

An Investigation on the Use of Tiktok to Enhance Speaking Skills

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Abstract

The introduction of CEFR is aimed to help elevate and reform the English language education system in Malaysia. The new format is quite descriptive and thorough, aiming at mastering all the four skills; reading, writing, speaking and listening which then impacts on the students' motivation level when learning due to the vast difference in the expectation of language mastery. Speaking skills have been given equal weightage in the current English language education unlike the previous examination system which only prioritized reading and writing skills. TikTok is observed to be a widely used application among teenagers. The need of having to master speaking skills in order to be addressed as a fluent candidate and using TikTok as a tool to encourage pupils to engage in a lesson has led to the emergence of the study aim which investigates the usage of TikTok as a teaching medium in enhancing speaking skills among Malaysian Certificate of Education (SPM) candidates around 16 to 17 years old. The Design and Development Research method was used to collect data and upon analyzing the data based on SPM marking descriptors, it was found around 37 % of pupils gained score 13-18 (excellent) while the the majority (45 %) of the respondents received score 13-18 (good) and the remaining 18% gained score 7-12 (intermediate). Comparison of derived data with a conventional teaching lesson proves the effectiveness of TikTok. The role of TikTok as a language teaching and learning platform would be the most significant implications of the study.

Keywords: TikTok, Speaking Skills, Micro-Learning, Social Media for Learning

Introduction

The advancement of technological tools and applications in this era has indubitably enhanced the teaching and learning process apart from making teaching convenient among the teachers. The usage of technological advancement exposes students to a broad range of applications and innovations available which also assists them in increasing their proficiency in a creative manner. Herlisya and Wiratno (2021) stated that technological developments are

emerging and growing everyday, hence, making it easier for individuals to innovate and use them as a learning media.

According to Zaitun, Hadi and Indriyani (2021), learning media is a learning resource that develops accordingly with the development of learning technology in various forms such as audio, visual and audio visual. This learning media is beneficial to the education background because the educators and the students can utilize them for language teaching and learning. One of the technologies is communications technology. Communications technology is defined as the usage of equipment and programs that are used to process and communicate information. For instance, TikTok is a social video-sharing app that is developed and owned by China (Janes, 2019). The users of TikTok can shoot, edit and share their short videos that are filled with effects, music, transitions and more. The students are more interested on the usage of social media platforms such as TikTok to learn and grasp new knowledge and skills. By using TikTok, students can deliver their speech and the teachers can assess the students' language proficiency by watching and assessing the speech delivered by the students on the TikTok platform. According to Ferstephanie (2022); Xiuwen and Razali (2021), the TikTok application has provided some advantages for the students' oral communication in language learning such as the students can improve their speaking skills by sharing a short video of them speaking.

In alignment to the Common European Framework of Reference for Languages (CEFR), students can now practice speaking skills while familiarizing themselves with the new format through the usage of creative communication technological tools such as TikTok as the current generation is familiar with it. In this case, it focuses on achieving the learning standards needed in the SPM Speaking Test Part 2. In relation to this, Ferstephanie (2022); Zainurrahman and Sangajo (2019); Chaney (1998) claimed that speaking is "a social activity that includes the approach of constructing and distributing meaning in a variety of contexts". There are many aspects on how to evaluate the students' proficiency in the English language. Pratiwi (2021) claimed that there are six important aspects for someone to be more fluent and confident in speaking. The aspects include confidence, fluency and accuracy, finding the right words, the flow of the speech, keeping the listeners interested and sounding natural. These aspects are important for the students to deliver their speech fluently during the SPM Speaking Test Part Two.

In relation to the matter above, the usage of TikTok in enhancing speaking skills as an innovation in language teaching and learning focuses on the assimilation of technology in assessments that can be conducted at the classroom level which targets to provide a modern approach to conduct speaking assessment. As we are in the endemic era with Covid-19, most of the teaching and learning process are reverted back to using traditional physical classrooms. Technology was the main tool for education during pandemic Covid-19 thus, the use of online platforms should be kept to allow more engaging tools for assessment during endemic. The novelty of this innovation is reflected in the inclusion of micro-learning elements to improve students' speaking skills. The elements of brief, concentrated learning is the highlight in this innovation which is incorporated through the usage of trendy social media platforms to conduct assessment. Though official examinations and assessments cannot be conducted using the platform as such, teachers can be creative and innovative to expose students to learn speaking via TikTok as it is rather familiar and comfortable for them. The need of having to enable every student to speak in order to meet the learning outcomes targeted by the Ministry of Education aligned with CEFR syllabus and the popularity and familiarity of TikTok among students has founded the objective of this research which is to

investigate the usage of TikTok as a teaching medium and the outcome learning through TikTok platform.

One of the research gaps that is inferred in this research is the limited articles or research that have been done about the assessment of the students' speaking fluency through the usage of TikTok application. Other than that, TikTok is usually used as an educational video sharing platform during classes but not all classes resort to TikTok as the main platform for assessing students' speaking skills.

Literature Review

Feedback on TikTok as Learning Aids

The utilization of hashtag (#) is very beneficial to label and track media content on any platform (Smith, 2022). It functions as a tool for users of any social media platform to search for the desired content. A study conducted by Pratiwi et al (2021) claims that the use of #Pronunciation Challenge helps to find the right content for the participants of the study. The search result of the hashtag helped the participants to find the related duet feature and subsequently try out the feature. The duet feature is very helpful as both the participants and the speaker from the videos will have asynchronous interaction. It was found that this feature makes it convenient for the participants to naturally follow the speakers' instructions and enunciate the correct pronunciation.

Afidah et al (2021) studied the perception of introducing TikTok as video aids in class and a learning strategy outside classes. Majority of the participants have downloaded and found to have a liking towards the application. The findings showed positive results as the data conveyed that most of the participants feel bored with using monotonous book learning in class. This is because they conveyed the preference for using video media with material that is easy to comprehend accompanied with interesting graphics. This study signifies the use of TikTok in class as a good strategy to help students to be more interested in class with the help of video media.

The same can be seen in a study done by Yang (2020) where positive reactions were also towards the idea of using TikTok as learning aids in and out of class. The data presented showed that the majority of the participants would like to improve their English listening and speaking skills with the choice of reading, writing, grammar, and vocabulary not falling behind in numbers as well. The main use of video media of TikTok has made it possible for students to show optimism in using the platform to improve their skills. The study also found that the participants' perceptions to use TikTok in classes will help to instill interest that will increase the motivation to improve their English language skills.

A study done by Nur Ilianis Adnan et al (2021) also gave positive feedback on the concept of including TikTok into language learning activities. The participants were required to do two different activities which include creating videos on TikTok and the other using a traditional mind mapping method. The data revealed that the students found that TikTok has made learning more fun and engaging though a minority disagree. With the majority of the participants showing preference in using TikTok in class, the results agreed with the notion that TikTok is a useful learning aid.

Herlisya and Wiratno (2022) found that the use of TikTok as a medium in a class to learn English speaking skill has shown good results. Herlisya and Wiratno have obtained results of the participants' learning activities from the pre-cycle, first and the second cycle that they have conducted. The improvement of the pre-cycle to the first cycle was 0.12 points whereas the difference from cycle one to cycle two was 7.75 points. These results signify that TikTok

as an application is advantageous for improving the students' speaking skill. Additionally, this application can help to increase the students' motivation to learn the English language and therefore, improve their skills.

Micro-Learning

Micro-learning is a collection of relatively brief, concentrated learning units and learning exercises that are often finished in 10 minutes or less and are available on many platforms (Shail, 2019). Micro-learning, according to Jomah et al (2016), is an effective technique due to its learner-centered, easy-to-access, interactive, and well-designed equalities. The interaction of different factors such as learning content, length, curriculum level, form, method and learning type is critical to the effectiveness of micro-learning (Hug, 2006). Importantly, with micro-learning, students have control over their learning process, and the learning information may be accessed as frequently as feasible without regard for time or space limits (Reynolds & Dolasinski, 2020). The simplicity with which learners may locate the information they want is a distinguishing aspect of micro-learning. Micro-learning is frequently identified as a modern and unique learning strategy by new-age learners (Jomah et al., 2016).

