
Beyond the hype: Exploring the Effectiveness of TikTok for Pre-service English Teachers' Speaking Development

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Abstract

This study aims to investigate the utilization of TikTok to enhance the speaking ability and motivation of pre-service teachers at Muhammadiyah University of Kalimantan Timur. The primary focus is on exploring how incorporating TikTok into teaching practices can positively impact the development of speaking skills and motivation among pre-service teachers. The research methodology involves a mixed-method approach, combining surveys, interviews, and classroom observations. Initial findings suggest that integrating TikTok in teaching activities has the potential to engage students, boost motivation, and improve their speaking proficiency. These results have significant implications for the integration of technology in language education and can inform future strategies aimed at enhancing teaching and learning outcomes.

Keywords: Increase speaking Ability, Effectiveness of Tiktok, English Speaking Development

1. INTRODUCTION

The ability to speak English confidently is a cornerstone of language acquisition. This is especially true for pre-service English teachers, who need strong speaking skills to effectively guide their students. However, fostering motivation in pre-service teachers can be an ongoing challenge

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(I Ketut Armawan & Gede Mahendrayana, 2023). A supportive learning environment is needed to encourage self-expression and communication skills (Reardon, 2018). In this case, technology can be used as an additional tool in learning, especially to increase motivation to learn English, especially for speaking skills.

Educators are increasingly seeking creative methods to improve language skills in a dynamic English language teaching environment (Kessler, 2016). The emergence of social media platforms has empowered them to engage and motivate pre-service English language instructors by adopting appropriate learning media that can help students develop their speaking abilities, particularly skills relevant to daily life, like using social networking technologies.

Social media is not a novel tool in education. The teaching of English has been conducted by researchers using social media platforms, including (Herlisya et al., 2020) using Instagram, (Nurmy, 2017) using Facebook, (Sah, 2015) using Twitter, and (Pratiwi, A. E., Ufairah, N. N., & Sopiah, 2021) using TikTok. TikTok is a very popular video-sharing application among these platforms, and because of its innovative and easy-to-use features, it has become very famous (Zulli & Zulli, 2022). The study looked at whether TikTok could serve as a tool to enhance pre-service English teacher skills, acknowledging the impact of technology on education and the critical role that motivation plays in language acquisition (Zaitun, Hadi, M. S., & Indriani, 2021).

Based on previous research on technology-enabled language acquisition, the researcher investigates the potential benefits of TikTok as a motivational tool. This study looks at how TikTok's distinctive features, such as short videos, challenges, and interactive content, can help probationary teachers improve their motivation and speaking skills. By

reviewing relevant literature, the researcher hopes to develop a theoretical framework that supports the use of TikTok in language learning. This research provides empirical evidence based on findings from a study on the impact of TikTok on probationary English teachers' motivation and speaking skills. This research goes beyond the actual context and provides information to educators and researchers on how technology can encourage English language desires and skills in English teacher education. Based on the background information, the researcher formulated the research problem as follows: What is the effect of using TikTok as a learning platform to improve pre-service teachers' speaking ability? And what is the level of motivation of pre-service teachers in speaking skills by using TikTok in the teaching and learning process?

2. LITERATURE REVIEW

2.1 Language Learning Motivation

Learning English can be motivated by a number of things, such as the need to interact with people from diverse backgrounds and cultures, acquire access to a wide range of professional and educational opportunities, and communicate effectively in a globalized world (Yugafiati, 2021). Learning English can also help you advance in your work, make more money, and increase your confidence. Motivation is vital to learning a language, and people are most motivated when they find learning activities interesting, relevant, and fun. Learning English is also beneficial, such as improving communication skills and confidence, and can act as a powerful motivator for people who want to master the language. As a pre-service English teacher, English should already be mastered before entering the real world of work. Intrinsically motivated individuals tend to be more passionate about language learning because they find satisfaction and enjoyment in the learning process itself. This

increases their engagement and encourages sustained effort in mastering the language, including speaking skills. Meanwhile, extrinsic motivation can be a strong initial push for individuals to start learning a language. For example, a pre-service English teacher may be motivated to improve their speaking skills in order to get a job or promotion.

In language learning, many researchers (such as Dörnyei et al. 2006; Dörnyei, 2005, 2003, 1994; Noels, et al., 2003; Masgoret & Gardner, 2003; Oxford & Ehrman, 1995; Oxford & Crookall, 1989; Gardner & MacIntyre, 1991; Gardner, 1985; Gardner, 1968) found that motivation has correlation with second language acquisition. Many psychologists have long been aware that if a goal (or long-term motivation) is perceived as being of high value, it takes on a more dynamic quality. For example, the welfare of one's family, the service to humanity, or a sincere interest in another culture, can sustain the individual long enough to achieve his or her final goal.

