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## Integrating TikTok with Communicative Activities to Enhance Grade 10 Students' English-Speaking Skills at Hun Sen Mongkolborey High School, Cambodia

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(Received Date : Mar 28<sup>th</sup>, 2023, Revised Date : May 19, 2023, Accepted Date : May 26, 2023)

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### Abstract

Grade 10 students at Hun Sen Mongkolborey High School have always found speaking English challenging. As students are familiar and highly engaged with TikTok video challenges, the purposes of this study were to: 1) compare the grade 10 students' speaking skills before and after using TikTok with communicative activities 2) investigate the students' opinions of using TikTok with communicative activities. The sample of this study was 31 grade 10 students of the academic year 2021-2022 at Hun Sen Mongkolborey High School in Cambodia. This sample was assigned by the school principal and then the researcher surveyed the readiness to participate in the research. The instruments of this study were pre and post-speaking tests, nine lesson plans, rubrics for English-speaking videos, students' opinion questionnaires, and teacher's checklists are used in this research. The instruments were evaluated by three experts. The results were analyzed by using jamovi statistic software for the quantitative data with a mean and standard deviation of the pretest and posttest scores. The analysis of students' speaking skills through pretest and posttest using paired sample t-test showed that the sample's posttest was higher than their pretest scores at 0.01 significance. It indicated that students had received better scores in speaking skills after integrating TikTok with communicative activities in the class. In addition, the analysis of the questionnaire showed that most students showed positive feedback on using TikTok with communicative activities. As the result, integrating TikTok with communicative activities can enhance grade 10 students improve their English-speaking skills.

**Keywords:** TikTok, Communicative Activities, English-Speaking Skills, Students' Confidence, Students' Opinions

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## Introduction

English has become widely used in a variety of contexts and fields. It has grown in popularity to become the primary means of international communication (Cevallos Carrillo, 2021). As Cambodia enters the Association of Southeast Asian Nations, the value of English language proficiency for its citizens is becoming increasingly obvious (Phon, 2017). Hence, it is crucial to learn English to be able to communicate with people from different language backgrounds. Among the other abilities in teaching English as a second language (ESL), speaking is undoubtedly one of the most difficult but crucial abilities for ESL/EFL students (Brown, 2000; Tran & Duong, 2015). The development of efficient communication is the purpose of teaching speaking skills, and to attain this goal, tools, and tactics for inspiring students to utilize the spoken language must be added. However, several problems prevail and delay the development of students' speaking skills. There are two main types of problems: linguistic and non-linguistic. These problems have occurred in almost every L2 learner around the world including Cambodia where students encountered a variety of challenges when attempting to speak English and develop their speaking abilities (Heng, 2017).

Linguistic problems happen when students lack vocabulary. Most of the time, students need to speak English more in class, but the difficulty is that they do not have any ideas or vocabulary. They are also unable to communicate effectively or sufficiently due to a lack of acceptable vocabulary. Many students find it difficult to answer when their teachers ask them to say something in a foreign language because they are unsure of what to say, what vocabulary to use, or how to appropriately apply the grammar (Baker & Westrup, 2003). When a learner comes across a word they do not understand, a form of the word they do not know how to use or is unable to explain their intended meaning, communication challenges arise (Hinkel, 2005).

Speech includes not only the linguistic substance of an intended utterance, such as syllables, words, and phrases, but also a variety of talker-specific features such as emotional tone of voice, cues to talker identification, language, and accent (Nygaard & Tzeng, 2021). Non-linguistic problems happen when students lack confidence and motivation. Songsiri (2007) confirmed that students would lose confidence in speaking English and communicating with their peers and teachers after making so many mistakes in class. Non-native speakers, particularly L2 learners, sometimes have difficulty utilizing the language ineffectively and incorrectly due to a lack of self-confidence (Oradee, 2013). Teachers should be aware that when teaching English, students can utilize a communication strategy to avoid communication difficulties. Megawati and Mandarani (2016) added that it was intended that by providing some examples of how to employ communication strategies, students could feel less hesitant to express themselves in English. In addition, Brown (2005) mentioned that sometimes, students were also bored in class due to a lack of motivation and ideas.

Therefore, Oradee (2013) has recommended that in order to improve effectiveness in the learning environment and develop a variety of English-speaking activities that inspire students to learn, teachers' responsibilities be modified to that of a provider, an assistant, and a consultant. Teachers, on the other hand, should allow students to talk about their English speaking issues, ask questions, and share good-experience or effective techniques for learning English that they have used, according to the suggestions, and move around in the classroom, speaking with students to identify weak individuals and help them overcome their inferior complex (Thao & Nguyet, 2019). More crucially, in the language classroom, the teacher-centered style should be eliminated to enable students to succeed in speaking English. More opportunities for students to practice their target language should be provided (Mukminin et al., 2015).

The problems that ESL learners face during their English-speaking process are the most common reasons that they are unable to communicate effectively in English and the emotive side of the learner is one of the most difficult aspects of language acquisition. Fear of making mistakes, shyness, self-confidence loss, and worry are some of the affective challenges that students face (Thao & Nguyet, 2019). In most cases, ESL students do not use the language in real-life circumstances. They are unable to communicate properly. This causes learners to be insecure and avoid communicating with native English speakers (Oradee, 2013). Most ESL students have a negative perspective as well as an attitude in the speaking section because teachers chose a topic that was inappropriate and irrelevant to the students' backgrounds, and they do not have any information to talk about it (Leong & Ahmadi, 2017). Moreover, the lecture material is difficult to comprehend material, too serious for the teacher, the lack of use of English as a language of instruction in the classroom, and students' embarrassment about giving feedback is the most restricting issue. The students have nothing to say since the teacher has picked a topic that is not appropriate for them or about which he has limited knowledge (Rivers, 2018). There are numerous aspects that influence one's ability to speak English at a high level. One of these causes' stems from the difficulty that ESL/EFL students face when speaking English.

One way to encourage speaking in class is communicative language teaching. In English Language Teaching (ELT) field, communicative language teaching (CLT) has gained popularity (Littlewood, 2007; Sato & Kleinsasser, 1999; Thompson, 1996) since its beginnings in the 1970s, it has been used to teach second languages (Dörnyei, 2009). CLT is founded on the idea that knowing a language entails not just knowing a set of linguistic structures or rules (linguistic competence), but also knowing how to communicate with others (communicative competence) (Hymes, 1972; Spada, 2007). Dörnyei (2009) confirmed that L2 learners improved their communicative ability by actively participating in tasks that require them to search for the meaning of the language.

The majority of the tasks in the CLT approach encourage pair/group collaboration (Richards, 2005) because they provide the best chances for students to construct meaning and activate the language. This emphasis is based on the concept that learning a language is more about learner participation in the cognitive process and social aspect than it is about memorizing a set of grammatical structures or vocabulary (Nunan, 2010). Games (bingo, board games), information gaps, role play, and debate were commonly used by teachers (Nishino, 2008). Importantly, language fluency can be developed through communicative activities such as role-playing and accuracy errors should be allowed with this emphasis on fluency (Harmer, 2007). However, Schwab (2017) has suggested more ways in dealing with speaking problems, education is presently incorporating evolving technology to create new forms of teaching and learning media, therefore offering knowledge and even catering to students with all of the necessary abilities to navigate the machine age.

TikTok is the most recent application that has become very popular in recent years, and it is currently used by a diverse group of people worldwide, including teenagers, students, teachers, businesspeople, and others. Internet users, particularly students, are familiar with the TikTok video challenge, which has the potential to increase students' enthusiasm and confidence when speaking English (Aranego Jr, 2020). Importantly, Chuah and Looi-Chin (2021) added that TikTok, a video-sharing social network with a global following for its vitality and enjoyment, offered specific opportunities for English as a Second Language (ESL) students to practice their speaking skills.

The Education Ministry and other education stakeholders are concerned about the high failure rate and low success rate in English because the majority of Cambodian students fail English classes, especially while taking high school exams (Em & Nun, 2022). Therefore, the researcher is interested in improving students' capacity to speak English by integrating TikTok as an active tool in speaking practice to help learners feel at ease while improving their English. Speaking is a talent that can be divided into two categories: accuracy and fluency. Speaking required competency first, followed by the performance (Ihsan, 2016). Importantly, planning activities to teach speaking was necessary because it not only gives students the chance to practice speaking but also helped them concentrate on key linguistic components that could increase their accuracy (Goh, 2016). Students can develop their speaking by choosing their favorite topics and speaking English whenever and wherever they like. Based on this concept, students can improve their speaking by practicing with their friends and learning from other ESL educators who have posted short-video clips of their speaking practice on TikTok. The findings of this study may provide more creative teaching English speaking techniques for ESL teachers as well as collaborative learning in speaking activities in improving the language use of high school students in Cambodia.

## **Objectives**

The objectives of this research are 1) to compare the grade 10 students' speaking skills before and after using TikTok with communicative activities and 2) to investigate the students' opinions of using TikTok with communicative activities.

## **Research Hypothesis**

1. Students' English-speaking skills by integrating TikTok with communicative activities posttest is higher than pretest.
2. Students' opinions of integrating TikTok with communicative activities into English classes are at a high level.

## **Scope of research**

### **1. Content**

The content covered in the lessons included asking and giving information and asking for opinions and expressing opinions.

### **2. Population and sample group**

The population in this study was seven classes of 329 grade 10 students of the academic year 2021-2022 at Hun Sen Mongkolborey High School in Banteay Meanchey province, Cambodia. One of the seven classes (31 students) was selected as a sample group using a cluster sampling technique based on certain criteria such as 1). being grade 10 students of the academic year 2021-2022 at Hun Sen Mongkolborey High School in Banteay Meanchey province, Cambodia, 2). being able to communicate in English and 3). being able to use a smartphone connected to the internet for social media like Facebook or TikTok.

### **3. Variables**

Independent variable was integrating TikTok with communicative activities, and dependent variables were students' speaking skills and students' opinions of the activities.

### **4. Research time frame**

Data collection was carried out in 12 weeks during July 1 - September 30, 2022.

## Methodology

1. The research is a pre-experimental design (one group pretest and posttest design). To evaluate the achievement assessment, there were three assessments for students, a speaking pretest, a speaking posttest, and a students' opinions questionnaire. The data for this study was gathered from the results of the pretest and posttest that students were obliged to complete before and after the TikTok app was implemented. Nine lesson plans, pre and post-speaking tests, rubrics for English speaking videos, students' opinions questionnaire, and teacher's checklist were used in this research.

### 2. Data Collection Tool

#### 1). Lesson Plan

Lessons were planned based on the curriculum and the related topics of grade 10 students which were followed by the Ministry of Education, Youth, and Sports in Cambodia. There were 9 lesson plans that focused on the English-speaking lesson for real life. The lesson plans were reviewed by three experts using the Index of Item Objective Congruence (IOC) to confirm content validity. The overall IOC of the lesson plans was 0.93.

#### 2). Pretest and Posttest

The speaking tests were developed by the researcher to make it clear for students to create their speaking video between 1 to 3 minutes based on the instructions provided. These provided data about students' speaking abilities. Test blueprint, speaking pretest, and posttest were examined by three experts who have experienced teaching English for more than five years. The overall IOC of the speaking pretest and posttest was 0.89. In this study, an analytic scoring rubric for accuracy in English speaking video was developed to assess the participants' speaking in the English-speaking video task. The criteria were adapted partially to make it suitable for grade 10 students from different researchers (Xiuwen & Razali, 2021), (Wolf & Stevens, 2007), (De Silva, 2014), and basically, based on the English curriculum learning outcomes for grade 10 (Ministry of Education, 2018). The rubric has been created and revised to make it suitable for evaluating and grading students' speaking more easily in the Cambodian-English speaking context. The criteria focused on content, language use, delivery, and technology and were considered acceptable for this group of students. For easier comparison, the highest level of rubric score is comparable to A2 of CEFR (Common European Framework of Reference for Languages, Learning, Teaching, and Assessment). The lowest level of rubric score is comparable to A1 of CEFR. Three professionals, including three English instructors, assessed the scoring rubric thoroughly after it was developed to validate the scoring rubric whether the descriptions of each category were relevant to the purpose or not to determine the validity of the developed rubric using IOC. The overall IOC of the scoring rubric was 0.94. Pearson's Product Moment Correlation Coefficient for three scorers was also conducted to determine the rubric's reliability ( $r = 0.81$ ).

### 3). Students' Opinions Questionnaire

In this research, the researcher also collected information from the students' questionnaire which was used to gather student opinions about integrating TikTok for speaking activities. The questionnaire consisted of 3 parts. The first part was the general background information, the second part was a 5-point Likert scale designed to study the students' opinions of speaking activities using TikTok, and the third part was open-ended questions to gather more detailed and comprehensive information to supplement the information provided by the students in their questionnaire responses. The overall IOC of the questionnaire was 0.95.

The results of the average were evaluated based on the following criteria (Pimentel, 2019):

Very Low:	1.00-1.79
Low:	1.80-2.59
Neutral:	2.60-3.39
High:	3.40-4.19
Very High:	4.20-5.00

### 4). Teacher's Checklist

The Student Participation Observation Checklist was established based on the Student Participation Questionnaire, which was originally designed by three researchers, to investigate the treatment impacts on students' levels of engagement (Finn et al., 1991). The Checklist from lessons 1 to 9 was organized into three categories, such as participating in activities, paying attention to the lesson, and using TikTok appropriately. Using a 5-point Likert scale ranging from 1 (never), 2 (seldom), 3 (sometimes), 4 (often), and 5 (always), the checklist recorded students' levels of engagement in learning and classroom behavior. It was reviewed by three experts using the Index of Item Objective Congruence (IOC) to confirm content validity. The overall IOC of the checklist was 0.98.

The results of the average were evaluated based on the following criteria (Pimentel, 2019):

Very Passive:	1.00-1.79
Passive:	1.80-2.59
Neutral:	2.60-3.39
Active:	3.40-4.19
Very Active:	4.20-5.00

### 3. Data Collection Process

1) Students were assigned to create a speaking video based on the instructions for the pre-speaking test.

2) The researcher taught 9 speaking lesson plans (one lesson/week) following and completing the 3 stages (S1-S3) by integrating TikTok into speaking activities described in the below description.

Stage 1 Lesson 1-3 Learn from Speaking Duet with Teacher

Stage 2 Lesson 4-6 Learn from Speaking Duet with a Native Speaker

Stage 3 Lesson 7-9 Learn from Group Discussion and Presentation

In order to integrate TikTok for improving English-speaking skills, both teachers and students must have technological knowledge. Therefore, students must be trained in using TikTok before it is implemented.

First, students are advised to use TikTok with a good presentation of the benefit of using TikTok for improving English-speaking skills. Students are supposed to learn new English skills on TikTok such as speaking challenges with teachers, and native speakers and sharing opinions. After learning in the class, students are supposed to get practice speaking and learn from a variety of speaking videos on TikTok.

Second, teachers organize communicative activities in the class like role-playing, discussion, and presentation to talk about interesting topics. Students are assigned to do the speaking activities both in class and on TikTok. During the rehearsal, they can learn from each other and get feedback from their members. Teachers can also provide constructive feedback based on their group performances.

Third, students are encouraged to find their favorite topics on TikTok as a sample for developing their speaking. Students can search for more information from social media; therefore, they can have ideas to include in their speaking tasks and make the content of their videos more interesting.

3) The researcher also collected information regarding students' participation from the teacher's checklist.

4) Students were assigned to create a speaking video based on the instructions for the post-speaking test.

5) The open-ended questionnaire was used by the researcher to gather student opinions about integrating TikTok for speaking activities.



6) The researcher evaluated the pretest and posttest based on the scoring rubric for creating a video on TikTok.

#### 4. Data analysis

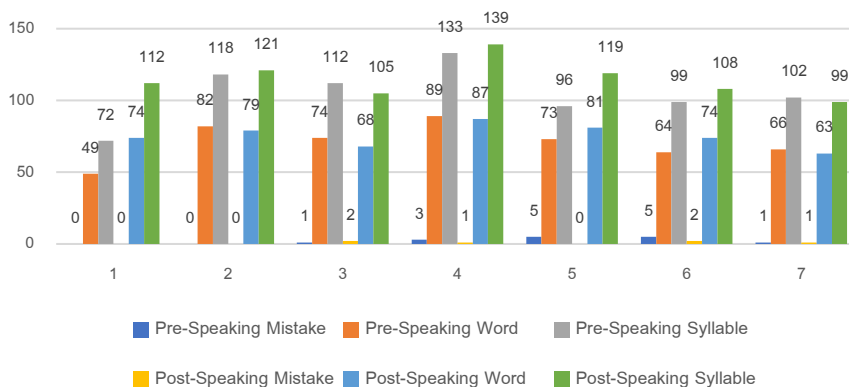
Score from the pretest and posttest was analyzed and interpreted by using descriptive statistics for means and standard deviations. Paired sample t-test was calculated to compare the average scores of the pre-test and post-test using the jamovi statistic software. Selected speaking tests from a high-performance group and a low-performance group were transcribed and checked for accuracy and fluency per 30 seconds. The results of 7 students with high-performance scores (the top 21% of the scores) and 7 low-performance scores (the bottom 21% of the scores) are selected for the analysis. The questionnaire and teacher's checklist were analyzed and interpreted by using descriptive statistics for means and standard deviations. The open-ended questions were analyzed using content analysis.

#### Result

The findings of the speaking pretest and posttest, which provided a score based on the speaking rubric created by the researcher, were used to address research question number 1. The results indicate that the post-test mean score ( $\bar{X}=22.8$ , S.D.=4.92) of the speaking posttest was higher than the students' pretest mean score ( $\bar{X}=17.0$ , S.D.=4.05). The p-value was less than .001; therefore, it can be concluded that there was a significant difference between the pretest and post-test mean scores at a significance level ( $p<.01$ ). As the results, integrating TikTok with communicative activities enhances grade 10 students' English-speaking skills at Hun Sen Mongkolborey High School in Cambodia.

Test results of the students from the higher and lower groups were chosen for additional analysis of speech rate and accuracy rate. The results of 7 students with high-performance scores (upper group) and low-performance scores (lower group) are shown in Figures 1 and 2 respectively.

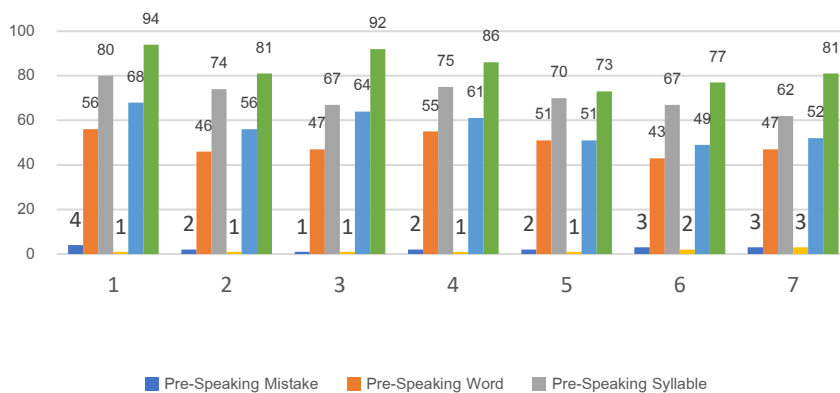
### High-Performance Students' Speech and Accuracy Rate in 30 Seconds



**Figure 1** High-Performance Students' Speech and Accuracy Rate in 30 Seconds for Speaking Pretest and Posttest

From Figure 1, most students from the high-performance group improved their fluency in the post-speaking test by increasing the syllables (139) and words (87). Student number 4 has increased syllables from 133 to 139 and student number 5 has increased words from 73 to 81. Moreover, they have improved their accuracy in the post-speaking test, reducing mistakes from 5 to 0 (student 5), 5 to 2 (student 6), and 3 to 1 (student 4). However, student number 3 has increased more mistakes from one to two errors.

### Low-Performance Students' Speech and Accuracy Rate in 30 Seconds



**Figure 2** Low-Performance Students' Speech and Accuracy Rate in 30 Seconds for Speaking Pretest and Posttest

From Figure 2, most students from the low-performance group improved their fluency in the post-speaking test by increasing the syllables (94) and words (68). Student number 1 has increased syllables from 80 to 94 and words from 56 to 68. Moreover, they have improved their accuracy in the post-speaking test, reducing mistakes from 4 to 1 (student 1) and 3 to 2 (student 6). However, student number 7 has still made the mistake while others have reduced from 2 to 1 error.

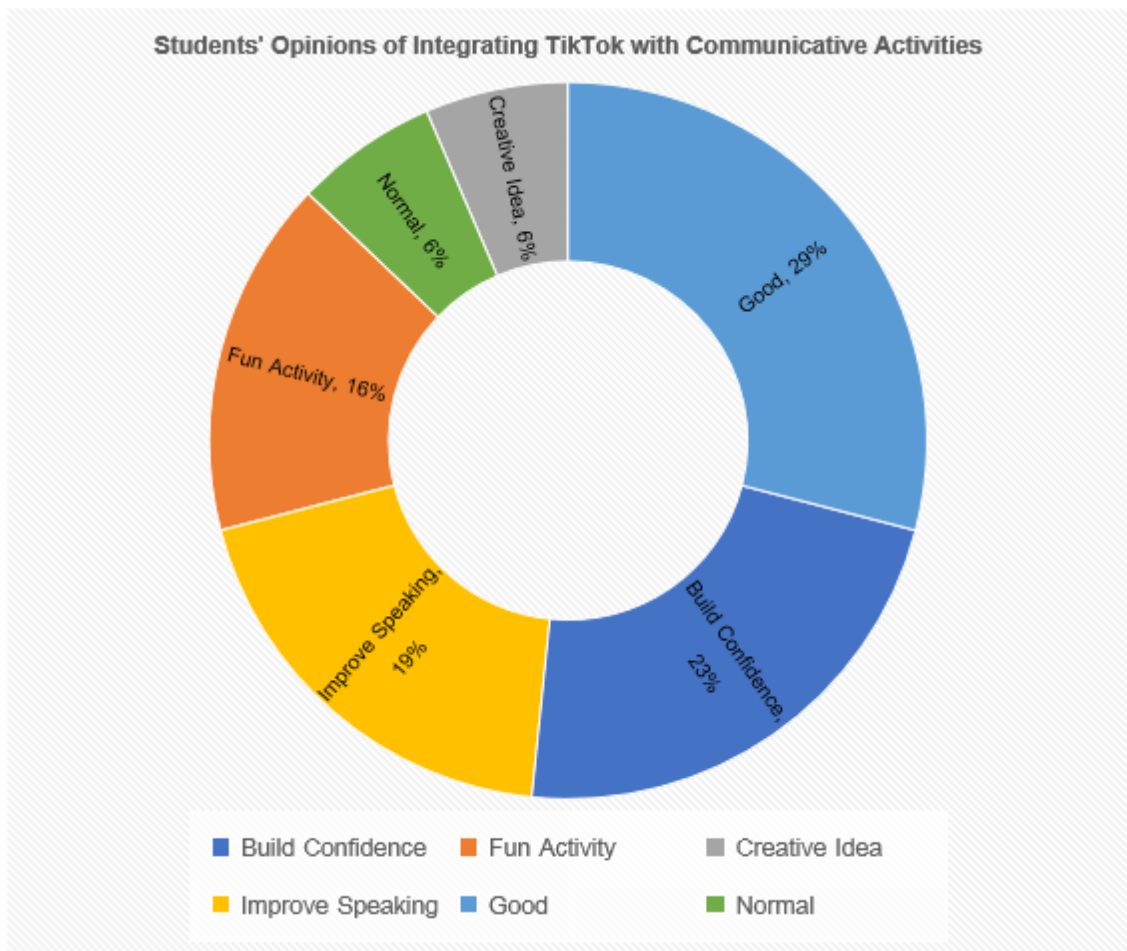
The findings of the research from the questionnaire and teacher's checklist were used to address research question number 2. The purpose of the questionnaire was to gather more detailed and comprehensive information to supplement the information provided by the students in their questionnaire responses. The survey was divided into three sections: a self-evaluation of the English class, an impression of communicative activities on TikTok, and an impression of the teacher. Each section's mean ( $\bar{X}$ ) and standard deviation (S.D.) were analyzed and interpreted to reveal the student's opinions. The following table 1 displays the findings.

**Table 1** Students' Impression of Communicative Activities on TikTok

Statements	$\bar{X}$	S.D.	Level
TikTok is suitable for speaking activities.	3.65	0.95	High
I find it interesting to do the role play and speaking reflection on TikTok.	3.23	1.25	Neutral
I find it useful to make speaking dialogue on TikTok.	3.97	0.70	High
I enjoy sharing ideas and speaking duets on TikTok.	3.71	0.93	High
TikTok inspired me to learn English through different activities.	3.71	1.07	High
It is easy to create a speaking video on TikTok.	3.26	1.31	Neutral
I am satisfied with TikTok for improving my speaking.	3.81	1.07	High
<b>Overall</b>	<b>3.62</b>	<b>1.04</b>	<b>High</b>

From Table 1, the overall students' impression of communicative activities on TikTok is at a high level ( $\bar{X}$ =3.62, S.D.=1.04). Students agreed that they found it useful to make speaking dialogue on TikTok ( $\bar{X}$ =3.97, S.D.=0.70). However, students were neutral about their interests to do the role play and speaking reflection on TikTok ( $\bar{X}$ =3.23, S.D.=1.25).

The results displayed in Figure 3 below came from the open-ended questionnaire.



**Figure 3** Student's Opinions of Integrating TikTok with Communicative Activities such as Role Play and Group Discussion

From Figure 3, the results showed that students expressed different ideas of integrating TikTok with communicative activities such as role play and group discussion into six categories such as good (29%), build confidence (23%), improve speaking (19%), fun activities (16%), creative ideas (6%) and normal (6%). Many students expressed their thoughts that TikTok is good (29%) the highest. However, few students believed that utilizing TikTok with communicative tasks was a creative idea (6%) and normal (6%).

**Table 2** Student Engagement on TikTok

No.	Use TikTok Appropriately	Lesson 1-3		Lesson 4-6		Lesson 7-9		Overall Mean	Overall S.D.	Level
		Mean	S.D.	Mean	S.D.	Mean	S.D.			
1	Students can practice speaking on TikTok effectively.	2.67	0.58	4.00	0.00	4.00	0.00	3.56	0.19	Active
2	Students carefully record their speaking videos on TikTok.	3.00	0.00	4.00	0.00	4.00	0.00	3.67	0.00	Active
3	Students can create speaking videos on TikTok.	3.00	0.00	3.33	0.58	3.33	0.58	3.22	0.38	Neutral
4	Students use TikTok features to make the video more interesting.	2.67	0.58	3.67	0.58	4.33	0.58	3.56	0.58	Active
5	Students upload speaking videos correctly.	3.00	0.00	4.00	0.00	4.33	0.58	3.78	0.19	Active

From Table 2, the results showed that most students engaged on TikTok were active. Students uploaded speaking videos correctly ( $\bar{X}$ =3.78, S.D.=0.19). However, the lowest mean score was 3.22. Students could create speaking videos on TikTok ( $\bar{X}$ =3.22, S.D.=0.38).

### Conclusion and Discussion

The research study of integrating TikTok with communicative activities to enhance grade 10 students' English-speaking skills at Hun Sen Mongkolborey High School in Cambodia aimed to compare the grade 10 students' speaking skills before and after using TikTok with communicative activities as well as investigate the students' opinions of using TikTok with communicative activities.

The results revealed that the post-test mean score ( $\bar{X}$ =22.8, S.D.=4.92) of the speaking posttest was higher than the students' pretest mean score ( $\bar{X}$ =17.0, S.D.=4.05). The p-value was less than .001; therefore, it can be concluded that there was a significant difference between the pretest and post-test mean scores at a significance level ( $p < .01$ ). As the results, integrating TikTok with communicative activities enhance grade 10 students' English-speaking skills at Hun Sen Mongkolborey High School in Cambodia. Integrating TikTok with communicative activities like speaking role play in pairs and groups, pair and group discussions, group presentations, and speaking duets with native speakers, teachers, and friends, students have improved their English-speaking skills.

According to the questionnaire, students believed that integrating TikTok with communicative activities was beneficial for speaking practice, speaking development, confidence building, fun, and creative thinking, according to the questionnaire. Moreover, according to the teacher's checklist, the upper group of the high-performance students performed well in speaking skills, while the lower group of the low-performance students still had some issues with speaking skills. Importantly, students have gained confidence in their speaking skills based on the teacher's performance. Students were more likely to participate in class activities when teachers had effective classroom management, gave a wide range of trending topics that were relevant to their prior knowledge, and provided multiple instances of how utilizing the TikTok app could help them develop their speaking abilities.

The outcomes of this study have revealed positive feedback from the students who have participated in the speaking class by integrating TikTok with communicative activities to improve their speaking skills including pre and post-test, and questionnaires. Most students were pleased with the English-speaking videos they created utilizing TikTok and collaborative learning, which helped them gain confidence and lower their fear.

## Discussion

From the comparison of pretest and post-test results, the research results indicated that students had received better scores in speaking skills after integrating TikTok with communicative activities in the class. By integrating TikTok with communicative activities like speaking role play in pairs and groups, pairs and group discussions, group presentations, and speaking duets with native speakers, teachers, and friends, students have improved their English-speaking skills.

The pre and post-speaking tests from students' speech and accuracy rate in 30 seconds indicated that both groups had improvements in their use of words and syllables when speaking, with few errors as shown in Figure 1 and Figure 2. It is clear that by rehearsing and checking their mistakes repeatedly before uploading the video, students were able to find a solution to the speech issue. This development could be attributed to repeated practices through communicative activities in class that

they were taught and given speaking practice with their group members. These findings highlight the suggestion by Harmer (2007) who stated that language fluency could be developed through communicative activities such as role-playing and errors should be allowed with this emphasis on fluency. Thus, CLT was crucial in building students' self-confidence, and effective group teamwork allowed them to use their creative ideas to produce their English-speaking videos.

To create speaking videos, students must have solid teamwork skills. The findings of the study support Salma (2020) who mentioned that students worked in small groups to complete a task and seek understanding, they could benefit from one another, and it gradually added to the development of social communication skills and improved the experiences of learners. Moreover, Richards (2005) has also suggested the majority of the tasks in the CLT approach that could encourage pair/group collaboration because they provided the best chances for students to construct meaning and activate the language. Summers and Volet (2010) suggested that in order for students to experience the learning benefits (i.e., better understanding and retention) attributed to collaborative learning, they must engage in learning through coregulation and co-construction of knowledge with other group members. In order to develop students' collaborative learning abilities, it is important to focus on increasing their understanding of effective teamwork, helping them make connections between their attitudes toward working collaboratively and achieving learning objectives, and identifying with them the specific collaborative learning skills that they need to develop in order to work in groups (Murray-Harvey et al., 2013).

Importantly, the integration of technology in the classroom has enhanced student participation. The classroom Facebook group provides a platform for students to share their finished TikTok videos. This content-sharing practice encourages and challenges their peers to create a better version of the assignments. This could be an act that boosts students' participation as well as post-test scores. As Nabilah et al. (2021) found that TikTok could encourage students to pay attention and participate in classroom activities and allow them to actively engage in the learning process. Zaitun et al. (2021) found similar results that with the results of students' scores showing dramatic growth, the TikTok application was engaging and successful in boosting students' confidence abilities in speaking in English. Aranego Jr (2020) confirmed that students were familiar with the TikTok video challenge to increase students' enthusiasm and confidence when speaking English. However, Ipan et al. (2020) added that students used social media, particularly TikTok, to rehearse their speaking performance because using TikTok for mobile learning could motivate students and provide a fun and engaging learning environment for second-language students.

Analysis of the teacher's checklist on student engagement observation has confirmed that students have gradually increased their interest in using TikTok with communicative activities. The results were congruent with the test results. The upper group of the high-performance students had

done well in their speaking performance because they were brave to talk with background knowledge while the low group of the low-performance students still had some problems with their speaking performance because they lacked the vocabulary and felt shy. However, Mukminin et al. (2015) stated that low speaking skills may be caused by other different causes such as a lack of vocabulary and grammar, fear of negative reactions from others, low self-esteem to speaking in English, fear of being evaluated by teachers, and cultural influences to speak English due to a more teacher-centered style were all linked to students' English language speaking anxiety as well. For student engagement in activities, lessons, and on TikTok from lessons 1 to 9, it was shown that the overall mean scores were at an active level. This suggested that students were often involved in class participation, paid attention to the lesson, and they used TikTok appropriately. Based on the observation, most of the students had improved their speaking with more confidence and they enjoyed practicing English using the TikTok app with their friends.

Based on the results, high-performance students have done well in speaking performance. After all, they were brave to talk, whereas low-performance students still had some problems with speaking skills because they lacked the vocabulary and felt shy. During teaching, some low-performance students did not participate well in class activities; but sometimes they were absent. Therefore, they did not get good scores on the speaking test. Leong and Ahmadi (2017) suggested that to keep the students participating in the speaking activity, teachers should understand the students' affective filters as feelings and interests, encourage and motivate them to join, and the effective teaching strategies and techniques. However, teachers should be well-prepared for organizing the tasks and activities, and students should be informed via group messenger in advance as well so that they can prepare an internet connection or smartphones. Moreover, Prieto Castillo (2007) stated that interacting with others, learning from others, and selecting themes based on the learners' interests could motivate them to develop their speaking skills. However, Mazouzi (2013) added that students could improve their conversational skills by practicing in the classroom, they should have a thorough understanding of the language system.

Students practiced speaking in duet with their friends, teacher, and native speaker several times to develop their accuracy and fluency. The duet function and the smooth recording of the speaking video were only available to students with registered accounts and reliable internet. Only a select few students could practice in class using TikTok. Others, though, were permitted to practice at home. Styfanyshyn and Kalyon (2020) stated that they had recognized that speaking practice has helped language learners enhance their fluency, confidence, and experience. However, students claimed that they had to repeatedly rehearse the recording since the native speaker's video speaking practice was so fast in the speaking duet challenge. It also highlights the benefit of technology such as TikTok in providing learning opportunities outside the classroom.



TikTok, on the other hand, had problems as a learning tool. Because of the internet connection problem and because some students did not have official TikTok accounts, some features, such as speaking duet, were unavailable during speaking practice in class. Not all the students could produce the fascinating speaking videos because some of them struggled with technical issues and video and sound quality being insufficient due to the noisy environment. That was why they had not done well in speaking practice by using the app. If students did not have access to the internet, they would be unable to use this program. The study confirms the importance of infrastructure and technological devices on the success of implementation. Herlisya and Wiratno (2022) found that if the cellphone or device utilized was not compatible enough, the TikTok program could also become slow. However, the researcher tried to provide those students access to a sharing hotspot and allow them to use their smartphones with their classmates. They could learn from one another and pass along knowledge to their peers. Additionally, some students who lacked valid accounts were permitted to make and upload speaking videos using the TikTok accounts of their peers. For classroom activities, Megawati et al. (2021) added that the involvement of technology was critical in creating a supportive learning environment. In an internet context, Bartlett-Bragg (2006) mentioned that social networks provided many applications that promoted group interactions and shared spaces for collaboration, social connections, and information transfers. They could also use social media to learn languages and share their favorite speaking videos with others. Learners could discover other people to practice with and build an English learning environment outside the classroom for the first time they practice speaking. Interestingly, the researcher noticed that each group did a fantastic job on the speaking script both the group's fast and slow learners.

The results from the questionnaire used to examine students' opinions of using TikTok with communicative activities showed that most students had favorable comments on using TikTok for building confidence, sharing knowledge, improving, and practicing speaking. Additionally, students wanted to learn more about writing essays, grammar, vocabulary, and enjoyable activities like singing outside of the classroom to improve their English language. Overall, they are positive about generating more videos with trending content that is related to their background knowledge. The findings support the study of Ichsan and Ulya (2021) that most students agreed with using TikTok video-based digital learning tools because it was a fun and innovative learning media that uses TikTok video; students also rated the content of TikTok educational media as good and could be used as learning media; however, students also believed that video quality should be improved so that it could see more clearly. They believed that incorporating TikTok into communicative activities was beneficial for speaking practice for speaking development, confidence building, fun, and creative thinking. McFarlane and Sakellariou (2002) stated that students' scientific investigations and thoughts could be productively developed through the use of technology, allowing them to relate created knowledge to practical practice. Moreover, according to the open-ended questionnaire, many students suggested learning more skills on TikTok like new

vocabulary and grammar. Pratiwi et al. (2021) added that the TikTok application was also much desired by respondents to see and comprehend all of the content related to learning basic English, and the respondents had a favorable opinion of the TikTok app as a video teaching tool when they were learning English and using it to improve their speaking and literacy abilities. However, this study has found that not all students have positive ideas about using TikTok. A few students provided different ideas from the current literature. Students in the low-performance group thought that using TikTok was not interesting and did not participate well in the lessons and follow the teaching stages properly.

The results of this study have shown that TikTok plays a significant part in speaking activities that could give students more opportunities to use various elements to produce their speaking videos more fascinatingly while working in teams and boosting their confidence. Due to their repeated practice, the topic selection that was relevant to their prior knowledge, and good teamwork, students improved their English-speaking skills. These results have shown similar to another study, Pratiwi et al. (2021) found that the TikTok application was beneficial and made learning simple and enjoyable. Users could also use the TikTok application to conduct business, view engaging videos, and instantly learn about current events. Importantly, Songsiri (2007) confirmed that using theories like the interactive method, participatory approach, learner-centered approach, cooperative learning, and language acquisition strategies as background knowledge to develop activities and materials was an effective strategy to help students learn more. Secondary-school students were enthusiastic about utilizing TikTok as a video aid in EFL classrooms while also using it as an English learning approach outside of class. Especially, Yang (2020) found that students expressed a strong desire for their teachers to guide and help them in using TikTok effectively for English learning.

Integrating TikTok with communicative activities such as roleplay and group discussions could enhance grade 10 students' English-speaking skills by following three stages of teaching strategies to increase their confidence and get used to the TikTok application as a digital tool. Moreover, most students from the high-performance groups were satisfied with using this app in improving their speaking with a variety of functions. However, few students from low-performance groups found it difficult to use the app to practice speaking.

### **Recommendations for Implementation**

When employing TikTok with communicative activities to help students develop their speaking abilities, teachers might wish to think about incorporating trending topics and videos to motivate students to participate in speaking activities. Giving the students more opportunities to complete their work and awards for good performance can be credited with positive outcomes. For the performance of the group, it should be balanced between low and high learners to make the speaking video more engaging and the students more motivated to complete the assignments.

Additionally, to teach speaking skills more successfully, students must have background knowledge-related abilities that may make it simpler for them to come up with ideas more readily and broadly. To make speaking duets or videos on the app with a range of features, students should also have a steady internet connection and a registered TikTok account with email, phone number, and personal information.

From the results, students could not use some platforms of TikTok appropriately, therefore, teachers should provide more training sessions. Moreover, low-performance students had little improvement, therefore, teachers should train low-level students in communication strategies, which can help them overcome vocabulary issues and increase their confidence.

### **Recommendations for Future Research**

TikTok is a digital platform for sharing English-language videos on social media and the TikTok video challenge, which could boost students' passion and confidence when speaking English, is well-known among internet users, especially students. From the research results, TikTok could provide practice opportunities in EFL contexts; therefore, future researchers could focus on employing TikTok with other activities or skills and students from different grade levels to investigate the diversity of students' opinions and their language performances. Furthermore, future researchers could focus on exploring unexpected areas in investigating the use of TikTok to improve speaking skills with different backgrounds, such as gender, English language proficiency, language exposure, digital literacy levels, and using other research instruments.

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