is a one-group pre-experimental research that includes a speaking pre-test, TikTok-based dialogue videos treatment, and a speaking post-test. A paired sample t-test is used to test the hypothesis of whether there is a statistically significant improvement in the speaking achievement of students. A questionnaire is used to analyze the perceptions of students descriptively. It is hoped that the results of this research will help the community of EFL speaking teachers and offer some useful information to teachers on how TikTok can be integrated as a learning tool that is both effective and interesting.

This chapter analyzes the research. It includes the background of the research and the questions it seeks to answer. The main objectives of the research are also addressed. We aim to understand the significance and scope of this research. In addition, we will explain the meaning of several key terms. This research focuses on observation. It examines how TikTok videos that use dialogue can help students learn and improve their oral skills. It also seeks to understand students' opinions about using TikTok to learn English and practice conversation.

1.2. Research Questions

This study addresses the following research questions:

1. Was there a statistically significant improvement in the students' speaking achievement after learning speaking through dialogue-based TikTok videos?
2. What were the students' perceptions of the use of dialogue-based TikTok videos in learning English speaking?

1.3. Objectives of the Study

Based on the research questions above, the objectives of this study are:

1. To investigate whether there is a statistically significant improvement in students' speaking achievement after learning speaking through dialogue-based TikTok videos.
2. To identify students' perceptions toward the use of dialogue-based TikTok videos in learning English speaking.

1.4. Significance of the Study

The findings of this study are expected to provide both practical and theoretical significance in the field of English language teaching, particularly in EFL speaking instruction.

1. Practically

a. For Students: This study showed that students improved their speaking ability through repeated dialogue practice, imitation, and role-play based on TikTok videos. Students were able to speak more confidently because they followed clear conversational models instead of creating sentences from the beginning. This approach helped students reduce hesitation, overcome the fear of making mistakes, and focus more on maintaining the flow of speech during speaking activities.

b. For Teachers: This study provided a practical example of how TikTok videos could be integrated into speaking instruction through structured dialogue and role-play activities. Teachers could use short dialogue videos as speaking models to

reduce students' hesitation in speaking, especially for students who lack confidence and vocabulary. The procedure used in this study could be directly applied in other EFL classrooms with similar characteristics.

c. For Future Researchers: This study can serve as a reference for future researchers who are interested in integrating social media platforms, particularly TikTok, into EFL speaking instruction. The study also provides a clear example of how dialogue videos, classroom procedures, and speaking assessments can be systematically combined to improve students' speaking achievement and explore students' perceptions.

2. Theoretically

a. The results of this study are expected to support and enrich existing theories related to mobile-assisted language learning and the use of digital media in EFL classrooms by providing empirical evidence from a senior high school context.

b. This study is also expected to contribute to the theoretical understanding of how dialogue-based video materials and role-play activities can support the development of students' speaking achievement and influence students' perceptions toward speaking instruction in EFL settings.

1.5. Scope of the Study

This research was restricted to the students of Grade X in senior high schools in SMA YP UNILA Bandar Lampung studying English as a Foreign Language (EFL). This study was based on dialogue-based TikTok videos as a learning tool in English-speaking classes.

The research narrowed down to the achievement of students in speaking, which was determined by a speaking test pre- and post-treatment. An analytic speaking rubric adapted by Brown (2004) was used to evaluate the speaking achievement with five areas: pronunciation, fluency, grammar, vocabulary, and comprehension.

Besides the achievement in speech, students also participated in this study to determine their perceptions with respect to the application of dialogue-based TikTok videos in the learning process of speaking English. A questionnaire was

used to gather the perception of students and was analyzed descriptively to help in the interpretation of the quantitative speaking test results.

The scope of this study did not consider other English language skills like reading, writing, and listening. Moreover, the period of instructional intervention was rather short, which could have affected the level of improvement of the students. As such, the results of this study are recommended to be understood in the light of the shortness of the instructional treatment.

1.6. Definition of Terms

To avoid misunderstanding and to ensure clarity in interpreting the key terms used in this study, the following operational definitions are provided:

a. Dialogue-based TikTok videos

Short English learning videos on TikTok that show situational conversations or role-play from real life, such as ordering food or asking for directions. In this study, the videos are used as teaching media and speaking models for students.

b. Speaking achievement

Students' performance in spoken English was measured through speaking tests before and after the treatment. It is assessed using Brown's speaking rubric, covering pronunciation, fluency, grammar, vocabulary, and comprehension.

c. Students' perceptions

Students' opinions and attitudes toward using dialogue-based TikTok videos to learn speaking. The data are collected through a questionnaire and analyzed descriptively.

d. EFL learners

Students who learn English in a country where English is not used for daily communication. In this study, they are Grade X students at SMA YP UNILA Bandar Lampung.

e. Pre-experimental design

A research design that uses one group tested before and after an intervention. This study uses a one-group pre-test and post-test design to see students' improvement after learning with TikTok videos.

f. Communicative Language Teaching (CLT)

A language teaching approach that focuses on real communication and meaningful interaction. In this study, CLT supports the use of TikTok videos and role-play to help students practice speaking in authentic situations.

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II. LITERATURE REVIEW

This chapter will include a review of theories and empirical studies concerning the variables that are explored in this research. The independent variable is the use of dialogue-based TikTok videos, and the dependent variable is the speaking skills of the students in terms of learning English as a Foreign Language. The chapter expounds on the pertinent ideas of speaking proficiency, instruction of speaking, incorporation of TikTok as instructional media, steps of teaching speaking using TikTok videos, and both benefits and drawbacks of its application in EFL classrooms. Moreover, the past research concerning TikTok and speaking teaching is analyzed to present the empirical evidence concerning the current study. The theoretical assumption and hypotheses are also outlined to present a clear conceptual framework that underpins the research and directs the analysis in the later chapters.

2.1. Previous Studies

The use of social media in English language learning has been gaining academic interest, especially concerning the acquisition of speaking skills in students. TikTok is a short video platform that has gained popularity among young learners because of its short video content, audio-visual elements, and wide usage, among other platforms. Many studies have investigated the possibilities of TikTok in assisting EFL students in oral communication, but each study varies in level of study, research method, and emphasis of instruction.

The authors Hongsa, Wathawatthana, and Yonwilad (2023) explored how TikTok can be employed to enhance the English speaking ability of EFL students in a speaking course at a university. The study conducted using a quantitative research design has shown that there is a statistically significant increase in fluency and pronunciation of students who took part

In speaking activities on TikTok. Students also mentioned that they felt more confident and motivated, which means that TikTok was an engaging and supportive background to practice oral skills.

Al Arif (2019) highlighted that social media, such as TikTok, provides real and engaging exposure to language outside the classroom. According to his findings, this type of platform promotes meaningful use of language and independent speaking practice among learners, which is especially useful in EFL settings where the amount of speaking in classrooms is scarce.

Zhang and Razali (2021) tested how TikTok is effective in enhancing oral communication competence among EFL learners by engaging them in short video dialogues and role plays. Their results showed that they were more fluent, more expressive, and more confident in their communication. TikTok's interactive and visual qualities encouraged active learner engagement and frequent speaking.

Dewi and Arifani (2021) specifically examined TikTok videos' use in teaching pronunciation. The outcomes showed that the intonation, stress patterns, and articulation of students were improved. The audiovisual stimulus helped the learners to more effectively emulate pronunciation models, which also led to the overall speaking performance.

Recent surveys of secondary school settings have also indicated the same. The authors of Rini, Nugraha Kholid, and Taliban (2023) discovered that speaking achievement among senior high school students improved significantly after the introduction of speaking activities using TikTok. Similarly, Habibillah and Martriwati (2025) found that structured TikTok dialogue teaching enhanced students' speaking performance and learning interest in secondary classes.

In the perception of students, Wahyudin and Sari (2022) found that EFL students viewed TikTok as a very interactive and motivating learning tool that helped students in speaking practice and gaining confidence. Another study conducted by Tiyana et al. (2023) also demonstrated that dialogue Videos on TikTok offered contextualized conversational models, which helped learners improve their speaking performance, but they were based mostly on qualitative data. In a similar

vein, Fadilah and Lestari (2021) found that students found TikTok a fun and efficient platform to speak.

Although these are good results, there are a number of gaps. Numerous studies were carried out in higher education institutions, with limited studies on senior high school students. Other studies focused on the perception of students without conducting a systematic measure of speaking success by using pre-test and post-test measures. In addition, there is a lack of studies that explore the utilization of structured dialogue-based TikTok videos within secondary school EFL settings. Thus, the current research aims to fill these gaps by exploring the speaking achievement of students as well as their attitudes toward dialogue-based TikTok videos within a senior high school.

2.2. Students' Perception in EFL Learning

Students' perception plays an important role in the effectiveness of the teaching and learning process, particularly in foreign language learning contexts. Perception refers to learners' beliefs, opinions, interpretations, and attitudes toward learning activities, instructional strategies, classroom atmosphere, and learning media used during instruction. According to Brown (2001), learners' perceptions significantly influence their motivation, level of participation, emotional responses, and overall engagement in the learning process. When students perceive learning activities as meaningful, relevant, and enjoyable, they tend to participate more actively and demonstrate greater confidence in using the target language. Conversely, negative perceptions may reduce learners' interest and limit their willingness to engage in classroom interaction.