According to Shail (2019), micro-learning gives little morsels of knowledge that match how the learner's brain learns information, and the brief duration of micro-learning material decreases cognitive fatigue caused by larger sessions. According to (Giurgiu, 2017), presenting learning content in little chunks boosts information retention by 20%. As a result, micro-learning appears to be a viable technique of learning delivery that improves the learning experience and outcomes (Nikou, 2019). Nikou and Economides (2018) conducted a comparison of mobile device-based micro-learning and traditional teaching and discovered that micro-learning may successfully boost students' intrinsic motivation and promote learning performance. With the inclusion of TikTok Application in enhancing pupil's speaking skills, it could provide an insight and a method for pupils to improve their speaking skills. This is because pupils are technology savvy and they could explore the application and indirectly improve themselves in preparing for their speaking assessment and classroom-based assessment.

As referred to Nikou and Economides, micro-learning could be implemented through flip classrooms. A flipped classroom consists of students completing direct instructions, such as viewing a lecture online, prior to the in-class discussion of the material. The intent is for students to see the material beforehand, also known as first-exposure learning, so they can learn the concepts at their own pace. By doing so, students able to focus better on participating in class and receive feedback on their efforts during the lesson and not just after the class. Teachers that utilize a flipped classroom model could help their students engage better in active learning. Students become much more involved during the lesson discussion with the flipped classroom style of instructions by engaging in debates, small group discussions, or in-depth investigations. In essence, a flipped class switches the activities traditionally done in class with those completed after class.

This can be done by using the TikTok application. In addition, pupils have the freedom to speak on the topic given after watching an example video shown by the teacher. The availability of new channels of communication made possible by visually appealing content, short TikTok videos are altering the way skills are taught and mastered among individuals with comparable characteristics. Decision-makers in elementary and secondary schools as well as higher education institutions should think about how to include TikTok videos into teaching techniques considering the applications current popularity and promise in the future.

Additionally, it encourages the use of a blended learning approach, which helps students learn English as a second language by immersing them in their experiences. When properly used in an English as a Second Language (ESL) classroom, the TikTok app can help students to advance their reading and speaking skills.

The Value of Tik Tok as an Educational Video

According to Ilianis et al (2021; Bartlett-Bragg, 2006), a variety of applications that can enhance group interactions and the spaces for collaborations, social connection and information exchanges in the web-based environment is known as social networks. TikTok is a social network that can be used as an educational tool in ESL. A study done by Nabilah et al (2021); Lunden (2020), stated that “the video content is a powerful learning platform because it interacts with the app's youngest demographic while still providing more opportunities for others to utilize it” (p. 20). Van den Beemt et al (2020) also mentioned that social media has made an important role in the lives of younger people hence schools, universities and institutions have looked into the possibilities to be taken in the pedagogy field. The results showed in this study were most of the students agree that TikTok can be used as an educational tool as it improves the communication and technology skills of the students. The responses by the students are very positive because they can use TikTok to find new knowledge and improve their English proficiency such as speaking, vocabulary and grammar.

Other than that, a review done by Atika et al (2021), stated that the application TikTok can be used in teaching and learning as it attracts students to study English. This software has been utilized by teachers and students as the application makes teaching and learning more engaging, interesting and comprehensive. This study also stated that the students will be cultivating a positive learning culture and can also learn innovatively with their classmates during the teaching and learning sessions in the classrooms. Hamat and Hassan (2019) also stated that the use of social media such as TikTok can improve students' proficiency, especially in speaking, writing, communication, vocabulary and reading as it helps the students to acquire the English language confidently.

In another study done by Hengzhi and Kehan (2022), TikTok can be used as an educational tool in language teaching and learning as it helps with the student's English proficiency making them more confident to write and speak in the English language. Most of the students that were involved in the interview stated that TikTok provides up-to-date learning resources which is a good supplement to textbooks and classroom learning. The students also said that the short videos on TikTok are interesting, interactive and authentic hence making them improve their English to be spoken fluently in the classrooms. Some students also stated that they can learn and improve their English proficiency with the help of TikTok in their classrooms. As for speaking skills, the students also agreed that they can improve their oral communication as TikTok has helped the students in providing the words, phrases and sentences that are grammatically correct to be used during their speeches and presentations.