2.2. Technology-Assisted Language Learning (TALL)

Technology Assisted Language Learning (TALL) is an excellent way to develop in-depth knowledge and a wide range of language skills, especially speaking (Ahmad, 2016). TALL is an amazingly inclusive and multifaceted mechanism, which helps all teaching methodologies: old or new used for decades to teach English as a foreign or second language. Modern technological tools support the grammar translation method sometimes called the traditional method for teaching Greek and Latin in the early 1500s. Technological devices offer a wide variety of grammar exercises that really motivate students and facilitate their efforts to understand grammar concepts and use them effectively in everyday conversation. The internet provides more opportunities for learners to practice online grammar quizzes according to their abilities. In fact, regular use of these tools in grammar teaching and learning has proven to

be more effective than using textbooks. Other software containing authentic grammar activities along with explanations of grammar rules and web-based instructional videos have enabled English teachers to create their own context-based grammar exercises, thus making their teaching more motivating and effective.

Pre-service teachers can also use some of the modern pedagogical e-learning systems such as, EMES, LMS and Edmodo and upload their own customized teaching materials to suit the levels and the needs of the students. In addition, both teachers and learners can benefit from the following websites: English Grammar.org, English Grammar Secrets, Using English.com, Learn English by British Council, English Club, Perfect English Grammar, English leap.com, English Teacher Melanie, Grammarly Handbook and English grammar exercises by Kaplan, and so on. The modern technological devices play a significant role in teaching grammar communicatively and excitingly.

2.3. Social Media and Language Learning

Learning English using social media provides a dynamic and interesting experience by exposing students to a variety of linguistic styles, colloquial idioms, and current trends. Users can join language-learning communities, participate in discussions, and gain access to a variety of resources, such as educational content, language challenges, and real-life conversations (Afiah, N. A., Atmowardoyo, H., & Sakkir, 2022). Social media's interactive nature makes it an effective tool for enhancing language abilities, raising cultural understanding, and remaining connected to a global English-speaking audience (Nasution, 2022). And the social media that researchers are going to use here is TikTok.

2.4. Tiktok

TikTok is a well-known social media platform that lets users make and share short videos. TikTok, which was launched in 2016, has grown in popularity worldwide, particularly among young viewers. The software allows users to express themselves creatively through dancing, lip-syncing, comedy, and a variety of other stuff (Iqbal, 2021). TikTok provides a unique opportunity for English learners to immerse themselves in the language. Users can engage with a wide range of content, including spoken English, slang, and colloquialisms. Additionally, the platform's short video format allows learners to practice their listening and comprehension abilities at a manageable level (Patty et al., 2023). By exploring TikTok content, English learners can be exposed to different accents, expressions, and cultural references, improving their overall language proficiency in a dynamic and interesting (Nur Aisyiah & Erizar, 2023). The platform's global user base ensures a wide variety of English content, providing an engaging and intimate language learning experience. As a result, users can learn English in a variety of skills, including speaking skills.

2.5. Speaking Skill

Speaking skill is the capacity to convey ideas, concepts, and information coherently and clearly through spoken language (Pranata et al., 2023). It involves using appropriate vocabulary, grammar, and pronunciation to convey messages to an audience. Good speaking skills encompass elements such as articulation, tone, and non-verbal cues, contributing to effective oral communication (Masbirran & Fauzi, 2018). Strong speaking abilities improve one's capacity to connect, persuade, and engage in communicating information, which is why they are important in a variety of contexts, including professional settings, interpersonal connections, and public speaking engagements. Proficient orators frequently exhibit self-assurance, attentive listening, and

flexibility in many settings, rendering them skilled communicators in a range of circumstances. Social media and language learning are related, as the previous discussion's outcomes showed. Teaching and learning can be facilitated by using TikTok, one of the most popular social media sites. The purpose of the research was to examine and demonstrate how TikTok affects students' motivation to practice speaking

3. METHODS

This research uses a quantitative approach. According to (Fetters, 2002). A quantitative approach uses numerical data to solve research questions and uses the experimental research approach. Experimental research is a scientific method that entails manipulating an independent variable (The use of TikTok videos [intervention]), measuring a dependent variable (Pre-service teachers' speaking ability and motivation scores), and controlling additional factors. It is the only sort of research that directly aims to alter a specific variable and takes place in a laboratory, classroom, or field setting. There are three sorts of experimental research designs: pre-experimental, truly experimental, and quasi-experimental.

