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The Effect of Tiktok on Students' Speaking Skills: A Apre-Experimental Study

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Abstract

This study aimed to examine the effect of TikTok as a learning medium on the speaking skills of eighth-grade students at SMP PGRI 6 Bandar Lampung. The study employed a pre-experimental research design using a one-group pretest–posttest design. The participants consisted of 28 students selected through purposive sampling based on their relatively low speaking proficiency. Data were collected through speaking tests, and students' speaking performance was assessed using a rubric covering pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test because the normality test indicated that the data were not normally distributed. The results revealed a statistically significant difference between the pre-test and post-test scores (Asymp. Sig. < 0.001). Furthermore, the mean pre-test score of [pre-test mean] increased to [post-test mean] in the post-test, representing an improvement of [score difference] points ([percentage]%). These results suggest that TikTok-based learning may contribute to improvements in students' speaking skills. However, the practical significance of the improvement should be interpreted in relation to the magnitude of the score changes and their implications for students' speaking performance. This study was limited by its small sample size and the use of a one-group pretest–posttest design without a control group. Future researchers are encouraged to employ larger samples and controlled experimental designs to obtain more comprehensive evidence regarding the effectiveness of TikTok as a learning medium.

Keywords: *EFL students, Learning media, Pre-experimental research, Speaking skills, TikTok*

INTRODUCTION

In today's globalized era, English has become an essential language for communication in education, technology, business, science, and international interaction. As English functions as a global language, students are expected to develop adequate proficiency to access information and communicate effectively in various contexts (Andayani, 2022). Among the four language skills; listening, speaking, reading, and writing, speaking is considered one of the most essential yet challenging skills for students learning English as a Foreign Language (EFL). Speaking requires learners not only to produce grammatically correct utterances but also to communicate ideas fluently, accurately, and confidently in real-time interactions. Therefore, students are expected to master several components of speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension (Ghafar et al., 2023).

Despite its importance, many EFL students still encounter difficulties in developing speaking skills. Previous studies have reported that students frequently experience speaking anxiety, lack of self-confidence, limited vocabulary, inaccurate pronunciation, and insufficient opportunities to practice English in meaningful classroom contexts (Salihoğlu, 2024). In addition, teacher-centered instructional practices often limit students' participation in speaking

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activities, resulting in low interaction and reduced speaking performance (Amirova, 2025). These findings indicate that English teachers need to implement more engaging and student-centered instructional media that encourage active participation and provide authentic opportunities for speaking practice.

Similar conditions were identified during preliminary observations conducted at SMP PGRI 6 Bandar Lampung. Many eighth-grade students demonstrated low speaking proficiency, hesitated to express their ideas in English, possessed limited vocabulary, and lacked confidence during classroom speaking activities. These classroom conditions are consistent with the problems reported in previous studies, indicating the need for an instructional medium that can motivate students to participate more actively in speaking practice.

One digital platform that has attracted considerable attention in language learning is TikTok. As one of the most widely used social media applications among teenagers, TikTok enables users to create and share short videos supported by various interactive features, including music, subtitles, visual effects, and filters (Awanda et al., 2024). These features provide opportunities for students to practice speaking creatively, repeatedly record their performances, and evaluate their own speaking production. Consequently, TikTok has considerable potential to create a more enjoyable, interactive, and less stressful learning environment, which may enhance students' speaking performance (Ariesinta & Ardlillah, 2022).

Several previous studies have demonstrated the educational benefits of TikTok in English language learning. Hulwatun reported that students perceived TikTok as an engaging learning platform that improved their pronunciation, intonation, and speaking confidence (Nasichah, 2023). Likewise, Adhani et al. (2023) found that TikTok promoted interactive learning experiences and supported students' speaking practice. Furthermore, Sari et al. (2024) revealed that TikTok increased students' motivation to practice speaking through creative video-based activities. These findings indicate that TikTok has substantial potential as a learning medium for English speaking instruction.

However, despite these promising findings, previous studies have mainly focused on students' perceptions and motivation toward the use of TikTok in English learning. Hulwatun (2023) investigated university students' perceptions of using TikTok to enhance their speaking skills and found that students viewed TikTok as a supportive learning tool. Adhani (2023) explored EFL students' perceptions of TikTok in improving speaking skills and reported that the platform provided an interactive environment for language learning. Alifia (2023) examined students' motivation toward learning speaking through TikTok and found that the application encouraged students to practice speaking despite several challenges. Similarly, Sarkila (2024) investigated students' perceptions of TikTok for learning English speaking and reported that TikTok increased learners' confidence and motivation. Meanwhile, Syamsiani (2023) explored students' perceptions and challenges in using TikTok videos for learning English in general. Although these studies demonstrated the educational potential of TikTok, they primarily emphasized learners' perceptions, attitudes, and motivation rather

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than objectively measuring students' speaking achievement. Therefore, empirical evidence examining the effect of TikTok on students' actual speaking performance through quantitative assessment remains limited, particularly among junior high school EFL students. Previous studies conducted by Hulwatun (2023), Adhani (2023), Alifia (2023), Sarkila (2024), and Syamsiani (2023) primarily focused on students' perceptions, motivation, and experiences in using TikTok as a learning medium for learning English and improving speaking skills. While these studies demonstrated that TikTok has positive potential to support language learning, they did not objectively measure improvements in students' speaking skills through a pre-test–post-test design. Therefore, empirical evidence regarding the effectiveness of TikTok in improving students' speaking skills remains limited.