Theoretical Framework

The Theoretical Framework of this study is Theory and Action Research Model. This theory was founded by a German-American professor named Kurt Lewin in the year 1951. According to Hossni (2019), Theory and Action Research Model is a “systematic study that combines action and reflection with the intention of improving practice”. Hossni (2019) also stated that this type of research is “a process in which practitioners study problems scientifically, so that

they can evaluate, improve, and steer decision-making and practice. Stringer (2021) explained that “Theory and Action Research Model which is used by the action researchers not only to provide understandings emerging from their research, but consciously work with research participants to apply that knowledge toward a resolution of the issues investigated, cycling through a continuing set of research procedures until an effective outcome emerges.”

Methodology

The research design of this study is Design and Development Research (DDR). DDR is a type of research that intertwines the traditional research methodology with the usage of technology. This research design is used to study on how to utilize the technology provided in solving instructional and non-instructional difficulties and issues that are related in any learning process (IGI Global, 2022). The research method of this study is quantitative study. Bhandari (2021) stated that “quantitative research is the process of collecting and analyzing numerical data that will be used to find patterns and averages. It can also make predictions, test causal relationships, and generalize results to wider populations.”

The sample that will be used in this research is purposive sampling where the researchers used several 38 SPM candidates between the age 16 to 17 years old from a secondary school in Selangor. The researchers will be utilizing the purposive sampling method in order to get the data from the participants. According to Ananthan et al., (2020), purposive sampling chooses the more knowledgeable people in order to do the sampling. The researchers will be implementing the Classroom Based Assessment (PBD) in this study. Norfarahin and Isa (2019) stated that “classroom assessment involves the process of constantly collecting, analyzing and reflecting so that the needs of the curriculum can be improved through learning.” The aspects that will be assessed in this study are based on the SPM Speaking Test marking rubrics which focuses on grammar, vocabulary and communicative competence. The pictures below are the SPM Speaking Test Format and the analytical assessment scales that will be evaluated in the speaking videos. Figure 3 shows the aspects that will be assessed during the test by the teacher. This innovation exclusively uses the trendy social media platform which is TikTok. TikTok enables users to create, share and enjoy short videos on their platform (D’Souza, 2022).

SPM Speaking Test Format (Part 2)

Part	Task Format		Candidate Output	
	Interaction Pattern	Input	Discourse Features	Functions
Part 2 Individual long-turn task 3-4 minutes	An individual long-turn task (1 minute) with a listening candidate response question (20 seconds).	Spoken rubrics. Written prompts given in candidate booklet.	Sustaining a long turn. Managing discourse: Coherence/clarity of message. Organisation of ideas. Accuracy and appropriacy of linguistic resources.	Talking about past / present / future experience. Explaining and giving reasons. Expressing and justifying opinions. Describing people, places and situations.

Figure:1 SPM Speaking Test Format (Part 2)

Analytical Assessment Scales

The assessor should refer to the analytical assessment scales to assess the candidate performance across the whole test, using the following criteria:

Grammar

This refers to a candidate's ability to communicate accurately, with control of grammatical structure and the ability to link utterances together using cohesive devices.

Vocabulary

This refers to a candidate's ability to use vocabulary to convey meaning.

Communicative Competence

This refers to the extent a candidate is able to produce naturally-flowing speech, to sustain a conversation despite hesitation, to make their meaning clear and to clarify the meaning of others.

Figure:2 Analytical Assessment Scales

ASSESSOR MARK SHEET SPEAKING 1119/3						
Centre Number				Centre Name		
Year						
No	Candidate Name	Index number (Max 6)	Grammar (Max 6)	Vocabulary (Max 6)	Communicative Competence (Max 6)	Total marks (Max 18)
1						
2						

Figure 3: Assessor Mark Sheet

The research procedure starts when the teacher will create an example video around 2 minutes and 30 seconds as a guide for the students. For the first part of the example video, there will be emphasis on the three aspects that will be assessed which are grammar, vocabulary, and communicative competence. Students need to create grammatically correct content, use a good range of vocabulary with conventions in regard to the topic and lastly, express ideas fluently with minimal pauses between sentences. Figure 4 shows the teacher giving the instructions using the TikTok platform. Figure 5 shows the students are watching the video of the instructions given by the teacher.