In the context of English as a Foreign Language learning, students' perceptions of speaking activities are particularly crucial. Speaking is often considered one of the most challenging language skills because it requires real-time language processing, appropriate vocabulary selection, grammatical accuracy, and clear pronunciation. According to Horwitz, Horwitz, and Cope (1986), negative perceptions toward speaking tasks may increase foreign language anxiety, which can reduce learners' willingness to communicate. Anxiety related to fear of making mistakes, being evaluated by peers, or receiving negative feedback often prevents students from

expressing their ideas orally. On the other hand, when students develop positive perceptions toward speaking activities, they are more willing to take risks, practice more frequently, and participate actively in communicative tasks. Therefore, understanding students' perceptions becomes essential in evaluating whether a particular instructional strategy supports or inhibits speaking development.

The integration of digital media in language learning has been widely reported to influence students' perceptions in positive ways. According to Harmer (2007), the use of engaging and relevant media can enhance learners' motivation and create a more interactive classroom environment. Media that reflect students' daily experiences and interests are more likely to attract attention and sustain engagement. Similarly, Dörnyei (2001) emphasizes that motivation increases when learning activities are perceived as relevant to learners' goals and personal interests. When instructional materials align with students' digital habits and social contexts, learners tend to develop more positive attitudes toward the learning process.

Social media platforms, such as TikTok, are familiar and appealing to many students, especially adolescents. The short video format, interactive features, and creative content make TikTok an attractive medium for language exposure and practice. Several studies have investigated students' perceptions of the use of TikTok in EFL speaking instruction. Fadilah (2021) reported that students perceive TikTok as an interesting and supportive medium for learning English because it provides engaging learning activities and opportunities to practice speaking. Similarly, Wahyudin (2022) found that students view TikTok as an interactive platform that facilitates speaking practice and increases their engagement in language learning activities. Learners tend to feel more motivated to participate when speaking activities are integrated with digital platforms that they already use in their daily lives.

In addition to motivational aspects, students' perceptions are also influenced by the multimodal features of TikTok-based learning. According to Mayer (2009), multimedia learning occurs more effectively when verbal and visual information are presented together, as this combination supports deeper cognitive processing. TikTok videos provide both visual and auditory input, including pronunciation

models, intonation patterns, facial expressions, gestures, and contextualized dialogues. These features help learners understand how English is used in authentic communication settings. When students perceive that the instructional media provide clear examples and practical models, their confidence in performing speaking tasks tends to increase.

Furthermore, structured dialogue-based TikTok videos may shape students' perceptions differently compared to unstructured social media use. When videos are carefully selected to align with learning objectives, such as practicing functional expressions for ordering food, asking for directions, or making requests, students may perceive the activities as purposeful and meaningful. This structured implementation not only increases students' enjoyment but also enhances their perception of the usefulness of the learning activities.

Based on the discussion above, students' perception is a crucial factor in evaluating the use of dialogue-based TikTok videos in EFL speaking instruction. Investigating students' perceptions allows researchers to understand how learners respond to the instructional media, whether they feel motivated and confident, and whether the learning activities reduce anxiety or increase engagement. Therefore, in this study, students' perceptions toward the use of dialogue-based TikTok videos are examined through a structured questionnaire to complement the analysis of students' speaking achievement. By analyzing both achievement and perception, the study provides a more comprehensive understanding of the implementation of dialogue-based TikTok videos in senior high school EFL contexts.

2.3. Speaking Skill

Speaking is one of the most important skills in learning English as a Foreign Language because it reflects learners' ability to use the language actively for communication. Speaking allows learners to express ideas, share information, and interact with others in real communicative situations. In EFL contexts, speaking is often considered the most challenging skill to master because it requires learners to produce language spontaneously while paying attention to linguistic accuracy and communicative appropriateness.

Mastery of speaking skills not only indicates learners' knowledge of vocabulary and grammar but also their ability to apply language meaningfully in interaction. Therefore, understanding the nature, aspects, types, and difficulties of speaking is essential as a theoretical foundation for developing effective speaking instruction.

2.3.1. Definition of Speaking Skill

Speaking plays a central role in second language learning because it enables learners to communicate meaning directly through oral interaction. Nunan (2003) defines speaking as a productive oral skill that involves producing systematic verbal utterances to convey meaning. This definition highlights that speaking is not merely about producing sounds but about using language purposefully to communicate messages.

Brown (2001) explains that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. This process occurs in real time and requires speakers to respond appropriately to their interlocutors. Speaking, therefore, involves both verbal and non-verbal elements, such as gestures, facial expressions, and intonation, which support meaning in communication.

Thornbury (2005) states that speaking requires the integration of several language components, including grammar, vocabulary, and pronunciation, as well as the ability to manage interaction. Similarly, Bygate (1987) emphasizes that speaking involves both motor-perceptive processes, such as articulation and hearing, and interactional processes, such as selecting appropriate expressions and organizing ideas during communication.

Based on these definitions, speaking can be understood as a complex and dynamic skill that requires learners to produce language accurately, fluently, and appropriately in real communicative contexts. Effective speaking instruction, therefore, needs to provide learners with opportunities to practice meaningful interaction rather than focusing solely on language forms.

2.3.2. Aspects of Speaking Skill

Speaking skills are a complex ability that consists of several interrelated aspects that determine the effectiveness of oral communication. In assessing learners' speaking performance, Brown (2004) proposes five main aspects, namely pronunciation, fluency, vocabulary, grammar, and comprehension. These aspects are widely used in EFL contexts to evaluate students' speaking achievement in a systematic and objective manner.

Pronunciation refers to learners' ability to produce English sounds clearly and accurately so that their speech can be understood by listeners. This aspect includes the correct articulation of vowels and consonants as well as suprasegmental features such as stress, intonation, and rhythm. Inaccurate pronunciation may lead to misunderstanding even when other linguistic elements, such as grammar and vocabulary, are used correctly.

Fluency is defined as the ability to speak smoothly, continuously, and naturally with minimal hesitation or unnatural pauses. According to Brown (2004), fluency reflects the automatic use of language, enabling learners to focus more on conveying meaning rather than on form. A fluent speaker can maintain the flow of speech and respond appropriately during spoken communication.

Vocabulary refers to the range and appropriateness of words used by learners to express ideas and convey meaning. Adequate vocabulary knowledge allows learners to describe situations, express opinions, and participate actively in conversations. Brown (2004) emphasizes that limited vocabulary may hinder learners' ability to communicate effectively, even if their pronunciation and grammar are relatively accurate.

Grammar involves the correct use of sentence structures and grammatical forms in spoken language. This aspect ensures that learners' speech follows acceptable linguistic rules. Brown (2004) states that grammatical accuracy plays an important role in effective communication, as frequent grammatical errors may obscure meaning and reduce comprehensibility.

Comprehension refers to learners' ability to understand spoken input and respond appropriately in communication. This aspect indicates how well learners grasp

questions, instructions, or conversational cues and provide relevant responses. Brown (2004) highlights that comprehension is essential in speaking assessment because effective communication requires not only producing language but also understanding meaning in interaction.

In conclusion, pronunciation, fluency, vocabulary, grammar, and comprehension function as an integrated framework for evaluating students' speaking performance. These aspects provide a comprehensive basis for assessing students' speaking achievement in this study, in line with Brown's speaking assessment rubric.

2.3.3. Types of Speaking

There are various types of speaking depending on the purpose of communication and the degree of interaction. According to Brown (2004), there are five common types of speaking activities that are used in the teaching of languages.

The easiest form of speaking is imitative speaking, where learners repeat words or phrases, with the primary emphasis on the pronunciation and the sound patterns. This type does not emphasize the meaning because learners are supposed to replicate the forms of languages with accuracy.

In intensive speaking, the learners are required to come up with short snatches of speech that show command of either grammatical or lexical properties. Intensive speaking takes the form of reading aloud or doing structured responses. This form assists learners in practicing particular forms of languages in controlled contexts.

Responsive speaking is a short talk that involves learners in interpreting input and giving meaningful feedback. These are generally in the form of simple questions and answers and assist learners to gain confidence in simple conversations.

Transactional speaking concentrates on passing on information to serve a certain purpose, like when ordering food or requesting directions. In this kind, information is critical, and the communication is primarily message-based as opposed to relationship-based.

Interpersonal speaking is a more complex and spontaneous interaction that is meant to sustain social relations. It is more difficult for EFL learners because this type

demands a higher level of fluency and the ability to control social and pragmatic aspects of communication.

Knowledge of these kinds of speaking can enable teachers to create speaking tasks that build up oral proficiency in learners progressively through a controlled practice to purposeful communication.

2.3.4. Difficulties in Speaking

The speaking skill is considered one of the most difficult skills among EFL learners since it is not only complex, but also integrative. In comparison to other language competencies, speaking involves the learner in generating language in real time and at the same time regulating multiple elements such as pronunciation, fluency, vocabulary, grammar, and comprehension (Brown, 2004). This situation usually causes speaking to be more challenging and stressful for the learners.