Furthermore, the assessment of speaking skills requires careful consideration because evaluating students' speaking performance involves judgments regarding pronunciation, grammar, vocabulary, fluency, and comprehension. Such assessments may be influenced by raters' subjective interpretations, potentially affecting the consistency of the results. Therefore, clear scoring criteria and consistent assessment procedures are important to ensure that students' speaking performance is evaluated systematically. The use of a speaking assessment rubric can provide explicit criteria for evaluating each component of speaking performance. In addition, involving independent raters and examining inter-rater reliability, when feasible, can strengthen the credibility of speaking assessment results. Accordingly, the procedures used to assess students' speaking performance should be clearly described to support the interpretation of changes in their pre-test and post-test scores.

To address these gaps, this study examined the effect of using TikTok as a learning medium on the speaking skills of eighth-grade students at SMP PGRI 6 Bandar Lampung. Unlike many previous studies that primarily focused on students' perceptions and motivation, this study objectively measured students' speaking achievement before and after the implementation of TikTok-based learning activities. Therefore, this study contributes to the existing literature by providing empirical evidence regarding the effectiveness of TikTok in improving EFL students' speaking skills in the context of junior high school education.

The findings of this study are expected to contribute both theoretically and practically to English language teaching. Theoretically, this study enriches the literature on the integration of social media into EFL speaking instruction by providing empirical evidence regarding the effectiveness of TikTok in improving students' speaking skills. Practically, the findings may assist English teachers in selecting innovative digital learning media that encourage active participation and enhance students' speaking performance. Therefore, this study sought to answer the following research question: “Does the use of TikTok as a learning medium have a significant effect on the speaking skills of eighth-grade students at SMP PGRI 6 Bandar Lampung?” Accordingly, the objective of this study was to examine the effect of using TikTok as a learning medium on students' speaking skills through a pre-experimental one-group pretest-posttest design.

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METHOD

This study employed a pre-experimental research design, specifically a one-group pretest–posttest design, in which a single group of participants was measured before and after receiving the treatment (Creswell, 2018; Sugiyono, 2022). This design was used to examine changes in students' speaking performance following the implementation of TikTok as a learning medium by comparing their pre-test and post-test scores. According to Creswell and Creswell (2018), the one-group pretest–posttest design can be represented as follows:

$O_1 – X – O_2$

Where O_1 represents the pre-test, X represents the treatment, and O_2 represents the post-test.

The research was conducted at SMP PGRI 6 Bandar Lampung during the 2025/2026 academic year. The participants were 28 eighth-grade students from Class VIII C. The class was selected through purposive sampling because the students demonstrated relatively low speaking proficiency based on the teacher's initial assessment, particularly in pronunciation, vocabulary, grammar, fluency, and comprehension.

The study was conducted over four instructional meetings, consisting of one pre-test session, two treatment sessions, and one post-test session. Before the treatment, students completed a pre-test to assess their initial speaking performance. During the treatment sessions, the researcher introduced the topic of introducing oneself and used selected English-speaking TikTok videos as learning materials. Students watched the videos to observe pronunciation, vocabulary, grammar, fluency, and expressions used by the speakers. After discussing the content and language features of the videos, students practiced introducing themselves in English individually. At the end of the treatment, students created and recorded short self-introduction videos using TikTok. The researcher provided feedback on their pronunciation, grammar, vocabulary, fluency, and comprehension based on their recorded performances. Finally, a post-test was administered to assess students' speaking performance after the treatment.

The pre-test and post-test scores were compared to determine whether students' speaking performance changed following the implementation of TikTok-based learning activities. However, because this study employed a one-group pretest–posttest design without a control group, the observed changes cannot be attributed exclusively to TikTok. Other factors, including repeated practice and students' experiences during the instructional sessions, may also have contributed to the observed changes. Therefore, the findings are interpreted as evidence of changes in speaking performance following the treatment rather than definitive evidence of a causal effect attributable solely to TikTok.

The instrument used in this study was a speaking test administered before and after the treatment. Students' speaking performance was assessed using five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension, based on the speaking assessment framework proposed by Harris (1974). These criteria were used to evaluate students' performance during the pre-test and post-test.

