



Research Paper

## EDUTOKING: Improving the English-Speaking Skills of Grade 9 Learners using Tiktok-Based Activities

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### Abstract

The popularity of TikTok led the researchers to determine if its use improves the English-speaking skills of the Grade 9 students in a Science High School in Olongapo City, Philippines. The study used a descriptive-comparative research design where the researchers developed a self-assessment tool and a teacher observation checklist validated by experts in order to determine the students' perceived English-speaking skill level. One hundred thirteen students participated in the research, and the study analyzed the data using descriptive and inferential statistics with the help of the open-source software, Jamovi. The study found no significant difference between the pretest and posttest scores of the respondents before and after integrating TikTok-based activities in their lessons using a paired sample t-test in the Jamovi software. However, for teacher-observers, the intervention is perceived as beneficial to improve the English-speaking skills of the students. The study argues that despite the popularity of TikTok amongst teenage students, it is something other than a language learning tool for students. However, the teachers observed that using the intervention can improve the English-speaking skills of the students. Overall, there is an evident disparity between the perceptions of the students and teachers regarding whether or not TikTok can have the ability to improve the English-speaking skills of the students. The researchers recommend that teachers may consider developing contextualized TikTok-based activities to make the speaking tasks more relevant and meaningful.

**Keywords** *Eduotoking, Speaking Skills, Tiktok, Intervention, Grade 9 Learners, English Language*

### INTRODUCTION

Many people thrived on amusing themselves at home, especially during the first quarter of endless lockdowns and quarantines. With that, online entertainment platforms became necessary for many people, especially teens. Online entertainment platforms, such as Snapchat and YouTube, entertained people to forget shortly how extreme the world's situation is due to the pandemic (Anderson & Rainie, 2018). Wallaroo Media (2021), a social media advertising company in the U.S., reported last September 2021 that TikTok is growing more popular in over 150 countries. Their report shared that TikTok has over 1 billion monthly active users. TikTok started its growing popularity in the first quarter of 2020, and individuals downloaded it 315 billion times. However, what is this hype all about? It could indicate that TikTok is becoming the top online entertainment platform used by most people due to its features and content.

Due to the advent of the pandemic, all of the institutions and schools shifted to an online modality of learning in order to continue the learning process. In this matter, Suharno (2022) exposed that in order to address the learning needs of students, teachers have to design lesson plans and instructional videos as well as do online meetings with students using online platforms like Google Classroom, YouTube, WhatsApp, and Telegram (Vidhiasi et al., 2021). The relevance of these platforms is through the help of digital education, which students of the 21<sup>st</sup> century favor (Operio, 2022). Now, in this paper, the proponents argue that another social media platform in the form of TikTok may help enhance the learning experiences of the students.

Zaitun et al. (2021) found out that TikTok can be a medium for speaking to students as it could assist them in improving their English-speaking confidence and having a good level of

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confidence to use English in speaking yields becoming their motivation to practice this skill. Applying their study to this paper results in a direct link between creating a motivating language learning experience for the students in order for them to be extrinsically motivated to practice. Hence, since TikTok offers creative ways to produce video content, it could encourage students to practice their oral skills through this platform. In addition, a current study by Gao et al. (2023) demonstrated improved learning motivation and oral proficiency of learners. Since Tiktok became a global sensation among teenagers, they have used this platform as a digital environment for visual communication (Bautista et al., 2021). However, Tiktok has been a narrative challenge due to messenger synthesis and visual creativity. Nevertheless, Escamilla-Fajardo et al. (2021) still believe that Tiktok promotes students' motivation, provides an engaging learning environment, and encourages skills development like creativity and curiosity. As for the teachers, Tiktok also provides them with a subculture for teaching, which can lead them to a micro-celebrification process (Vizcaino-Verdu & Abidin, 2023). Due to the pandemic, the use of social networking sites even prospered due to the advent of the industrial revolution 4.0. In a current literature review by Wong and Yunus (2023), they revealed that teachers feel positive about implementing social networking sites (e.g., Tiktok) in their English classroom since it provides more advantages and enhances learners' proficiency. In the local scene, a review by Barrot (2022) showed overwhelming evidence regarding the positive influence of social media (e.g., Facebook, Twitter, WhatsApp, TikTok) as a language learning and teaching environment. Another article stated that in higher education, students used TikTok to enhance their speaking and grammar skills (Cagas, 2022).

Based on the reviewed literature, the proponents of the study intended to test whether the online social media platform TikTok can help students in improving their speaking skills by integrating it with their learning process. The researchers also noted that there is a dearth of literature in the local literature regarding the use of Tiktok to improve the English-speaking proficiency of students. Furthermore, the paper's focus is on students from a special Science High School wherein the curriculum is more advanced than a normal high school.

The main research objective of this study is to introduce TikTok as a classroom tool to assist the Grade 9 students at a Science High School in Olongapo City, Philippines, in order to improve their English-speaking skills. The study also intended to determine whether there is a significant difference in the skills after the Tiktok intervention. In pursuing this study, the researchers exposed the target respondents to the English-speaking challenges on TikTok as part of their mobile-assisted language learning experience. Thus, this research also aimed to become a basis for integrating the usage of TikTok as a creative language learning tool for authentic language inputs.

## **LITERATURE REVIEW**

TikTok is an application from China, initially named Douyin. It features short-form videos from various content categories, such as dancing or singing challenge videos and educational videos. Jaffar, Riaz, & Mushtaq (2019) noted that there is a rapid increase in the usage of TikTok by teenagers *to gain popularity and cure boredom*. Applying their study to this paper serves as a basis to determine why this app rose to popularity. Speaking of boredom, Komariyah et al. (2022) stated that the Tiktok app makes students entertained and not feel bored in learning English.

TikTok also became a popular app in the Philippines due to its dance challenge videos. Many teenagers, especially some celebrities, are seen on TikTok either participating or creating their challenges. iPrice Group (2020), an e-commerce company in Malaysia, reported that the Philippines ranked in 11th place on the list of all countries where TikTok is most downloaded. This data revealed that TikTok is for entertainment and other purposes, such as advertising and marketing some businesses and brands. The data from iPrice Group (2020) shows that several content creators use TikTok in a more entertaining style for academic purposes.

Despite being an online entertainment application, TikTok can benefit students' learning, especially English language learners. Ipan et al. (2020) noted that most schools worldwide incorporated social media into teaching-learning as part of their distance-learning setup. Since TikTok became the most downloaded app, the researcher viewed it as an opportunity to introduce TikTok as a classroom tool. Their study expounded on the idea of mobile-assisted language learning through TikTok. Applying their analysis strengthens this paper's primary objective, exploring the educational benefits of using TikTok in the English classroom. In addition, Herlisya and Wiratno (2022) disclosed in their study that the TikTok app improves a student's learning activities and speaking skills. A positive result also corresponds with the use of TikTok to students' motivation in speaking, as presented by Ferstephanie and Pratiwi (2021).

Ipan et al. (2020) discovered that TikTok might enhance students' oral skills. Since there is an unlimited, open-access resource to language inputs from the educational content creators on TikTok, the language learners are more exposed to English. There is also a feature in TikTok called stitch where a user can incorporate other video clips from other users into their videos. In this way, a user can engage with another TikTok user. Using the stitch feature, some English educational content creators encourage their audience to test their speaking or grammar skills by creating a quiz-type video and letting their audience "stitch it" with their answers. Through this activity, TikTok users can practice their English skills. These findings from Ipan et al. (2020) led the researcher to attempt to replicate the methodology used to determine if it will also be applied to the current setup of Filipino learners, specifically to the target respondents of this study, in the hope of yielding the same outcomes. Parallel to this finding, Putri (2022) also concluded that the TikTok application improves students' speaking skills.

Speaking in English concerns most teachers and students, especially with the current modality, where students need help to motivate them to speak up in class. Separa et al. (2020) investigate numerous contexts attributed to the cause of English-speaking difficulty in Filipino learners. They found out that the topmost concern involves the lack of linguistic competence and psychosocial fears of speaking. Their study showed several speaking difficulty categories with their causative. Manggo et al. (2022) also shared that in Indonesia, students liked the use of Tiktok as a medium for English learning, particularly in speaking.

Based on studies, most Filipino students have speaking difficulties. These difficulties are evident in most language learners regardless of their grade level. Moreover, whatever category of mentioned difficulties they are experiencing, it is undeniable that these categories hinder efficient language learning. Applying their study to this paper illustrates the various dimensions of the students' speaking challenges, whether in the traditional or virtual setup. Hence, English teachers must be able to address some, if not all, speaking difficulties by introducing activities or tools that will enable the students to practice their oral skills without experiencing any of those, as mentioned earlier. TikTok can help since it allows the students to post whatever video they like as long as it adheres to the application's content and community standards.

## **RESEARCH METHOD**

### ***Research Design***

This study used the descriptive-comparative research design to learn about a large population by surveying a sample (Leedy & Ormrod, 2015). Specifically, this research is a single pretest-posttest design that intends to determine the outcome of a treatment to a particular sample. As a result, this research aimed to introduce an innovation to assist language learners in their oral skills with the help of a popular application that serves to be an online repository of authentic language inputs from various users.

### **Respondents**

The respondents in this study were Grade 9 students in English, with a total population of 155. However, only 113 participated during their face-to-face (synchronous) classes. The investigators applied a convenience sampling method in this study upon considerations made by the researchers that relate to the accessibility and availability of the target respondents (McCombes, 2019). Thus, only the volunteer respondents who were also available once the researchers distributed the questionnaires and conducted class observations were included in this study.

Table 1 presents the distribution of sex groups of Grade 9 English students at a Science High School in Olongapo City, Philippines. It showed 113 respondents, 45 (39.8%) males, and 68 (60.2%) females. The table also presented those female respondents are higher than male.

**Table 1.** Frequency Distribution of Sex Groups of Grade 9 English students

<b>Sex</b>	<b>Total Students</b>	<b>Frequency</b>	<b>Percentage</b>
Male	70	45	39.8
Female	85	68	60.2
<b>TOTAL</b>	<b>155</b>	<b>113</b>	<b>100</b>

**Table 2.** Frequency Distribution of Grade 9 English students per section

<b>Section</b>	<b>Total Students</b>	<b>Frequency</b>	<b>Percentage</b>
Section A	40	11	9.73
Section B	38	36	31.9
Section C	39	37	32.7
Section D	38	29	25.7
<b>TOTAL</b>	<b>155</b>	<b>113</b>	<b>100</b>

Table 2 shows the distribution of the Grade 9 students in English per section. It presents that the 113 respondents are from the four (4) sections in the Grade 9 curriculum. There are 11 (9.73%) respondents from Section A, 36 (31.9%) from Section B, 37 (32.7%) from Section C, and 29 (25.7%) from Section D. The table also shows that Section C had the most respondents. In contrast, Section A had the least.

### **Instruments**

The study used a researcher-made instrument composed of a) profiling of the participants, b) a self-assessment tool, and c) a teacher observation tool. The self-assessment tool in this instrument is composed of 15 Can Do statements where students rated the given competencies based on their perceptions. The self-assessment tool for the students has three subsections, namely intonation, pronunciation, and stress. On the other hand, the teacher observation tool is a checklist with 15 listed competencies which reflects the competencies of the student-respondents. In order for the instrument to be valid and reliable, the researchers submitted the instrument to a panel of experts to examine the contents and items. The panel involved an Education Program Supervisor for English, a Head Teacher, and two English Teachers. The panels rated the given instrument if they were evident to the students. They also provided some constructive criticism in order to help improve the instrument. Furthermore, the instrument also underwent pilot testing for students who were not part of the study in order to verify its reliability. As per the reliability assessment, the self-assessment tool yielded an Alpha Cronbach coefficient of 0.880 which is greater than the 0.70 benchmark score. As for the Tiktok videos, the researchers considered those videos that are recent and comprise educational content creation, like that of Antonio Parlati (foreign) and Ayn Bernos (local).

This instrument aimed to have the needed data to describe the respondents and to have

a record of assessments regarding the level of their English-speaking skills coming from themselves and of the teachers who were successfully targeted.

The researcher ensured that the target respondents voluntarily participated in the pursuit of the study. The target respondents received a consent/assent letter about the research objectives and their roles in the study. Furthermore, the researcher did not collect any monetary amount from reproducing the research instruments to be used. The researcher shouldered the expenses for the said instruments and materials used. Lastly, the Grade 9 students during their English classes are the only classes to be used in this endeavor.

### ***Data Collection Procedure***

In order to generate the necessary data for the study, the researchers first obtained permission from the appropriate heads of the Science High School. Prior to the actual survey, the researchers informed and explained the research to the student respondents. Then, they gave the self-assessment tool to students during their face-to-face (synchronous) schedule in their specified school schedule. In the case of the teacher-observer, the proponents set the following criteria. The observers should be (a) An English Teacher with at least an ongoing master's degree or graduate master's degree in the related field, (b) with substantial years of teaching grammar and language, and (c) has handled English subjects to each Grade 9 section. Their former English teachers served as teacher-observer and were given a researcher-made observation tool that consisted of a 15-item checklist regarding the evident speaking proficiency of the target respondents.

The researcher compared and contrasted the ratings from the self-assessment tool and the observation tool to investigate if the perceived proficiency of the respondents is noticeable by the English teachers. The researcher-made self-assessment tool and observation tool served as the pretest to the target respondents aiming to obtain data to describe their current English-speaking proficiency. From this, the researcher used the data gathered as a springboard to check if there would be any changes once the proposed intervention is implemented. After implementing the proposed intervention from 28 February to 4 March 2022, the researcher redistributed these two instruments as the posttest. The researchers decided to shorten the intervention period due to the effect of the pandemic on the mental health of the student respondents. The proponents also made sure to consider the emotional well-being of the students as well. Furthermore, knowing the capacity of the students in the special science curriculum, a longer or prolonged intervention is not necessary. The data gathered from the posttest will be compared with the pretest data.

### ***Ethical Considerations***

The researcher ensured that the target respondents voluntarily participated in the pursuit of the study. The target respondents shall receive a consent/assent letter about the research objectives and their roles in the study. Furthermore, the researcher should have collected a monetary amount to reproduce the research instruments. The researcher himself shouldered the expenses for the said instruments and materials used. Lastly, the Grade 9 students during their English classes are the only classes to be used in this endeavor.

### ***Data Analysis***

All the collected data from the profiling and pre and posttest scores underwent data analysis with the Jamovi software. Jamovi is an open-source software that can provide the latest developments in statistical methodology, especially in quantitative research data analysis.

The researcher used a paired sample T-Test as their statistical treatment. This statistical treatment aimed to test if there is a significant difference between the pre-and posttest scores of the respondents that may determine whether the proposed intervention is efficacious or otherwise (Bevans, 2020).

## FINDINGS AND DISCUSSION

Table 3 presents the result of the mean score distribution of the Grade 9 students regarding their perceived proficiency level in English speaking. The self-assessment tool contained 15 Can Do statements relating to the three aspects of speaking that the researchers wanted to focus on word stress, intonation, and pronunciation.

**Table 3.** Perceived Level of English-speaking Skills of Students before Intervention

<b>Can Do Statements</b>	<b>Mean</b>	<b>Interpretation</b>
<b><i>Intonation</i></b>		
1. I can use the correct intonation pattern without confusion whenever I am speaking.	3.74	Agree
2. I can speak using rising intonation when explaining or talking to someone.	3.92	Agree
3. I can speak using falling intonation whenever I am asking something to someone.	3.95	Agree
4. I can use a variation of intonation without any difficulty whenever I am speaking to someone.	3.78	Agree
5. I can identify without difficulty the appropriate intonation pattern before speaking.	3.72	Agree
<b><i>Pronunciation</i></b>		
6. I can pronounce words with /r/ and /l/ sounds, such as rural, floral, and plural, without any difficulty.	4.28	Agree
7. I can quickly determine if a word has a silent letter, like lamb, debt, and heir.	4.10	Agree
8. I can clearly pronounce words with final /t/ and /d/ sounds, like polished, begged, and wanted.	4.58	Strongly Agree
9. I can determine the correct pronunciation of a word despite its spelling, like awry, colonel, and queue.	3.73	Agree
10. I pronounce words with /th/ sounds, like thick, broth, and python.	4.65	Strongly Agree
<b><i>Stress</i></b>		
11. I can apply the correct stress on two- or more-syllable words, like secondary, receipt, and fundamental.	4.09	Agree
12. I can apply the correct stress to words that can be nouns or verbs, like record, present, and object.	4.25	Agree
13. I can put proper stress without any difficulty on words I use when speaking.	3.91	Agree
14. I can determine the appropriate stress placement on compound adjectives, like bad-tempered, old-fashioned, and part-time.	3.95	Agree
15. I can put proper stress without any difficulty on compound nouns, like family doctor, airplane engineer, and project manager.	4.06	Agree
<b>OVERALL MEAN</b>	<b>4.05</b>	<b>Agree</b>

As presented, most respondents "agree" to 13 out of the 15 Can Do statements. In contrast, the two (2) Can Do statements received "strongly agree" interpretations based on the Likert Scale questionnaire interpretation procedures by Pimentel (2010). This idea suggests that before an intervention happened, the respondents had good English-speaking skills, especially in pronouncing words with /th/ sounds and final /t/ and /d/ sounds. Hence, for their perceived

proficiency level before the intervention, as reflected on the presented pretest mean scores, their average is 4.05, which means that the respondents "agree" to perform the following tasks on the 15-item Can Make statements without any difficulty. In summary, the respondents perceived their English-speaking skills as sound and acceptable.

**Table 4.** Pretest Result of the Teacher Observation Tool

<b>Can Do Statements</b>	<b>Rating</b>	<b>Interpretation</b>
<b><i>Intonation</i></b>		
1. They can use any confusion in the correct intonation pattern whenever they are speaking.	4.00	Agree
2. They can speak using rising intonation when explaining or talking to someone.	4.00	Agree
3. They can speak using falling intonation whenever they are asking something to someone.	4.00	Agree
4. They can use a variation of intonation without difficulty whenever speaking to someone.	4.00	Agree
5. They can identify without difficulty the appropriate intonation pattern before speaking.	4.00	Agree
<b><i>Pronunciation</i></b>		
6. They can pronounce words with /r/ and /l/ sounds, such as rural, floral, and plural, without any difficulty.	5.00	Strongly Agree
7. They can determine if a word has a silent letter, like lamb, debt, and heir, without difficulty.	5.00	Strongly Agree
8. They can pronounce words with final /t/ and /d/ sounds, like polished, begged, and wanted.	5.00	Strongly Agree
9. They can determine the correct pronunciation of a word despite its spelling, like awry, colonel, and queue.	4.00	Agree
10. They can pronounce words with /th/ sounds, like thick, broth, and python.	4.00	Strongly Agree
<b><i>Stress</i></b>		
11. They can apply the correct stress on two- or more-syllable words, like secondary, receipt, and fundamental.	4.00	Agree
12. They can apply the correct stress to words that can be nouns or verbs, like record, present, and object.	5.00	Strongly Agree
13. They can put proper stress without any difficulty on words they use whenever they are speaking.	5.00	Strongly Agree
14. They can determine the appropriate stress placement on compound adjectives, like bad-tempered, old-fashioned, and part-time.	4.00	Agree
15. They can put proper stress without any difficulty on compound nouns, like family doctor, airplane engineer, and project manager.	4.00	Agree
<b>OVERALL AVERAGE</b>	<b>4.33</b>	<b>Agree</b>

Table 4 shows the results from the teacher observation tool that aimed to validate whether the perceived level of abilities of the respondents is evident. There are six (6) out of 15 Can Do statements where the former teacher-observers "strongly agrees" that they observed these English-speaking capabilities of their students. While the remaining nine (9) statements only received an "agree" interpretation. Both interpretations are based on the questionnaire procedures for Likert Scale by Pimentel (2010). This concept suggests that the teacher-observers also

witnessed the perceived English-speaking skills of the student-respondents, especially on pronouncing words with final /t/ and /d/ sounds, and /r/, /l/, and /th/ sounds as well as determining if a word has a silent letter, applying the correct stress to words that can be nouns or verbs, and putting proper stress without any difficulty when speaking.

The overall average obtained by the study is 4.33. The result suggested that before an intervention happened, the student-respondents performed the tasks on the 15-item Can Do statements with ease and without any difficulty.

**Table 5.** Perceived Level of English-speaking Skills of Students after Intervention

<b>Can Do Statements</b>	<b>Mean</b>	<b>Interpretation</b>
<b><i>Intonation</i></b>		
1. I can use the correct intonation pattern without any confusion whenever I am speaking.	3.86	Agree
2. I can speak using rising intonation whenever I am explaining or talking to someone.	4.07	Agree
3. I can speak using falling intonation whenever I am asking something to someone.	3.98	Agree
4. I can use a variation of intonation without difficulty when speaking to someone.	3.83	Agree
5. I can identify without difficulty the appropriate intonation pattern before speaking.	3.69	Agree
<b><i>Pronunciation</i></b>		
6. I can pronounce words with /r/ and /l/ sounds, such as rural, floral, and plural, without any difficulty.	4.10	Agree
7. I can determine if a word has a silent letter, like lamb, debt, and heir, without any difficulty.	4.03	Agree
8. I can clearly pronounce words with final /t/ and /d/ sounds, like polished, begged, and wanted.	4.36	Agree
9. I can determine the correct pronunciation of a word despite its spelling, like awry, colonel, and queue.	3.82	Agree
10. I pronounce words with /th/ sounds, like thick, broth, and python.	4.35	Agree
<b><i>Stress</i></b>		
11. I can apply the correct stress on two- or more-syllable words, like secondary, receipt, and fundamental.	4.11	Agree
12. I can apply the correct stress to words that can be nouns or verbs, like record, present, and object.	4.19	Agree
13. I can put proper stress without any difficulty on words I use when speaking.	3.84	Agree
14. I can determine the appropriate stress placement on compound adjectives like bad-tempered, old-fashioned, and part-time.	3.88	Agree
15. I can put proper stress without any difficulty on compound nouns, like family doctor, airplane engineer, and project manager.	3.97	Agree
<b>OVERALL MEAN</b>	<b>4.01</b>	<b>Agree</b>

Table 5 presents the mean result of the students regarding their perceived English-speaking skills after watching three (3) TikTok videos as proposed by the researchers. The scores were gathered from the same researcher-made self-assessment tool. As a result, all respondents



"agree" to all 15 Can Do statements. Surprisingly, the study noted a drastic change in the mean scores of the respondents. The said decrease is due to the lowering of overall means concerning the speaking tasks of intonation and pronunciation. The mean scores in these statements are between 3.69 to 3.98. Technically, these results affected the overall mean of the study.

In comparison to the pretest range of overall mean scores per statement, it started from 3.73 to 3.95. The posttest mean scores yielded an average of 4.01, which is lower by 0.04 as compared to the pretest scores. Hence, there is a slight decrease in the mean score. This result implies that there are speaking tasks that the students rated lower as compared to the pretest, specifically the 8<sup>th</sup> and 10<sup>th</sup> statements. Thus, the students perceived that they may need help performing these tasks now than before the intervention was introduced. The said data and its implication refute the findings of Afidah, Sari & Hanifah (2021) that *Tiktok is expected to be used as an instructional medium in speaking classes*. This finding means that the respondents may need more time to be fully ready to integrate TikTok as to what is expected of the platform based on the cited study. Overall, the Grade 9 students of Regional Science High School-III perceived that the integration of TikTok has no significant difference to their perceived English-speaking proficiency.

In summary, even after the intervention, the respondents' perceived level of English-speaking skills remained the same, wherein they "agreed" to perform the same 15-item tasks from the provided Can Make statements generally without any difficulty after watching the TikTok videos. Despite having a slight decrease, it was analyzed that the respondents remained consistent in their perceived level of English-speaking skills. De Wilde, Brysbaert & Eckymans (2019) noted that using social media is one of the most beneficial types of language input. This finding needs to be reflected by the data of the perceived level of English-speaking skills of the target respondents leading to the interpretation that TikTok, as a form of social media platform, is perceived by the students as not a source of valuable language input. Thus, after the intervention was introduced, the students rated some speaking tasks lower than before the intervention was introduced; however, it still yielded the same average and interpretation where the students still perceived themselves to have a good level of English-speaking skills before and after the intervention.

**Table 6.** Posttest Result of the Teacher Observation Tool

<b>Can Make Statements</b>	<b>Rating</b>	<b>Interpretation</b>
<b><i>Intonation</i></b>		
1. They can use any confusion in the correct intonation pattern whenever they are speaking.	4.00	Agree
2. They can speak using rising intonation when explaining or talking to someone.	4.00	Agree
3. They can speak using falling intonation whenever they are asking something to someone.	4.00	Agree
4. They can use a variation of intonation without difficulty whenever speaking to someone.	4.00	Agree
5. They can identify without difficulty the appropriate intonation pattern before speaking.	4.00	Agree
<b><i>Pronunciation</i></b>		
6. They can pronounce words with /r/ and /l/ sounds, such as rural, floral, and plural, without any difficulty.	5.00	Strongly Agree
7. They can determine if a word has a silent letter, like lamb, debt, and heir, without difficulty.	4.00	Agree
8. They can pronounce words with final /t/ and /d/ sounds, like polished, begged, and wanted.	4.00	Agree

9. They can determine the correct pronunciation of a word despite its spelling, like <i>awry</i> , <i>colonel</i> , and <i>queue</i> .	4.00	Agree
10. They can pronounce words with /th/ sounds, like <i>thick</i> , <i>broth</i> , and <i>python</i> .	4.00	Agree
<b>Stress</b>		
11. They can apply the correct stress on two- or more-syllable words, like <i>secondary</i> , <i>receipt</i> , and <i>fundamental</i> .	4.00	Agree
12. They can apply the correct stress to words that can be nouns or verbs, like <i>record</i> , <i>present</i> , and <i>object</i> .	4.00	Agree
13. They can put proper stress without any difficulty on words they use whenever they are speaking.	4.00	Agree
14. They can determine the appropriate stress placement on compound adjectives, like <i>bad-tempered</i> , <i>old-fashioned</i> , and <i>part-time</i> .	4.00	Agree
15. They can put proper stress without any difficulty on compound nouns, like <i>family doctor</i> , <i>airplane engineer</i> , and <i>project manager</i> .	4.00	Agree
<b>OVERALL AVERAGE</b>	<b>4.07</b>	<b>Agree</b>

Table 6 shows the posttest ratings from the teacher-observers during the students' synchronous or face-to-face classes. As presented, there was only one (1) ability where the teacher-observers "strongly agrees" to have observed during the synchronous classes of the respondents. At the same time, the remaining 14 statements received an "agree" interpretation based on the Likert Scale questionnaire interpretation. As cited in the research study of Maulana (2016), the author mentioned that given that perceptions are significant "predictors" of student academic performances, student perceptions seemed to be more projecting of their supposed academic performances than observations. Thus, this study justifies the need to consult the teachers for their observations of the students to ensure that the perceived English-speaking skills are observable by the teachers. The inclination of teacher-observers to perceive TikTok as beneficial towards the English-speaking skills of the students reflected the findings of Guy (2012), as cited by Ubaedillah et al. (2019), where *willingness among teachers to incorporate social media into many studies* is highlighted when posttest results show that there is a significant difference between the pre-and posttest scores on using TikTok in improving speaking. To conclude, the teacher-observer witnessed the potential of TikTok as a classroom tool.

The result suggested that the ratings from the teacher-observer were matched to the perceived level of English-speaking skills by the respondents. Based on the posttest observation in table 6, the level of English-speaking skills of the students remained the same compared to the pretest observation since the posttest average is still interpreted as "agree," which means that the teacher-observer "agree" to observe that the respondents are performing the following speaking tasks during their synchronous classes.

**Table 7.** Paired *t*-test Results of the Perceived English-speaking Skills of the Respondents

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>	<b>p-value</b>
Pretest Scores	113	4.05	0.485	0.608	.544
Posttest Scores	113	4.01	0.568		

Note: *df*= 112

This study was conducted to determine if there are changes in the perceived English-speaking skills of the respondents before and after an intervention. The study used a paired sample

t-test since the researchers utilized a within-subjects design. Results in table 7 revealed that the scores before the intervention ( $M= 4.05$ ,  $SD=0.485$ ) were slightly higher compared to the scores obtained after the intervention ( $M= 4.01$ ,  $SD=0.568$ ), thus,  $t(112) = 0.0608$ ,  $p= .544$ . Moreover, the computed p-value (.544) is higher than the significance level (.05); hence, there is no significant difference between the pretest and posttest scores of the respondents. This result suggests that the proposed intervention is not helpful based on the students' perspectives.

**Table 8.** Paired *t*-test results from the Teacher Observation Pre- and Posttest Checklists

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>	<b>p-value</b>
Pretest Scores	113	4.33	0.488	2.256*	.041
Posttest Scores	113	4.07	0.258		

Note:  $df=14$ , \* $p < .05$

Table 8 shows the paired sample t-test results from the teacher observation tool used by two English teachers to observe if there were differences in the English-speaking skills of the respondents before and after an intervention. Results revealed that the scores before the intervention ( $M= 4.33$ ,  $SD = 0.488$ ) were significantly higher compared to the scores obtained after the intervention ( $M= 4.07$ ,  $SD = 0.258$ ); hence,  $t(14) = 2.26$ ,  $p 0.041$ . The significance level (.05) is higher than the computed p-value (.041); thus, there is a significant difference between the pretest and posttest scores based on the observation of the English teachers. This finding suggests that for the English teachers, the proposed intervention helps improve the English-speaking skills of the respondents.

**Table 9.** Comparative Paired T-Test Results

<b>Respondents</b>	<b>Mean</b>	<b>SD</b>	<b>t-test</b>	<b>df</b>	<b>p-value</b>
<b>Teachers</b>					
Pretest	4.33	0.488	2.26*	14	.041
Posttest	4.07	0.258			
<b>Students</b>					
Pretest	4.05	0.485	0.608	112	.544
Posttest	4.01	0.568			

Note: \* $p < .05$

Table 9 compares the data gathered from the pretest and posttest scores of the respondents as well as observation checklist data provided by the English teacher-observers. Since both p-values from the observation checklist data are lower than the significance level (0.05), the decision is to reject the null hypothesis. Hence, based on the teacher data, there is a significant difference in utilizing TikTok to improve the English-speaking skills of the students.

However, based on the self-assessment tool data from the students, both p-values are higher than the level of significance (.05), which indicates that there is no significant difference between the pretest and posttest scores; hence, based on their perceptions, the incorporation of TikTok is no benefit for them to improve their English-speaking skills.

If both data sets are compared, it suggests a disparity of perceptions between the students and teachers since both data analyzed yielded different p-values that affect hypothesis testing. The teachers observed that there were differences in the speaking skills of the students before and after the intervention happened, as manifested in the data from their observation checklist. In contrast, the students perceived that with or without the intervention, they might be able to perform, without any difficulty, the enumerated speaking tasks from their self-assessment tool.

Hill & Grossman (2013) stated the importance of teacher observation in ensuring improving instructional practice. Using this insight, the data from the teacher observation checklist justified that TikTok may be used as a classroom tool to improve instructional practice within the context of teaching speaking at the secondary level. Unlike the data from the self-assessment tool, the students revealed their perceptions of TikTok as a tool that may not benefit them in improving their English-speaking skills. This finding argues that Bahagia et al. (2022) where their study concluded that *TikTok is useful as an interesting learning medium for students during a pandemic*. This finding means that the context of the respondents at Regional Science High School-III varies from that of the context in the cited study; hence, this shows a gap between the perceptions of Grade 9 students at the Regional Science High School-III and the perceptions of respondents in Indonesia. In summary, the student data present that the students involved in this study may still need to be fully ready to integrate TikTok as a classroom tool in improving their English-speaking skills compared to the international students and classroom contexts. Overall, the two sets of data illustrate that data of teachers and students looked differently at the potential of TikTok as a classroom tool.

### **CONCLUSIONS**

Based on the findings, the researchers made the following conclusions:

1. Before the proposed intervention happened, the respondents yielded an overall mean score of 4.05, which is interpreted as "agree." After the proposed intervention, the respondents disclosed an overall mean score of 4.01 which corresponds to a Likert interpretation of "agree." Therefore, the perceived level of English-speaking skills of the respondents is still good and appropriate.
2. As for the teacher observers, they yielded an overall rating of 4.33 before the intervention. This result corresponds to "agree" on the scale. After the intervention, the teacher-observers scored an overall average of 4.07 which translates to "agree" as well. Therefore, the teacher-observers' perception of the respondents' English-speaking skills was also good and acceptable.
3. Based on the results from the paired sample t-test for the scores of the respondents, there is no significant difference between the pretest and posttest scores of the respondents before and after the integration of TikTok-based activities in their lessons. Thus, the utilization of TikTok-based activities as perceived by the students does not have any difference in improving their English-speaking skills.
4. Based on the results from the paired sample t-test for the observation checklist scores from the teacher-observers, there is a significant difference between the two. Hence, the integration of TikTok-based activities is beneficial to improve the English-speaking skills of the students.

### **LIMITATIONS & FURTHER RESEARCH**

Like any other research article, this particular study has its own limitations. Initially, in terms of the methodology, one limitation that was prominent was the sample of the study. The researchers recommend replicating this study on a greater scale or number of respondents. Secondly, the locale was just one school; the researchers suggested duplicating this study on other schools in the city or neighboring provinces. Third, the instrument of the study should also undergo further reliability tests as well since the researchers submitted it only for face validation among experts. And finally, a different type of approach in the research design can be used, such as a mixed-method design is also equally appropriate.

The study argues that despite the popularity of TikTok amongst teenage students, it is not perceived as a language learning tool by the students. However, the teachers observed that using the intervention can be beneficial in improving the English-speaking skills of the students. Overall,

there is an evident disparity between the perceptions of the students and teachers regarding whether or not TikTok can have the ability to improve the English-speaking skills of the students.

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