In this research, the researcher uses pre-experimental designs. However, the researcher has not ruled out other explanations for the change. Students use TikTok videos for educational and instructional objectives. When watching the video, students should be engaged and focused. The pre-experiment phase should include design, pre - testing, and post-testing. The research employed pre- and post-test design with population is a group of people or items who have similar features and are the subject of research. A sample is a portion of a population chosen to represent it to conclude the wider group. The sample size for this research will be 33 students. These samples are from Muhammadiyah University

of Kalimantan Timur's English Education Department's second semester in the 2023–2024 academic year.

The limitation of this study, namely the lack of a control group, creates difficulties in determining the causal relationship between the use of TikTok and the improvement of English language pre-service teachers' speaking ability. Without a control group, the internal and external validity of the research results is limited. Researchers cannot be sure that the observed results are truly caused by the use of TikTok and not by other factors. Therefore, for future research, it is imperative to include an appropriate control group to increase the reliability and validity of the findings.

In this research, the data will be gathered using a questionnaire, pre-test, and post-test. The pre-service teachers will be provided a Google Form with questions about the use of motivation and TikTok as teaching aids. The questionnaire is based on Gardner (1985), as cited in (Ghazvini & Khajehpour, 2011), and employs the Likert Scale format of the Attitude/Motivation Test Battery. In this research, two instruments will be used for collecting data, namely questionnaires and tests. The questionnaire is intended to collect information about the student's motivation level. Google Forms was used to create the questionnaire, which consists of ten Likert Scale questions. It ranged from "strongly agree" to "strongly disagree".

The questionnaire had ten items and used a 5-point Likert scale ranging from strongly agree to strongly disagree. The questionnaires will be delivered to 33 pre-service teachers. The raw data was analyzed using SPSS, with frequency and percentage score being the most regularly used statistical techniques. The pre-test and post-test scores were statistically examined using a paired-sample T-test. The T-test was performed to see

whether there were any significant differences in speaking abilities and motivation before and following the TikTok intervention.

The T-test aims to see or determine whether there is an influence of each independent variable. With the following test criteria:

If Tcount is positive:

- a) If the sig value is obtained <0.05 or $Tcount > Ttable$ then there is an effect of variable X partially on variable Y.
- b) If the sig value is obtained > 0.05 or $Tcount < Ttable$ then there is no partial influence of variable X on variable Y.

If Tcount is negative:

- a) If the sig value is obtained <0.05 or $-Tcount < -Ttable$ then there is an effect of variable X partially on variable Y.
- b) If the sig value > 0.05 or $-Tcount > -Ttable$ is obtained, there is no partial effect of variable X on variable Y.

Another potential alternative that can be used is Linear Regression Analysis. Linear regression can be used to test the relationship between two variables, making it more suitable for research that wants to test the relationship between variables.

4. RESULTS

The goal of the research is to look into how TikTok can help pre-service teachers enhance their speaking skills and motivate them to speak English. The study finds that this strategy significantly improves both features. The rise was quickly detected after administering pre-test, post-test, and subsequent questionnaires.

4.1. Result from the Pre - test and Post - test

Table 1 Students' scores on Pre-tests

NO	NAME	PRE-TEST	CRITERIA
1	ZF	48	Poor
2	AM	56	Enough

3	FH	60	Enough
4	RE	52	Poor
5	WN	40	Poor
6	VS	56	Enough
7	SW	44	Poor
8	AA	40	Poor
9	AR	60	Enough
10	MI	56	Enough
11	GW	60	Enough
12	KS	32	Poor
13	NAT	60	Enough
14	NW	40	Poor
15	NS	48	Poor
16	NA	76	Good
17	MN	60	Enough
18	SA	40	Poor
19	RA	80	Good
20	PA	52	Poor
21	RD	44	Poor
22	AS	44	Poor
23	GK	56	Enough
24	MM	64	Enough
25	DA	60	Enough
26	JZ	52	Poor
27	SA	56	Enough
28	AP	20	Poor
29	BS	44	Poor
30	RB	56	Enough
31	OS	64	Enough
32	AD	48	Poor
33	AAV	56	Enough
Total Score		1.724	

Mean Score	52,24
Highest Score	80
Lowest Score	20

Using the pre-test results from Table 1, the researcher explained 16 students, indicating that the student's score is poor for English-speaking abilities. Then, 15 students indicate that the student's score is enough for

English-speaking abilities. Then, 2 students indicated they had good English-speaking skills.

Table 2 Students' scores on Post-test

NO	NAME	POST-TEST	CRITERIA
1	ZF	68	Enough
2	AM	68	Enough
3	FH	80	Good
4	RE	72	Enough
5	WN	60	Enough
6	VS	76	Good
7	SW	60	Enough
8	AA	64	Enough
9	AR	84	Good
10	MI	76	Good
11	GW	76	Good
12	KS	52	Poor
13	NAT	80	Good
14	NW	64	Enough
15	NS	68	Enough
16	NA	96	Very Good
17	MN	80	Good
18	SA	60	Enough
19	RA	96	Very Good
20	PA	72	Enough
21	RD	60	Enough
22	AS	60	Enough
23	GK	76	Good
24	MM	84	Good
25	DA	80	Good
26	JZ	80	Good
27	SA	76	Good
28	AP	40	Poor
29	BS	64	Enough
30	RB	76	Good
31	OS	84	Good
32	AD	68	Enough
33	AAV	76	Good
Total Score			2.452
Mean Score			72.00

Highest Score	96
Lowest Score	40

According to Table 2 post-test, 2 students are indicating that the student's score is poor for English-speaking abilities. Then, 14 students indicate that the student's score is enough for English-speaking abilities. The next 15 students indicated good English-speaking skills. Then 2 students indicated that the student's overall English-speaking ability is very good. There are some differences between the students' pre- and post-treatment English-speaking abilities, according to data collected by

Table 3 Paired Samples Result

using TikTok videos. Students who received TikTok treatment had better English-speaking abilities and received higher scores than they had previously.

Pair	PRE_TEST - POST_TEST	Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
1		19,758	2,818	,490	-20,757	-18,758	-40,281	<,001	<,001	

The sig value (2-sided p) of 0.01 < 0.05 indicates that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It may be inferred that there is a substantial difference between the pre-test and post-test results, implying that the TikTok video has an impact on increasing the student's speaking skills.

4.2. The Result of the Questionnaire

Table 4 Frequency amount of students' degree motivation

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I can use	9	23		1	

	TikTok to learn how to speak English.					
2	Using TikTok will inspire me to get better at public speaking.	6	27			
3	It's just for fun, so I don't care about making mistakes on TikTok.	5	16		10	2
4	In TikTok, I can converse with people from many countries in English.	5	15		12	1
5	I can openly voice my opinions using the TikTok app.	6	19		8	
6	I believe	5	21		7	

	that TikTok has made me a more confident speaker.					
7	I develop my speaking style on TikTok.	8	14		11	
8	I can perform a TikTok duet with an English speaker.	5	20		7	1
9	On TikTok, I may perform a monologue using popular sounds.	6	22		5	
10	TikTok gives me access to trending subjects that I may discuss with other users.	6	25			2

Table 5 Questionnaire of the Integration of Motivation and TikTok as Learning Tools

No	Statement	Mean	Rating of Motivational Level
1	I can use TikTok to learn how to speak English.	4.21	High
2	Using TikTok will inspire me to get better at public speaking.	4.18	High
3	It's just for fun, so I don't care about making mistakes on TikTok.	3.36	Moderate
4	In TikTok, I can converse with people from many countries in English.	3.33	Moderate
5	I can openly voice my opinions using the TikTok app.	3.70	High
6	I believe that TikTok has made me a more confident speaker.	3.73	High
7	I develop my speaking style on TikTok.	3.58	Moderate
8	I can perform a TikTok duet with an English speaker.	3.64	Moderate
9	On TikTok I may perform a monologue using popular sounds	3.88	High
10	TikTok gives me access to trending subjects that I may discuss with other users.	4.00	High
	Total	37.61	High

The data in Table indicate that there was a high overall mean rating of motivating level. The total score came out to 37.61. Furthermore, each assertion received a high rating. The average mean scores for Statements 1 and 2 were 4.21 and 4.18, respectively. Both statements indicate that students were highly motivated to improve their speaking skills through TikTok. Besides that, the average mean score for assertions 3 and 5 was 3.36 and 3.70, respectively. It revealed that while some of them said TikTok is simply for fun and they don't mind making mistakes, others were still worried about making blunders. TikTok allows users to openly express their ideas and share thoughts. The average mean scores for assertions 4 and 8 were 3.33 and 3.64, respectively. TikTok connects users with natural speakers, motivating pre-service teachers to practice speaking through duets. Furthermore, the average mean scores for assertions 6 and 7 were 3.73 and 3.58, respectively. It has been shown that giving pre-service teachers practice speaking on TikTok helps them improve their speaking voice and even boosts their confidence. Statement number 9 received an average score of 3.88. The final statement, number 10, did, however, receive a high mean average score. The result was 4.00, indicating that students were able to express their opinions to others about the current topic by using TikTok's popular topics. They purchase real things to help them learn the language.