Data were collected through pre-test and post-test speaking assessments. In both tests, students were asked to perform a short self-introduction in English based on the topic Introducing Oneself. The pre-test was

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administered before the treatment to establish students' initial speaking scores, while the post-test was conducted after the treatment to measure their speaking performance following the implementation of TikTok-based learning activities. The scores obtained from both assessments were then compared to identify changes in students' speaking performance.

The collected data were analyzed using descriptive and inferential statistics (Field, 2018). Descriptive statistics were used to summarize the pre-test and post-test scores, including the mean, minimum, maximum, and standard deviation (Pallant, 2020). A normality test was conducted to determine the appropriate statistical procedure for hypothesis testing. When the assumptions for a paired-samples t-test were satisfied, the test was considered appropriate for comparing the pre-test and post-test scores. When the data did not meet the relevant assumptions, the Wilcoxon Signed-Rank Test was used as a non-parametric alternative for analyzing paired observations (Field, 2018).

The statistical analysis was conducted to determine whether a significant difference existed between students' pre-test and post-test scores. In interpreting the findings, statistical significance was considered alongside the magnitude of the observed score changes. Because the study did not include a control group, any observed improvement was interpreted cautiously and was not considered conclusive evidence that TikTok alone caused the improvement in students' speaking performance.

RESULT AND DISCUSSION

This section presents the findings of the study based on the data obtained from the pre-test and post-test. The results are presented through descriptive statistics and inferential statistical analysis to determine the effect of using TikTok as a learning medium on students' speaking skills. Descriptive statistics provide an overview of students' speaking performance before and after the treatment, while the inferential analysis examines whether the improvement is statistically significant.

1. Descriptive Statistics

The descriptive statistics summarize students' speaking scores in the pre-test and post-test, including the minimum score, maximum score, mean, and standard deviation. These statistics provide an initial overview of students' speaking achievement before and after the treatment.

Table 1. Descriptive Statistics

Test		Min	Max	Mean	SD
Pre-test	28	68	82	76.11	4.20
Post-test	28	70	85	79.29	4.51

Table 1 presents the descriptive statistics of the students' speaking scores. The mean score increased from 76.11 in the pre-test to 79.29 in the post-test, indicating an improvement after the implementation of TikTok-based learning activities.

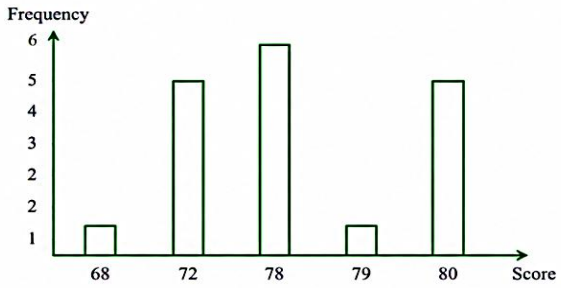


Figure 1. Frequency Distribution of Pre-test Scores

Figure 1 illustrates the distribution of students' pre-test scores before the implementation of TikTok-based learning activities. Most students obtained scores of 78 (6 students), followed by scores of 72 and 80 (5 students each). Only one student achieved a score of 68 and one student obtained a score

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of 79. These findings indicate that most students' speaking performance was concentrated within the range of 72 to 80 before the treatment.

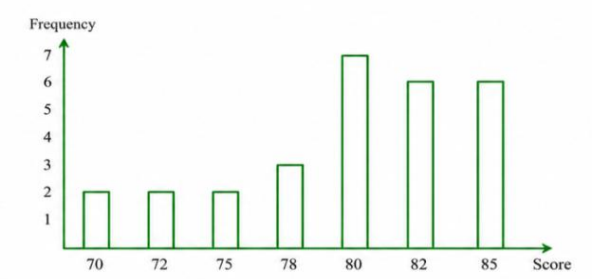


Figure 2. Frequency Distribution of Post-test Scores

Figure 2 shows the distribution of students' post-test scores after the implementation of TikTok-based learning activities. The most frequently obtained score was 80 (7 students), followed by scores of 82 and 85 (6 students each). Only two students obtained scores of 70, 72, and 75, while three students achieved a score of 78. Compared with the pre-test, the post-test distribution shifted toward higher scores, indicating an overall improvement in students' speaking performance after the treatment.

2. Normality Test

Before hypothesis testing, a normality test was conducted using the Shapiro–Wilk test. According to Shapiro and Wilk (1965), the Shapiro–Wilk test is recommended for studies with relatively small sample sizes ($n < 50$) because it provides greater statistical power in detecting departures from normality. Before conducting the normality test, the following hypotheses were formulated:

H_0: The data are normally distributed.

H_1: The data are not normally distributed.

Table 2. Normality Test Result

Data	Sig. (Shapiro-Wilk)	Description
Pre-test	0.033	Not normal
Post-test	0.015	Not normal

The results showed significance values of 0.033 for the pre-test and 0.015 for the post-test. Since both values were lower than 0.05, the data were not normally distributed. Therefore, a non-parametric statistical test was required.

3. