TIKTOK VIDEOS AS LEARNING MEDIA TO IMPROVE STUDENTS' SPEAKING SKILLS

Ika Ratna Rosanti[1*], Tauhid[2]
STAI YASBA Kalianda, Indonesia
ikaratna11111@gmail.com

ABSTRAK

Abstrak: Saat ini, penggunaan media sosial dan pendidikan saling terkait erat. Namun, guru dan siswa masih menghadapi kendala baru seiring dengan perubahan situasi. Dalam studi pendahuluan, peneliti menemukan bahwa salah satu masalah adalah kurangnya keterlibatan siswa saat menggunakan teknologi dalam pembelajaran berbicara melalui pembelajaran daring. Dengan demikian, tujuan dari penelitian ini adalah untuk mengembangkan TikTok sebagai video instruksional bagi SMPN 2 Penengahan untuk melibatkan keterampilan berbicara mereka. Desain penelitian ini adalah desain penelitian dan pengembangan yang menerapkan prosedur kerja ADDIE (Analisis, Desain, Pengembangan atau Produksi, Implementasi atau penyampaian, dan Evaluasi). Partisipan penelitian adalah seorang guru bahasa Inggris dan 30 siswa SMPN 2 Penengahan. Data kualitatif dikumpulkan dari pra-observasi selama kelas daring, wawancara semi-terstruktur, dan observasi. Di sisi lain, data kuantitatif dikumpulkan dari kuesioner sesuai dengan kebutuhan analisis, penilaian ahli, dan lembar observasi dalam fase implementasi menggunakan persentase skala likert. Ahli materi memperoleh skor 55 dari 60/93,75% dengan kategori sangat baik, Ahli media memperoleh skor 75 dari 80/91,66% dengan kategori sangat baik. Skor dari hasil lembar observasi pada tahap implementasi sebesar 89,58% yang menunjukkan bahwa media berada pada kategori sangat baik untuk digunakan sebagai alat bantu pembelajaran untuk meningkatkan keterampilan berbicara. Dengan demikian, video pembelajaran TikTok terbukti dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci: TikTok, Video Pembelajaran, Keterampilan Berbicara.

Abstrack: Nowadays, the use of social media and education are closely related. However, teachers and students still face new obstacles along with the changing situation. In a preliminary study, the researcher found that one of the problems is the lack of student engagement when using technology in speaking learning through online learning. Thus, the purpose of this study is to develop TikTok as an instructional video for SMPN 2 Penengahan to engage their speaking skills. The design of this study is a research and development design that applies the ADDIE work procedure (Analysis, Design, Development or Production, Implementation or delivery, and Evaluation). The participants of the study were an English teacher and 30 students of SMPN 2 Penengahan. Qualitative data were collected from pre-observation during online classes, semi-structured interviews, and observations. On the other hand, quantitative data were collected from questionnaires according to analysis needs, expert assessments, and observation sheets in the implementation phase using a Likert scale percentage. Material experts scored 55 out of 60/93.75%, with a very good category, Media experts scored 75 out of 80/91.66%, with a very good category. The score from the observation sheet results at the implementation stage was 89.58%, indicating that the media was in the very good category to be used as a learning aid to improve speaking skills. Thus, TikTok learning videos have been proven to improve students' speaking skills.

Keywords: TikTok, Learning Video, Speaking Skills.

A. INTRODUCTION

The advancement of information and communication technology has altered the way people learn and teach in today's digital age. One of the most intriguing innovations is the use of social media platforms as a learning tool. TikTok, as a popular video-sharing app

among students and young people, has enormous potential as an interactive learning medium that can improve student engagement.

Bilingualism is one of the most important skills in language learning, particularly in English, and it is becoming increasingly difficult for many students to acquire. Lack of confidence in oneself, insufficient practice, and a lack of motivation to learn are all factors that contribute to the development of one's skills. As a result, new and innovative approaches are required to address the issue and boost employee motivation.

Video has shown to be an effective learning medium for enhancing student comprehension and engagement. Teachers can use TikTok to make short, instructive, and engaging films that help kids learn in a fun and relevant way. TikTok videos can be used to teach vocabulary, phrases, and sample conversations, while also motivating students to participate in speaking challenges, duets, or collaborations to develop their speaking abilities.

This study aims to develop learning videos using TikTok that are specifically designed to improve students' speaking skills. By utilizing a platform that is already familiar to students, it is expected to create a more interactive and enjoyable learning experience. In addition, this study will also explore the effectiveness of using TikTok videos in increasing student motivation and providing space for them to practice speaking more freely and creatively.

(Fiallos, 2021) claimed that TikTok is a platform that, in addition to engaging videos, allows a youthful and international audience access to a new style of quick instructive videos made by professional authors. TikTok App is a short video-making social media application that could freely be downloaded on both Appstore and Google Play. The features in TikTok include various videos in its timeline, comment section, download, share, duets, filters, and editing or creating the video. TikTok App was launched in September 2016 by Douyin in China, then introduced by ByteDance in 2017 for markets outside China. This platform is categorized as the fastest-growing platform that is available in 155 countries and provides 75 different languages. TikTok App also has 1.6 billion active users in the world (Mohsin, 2022). In terms of education, society, and perception, TikTok has a significant impact on young people. People can express themselves through TikTok's platform (Guo, 2021).

There are several previous studies that use the TikTok application as a learning medium, namely, (Dilon, 2020) in his findings on the influence of the TikTok application on research on adolescent and young adult students stated evidence that target users of the TikTok application were happy with the application. (Yang, 2020) also added that the data in his study showed that students responded positively to the use of TikTok social media in EFL classes because TikTok increased their interest and motivation to learn in learning English in class. (Pratiwi et al, 2021) also claimed that the TikTok application can be used as a teaching tool for English pronunciation. This is because it offers various advantages and works well to support teachers and students in 20th century teaching and learning activities. Previous research conducted by (Rahmawati & Anwar., 2022) reported that the TikTok application activity to improve students' vocabulary was successful. (Syarifuddin & Sinta., 2022) also emphasized that TikTok learning videos are good learning materials. TikTok learning media has a positive influence on students' success in achieving learning goals. In conclusion, the researcher's goal in this study is to

develop TikTok learning videos to engage students' speaking skills using the ADDIE model stages.

Through this research, it is hoped that it can contribute to the development of more innovative and effective learning methods, as well as provide insight for educators in utilizing technology to improve students' speaking skills.

B. RESEARCH METHOD

This research belongs to the field of research and development (R&D), which is frequently abbreviated as R&D and follows the model of analysis, design, development or production, implementation or delivery, and evaluations (ADDIE). According to (Branch, 2010), ADDIE means to analyze, design, develop, implement, and evaluate where it is appropriately used as a process of developing educational products and other learning resources. This study is undertaken to develop and validate TikTok videos as instructional media for seventh-grade learners. However, due to the time constraint that the researcher has, the evaluation phase is excluded. Besides, according to (Tomlinson, 2011) the implementation of the instructional strategy or the developed material for learners is one out of three ways to evaluate the material. The other two forms of evaluation are through colleagues and expert evaluation. This study is undertaken to develop TikTok instructional videos as learning media to engage students' speaking skills. The researcher developed a product in the form of printed modules and TikTok instructional videos for every chapter to engage students' speaking performance.

The research subject is the seventh-grade learners of SMPN 2 Penengahan which consist of 30 students. The research participants were chosen using a purposive method of data collection. This entails choosing individuals that have a specific set of characteristics and measuring how much the group of people has affected or had an influence on the problem or issue of interest (Arifudin, 2022).

In this study, the researcher used three instruments to achieve product development: classroom observation sheets, interview sheets, and questionnaires. The classroom observation sheet is the first instrument. This instrument is applied at the pre-observation and product implementation stages. At the pre-observation stage, the researcher collects information covering the problems faced by teachers and students, and the data is used as a needs analysis. At the implementation stage, information regarding student engagement with learning media is collected using an observation sheet. The next interview sheet, the purpose of this interview is to obtain additional information about teaching and learning activities in online classes carried out by an English teacher. Furthermore, the researcher distributed the questionnaire sheet via Google Forms. The questionnaire was addressed to grade VII students of SMPN 2 Penengahan to obtain information about their interests in learning speaking skills, their needs for learning media for virtual learning, the obstacles they face when conducting virtual learning, and their literacy of the TikTok application. Data from the student questionnaire was collected for the required analysis.

Data from interviews, observations, questionnaires, and expert assessment scores need to be analyzed for this study (Sanulita, 2024). The class pre-observation sheet and interviews are explained descriptively during the analysis. Data from the pre-observation sheet and interviews show a picture of the English learning situation, especially in mastering speaking skills during virtual learning. This data is used to review teachers' perspectives, obstacles, and needs for video-based learning media. Therefore, the results

are presented in descriptive form. The questionnaire is divided into three parts: first, to find out students' views on learning using social media in virtual classes, second, to find out the needs in the speaking learning process, and third, to see the need for TikTok instructional videos accessed through Google Forms. The diagram results show percentages, which will then be explained descriptively.

Then, the questionnaire for researchers conducted classroom observations at the implementation stage. Researchers applied the method to evaluate the level of student engagement using TikTok learning videos. Another questionnaire was given to expert assessment. The two categories of experts involved were media experts and material experts. This questionnaire will be calculated based on a quantitative formula to determine the percentage score. Furthermore, the data will be described qualitatively after being converted into a range of 0% (low percentage) to 100% (high percentage). Four scales are used to divide the range. The percentage of the range and the qualitative category is shown in table 1.

Table 1
The Range of Percentage and Qualitative Criteria

Percentage	Category
75% - 100%	Very Good
61% - 75%	Good
41% - 60%	Fair
0% - 40%	Pool

C. RESULTS AND DISCUSSION

This research results in a TikTok learning video product with speaking instruction materials tailored to the needs of the students. Greetings, saying farewell, and how to apologize are the items that will be used in this media. After that, we'll study self-introduction. We shall then talk about articles. And the final one is a seventh-grade descriptive text. The ADDIE model's several phases-analysis, design, development, and implementation-lead to the final product results.

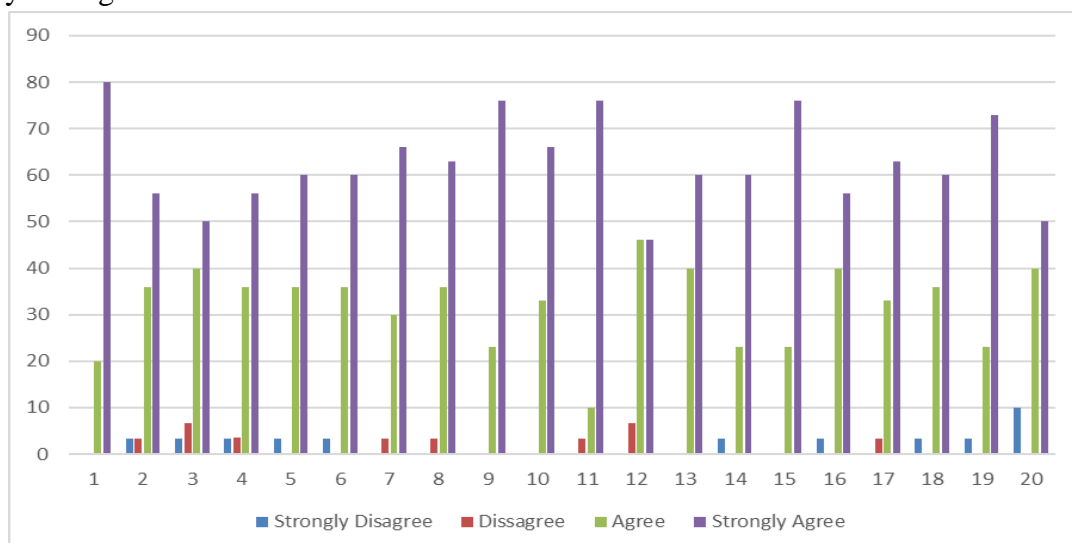The researcher observed and interviewed the English teacher to collect data for the analysis stage.

Figure 1. Questionnaire Result of the Students' Need Analysis

Based on the data, the researcher found that using apps for English virtual learning, like Google Meet, did not effectively involve student performance. Students displayed disinterest and limited engagement in virtual learning. When the teacher carried out a task to improve speaking skills, the issues escalated. The activity was unable to run as smoothly as it should have due to a lack of student enthusiasm. Additionally, the teacher lacked any resolution or alternative method to reduce the issue. Therefore, the researcher handed out questionnaires in the form of a Google Form to understand the students' viewpoints, TikTok knowledge, and desire for educational videos.

The chart shows that seventeen students (56.7%) strongly desire to learn to speak English, and twenty-four students (80%) of the thirty respondents indicated that studying English is vital for the future. Twenty students (66.7%) said that they would be more motivated to learn English if the learning environment was less boring and more engaging. Eighteen students (60%) said that learning English online was boring. Eighteen students (60%) said that they would feel less motivated if they learned the language solely through social media (Google Meet/Zoom).

Then, looking at the instructional media needed aspect of the Google Form, 19 students (63.3%) said that accepting the material would be easier if the teacher used fun and varied media; 23 students (76.7%) said that learning English would be aided and motivated by engaging learning media; 20 students (66.7%) said that learning English required the use of media other than textbooks and social media (Google Meet); 23 students (76.7%) said that learning with the newest or most up-to-date media would pique students' interest in learning; Eighteen students (60%) said that using learning videos to improve English is beneficial, while fourteen students (46.7%) agreed and fourteen others (46.7%) selected strongly agree.

As previously mentioned, the researcher completed two phases: gathering resources and creating models for video products based on the demands of the students. These two phases-the video design and the content material design—are discussed in the sections that follow.

1. Stage of Material Design

At this point, the researcher created the content for the video material, which was also integrated into the teacher handout module that connected to the educational TikTok videos. There are four sections of content which are greeting and farewell material, self-introduction and interest material, article material, and descriptive text material. At the same time, this research exclusively centers on creating instructional videos. The researcher assessed materials concerning the content presented in TikTok instructional videos.

2. Stage of Video Design

The beginning of the learning video model's design phase involves creating a TikTok account, developing video storyboards, recording voice-overs, capturing video footage, and proceeding to edit the video. The researcher is discussing the steps involved in the product model design process.

a. Set up and establish a TikTok profile.

The purpose of a TikTok account for teachers is to view students' assignment videos or speaking activity assignments without the need to download them using other apps. Students just must post their speaking assignment video on their own TikTok accounts and mention the teacher's account.

b. Create the storyboard.

In this research, a storyboard was created by the researcher for making instructional videos ranging from one to eight minutes in length. The teacher's TikTok account features eight educational videos. The videos are categorized into two groups, comprised of four educational material videos and four video demonstrations for every chapter in the second section.

c. The recording of the narrator's voice

The researcher did the narration separately during the video recording and editing process. The dialogue for this voiceover has been created and incorporated into the storyboard. The recording results are designated for four video contents: greeting and farewell explanation, self-introduction and hobby, article, and descriptive text.

d. Capturing images, listening to music, and recording videos.

At this point, photos and videos were captured individually and in different places. Images were captured with the iPhone 13 camera and transferred directly to the photo gallery. Additional images were acquired from Pinterest.com. In the meantime, a few videos were recorded individually. Some animated characters were sourced from a website with free copyright and incorporated into the video's introduction. Next, the music is obtained from a website that offers free copyrighted music for academic purposes.

e. Video editing process

During the video editing phase, the researcher personally made changes using Filmora for extra characters and TikTok for the final output. Tasks completed in this phase included creating the visual design for the video, importing, and editing images and videos, and incorporating the narrator's voiceover. Next, the text was given a subtitle and animation characters were added to the screen. Supporting images were sourced from a free copyright website, and extra music and rendering or merging processes were included.

Once the design stage was achieved, the researcher moved on to complete the development stages. The development phase involved validation from material experts, media experts, and revision of the product. The researcher reviewed and updated the media element of the educational video based on feedback and suggestions from media specialists. The aim of this design update is to enhance and perfect the previously developed product before field testing. Additionally, the researcher implemented enhancements based on the feedback and recommendations provided by media experts. Table 2 displays the outcomes of the media product evaluation.

Table 2
The Result of Product Eligibility

No	Expert Judgement	Score	Maximum Score	Category
1	Material Expert	55	60	Very Good
2	Media Expert	75	80	Very Good

a) Material Expert Validation

This phase's objective is to evaluate the quality of the content provided, encompassing material, and learning aspects. As per table 2, the total score achieved falls within the "Very Good" range at 55.

b) Media Expert Validation

This phase is focused on evaluating the video media's quality. Based on the information presented in table 2, there are noticeable disparities in the scores for media validation between the initial and subsequent stages. During the initial validation phase, a score of 55 falls within the "Good" category, indicating it is suitable for use in the field with some possible enhancements. Additionally, the researcher enhanced the project based on feedback, particularly regarding audio quality, alignment of sound effects with visuals, accuracy of images and videos on screen, color resolution and composition, and inclusion of vibrant icons for a visually appealing video. During the second media validation stage, the score achieved was 75, falling into the "Very Good" category, indicating that media experts deemed the video media produced to have high quality in terms of visual, sound, and media elements following the review process.

The researcher made some improvements which are described below.

1) The researcher's latest edit appears in the critique and recommendation section. Upon completing the closed exam, the researcher received input and opted to alter the material display's appearance. The text was made larger and clearer by the researcher by switching the display orientation from portrait to landscape. The video was also split into two categories by the researcher. The initial video provides content for each chapter, including greetings, introductions, hobbies, articles, and descriptive texts.

2) The speaking practice video is either presented on its own or as part of part 2 of the learning material video. The video shows examples of speaking practice before the exam. Following the recent feedback and recommendations prior to the upcoming exam, the researcher has altered the subtitle color to enhance readability and visibility of the vocabulary listed for students. Following the closed exam, the researcher modified and included additional instances of speaking exercises. This video demonstration includes multiple videos that align with the sections in the textbook and feature students as examples. The exhibition of eight TikTok how-to videos corresponding to four sections in the provided module.

In this research, the final stage was execution. This stage guided the learners to attempt the teaching TikTok videos. This phase also sought to assess the feasibility of the TikTok Instructional videos by examining the learning results of students through a questionnaire designed by the English teacher. Besides understanding the viability of the created media, students can also learn about the use of TikTok educational videos.

Findings from the class observation sheet indicate that students engaged actively and responded, while the teacher offered positive reinforcement. The score on the observation sheet is 89.58. The score is deemed "very good" according to the percentage range and qualitative criteria. By employing the notes from the observation sheet during the primary activity on April 6th, 2022, the researcher determined that the TikTok educational video engaged the students' focus. Students accessed and viewed the videos with enthusiasm. Concerning the structure of the video, a few students shared their thoughts.

This study aims to create TikTok-based educational videos for learning virtual speaking skills in junior high school. This research on development utilizes the ADDIE model as a phase in product development. In the initial study, researchers discovered that English teachers faced challenges in teaching speaking online. This served as the foundation for researchers to initiate the first phase, which involved assessing the requirements of students and teachers for TikTok-based instructional videos aimed at

enhancing speaking skills online. During the analysis phase, multiple factors motivate researchers to move forward; these include students feeling uninterested in online English lessons, limited student engagement in virtual English classes, and a lack of innovation from teachers to address these issues.

The instructional media for TikTok was created based on the junior high school learning curriculum, with content tailored for speaking skills, such as greetings and farewells, self-introductions, hobbies, articles, and descriptive texts. Every chapter includes two instructional videos: one that briefly explains the material and another that showcases examples of speaking assignments related to different chapters, which are also part of the speaking content. Researchers also offer teacher assistant modules to facilitate learning through Tiktok instructional videos. In this study, the researchers concentrated solely on outlining the evolution of Tiktok educational media.

The results of this research align with a theory proposed by (Zaitun & Indriani., 2021); (Arifin, 2024); (Sappaile, 2024) that TikTok platforms effectively boost speaking abilities of EFL learners, enhancing vocabulary and pronunciation. (Syarifuddin & Sinta., 2022) likewise indicated that the creation of Tiktok learning videos has shown to be an effective teaching medium. TikTok educational content positively influences student learning outcomes. TikTok's educational content can transform challenging and tedious subjects into engaging, visually appealing, and enjoyable learning experiences. Utilizing this social media platform has been shown to draw greater student interest, particularly in online learning contexts.

D. CONCLUSIONS AND SUGGESTIONS

The researcher carried out this study to create TikTok-based media as a solution that addressed the challenges faced by the English teacher at SMPN 2 Penengahan in virtually teaching Speaking. Upon completing the ADDIE process steps, it is evident in the analysis stage that students display low and passive involvement in their learning journey, particularly regarding speaking skills. Students exhibited limited engagement and participation during virtual learning. It is recognized that educators and learners require technology-driven educational innovations that can combat boredom and enhance learning engagement during online instruction. The reason behind creating TikTok educational content is to involve students in speaking practice when learning occurs online. Once the learning media is developed, it undergoes validation by experts in media and materials. According to the validation process, the learning media has been deemed suitable and is ready for use in the educational process. The implementation phase of this study provides additional clarity on the effectiveness of TikTok as an instructional medium. In the results of the implementation, the researcher achieved a score of 89.58%, indicating that the developed product positively affected students' engagement in virtual English-speaking activities. In the data gathered from class observations via a questionnaire, the researcher discovered that students engaged with learning more actively than they had previously. Students demonstrate their excitement and reaction to the product. The information additionally indicates that students demonstrate greater engagement in posing questions to the teacher. During the final product implementation phase, most students completed the task as per the guidelines. This represents a type of genuine involvement by students in online speaking tasks. This is the basis for the

assertion that TikTok instructional content has been shown to enhance student engagement in online speaking skill learning activities.

Nonetheless, although this study is deemed successful and educational TikTok videos can boost students' involvement in acquiring speaking skills, this finding is based on a single instance of implementation. Further discussion is required during the implementation phase of TikTok instructional media development regarding its long-term effectiveness and its potential to enhance student performance. Moreover, studies on the use of TikTok media for educational purposes are still quite scarce. Furthermore, the final phase of the ADDIE model in this research was not carried out. Consequently, this study is still not perfect.

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