Lack of vocabulary and mastery of grammar is one of the major challenges EFL learners encounter. The lack of language resources can be an obstacle to the clear and correct expression of ideas in learners. Consequently, learners will be reluctant to deliver broken sentences or even refuse to engage in speaking. Brown (2004) indicates that restricted manipulation of linguistic forms has a direct impact on speaking performance, especially accuracy and fluency.

The other significant factor that affects speaking difficulty is speaking anxiety and lack of self-confidence. The fear of making mistakes or negative assessment by a teacher or other learners is very common among many learners. According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety may significantly decrease the willingness to communicate and adversely impact oral performance. This emotional barrier normally causes learners to be unable to be actively engaged in speaking activities, despite having sufficient knowledge.

Speaking difficulties are also based on pronunciation issues. Mispronunciation, such as the wrong kind of stress and intonation, can result in misinterpretation and communication failures. Brown (2004) underlines that pronunciation is a core element of speaking as it has a direct impact on comprehensibility. Students with poor pronunciation are usually discouraged and hesitant to talk.

Moreover, EFL learners often lack time to practice speaking in non-classroom settings. The deprivation of natural language use minimizes the importance of meaningful interaction and hinders the acquisition of communicative competence. According to Richards (2008), a lack of practice and exposure to input of natural language may have an adverse impact on the development of speaking among learners. Moreover, the teacher-centered learning and the lack of variety in learning resources can also limit the possibility of students to actively speak in the classroom.

These were also identified as theoretical challenges in speaking, which were also identified in the actual classroom situation during the preliminary observation at the SMA YP UNILA Bandar Lampung. A lot of the students were hesitant to talk in English and often responded by saying that they did not know what to say. Other students also took long durations to talk due to a lack of vocabulary and their knowledge of grammatical forms. Moreover, some students expressed a lack of confidence and fear of making errors in front of their peers. The issue of pronunciation was also observable, with students frequently pronouncing easy words incorrectly and having unintelligible intonation. Moreover, most classroom speaking activities were dominated by a small group of active learners, and the rest of the learners were passive since they had no time to speak out. These actual classroom scenarios were the manifestations of the speaking challenges mentioned by the experts and were a primary cause why this study utilized dialogue-based TikTok videos as a speaking model to allow students to overcome these issues.

2.4. Teaching of Speaking Skills

In teaching speaking skills within the framework of English as a Foreign Language, linguistic competence and communicative ability should be given equal consideration. The learners are not only supposed to learn the grammatical patterns and vocabulary, but also to acquire fluency, appropriateness, and confidence in communication using English in actual situations. According to Richards (2008), communicative competence is the skill to apply language in the most applicable contexts in social situations as opposed to simply creating grammatically correct sentences. Thus, a proper instruction in speaking must combine the precision-focused practice and the ability to communicate meaningfully.

Speaking in EFL classrooms should be taught with a focus on active language use and participation by the learners. As Brown (2001) points out, speaking is a process that is best developed when learners are given continuous chances to communicate and convey meaning. Role play, dialogue practice, pair work, group discussions, and simulations are some of the classroom activities that enable the students to practice speaking in situations that are similar to real-life communication. These tasks prompt the learner to negotiate meaning, be spontaneous, and apply language functions in a proper manner. According to Nunan (2003), communicative tasks are to be based on the real-life use of language and purposeful interaction to ensure speaking growth.

Another important aspect of the teaching of speaking skills is feedback. Harmer (2007) asserts that constructive feedback assists learners in realizing their performance in speaking without demoralizing their desire to communicate. Feedback must be given on linguistic accuracy, but also on fluency, clarity, and communicative effectiveness. In cases where feedback is provided in a supportive manner, students become more inclined to be confident and risk-taking in using the target language. It also encourages learner control as students will slowly develop monitoring and self-improvement in their speaking.

Technology incorporation has also improved the teaching of speaking skills as it exposes the learners to more authentic language input and practice. Audiovisual resources, especially short videos, have been useful tools in speaking lessons since they provide language in a meaningful context. Mayer (2009) argues that multimedia learning facilitates a higher level of comprehension as it integrates both visual and auditory information, thus enabling learners to process and retain information better. Facial expression, gestures, and intonation are also important paralinguistic features of speech that are offered by the video material. As pointed out by Gilakjani (2012), exposure to such features can enhance the pronunciation and overall intelligibility of learners.

Moreover, technology-mediated speaking tasks enable the learners to practice speaking outside the confines of classroom time. Self-recording and practice give students an opportunity to think about their performance and enhance it at their own

speed. Such a learning environment can also help in reducing anxiety and improving motivation, particularly for learners who can be reluctant to talk in a regular classroom.

Communicative Language Teaching (CLT) was selected as the theoretical basis of this paper, as the learning activities were based on purposeful interaction in the forms of dialogue and role play. The students were engaged in speaking, simulating real-life communication instead of doing projects and creating final products. The dialogue-based TikToks helped students to be given conversational models, which helped them apply English in functional communication in real-life scenarios.

This study did not use Project-Based Learning (PBL) since the learning process did not involve the students developing long-term projects, presentations, and products. Rather, short, repeated, and functional speaking practice with conversational models was emphasized. These features are more in line with the principles of CLT that focus on interaction, communication, and speaking practice in contexts that are meaningful.

To sum up, effective instruction on speaking skills in an EFL setting involves well-planned practices of instruction, which facilitate purposeful interaction, offer constructive feedback, and include appropriate learning media. The teaching of speaking must be directed to both form and meaning, but in a supportive environment that promotes active communication among students. As the next section will explain, the dialogue-based TikTok video is a creative medium that can support these principles as it offers real-life examples of speech and involves the learners in practical speaking exercises.

2.5. TikTok as Educational Media

In recent years, the integration of social media into language education has gained increasing attention due to its accessibility, popularity, and relevance to students' digital lifestyles. Social media platforms are no longer viewed solely as entertainment tools but also as potential educational media that can support learning processes. Among the most widely used platforms is TikTok, a mobile-based application that allows users to create and share short videos incorporating audio, visual, and textual elements. In the context of English as a Foreign Language

instruction, TikTok offers new opportunities for enhancing students' speaking achievement by providing authentic, engaging, and visually rich language input.

2.5.1. Definition of Media

Media play an important role in the teaching and learning process because they help facilitate the delivery of instructional messages and support students' understanding. The use of appropriate media can enhance students' engagement and make learning more meaningful. According to Richard E. Mayer (2009), learning becomes more effective when verbal and visual information are presented together, as learners process information through dual channels. This theory supports the use of multimedia in classroom instruction.

Educational media can generally be categorized into visual, audio, and audio-visual media. Audio-visual media combine sound and visual elements, which can help students better understand spoken language in context. In addition, interactive digital media allow learners to actively participate in the learning process.

Based on these characteristics, TikTok can be categorized as an audio-visual and interactive medium. It presents spoken language accompanied by visual context and enables users to create and respond to content. Several previous studies have shown the effectiveness of TikTok in improving speaking skills. For example, Dewi (2021) found that TikTok-based speaking activities improved students' pronunciation. Similarly, S. W. Hongsa (2023) reported that the use of TikTok significantly enhanced EFL students' English-speaking skills. Furthermore, Y. Zhang and Zhang (2021) revealed that TikTok contributed to the development of learners' oral communication competence.

In addition, students tend to show positive perceptions toward the use of TikTok as a learning medium. Wahyudin (2022), Yulita (2023), and Fadilah (2021) reported that TikTok increases students' motivation, engagement, and confidence in speaking practice. Therefore, based on theoretical and empirical support, TikTok can be considered a relevant digital medium for teaching speaking in EFL classrooms.

2.5.2. Definition of TikTok

TikTok is a short video sharing platform that allows users to create and interact with videos ranging from several seconds to a few minutes in length. Initially designed for entertainment, TikTok has gradually developed into a platform that hosts various educational content, including language learning materials (Montag et al., 2021). The platform is especially popular among adolescents and young learners, making it highly relevant for use in secondary education.

TikTok supports diverse content formats such as dialogue reenactments, role plays, tutorials, and pronunciation practice videos. These characteristics make TikTok a promising medium for EFL instruction, particularly for developing speaking skills through exposure to real conversational models and situational language use.

2.5.3. Features of TikTok

TikTok provides a range of features that support creativity and learning. These features include text overlays, sound effects, filters, voice-over tools, and duet functions. Such features allow learners to engage with content actively and creatively. Zhang and Yu (2022) argue that TikTok's design supports microlearning by presenting information in short segments that are easier to process cognitively.

The duet and voice-over features are particularly relevant for speaking instruction, as they allow students to imitate dialogue, respond to spoken input, and practice pronunciation and intonation. Through repeated recording and playback, learners can reflect on their performance and gradually improve their speaking accuracy and fluency.

2.5.4. Using TikTok in Teaching English as a Foreign Language

In the field of Teaching English as a Foreign Language, TikTok is increasingly recognized as a pedagogical tool that combines entertainment with meaningful language input. Its informal and conversational style exposes learners to spoken English in contextualized situations. A. A. Alweldi (2024) emphasizes that TikTok-based activities can increase learner engagement and support students' active involvement in language learning.

TikTok enables both receptive and productive language use. Learners can watch and analyze videos to understand how language is used, and then create their own

content as speaking practice. This process reflects the principles of communicative language teaching, which focus on using language for meaningful communication. According to Jack C. Richards (2008), speaking instruction should provide opportunities for learners to use language interactively and purposefully. In line with this, Hongsa (2023) and Zhang and Zhang (2021) found that the integration of TikTok in speaking activities contributed to the development of learners' oral communication skills and increased their confidence in expressing ideas.

Therefore, when integrated carefully into classroom instruction, TikTok can support interactive speaking practice and make learning more engaging for EFL students.

2.5.5. Benefits of Using TikTok in English Language Teaching

TikTok can be used in English language teaching with a number of advantages, especially in the speaking lesson. First, TikTok will increase both the motivation and interest of the students since the application is based on a platform that students are used to using and that is attractive to them. According to Al Arif (2019), the introduction of social media into language learning may enhance involvement and motivation among students.

Secondly, TikTok exposes users to real language usage. Natural language patterns can be observed through many videos provided with the contextualized conversation, in which the learners can observe. According to Andrew Gilmore (2007), authentic materials assist the learners to acquire communicative competence through making language as it is actually used in actual communication.

Third, TikTok facilitates learner independence and innovation. The students can work on speaking independently, watching and imitating videos, or creating their own content based on dialogues. This is in line with the tenets of communicative language teaching, which focuses on active language practice and meaningful interaction (Richards, 2008). Empirical research like Hongsa (2023) and Wahyudin (2022) also indicates that TikTok-based activities enhance confidence and active involvement of the students in the speaking practice.

Lastly, TikTok promotes multimodal learning, using a combination of audio, image, and contextual information. Richard E. Mayer (2009) asserts that multimedia input boosts understanding and memory as it appeals to various cognitive channels.

2.5.6. TikTok and Speaking Comprehension

Regular practice with spoken input is significant in building speaking comprehension. I. S. P. Nation (2009) suggests that when input is repeated and comprehensible, it facilitates language development and assists students in internalizing natural expressions and sentence patterns that they frequently use. TikTok offers this exposure as a form of short conversational videos that introduce speech in meaningful contexts.

Moreover, TikTok is multimodal in its nature, and this assists in understanding through the integration of audio and visual. Learners are able to observe pronunciation, intonation, facial expressions, and gestures simultaneously. According to Richard E. Mayer (2009), multimedia input facilitates understanding since both verbal and visual channels are used to process information by the learners. Such dual processing may assist learners in processing meaning more effectively, particularly when using speaking tasks.

Moreover, speaking lessons must offer the learners a chance to learn and use language in communicative situations. According to Richards (2008), good speaking training incorporates both quality input and the chance to practice language. Thus, structured classroom activities with the use of TikTok videos can help not only with speaking comprehension but also with speaking production.

Overall, TikTok can be an educational tool that promotes speaking comprehension and production by providing contextualized input, repetition, and multimodal assistance. When well incorporated into the teaching process, it can make students understand and speak English with greater confidence.

2.6. Procedures of Teaching Speaking Skills Through TikTok Videos

The teaching of speaking skills through dialogue-based TikTok videos in this study followed a structured instructional procedure consisting of three main stages: pre-speaking, while-speaking, and post-speaking. These stages were designed to support students' speaking achievement by providing preparation, meaningful practice, and reflective evaluation. The procedure was grounded in communicative language teaching principles, which emphasize meaningful interaction and authentic language use (Jack C. Richards, 2008).

1) Pre-Speaking Stage

The pre-speaking stage aimed to prepare students linguistically and psychologically before engaging in speaking activities. At this stage, the teacher introduced the topic and communicative function of the dialogue, such as ordering food or making requests, which reflect real-life communication contexts.

The teacher then presented a dialogue-based TikTok video as a model. Students observed the expressions used, pronunciation patterns, intonation, and non-verbal elements such as gestures and facial expressions. This modeling helped students understand how language is used meaningfully in context.

To activate students' background knowledge, the teacher elicited key vocabulary and expressions related to the topic. According to I. S. P. Nation (2009), preparation before speaking tasks helps learners develop the necessary linguistic resources for communication. Short pronunciation practice and guided drills were also conducted to increase students' confidence before performing the task.

2) While-Speaking Stage

The while-speaking stage focused on active participation. Students worked in pairs or small groups to rehearse and perform short dialogues inspired by the TikTok video. They either imitated the model or created a modified dialogue based on the situation. The activity was implemented in the form of role play to promote meaningful interaction.

During this stage, emphasis was placed on fluency, pronunciation, vocabulary, grammar, and comprehension. Scott Thornbury (2005) states that effective

speaking activities provide learners with opportunities to produce language meaningfully and focus on communication rather than form alone. Students practiced several times and were allowed to record their performance, enabling them to review and improve their speech.

The teacher monitored the activity and provided supportive feedback without interrupting communication. This approach aligns with communicative teaching principles that prioritize fluency and confidence in speaking practice.

In classroom practice, after watching the TikTok video, students were asked to mention expressions they heard in the dialogue. Students responded by repeating phrases such as “Can I help you?” and “I would like to order...”. Then, students practiced the dialogue in pairs. At first, many students still read from the script while speaking. However, after several repetitions, they gradually began to speak without reading and became more confident in delivering the dialogue. Finally, students performed the dialogue in front of the class while the teacher observed their pronunciation and fluency.

3) Post-Speaking Stage

The post-speaking stage emphasized feedback and evaluation. After students performed or submitted their recorded dialogues, feedback was provided based on clear assessment criteria. In this study, students’ speaking achievement was evaluated using an analytic speaking rubric adapted from H. Douglas Brown (2004), which includes pronunciation, fluency, grammar, vocabulary, and comprehension.

Selected performances were discussed to highlight strengths and areas for improvement. Reflection after speaking activities is important because it helps learners become more aware of their language use and supports gradual improvement (Richards, 2008). Students were encouraged to reflect on their performance and, in some cases, revise their dialogues based on feedback received.

In conclusion, the structured implementation of pre-speaking, while-speaking, and post-speaking stages provided systematic support for developing students’ speaking achievement. By integrating dialogue-based TikTok videos with role play and

reflective feedback, this procedure offered a relevant framework for enhancing EFL students' speaking skills.

2.7. Advantages and Disadvantages of Teaching Speaking Skills Through TikTok Videos

The use of TikTok as an instructional medium in teaching speaking skills has gained increasing attention in English as a Foreign Language classrooms. As a popular social media platform among students, TikTok offers short video content that combines audio and visual elements, which can support speaking instruction. According to Heinich et al. (2002), media function as tools used to deliver instructional messages effectively and to improve students' understanding and motivation. In language learning contexts, digital media such as TikTok can provide engaging learning experiences that support students' speaking practice. However, despite its potential benefits, the integration of TikTok in language teaching also presents several challenges. Therefore, it is important to examine both the advantages and disadvantages of using TikTok videos in developing students' speaking skills.

Advantages

1. Increased Student Motivation and Engagement

TikTok is highly familiar to students, particularly senior high school learners, making it an effective medium for increasing motivation and engagement in learning activities. When learning materials are delivered through platforms that students frequently use in their daily lives, they tend to participate more actively in classroom activities. According to Al Arif (2019), the integration of social media into language learning can enhance students' involvement and motivation because learning activities become more enjoyable and relevant to students' interests. In addition, Fadilah (2021) found that students perceive TikTok as an interesting and enjoyable medium for learning English, which can increase their enthusiasm to participate in learning activities. In speaking instruction, this increased engagement encourages students to practice speaking more confidently and actively.

2. Exposure to Authentic Language Use

TikTok videos, especially dialogue-based content, often present examples of natural spoken English used in everyday situations. These videos expose learners to authentic pronunciation, vocabulary, and conversational expressions. Gilmore (2007) states that authentic materials are important in language learning because they reflect real language use rather than simplified classroom language. Through exposure to authentic video content, students can observe how English is used in real contexts and apply similar expressions in their own speaking practice. Research conducted by Zhang and Liu (2021) also shows that TikTok can help improve learners' oral communication competence because students are exposed to realistic language models.

3. Opportunities for Speaking Practice

TikTok can also provide opportunities for students to practice speaking through video-based activities. Students can imitate dialogues, perform role plays, or create their own speaking videos based on the examples they watch. According to Dewi (2021), TikTok-based activities can help students improve pronunciation and speaking confidence through repeated practice. Similarly, Hongsa (2023) found that the use of TikTok in speaking classes can significantly improve students' speaking performance because students are encouraged to actively produce spoken language. These activities provide meaningful opportunities for learners to practice speaking skills in an engaging and interactive way.

Disadvantages

1. Risk of Distraction and Inappropriate Content

Although TikTok provides engaging learning content, it is primarily designed as a social media platform for entertainment. As a result, students may become distracted by unrelated videos while using the application. Wahyudin (2022) explains that the use of digital media in language learning must be carefully managed because students may lose focus on learning objectives if they access non-educational content. Therefore, teachers need to carefully select appropriate materials and provide clear instructions to ensure that TikTok is used effectively as a learning tool.

2. Unequal Access to Technology

The effective use of TikTok in learning activities requires access to smartphones and stable internet connections. In some educational contexts, not all students may have equal access to digital devices or internet facilities. This situation can limit some students' participation in learning activities that involve watching or creating TikTok videos. As a result, teachers need to consider the availability of technological resources before implementing TikTok-based instruction.

3. Need for Teacher Guidance and Monitoring

Although TikTok offers several benefits for speaking instruction, its effectiveness depends on how it is integrated into the teaching process. Teachers are responsible for selecting appropriate videos, designing speaking tasks, and monitoring students' activities. According to Harmer (2007), teachers play an important role in facilitating speaking activities by providing guidance, feedback, and opportunities for meaningful communication. Without proper guidance, the use of TikTok may not effectively support the development of students' speaking skills.

In summary, TikTok provides various opportunities to improve students' speaking skills through increased motivation, exposure to authentic language, and opportunities for speaking practice. However, challenges such as the risk of distraction, unequal access to technology, and the need for teacher guidance must also be considered. Understanding both the advantages and disadvantages of TikTok helps provide a balanced theoretical foundation for the present study and supports the formulation of the theoretical assumption in the following section.

2.8. Theoretical Assumption

This study is based on the assumption that the use of dialogue-based TikTok videos can enhance students' speaking skills in an English as a Foreign Language (EFL) context. Speaking is an active and interactive language skill that develops through meaningful practice, repeated exposure, and opportunities to use language in communicative situations. Therefore, learning media that present realistic conversational models and encourage students to participate actively in speaking activities are assumed to support the development of speaking skills.

Dialogue-based TikTok videos are assumed to provide learners with audiovisual input that reflects natural spoken English. Through observing and practicing the dialogues presented in the videos, students are expected to become more familiar with common expressions used in daily communication. The combination of spoken language, visual context, and non-verbal cues such as gestures and facial expressions may help students understand how English is used in real interactions. As a result, students may gradually improve several aspects of speaking, including pronunciation, fluency, vocabulary use, grammatical accuracy, and overall comprehensibility.

In addition, the use of TikTok as a learning medium is assumed to increase students' motivation and confidence in speaking English. As a platform that is familiar to many students, TikTok can create a more engaging learning atmosphere and reduce the tension that often appears during speaking activities. When students feel more comfortable and interested in the learning process, they are more likely to participate actively in speaking practice.

Furthermore, the implementation of dialogue-based TikTok videos is assumed to promote a more student-centered learning environment. Instead of relying solely on teacher explanations, students are encouraged to observe, practice, and perform dialogues that simulate real-life communication. This type of activity allows students to practice speaking more frequently and develop greater confidence in expressing their ideas in English.

Based on these assumptions, the use of dialogue-based TikTok videos is expected to contribute to the improvement of students' speaking achievement. These assumptions serve as the basis for formulating the research hypotheses that are tested in this study.

2.9. Hypothesis

Based on the research questions and the theoretical framework discussed in the previous sections, the hypotheses of this study were formulated as follows.

- **H₀:** There is no statistically significant improvement in students' overall speaking achievement after being taught using dialogue-based TikTok videos.
- **H₁:** There is a statistically significant improvement in students' overall speaking achievement after being taught using dialogue-based TikTok videos.

III. RESEARCH METHODS

This chapter describes the research methodology used to investigate the effect of dialogue-based TikTok videos on students' speaking achievement. It covers the research design, variables of the study, population and sample, research instruments, data collection procedures, data analysis techniques, and hypothesis testing. The methodological procedures are designed to ensure that the study is conducted systematically and in accordance with the research objectives.

3.1. Research Design

This study employs a quantitative approach using a one-group pretest and posttest design (pre-experimental). This design was chosen to investigate whether learning to speak through dialogue-based TikTok videos leads to a measurable improvement in students' speaking achievement by comparing their performance before and after the instructional treatment. In this design, a single group of students is observed and measured twice: the first measurement (pretest) is conducted prior to the treatment, and the second measurement (posttest) is conducted after the treatment. The difference between the pretest and posttest scores is used to determine whether there is a statistically significant improvement in students' speaking achievement following the implementation of dialogue-based TikTok videos.

The study was conducted in one class in which all participants received the same instructional treatment. During the treatment period, students were taught speaking through carefully selected dialogue-based TikTok videos designed to support functional speaking activities (for example, ordering food, asking for directions, and making simple requests). The same speaking test instrument and assessment rubric were used for both the pretest and the posttest to ensure consistency of measurement and comparability of results.

The research design is illustrated as follows:

T1 X T2

(Setiyadi, 2018)

- **T1 (Pre-test):** The pretest was administered to measure students' initial speaking achievement before the treatment. Students' speaking performance was assessed based on pronunciation, fluency, grammar, vocabulary, and comprehension.
- **X (Treatment):** The treatment consisted of teaching speaking through dialogue-based TikTok videos. The treatment was conducted over four weeks with two meetings per week, and each meeting lasted forty minutes. During the treatment, students observed model dialogues, practiced speaking through role-play activities, and performed dialogue-based speaking tasks inspired by the TikTok videos.
- **T2 (Post-test):** The posttest was administered after the treatment to measure students' speaking achievement following the use of dialogue-based TikTok videos. The results of the posttest were then compared with the pretest results to identify any improvement in students' speaking achievement.

This research design was considered appropriate because it allowed the researcher to measure changes in students' speaking achievement within the same group after the instructional intervention. The effectiveness of the treatment was determined by analyzing the difference between the pretest and posttest scores using statistical analysis.

3.2. Variables of the Study

In conducting this study, the variables were classified into two types, namely independent and dependent variables. Variables referred to characteristics or attributes that could be observed, measured, and analyzed in a research study (Creswell, 2012). In experimental research, the independent variable was the variable that was manipulated by the researcher, while the dependent variable was the variable that was influenced by the independent variable.

This study involved two main variables as follows:

1. Independent Variable (X): The independent variable of this study was the use of dialogue-based TikTok videos as a teaching medium in speaking instruction. The videos contained short English dialogues that modeled authentic and functional spoken communication. During the treatment phase, these videos were used as learning materials to provide speaking models, stimulate interaction, and support students in practicing spoken English through dialogue-based activities.
2. Dependent Variable (Y): The dependent variable of this study was students' learning outcomes toward the use of dialogue-based TikTok videos in learning English speaking. These outcomes were measured through two aspects: (1) students' speaking achievement, which was assessed using a pretest and posttest focusing on pronunciation, fluency, vocabulary, grammar, and comprehension, and (2) students' perceptions, which were measured using a questionnaire to explore students' attitudes, interest, and perceived usefulness of dialogue-based TikTok videos in speaking instruction.

3.3. Data Sources

The population of this study consisted of tenth-grade students at SMA YP UNILA Bandar Lampung in the academic year of 2025/2026. These students were enrolled in English as a Foreign Language (EFL) classes as part of the school's regular curriculum. The selection of this population was based on the importance of speaking skill development at the senior high school level, where students were expected to demonstrate increasing fluency, accuracy, and confidence in English communication.

The sample of this study was selected using a random sampling technique. Through this technique, each tenth-grade class had an equal chance to be selected as the research sample. One class of grade X at SMA YP UNILA Bandar Lampung was randomly chosen to participate in the study.

The criteria for the selected sample were as follows:

1. The students were enrolled in grade 10.
2. The students regularly attended English classes.
3. The students were willing to participate in speaking activities using dialogue-based TikTok videos.

The sample size consisted of students from one class of grade 10.11 at SMA YP UNILA Bandar Lampung. The number of students in the selected class was approximately thirty to thirty-six. This sample size was considered sufficient for a pre-experimental one-group pretest-posttest design, as it allowed focused observation of students' speaking achievement before and after the treatment while maintaining classroom manageability.

The selected sample represented typical Indonesian senior high school students learning English as a foreign language. Therefore, the findings of this study were expected to provide insights that were relevant and applicable to similar EFL classroom contexts in Indonesia.

3.4. Instruments of the Research

This study employed two main research instruments to collect the required data, namely a speaking performance test and a students' perception questionnaire. The speaking test was used to measure students' speaking achievement before and after the treatment, while the questionnaire was used to investigate students' perceptions of the use of dialogue-based TikTok videos in learning English speaking.

3.4.1. Speaking Test

The primary instrument used in this study was a speaking performance test designed to measure students' speaking achievement. The speaking test was a structured oral assessment that required students to perform short functional dialogues based on everyday communication contexts, such as ordering food, asking for directions, and making requests. These speaking tasks were inspired by the dialogue-based TikTok videos used during the treatment sessions.

The speaking test was administered twice, namely as a pre-test and a post-test. The pre-test was conducted to identify students' initial speaking achievement before the

treatment, while the post-test was administered to measure students' speaking achievement after the implementation of dialogue-based TikTok videos. To ensure consistency and comparability, the same speaking test format and assessment criteria were used in both the pre-test and post-test.

Students' speaking performances were recorded using audio or video recording devices to support objective and accurate assessment. The assessment of speaking performance focused on five aspects adapted from Brown, namely pronunciation, fluency, vocabulary, grammar, and comprehension. These aspects were considered representative of students' overall speaking achievement in English.

3.4.2. Students' Perception Questionnaire

In addition to the speaking test, this study used a questionnaire to collect data on students' perceptions of the use of dialogue-based TikTok videos in learning English speaking. The questionnaire was intended to answer the second research question, which focused on students' perceptions of the learning process using TikTok videos.

The questionnaire was designed in the form of a closed-ended questionnaire using a Likert scale. It consisted of 30 statements that reflected students' attitudes, motivation, engagement, perceived improvement in speaking skills, and overall responses to the use of dialogue-based TikTok videos in speaking instruction. The questionnaire was administered after the treatment had been completed to ensure that students had sufficient experience with the learning activities.

Each questionnaire item was rated using a four-point Likert scale to measure the degree of students' agreement with each statement. The scale was designed as follows on the next page:

Table 3. 1. *Scale of questionnaire*

Scale	Description
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

The use of a four-point Likert scale was intended to avoid neutral responses and encourage students to express clear opinions toward the learning experience.

Indicators of the Questionnaire

The questionnaire items were developed based on several indicators related to students' perceptions of learning speaking through dialogue-based TikTok videos. These indicators included:

1. Learning motivation and interest
2. Enjoyment and engagement
3. Speaking practice frequency
4. Pronunciation and fluency improvement
5. Vocabulary and grammar improvement
6. Confidence and comprehension
7. Accessibility and usability
8. Overall perception

Table 3. 2. *Blueprint of Students' Perception Questionnaire*

No	Indicator	Description	Item Numbers	Number of Items
1	Learning motivation and interest	Students' enthusiasm and interest in learning English speaking through TikTok videos	1, 2, 4, 5, 25, 29	6
2	Enjoyment and engagement	Students' enjoyment and active involvement in speaking activities using TikTok	16, 18, 23	3
3	Speaking practice frequency	Students' frequency of practicing speaking both in and outside the classroom	3,14,17	3
4	Pronunciation and fluency improvement	Students' perceptions of improvement in pronunciation, fluency, intonation, and extra-linguistic features	6, 9, 12, 19, 28	5
5	Vocabulary and grammar improvement	Students' perceptions of vocabulary development and grammar understanding through TikTok	7, 8, 22, 27	4

6	Confidence and comprehension	Students' confidence and ability to express ideas and comprehend spoken English	10, 11, 13, 15	4
7	Accessibility and usability	Ease of access, practicality, and effectiveness of TikTok as a learning medium	20, 21, 26	3
8	Overall perception	Students' overall satisfaction and perception toward TikTok-based speaking learning	24,30	2
Total				30 items

In addition to the speaking test, this study used a questionnaire to collect data on students' perceptions of the use of dialogue-based TikTok videos in learning English speaking. The questionnaire was intended to answer the second research question, which focused on students' perceptions of the learning process using TikTok videos.

The questionnaire used in this study was adapted from previous studies related to students' perceptions of the use of TikTok in language learning. Several items were modified to suit the context of speaking instruction and the characteristics of the participants.

The questionnaire was designed in the form of a closed-ended questionnaire using a Likert scale. It consisted of 30 statements that reflected students' attitudes, motivation, engagement, perceived improvement in speaking skills, and overall responses to the use of dialogue-based TikTok videos in speaking instruction. The questionnaire was administered after the treatment had been completed to ensure that students had sufficient experience with the learning activities.

3.5. Scoring Systems

This study applied an analytic scoring system to assess students' speaking achievement. An analytic rubric was used to evaluate several aspects of speaking separately so that each component of speaking performance could be measured more accurately. Each speaking aspect was rated on a scale from 2 to 10, in which 2 represented very poor performance, and 10 represented very good performance. The use of a ten-point scale allowed for more precise differentiation among students' speaking abilities.

The speaking assessment focused on five aspects adapted from Brown, namely pronunciation, fluency, vocabulary, grammar, and comprehension. Each student received one score for each aspect. The total speaking score was obtained by summing the scores of all five aspects, resulting in a minimum possible score of 20 and a maximum possible score of 100.

Table 3.3. *Rubric of Speaking Assessment*

Component	Score 5 (Excellent)	Score 4 (Good)	Score 3 (Fair)	Score 2 (Poor)	Score 1 (Very Poor)
Comprehension	Equivalent to that of an educated native speaker. Can understand all conversations within the range of their experience.	Can understand almost all conversations within the range of their experience.	Comprehension is quite complete at a normal rate of speech.	Can get the gist of most non-technical conversations.	Can only understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
Grammar	Equivalent to that of an educated native speaker. Errors are very rare.	Able to use the language accurately on all relevant levels. Errors are rare.	Control of grammar is good. Structural accuracy is sufficient to participate effectively in most conversations.	Frequent errors that hinder communication and cause confusion.	Constant errors that frequently prevent communication.
Vocabulary	Uses a wide and appropriate vocabulary, equivalent to that of an educated	Has a good range of vocabulary, with infrequent misuse.	Vocabulary is adequate but not rich. Occasionally searches for words, but	Vocabulary is poor and limited to only the most	Uses a very limited number of lexical units.

	native speaker.		communication is generally smooth.	common topics.	
Fluency	Speech is effortless and smooth, like a native speaker.	Able to use the language fluently with a high degree of ease.	Communication is effective in short turns. Speech is occasionally hesitant due to rephrasing or searching for words.	Speech is frequently hesitant and jerky; sentences may be left uncompleted.	Very hesitant and broken. Little or no communication achieved.
Pronunciation	Equivalent to and fully accepted by an educated native speaker.	Errors in pronunciation are quite rare.	Error never interferes with understanding. Accent may be obviously foreign.	Accent is intelligible though often quite faulty.	Errors in pronunciation are frequent, but the speaker can still be understood by a native speaker accustomed to foreigners.

(Brown ,2004)

Each aspect was scored on a scale from 20 to 100, where higher scores indicated better speaking performance. The interpretation of the total speaking scores was categorized as follows:

Table 3. 4. *Category of speaking scores*

Score Range	Category	Description
85 to 100	Excellent	Speaks fluently, accurately, and confidently with clear pronunciation and effective communication
70 to 84	Good	Communicates effectively with minor grammatical or pronunciation errors

55 to 69	Fair	Meaning is understandable but marked by frequent pauses, limited vocabulary, or errors
40 to 54	Poor	Experiences difficulty in fluency, accuracy, and clarity of speech
20 to 39	Very Poor	Speech is largely unintelligible with serious problems in all speaking aspects

To ensure scoring reliability, students' speaking performances were assessed by two independent raters, namely the researcher and an English teacher at SMA YP UNILA Bandar Lampung. Both raters evaluated the performances independently using the same rubric to minimize subjectivity and scoring bias.

The speaking scores obtained from the raters were then processed and analyzed using the Statistical Package for the Social Sciences (SPSS) to examine students' speaking achievement before and after the treatment.

3.6. Validity and Reliability of the Instruments

In quantitative research, ensuring the quality of the instruments used for data collection was essential. Two important aspects that determined the quality of a research instrument were validity and reliability. Validity referred to the extent to which an instrument accurately measured what it was intended to measure, while reliability referred to the consistency and stability of the measurement results. In this study, both validity and reliability were carefully considered to ensure that the speaking assessment instrument provided accurate and dependable data on students' speaking achievement.

3.6.1. Validity

To ensure the validity of the speaking performance test, this study considered two types of validity, namely content validity and construct validity.

1. Content Validity

Content validity refers to the extent to which a measurement instrument adequately represents all relevant aspects of the construct being assessed (Setiyadi, 2018). In the speaking assessment, content validity ensured that the test tasks and assessment criteria reflected real-life speaking situations and aligned with the instructional objectives stated in the curriculum.

In this study, the speaking test tasks were designed based on authentic communicative situations commonly encountered by students in daily life, such as ordering food, asking for directions, and making requests. These communicative contexts were adapted from the dialogue-based TikTok videos used during the treatment sessions. The test content was aligned with the English learning objectives stated in the *Capaian Pembelajaran Bahasa Inggris Fase E*, which emphasized students' ability to communicate orally in social and transactional contexts.

To ensure the appropriateness and relevance of the test content, the speaking tasks and scoring rubric were reviewed by experienced English teachers at the senior high school level. They evaluated the instrument in terms of clarity, relevance, and suitability for tenth-grade students. The scoring rubric was adapted from Brown's framework of speaking assessment, which included pronunciation, fluency, vocabulary, grammar, and comprehension. These aspects were considered representative of the essential components of speaking ability required by the curriculum and classroom context.

2. Construct Validity

Construct validity refers to the extent to which an instrument accurately measures the theoretical construct it was intended to measure (Setiyadi, 2018). In this study, the construct being measured was students' speaking ability, which was conceptualized as a multidimensional skill involving linguistic accuracy, fluency, and comprehension.

According to Brown (2004) and Thornbury (2005), speaking was a complex language skill that required the integration of pronunciation, grammatical accuracy, vocabulary use, fluency, and the ability to understand and respond appropriately in communication. The speaking rubric used in this research reflected these dimensions.

Each aspect of the rubric represented a specific component of the speaking construct. Pronunciation assessed students' ability to produce English sounds accurately, including stress and intonation. Fluency measures the smoothness and continuity of speech. Vocabulary evaluated the appropriateness and range of words

used to express ideas. Grammar focused on the correct use of sentence structures and grammatical forms. Comprehension assessed students' ability to understand the task and respond meaningfully. The alignment between these assessment criteria and the theoretical definition of speaking supported the construct validity of the instrument.

3.6.2. Reliability

Reliability refers to the consistency of an instrument in measuring what it is intended to measure (Setiyadi, 2018). An instrument is considered reliable when it produces stable and consistent results across different occasions or evaluators. In this study, reliability was ensured through the use of a clearly defined analytic scoring rubric and the involvement of two independent raters to reduce subjectivity in scoring.

The students' speaking performances in both the pre-test and post-test were assessed by two raters, namely the researcher and an English teacher at SMA YP UNILA Bandar Lampung. Both raters used the same analytic speaking rubric adapted from Brown (2004), which covers pronunciation, fluency, grammar, vocabulary, and comprehension. The performances were evaluated independently to avoid mutual influence. Prior to the scoring process, both raters were provided with the rubric and given clarification regarding the assessment criteria to ensure a shared understanding of the scoring procedures.

To determine the level of agreement between the two raters, inter-rater reliability was calculated using Pearson Product-Moment Correlation through the Statistical Package for the Social Sciences (SPSS). The analysis was conducted separately for the pre-test and post-test scores.

Table 3. 5. *Reliability of Pre-Test*

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	.973**
	Sig. (2-tailed)		.000
	N	36	36
Rater2	Pearson Correlation	.973**	1
	Sig. (2-tailed)	.000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.5. presents the inter-rater reliability result of the pre-test scores. The table shows that the Pearson correlation coefficient between Rater 1 and Rater 2 was 0.973 with a significance value of 0.000 ($p < 0.05$) and a total of 36 students. This result indicates a very strong and statistically significant correlation between the two raters. Therefore, the scoring of the pre-test was considered highly consistent and reliable.

Table 3. 6. Reliability of Post-Test

Correlations			
		Rater1	Rater2
Rater1	Pearson Correlation	1	.959**
	Sig. (2-tailed)		.000
	N	36	36
Rater2	Pearson Correlation	.959**	1
	Sig. (2-tailed)	.000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

Meanwhile, Table 3.6. presents the inter-rater reliability result of the post-test scores. The Pearson correlation coefficient between Rater 1 and Rater 2 was 0.959 with a significance value of 0.000 ($p < 0.05$), based on 36 students. Similar to the pre-test result, this finding also indicates a very strong and significant correlation between the two raters. This means that the scoring of the post-test was consistent and showed a high level of agreement.

Based on these findings, it can be concluded that both the pre-test and post-test speaking scores demonstrated very strong inter-rater reliability. The high correlation coefficients and significant values confirm that the speaking assessment instrument produced reliable and credible data. Thus, the results of this study were not influenced by individual bias in the scoring process.

Table 3.7. *Reliability of Students' Perception Questionnaire*

Reliability Statistics	
Cronbach's Alpha	N of Items
.939	30

The reliability test result shows a Cronbach's Alpha value of 0.939 for 30 questionnaire items, which indicates excellent internal consistency reliability. According to the reliability criteria proposed by George and Mallery (2003), a Cronbach's Alpha value above 0.90 is categorized as excellent, meaning that the instrument is highly reliable and consistent in measuring students' perceptions.

Furthermore, the Item-Total Statistics analysis shows that all Corrected Item-Total Correlation values are above 0.30, indicating that each item contributes positively to the overall scale reliability. In addition, the Cronbach's Alpha if Item Deleted values remain consistently high, confirming that no item negatively affects the reliability of the instrument.

Therefore, it can be concluded that the perception questionnaire used in this study is statistically reliable, valid for analysis, and appropriate as a research instrument to measure students' perceptions toward the use of dialogue-based TikTok videos in learning speaking skills.

3.7. Data Collection Procedures

This study employed a pre-experimental one-group pre-test and post-test design, in which the same group of students was assessed before and after the treatment. The data collection procedure consisted of three main stages: pre-test, treatment, and post-test.

1. Pre-Test (T_1): At the beginning of the study, a speaking pre-test was administered to all participants to measure their initial speaking achievement in English. The pre-test served as a baseline assessment to identify students' speaking ability prior to the implementation of the treatment.

In the pre-test, students were required to perform a short functional dialogue related to everyday communicative situations, such as ordering food or asking for

information. Students' speaking performances were assessed based on five aspects adapted from Brown, namely pronunciation, fluency, vocabulary, grammar, and comprehension. The pre-test was conducted in a controlled classroom environment at SMA YP UNILA Bandar Lampung, and all performances were recorded to support objective scoring.

2. Treatment (X): Following the pre-test, the treatment phase was implemented over a period of four weeks. During this phase, students received instruction through dialogue-based TikTok videos designed to support speaking practice in meaningful communicative contexts. The treatment was conducted in two meetings per week, with each meeting lasting approximately forty minutes.

In each treatment session, students participated in several learning activities, including:

- Watching short dialogue-based TikTok videos that modeled natural conversational English.
- Identifying and analyzing language features such as pronunciation, vocabulary use, grammatical patterns, and expressions used in the dialogues.
- Practicing the dialogues in pairs or small groups through role-play activities, focusing on fluency and accuracy.
- Receiving feedback from the teacher to improve pronunciation, grammar, and overall speaking performance.

These activities were designed to create interactive and communicative speaking practice consistent with the principles of Communicative Language Teaching (CLT). Through repeated exposure and contextualized practice, students were expected to develop greater confidence and competence in spoken English.

3. Post-Test (T₂): After the completion of the treatment, a speaking post-test was administered to the students. The post-test used the same task format and assessment criteria as the pre-test to ensure consistency and comparability of the results.

Students' performances in the post-test were assessed using the same analytic speaking rubric adapted from Brown, covering pronunciation, fluency, vocabulary, grammar, and comprehension. The post-test results were then compared with the pre-test scores to determine whether there was a statistically significant improvement in students' speaking achievement after the use of dialogue-based TikTok videos.

3.8. Data Analysis

The data collected from the pre-test and post-test were analyzed quantitatively to determine the effect of dialogue-based TikTok videos on students' speaking achievement. The analysis focused on comparing students' speaking performance before and after the treatment in order to identify any statistically significant improvement resulting from the instructional intervention.

3.8.1. Scoring the Students' Speaking Tests

Students' speaking performances in both the pre-test and post-test were assessed using an analytic speaking rubric adapted from Brown (2004), covering five aspects of speaking: pronunciation, fluency, vocabulary, grammar, and comprehension. Each aspect was scored on a scale of 4 to 20, resulting in a total speaking score ranging from 20 to 100.

To increase scoring objectivity and reliability, students' speaking performances were assessed by two independent raters, namely the researcher and an English teacher at SMA YP UNILA Bandar Lampung. As suggested by Brown (2004), the use of multiple raters in speaking assessment helps reduce subjectivity and enhance score consistency.

The final speaking score for each student was obtained by calculating the average score from the two raters. This averaging technique is commonly used in educational research to obtain a representative score when more than one rater is involved (Setiyadi, 2018). The formula used was as follows:

$$S = \frac{S_1 + S_2}{2}$$

Where:

S = final speaking score of the student

S₁ = score given by the first independent rater

S₂ = score given by the second independent rater

The averaged scores were then used as the official speaking scores for further statistical analysis. These scores became the primary data for descriptive and inferential statistical analysis in this study, including the calculation of mean scores, standard deviations, normality testing, and paired sample t-test analysis using IBM SPSS Statistics version 22.

3.8.2. Descriptive Statistical Analysis

After obtaining the speaking scores, descriptive statistical analysis was conducted to summarize and describe the data. Descriptive statistics aim to provide an overview of students' speaking achievement before and after the treatment (Sugiyono, 2017).

The descriptive statistics calculated in this study included the mean score, minimum score, maximum score, and standard deviation. The mean score represents the average level of students' speaking achievement and was calculated using the following formula (Sugiyono, 2017):

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = mean score

$\sum X$ = total score

N = number of students

To measure the variability of students' speaking scores, the standard deviation was calculated. According to Hatch and Farhady (1982), standard deviation indicated how far individual scores deviated from the mean score. The formula was as follows:

$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N - 1}}$$

The descriptive statistical results were used to compare students' speaking achievement before and after the implementation of dialogue-based TikTok videos.

3.8.3. Testing the Improvement in Speaking Achievement

To determine whether there was a statistically significant improvement in students' speaking achievement after the treatment, inferential statistical analysis was conducted using a paired sample t-test. The paired sample t-test was selected because it compared the mean scores of the same group measured at two different times, namely before and after the treatment. Hatch and Farhady (1982) stated that this test was appropriate when the same participants were tested before and after an instructional intervention.

The t-test formula was applied in this study as follows (Hatch & Farhady, 1982):

$$t = \frac{\bar{D}}{\frac{SD_D}{\sqrt{N}}}$$

Where:

D = mean difference between pre-test and post-test scores

SDd = standard deviation of the difference scores

N = number of students

The level of significance used in this study was 0.05, which is commonly applied in educational research (Sugiyono, 2017). This significance level was used as the

criterion for determining whether the improvement in students' speaking achievement was statistically meaningful. The decision criteria were determined as follows:

- If Sig. (2-tailed) < 0.05, the null hypothesis (H_0) was rejected.
- If Sig. (2-tailed) > 0.05, the null hypothesis (H_0) was accepted.

3.9. Research Result

Since dialogue-based TikTok videos were used as the instructional media, this research consisted of five main phases, namely the pre-test, three treatment sessions, and the post-test. The pre-test was administered to obtain students' initial speaking achievement before the treatment was implemented. This research was conducted in class 10.11 of SMA YP UNILA Bandar Lampung in the academic year 2025/2026, involving 36 students as the research participants. The first meeting was conducted on 8 October 2025, during which the pre-test was administered.

In the pre-test session, students were asked to perform a short functional dialogue in pairs based on a TikTok video stimulus entitled "Ordering at a Café." The task required students to demonstrate basic interpersonal and transactional speaking skills, including using polite greetings, asking for and giving information related to ordering, responding to questions, and closing the conversation naturally. The students' speaking performances were recorded and assessed using Brown's analytic speaking rubric, which covers pronunciation, fluency, vocabulary, grammar, and comprehension. The pre-test results represented students' fundamental speaking performance prior to the implementation of dialogue-based TikTok videos in the teaching and learning process.

After the pre-test, the treatment phase was conducted over three consecutive weeks. The first treatment was carried out in Week 1 with the topic "Ordering Food at a Restaurant." In this session, students were introduced to a dialogue-based TikTok video related to ordering food. The students watched the video individually and observed the pronunciation, intonation, and functional expressions used in the dialogue. After that, students practiced the dialogue in pairs through guided role-play activities. They were then asked to modify the dialogue by changing the setting

or food items while maintaining appropriate expressions and politeness strategies. Each pair performed and recorded their role play as part of speaking practice.

The second treatment was conducted in Week 2 with the topic “Asking for Directions.” In this session, students watched a TikTok video that demonstrated how to ask for and give directions politely. The teacher explained common expressions and prepositions used in giving directions. Students practiced the model dialogue in pairs and later created their own short dialogues based on simple maps or familiar locations. During this session, students focused on clarity of speech, appropriate use of expressions, and correct pronunciation. Their performances were recorded to support evaluation and reflection.

The third treatment took place in Week 3 with the topic “Ordering Drinks at a Café.” In this session, students watched another dialogue-based TikTok video and identified useful expressions commonly used in café interactions. Students practiced the dialogue with their partners and then created their own café conversations using real or imaginary menus. This session emphasized fluency, pronunciation, intonation, and the use of non-verbal features such as gestures and eye contact. Each pair performed and recorded their final role play, which served as intensive speaking practice before the post-test.

After all treatment sessions had been completed, the students participated in the final meeting, which functioned as both the post-test and questionnaire administration. In the post-test session, students performed a speaking task with the same format, context, duration, and assessment criteria as the pre-test to ensure consistency and comparability. The post-test aimed to measure students’ speaking achievement after learning through dialogue-based TikTok videos. All speaking performances were recorded and assessed using the same analytic speaking rubric as in the pre-test.

In addition to the post-test, a student’s perception questionnaire was administered in the same meeting. The questionnaire was conducted to investigate students’ perceptions toward the use of dialogue-based TikTok videos in learning English speaking. The questionnaire consisted of 30 closed-ended statements using a four-point Likert scale. It covered several aspects, including learning motivation,

enjoyment and engagement, speaking practice frequency, perceived improvement in speaking skills, confidence, accessibility of TikTok, and overall satisfaction with the learning process.

These steps were implemented to collect data on students' speaking achievement and perceptions toward TikTok-based speaking instruction. For more detailed procedures of the teaching and learning activities, the implementation can be further examined in the lesson plans provided in the appendices.

3.10. Normality Test

Before conducting hypothesis testing, a normality test was administered to determine whether the data met the assumption of normal distribution. This step was required before applying a parametric statistical test, such as a paired sample t-test. In this study, the normality test was used to examine the distribution of students' speaking scores obtained from the pre-test and post-test.

The level of significance used in this study was 0.05. The hypotheses for the normality test were formulated as follows:

- H_0 : If the significance value (Sig.) was greater than 0.05, the data were normally distributed.
- H_1 : If the significance value (Sig.) was less than 0.05, the data were not normally distributed.

The normality of the data was tested using the Kolmogorov–Smirnov and Shapiro–Wilk tests through SPSS version 22. The Shapiro–Wilk test was considered more appropriate because the sample size of this study consisted of fewer than 50 participants. The results of the normality test were presented in Table 3.8.

Table 3. 8. *Normality Test*

	Tests of Normality		
	Shapiro-Wilk		
	Statistic	df	Sig.
PRETEST	.950	36	.102
POSTTEST	.951	36	.114

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

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test, which was appropriate for small sample sizes, the decision regarding data normality was determined using the significance values obtained from this test. If the significance values of both the pre-test and post-test were greater than 0.05, the data were considered to be normally distributed.

When the assumption of normality was fulfilled, a paired sample t-test was applied to test the research hypotheses.

3.11. Hypothesis Testing

This study formulated a hypothesis only for the first research question related to the improvement of students' speaking achievement after the implementation of dialogue-based TikTok videos.

The hypothesis was formulated to determine whether there was a statistically significant improvement in students' speaking achievement between the pre-test and post-test.

- H_0 : There was no statistically significant improvement in students' overall speaking achievement after being taught using dialogue-based TikTok videos.
- H_1 : There was a statistically significant improvement in students' overall speaking achievement after being taught using dialogue-based TikTok videos.

To test this hypothesis, students' total speaking scores obtained from the pre-test and post-test were analyzed using a paired sample t-test through SPSS version 22. The level of significance used in this study was 0.05. The decision to accept or reject the hypothesis was determined based on the Sig. (2-tailed) value. If the Sig. (2-tailed) value was less than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted.

The second research question regarding students' perceptions toward the use of dialogue-based TikTok videos was not analyzed through hypothesis testing, but through descriptive statistical analysis to identify the general tendency of students' responses based on the questionnaire results.

V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and discussions of this research, the researcher draws the following conclusions:

1. Improvement in Students' Speaking Achievement

This research concludes that the speaking achievement of students was effectively improved through the use of dialogue-based TikTok videos based on the results of the pre-test and post-test analysis. The use of TikTok videos provided students with clear speaking models, contextual language input, and repetitive speaking practice opportunities, which helped them improve their pronunciation, fluency, vocabulary, grammar, and comprehension. The significant difference between students' speaking performance before and after the treatment indicates that dialogue-based TikTok videos are not only effective media but also practical instructional resources that can enhance the speaking abilities of EFL students.

2. Students' Perceptions Toward the Use of Dialogue-Based TikTok Videos

Another conclusion of this study is that students positively perceived the use of dialogue-based TikTok videos in learning to speak in English. Students found TikTok to be an interesting, accessible, and motivating learning platform that helped them practice speaking more confidently. The fact that most perception indicators showed positive results means that learning through TikTok provided a favorable learning experience that encouraged students to participate actively, feel more confident, and become more interested in speaking activities. These results indicate that dialogue-based TikTok videos are not only well accepted by students but can also be effectively integrated into the teaching of speaking in EFL classrooms.

5.2. Suggestion

1. Suggestions for English Teachers

According to the classroom application in this research, English teachers should not only consider using dialogue-based TikTok videos as visual aids but also as a starting point for guided speaking activities that help students learn by example and then apply the language in practice. These videos can be incorporated into a clear sequence of learning stages, beginning with watching the videos as speaking models, identifying expressions and language components, practicing the dialogues together, performing role-play, and conducting self-assessment through feedback using a clear assessment rubric. This sequence helps students move from language input to spoken output. It is also recommended that teachers choose short, specific, and useful TikTok dialogues that match students' proficiency levels and learning goals, especially for practicing the simple present tense and daily communication. The use of digital media, as shown in this research, can help reduce students' fear and build their confidence in speaking.

2. Suggestions for Future Researchers

Since this research employed a one-group pre-experimental design, it was not possible to compare results or control external variables. Therefore, future researchers are advised to use quasi-experimental or true experimental designs involving control and experimental groups, a longer treatment period, and a larger sample size to produce more generalizable findings. As this research used a closed-ended questionnaire, which did not provide deeper insights into students' responses, future studies are suggested to use open-ended questionnaires or interviews to explore students' views in greater depth. Further research may also investigate the use of TikTok videos to develop other English skills, such as listening, vocabulary, and pronunciation, as well as explore different patterns of classroom interaction and TikTok-based speaking activities in various EFL contexts.

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