Figure 4: Teacher's Example Video Figure 5: Briefing session using teacher's example video

Next, the example video will provide the topic of the assessment which is the music genre. The questions consist of the type of music genre that the students like, the reason behind it, example of one best artist within the genre and lastly, the importance of music. The teacher will then provide an example on how the delivery of the content could be done. The example video will be projected during class as the instruction of the assessment. The student will be given a time period of one week to produce the video and post it on TikTok under the same hashtag. The use of a similar hashtag will help the teacher to look up the videos that the students have posted. The students were also encouraged to interact with other videos of the same assessment to learn other examples of music genres. There will be a deadline for the students to post the video on TikTok just like any other traditional method of assignment submission. Figure 6 shows one of the examples of the videos that has been submitted by one of the students for the speaking test.

Subsequently, the teacher along with an interlocutor is involved during the evaluation part. A total of 24 marks are divided among interlocutor, grammar, vocabulary, and communicative competence. The interlocutor will help the teacher to assess the students' speaking proficiency in the SPM Speaking Test Part Two. The results are then compared to the results gained by the students when the instructor used the conventional method to teach speaking skill in the classroom. During the lesson in the conventional method, the instructor provided guidance in the classroom and required the pupils to present the task verbally in the classroom itself without the interference of any kind of technological tools. This comparison further justifies the effectiveness of TikTok in teaching and learning speaking skills.

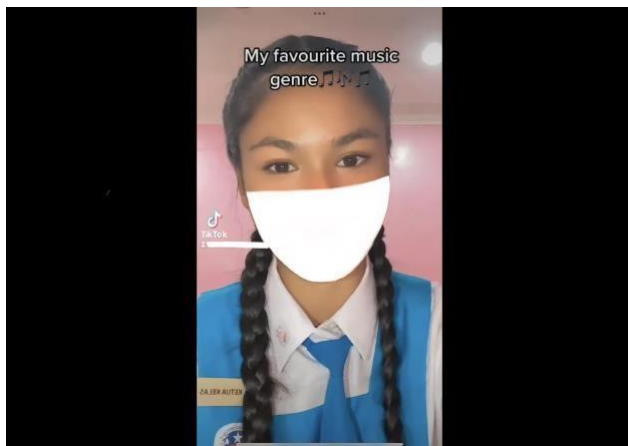


Figure 6: A screenshot of a video produced by a student



Figure 7: The teacher and the interlocutor are evaluating students' videos

Findings and Discussions

The findings show that the students are assessed through the implementation of the Classroom Based Assessment (PBD) and they are evaluated for the SPM Paper 3 - Part 2 Speaking Assessment. The data collected in this study is quantitative data. The researchers analyze the data collected by referring to the marks that have been given by the teacher in the aspects of grammar, vocabulary and communicative competence based on students' performance after receiving precise guidance from the teacher through TikTok platform. This data is later compared to results gained by students upon responding to a conventional physical classroom teaching method. The findings prove that TikTok has played a role as an effective platform to enhance students' speaking skills in comparison to conventional methods. Teacher's attempt to provide instructions and guidance through TikTok and the response required from the students through TikTok has somehow or rather reached the students efficiently as the commitment of the students in presenting and the increased level of motivation to speak through TikTok compared to the traditional method of presenting in the classroom is obvious. In fact, there are significant increment of marks when speaking is taught and learned through TikTok.

NO	NAME	PAPER 3: SPEAKING - PART 2 (INDIVIDUAL LONG TURN TASK)				TOTAL (24)
		INTERLOCUTOR	GRAMMAR	VOCABULARY	COMMUNICATIVE COMPETENCE	
1	Student 1	3	2	2	4	11
2	Student 2	2	3	2	4	11
3	Student 3	3	3	3	3	12
4	Student 4	2	2	2	4	10
5	Student 5	4	4	4	4	16
6	Student 6	4	3	4	4	14
7	Student 7	4	3	3	4	14
8	Student 8	4	4	4	4	16
9	Student 9	4	5	4	5	18
10	Student 10	4	5	4	6	19
11	Student 11	3	3	3	3	12
12	Student 12	3	3	3	4	13
13	Student 13	4	4	5	4	17
14	Student 14	4	4	4	5	17
15	Student 15	3	3	4	4	14
16	Student 16	4	4	4	5	17
17	Student 17	2	2	2	2	8
18	Student 18	5	5	5	5	20
19	Student 19	6	6	5	6	23
20	Student 20	3	4	3	5	15
21	Student 21	2	3	2	3	10
22	Student 22	2	2	2	3	9
23	Student 23	2	2	2	3	9
24	Student 24	4	4	4	5	17
25	Student 25	4	4	4	5	17
26	Student 26	3	3	3	3	12
27	Student 27	4	4	5	5	18
28	Student 28	5	4	4	5	18
29	Student 29	3	3	3	3	12
30	Student 30	4	3	4	3	14
31	Student 31	4	4	4	4	16
32	Student 32	3	3	4	4	14
33	Student 33	3	3	4	4	14
34	Student 34	2	2	3	4	11
35	Student 35	2	3	2	3	10
36	Student 36	5	5	5	5	20
37	Student 37	3	3	3	5	14
38	Student 38	4	3	3	5	15

Figure 8: Speaking Test Part 2 (Individual Turn Task) - Students' results on their response upon conventional classroom teaching.

NO	NAME	PAPER 3: SPEAKING - PART 2 (INDIVIDUAL LONG TURN TASK)				TOTAL (24)
		INTERLOCUTOR	GRAMMAR	VOCABULARY	COMMUNICATIVE COMPETENCE	
1	Student 1	3	3	3	4	13
2	Student 2	3	3	3	4	13
3	Student 3	3	4	3	4	14
4	Student 4	3	3	3	4	13
5	Student 5	5	5	4	5	19
6	Student 6	5	4	4	5	18
7	Student 7	5	4	4	4	17
8	Student 8	5	5	5	5	20
9	Student 9	5	5	6	5	21
10	Student 10	5	5	6	6	22
11	Student 11	3	4	3	4	14
12	Student 12	4	4	4	4	16
13	Student 13	5	5	6	6	22
14	Student 14	4	4	4	5	17
15	Student 15	3	3	4	4	14
16	Student 16	5	5	5	5	20
17	Student 17	2	2	2	2	8
18	Student 18	5	5	5	5	20
19	Student 19	6	6	5	6	23
20	Student 20	4	4	4	5	17
21	Student 21	3	3	3	3	12
22	Student 22	3	3	3	3	12
23	Student 23	3	3	3	3	12
24	Student 24	5	5	5	5	20
25	Student 25	5	5	5	5	20
26	Student 26	3	3	3	3	12
27	Student 27	5	4	5	5	19
28	Student 28	5	5	5	5	20
29	Student 29	3	3	3	3	12
30	Student 30	6	6	6	6	24
31	Student 31	4	4	4	4	16
32	Student 32	3	3	4	4	14
33	Student 33	4	4	4	4	16
34	Student 34	3	3	3	4	13
35	Student 35	3	3	3	3	12
36	Student 36	6	6	6	6	24
37	Student 37	4	4	4	5	17
38	Student 38	4	4	4	5	17

Figure 9: Speaking Test Part 2 (Individual Turn Task) - Students' results on their response in TikTok as a response to a TikTok video guide from the English Teacher.

PAPER 3: SPEAKING(24)
WEAK (0-6)
INTERMEDIATE(7-12)
GOOD(13-18)
EXCELLENT (19-24)

Figure 10: Evaluation rubric

According to Figure 8, the total of 38 students were assessed and evaluated for the SPM Speaking Test Part Two. These students created a video of them presenting the usage of learning standards required to be achieved through the assigned tasks and submitted the

videos for the teacher to assess them. The teacher evaluates the students and gives the students the marks for the aspects of grammar, vocabulary and competitive competence.

Table 1

Students' marks according to their level of Speaking skills

Marks	Conventional Teaching & Learning		TikTok Teaching & Learning	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Intermediate (7-12)	13	34	7	18
Good (13-18)	21	55	17	45
Excellent (19-24)	4	11	14	37
Total	28	100	38	100

Figure 9, is to compare the results gained by the same set of students in conventional method of teaching and learning with the speaking skill outcome derived from the usage of TikTok in the speaking task. According to Figure 9, the majority of the students obtained good marks when they gained 13-18 marks in the speaking test. 17 out of 38 students got good marks in the speaking test which means that 45% of the students managed to get good marks for the Speaking Test. Another 14 students out of 38 students got excellent marks which means that 37% of the students are excellent in delivering their speech. The remaining 7 students got intermediate marks for their speaking test. This means that 18% of the students in the class are still trying to learn how to speak fluently and how to add the important aspects of speaking into their speech. These results are clearly proven to be better compared to the results gained through the teaching and learning of conventional methods where the majority of the students, 21 of them holding 55 %, fall in the good category whereas only 4 students making up only 11% of students with excellent marks. Nevertheless, they still spoke in the video rather than keeping quiet which frequently happens when speaking tests are conducted conventionally. However, it is important not to disregard the fact that speaking tests in classrooms would pressure the pupils to verbally present within a stipulated time under the teachers' monitoring but presenting and learning through TikTok allows students to prepare their presentation within their desired time line. Nevertheless, the freedom of time to prepare could be a motivational factor for them to practice using the language verbally.

Table 2

Students' marks according to their level of marks

Marks	Frequency	Percentage (%)
8	1	3
12	6	16
13	4	11
14	4	11
16	3	8
17	5	13
18	1	3
19	2	5
20	6	16
21	1	3
22	2	5
23	1	3
24	2	5
Total	38	100

According to Table 2, there are 3% of the students who got 8 marks for the Speaking Test. There are 16% of the students who got 12 marks for the test. These students got good marks between 7-12 marks. These are the total of 7 students who got intermediate marks for their speaking test. These students need more opportunity to use the language in spoken interaction. More tasks with extra guidance will prepare them for the SPM Speaking Test Part Two. They also need to be guided on improving their grammar, vocabulary and communicative competence aspects of the speech. Other than that, there are 11% of the students who got 13 and 14 marks. There are 8% of the students who got 16 marks and 13% of the students who got 17 marks. The other student who got 18 marks is 3%. These are the total of 17 students who got good marks which are between 13-18 marks. This data represents the 45% of the students which are many of them who are good in delivering their speech in the TikTok Platform. Most of the students are good at delivering their speech. They are good in grammar and they are also good in the usage of proper vocabulary. These students are also good in their communicative competence. These students showed that they can master the English-speaking skills in a good way and they can also speak fluent English language.

Finally, there are 14 students who excel in their Speaking Test which means that 37% of the students in the class managed to get Excellent marks and prove to the teacher that they are excellent in their grammar, vocabulary, and communicative competence. There are 5% of the students who got 19 marks, and 16% of them got 20 marks. The students who got 21 marks are 3% of them. There are also 5% of the students who got 22 marks. Not to forget, the

second most high marks which is the 23 marks are gotten by the 3% of the students and the highest marks are successfully gotten by the remaining 5% of the students.

Conclusion

In conclusion, the students can improve their speaking skills by sharing their videos on TikTok. This element has exposed the students to competently improve themselves in the aspects of grammar, vocabulary and communicative competence. They have shared their stories, information, and knowledge to the teacher in order for the teacher to assess their speaking skills. By doing so, they can also improve their speaking skills and improve themselves to speak more fluently in English. Other than that, this innovation has also helped the students to boost their creativity by their commitment in editing the videos. This innovation helps them to play around with editing skills. This can also help them to interact with their teacher and friends on the appropriate aspects and skills to be inserted into the formal speaking videos. This research implies that the students can use more of the TikTok platform to enhance their speaking skills by practicing more speaking skills and discover many videos regarding the English-speaking classes. These videos will help the students to enhance their speaking skills and can help them get excellent marks in the SPM speaking test.

Recommendations

For future studies, it is important for the other researchers to continue investigating the use of TikTok as a platform of delivering speech to face the SPM Speaking Test. The implementation of this research does not necessarily represent all students in Malaysia to master the speaking skills hence this study can be improved by gathering information which involves a bigger sample that is focusing on the upper form students from all states in Malaysia. For the students to master the aspects that will be assessed in the speaking test, the teachers can help the students by giving exercises or practices on grammar, vocabulary and communicative competence. The exercises given will help the students to gather more knowledge on the usage of grammar. For vocabulary, to help improve their vocabulary, teachers can help by giving some reading materials every day. This will help the students to learn new words every day and can utilize them in their everyday conversations.

Last but not least, a useful way to improve the students' communicative competence is that the teachers should create story sharing sessions for the students to present and deliver their speech in front of the class. This will help the students to write their speech well and be confident enough to speak in front of the class. The story sharing session is a session whereby the students will learn on how to be familiarized with the topic to be shared with the class, how to reduce social and speaking anxiety, how to control breathing and posture, and how to connect with the audience. All in all, teachers may focus on these aspects to help improve the students' skills.

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