4. DISCUSSION

This chapter presents research findings on the utilization of TikTok to enhance the speaking abilities and motivation of pre-service teachers for the academic year 2024, as stated in the objectives outlined in the first chapter. The research was carried out in April 2024. The data for this research were gathered from 33 students enrolled in the second semester of the English Education Department at Muhammadiyah University

Kalimantan Timur. The researcher collected data using pre-test, post-test, and questionnaire methods.

The findings showed that the intervention improved the students' English-speaking ability, resulting in satisfactory pre-and post-test scores that were approved by the researcher and the pre-service teachers. The findings of the research indicate that the use of TikTok videos improves students' English language skills at Muhammadiyah University of Kalimantan Timur. The formula produces different results based on both the pre and post-test scores. 52,24 was the mean pre-test score, while 72.00 was the mean post-test score. There are some differences between the students' pre- and post-treatment English-speaking abilities, according to data collected by using TikTok videos. Students who received TikTok treatment had better English-speaking abilities and received higher scores than they had previously.

Moreover, the T-test shows that the mean value of the post-test is greater than the pre - test. This shows a discrepancy in the instructional resources available to pre-service teachers before and during the implementation of a treatment. The paired sample T-test returned a p-value of 0.001, suggesting statistical significance at a level of 0.05. This suggests that TikTok videos considerably improve pre-service teachers' spoken English skills.

The limitation of this study, namely the lack of a control group, creates difficulties in determining the causal relationship between the use of TikTok and the improvement of English language pre-service teachers' speaking ability. Without a control group, the internal and external validity of the research results is limited. Researchers cannot be sure that the observed results are truly caused by the use of TikTok and not by other factors. Therefore, for future research, it is imperative to include an

appropriate control group to increase the reliability and validity of the findings.

The findings of this research align with the previous research conducted by Dini Herlisya and Purna Wiratno, which demonstrated a considerable improvement in students' speaking proficiency after using TikTok videos. The mean student cycle I score ranged from 69.00 to 76.75 during cycle II. Quantitative figures reveal that utilizing the TikTok application can enhance the English-speaking abilities of students specializing in English Education at STKIP PGRI Bandar Lampung.

Furthermore, Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, and Nugraheni Allatif discovered significant variations in student motivation to speak before and after using TikTok videos. The results of the research are striking because respondents said that continuous use of TikTok for speaking practice resulted in increasing confidence over time. Respondents were very motivated to speak since they had recently learned new language abilities. Learning to speak English using TikTok boosts students' self-confidence, resulting in significant improvement and a positive attitude throughout the learning process.

Both studies showed that the use of TikTok had a positive impact on students' English speaking ability. Both also recorded improvements in both proficiency (mean score) and motivation and confidence. The visible differences between the two studies are: Herlisya and Wiratno's research focused more on quantitative results (average score), while Komariyah et al.'s research focused more on qualitative aspects (motivation and confidence). Furthermore, Herlisya and Wiratno's research used a more structured approach with measurements in two cycles, while Komariyah et al. used a more observational approach to motivation and confidence.

Overall, these two studies support the argument that TikTok can be an effective tool in improving English speaking, both in terms of proficiency and students' motivation and confidence. The complementary approaches of these two studies provide a more in-depth and comprehensive insight into the benefits of using social media in education.

5. CONCLUSION

This study examined the effect of using TikTok videos in learning on pre-service teachers' English-speaking ability. The results showed that there was a significant improvement in speaking ability after the training using TikTok, as seen from the significant difference in the pre-test and post-test mean scores. The pre-test mean score of 52.24 increased to 72.00 in the post-test. The paired sample t-test showed a significant value of 0.001, indicating that this improvement was statistically significant.

The findings of this study suggest that the use of TikTok not only improves pre-service teachers' speaking ability but also motivates them to be more engaged in the learning process. Exposure to innovative and interactive learning methods such as TikTok videos helped increase teachers' interest and engagement in the training. They feel more motivated to learn and apply new skills because the approach is interesting and relevant to their daily lives.

In addition, pre-service teachers' motivation to use TikTok in learning also increased, with motivation levels ranging from moderate to high based on the questionnaires they filled out. Pre-service teachers showed interest and appreciation towards using TikTok as an effective new learning tool.

Suggestions for future research are to investigate the effectiveness of TikTok in the development of English-speaking skills at different

educational levels, such as primary, secondary and tertiary schools. It could also investigate the integration of TikTok with other digital learning tools, such as language learning apps, e-learning platforms, or other social media to create a more holistic learning experience.

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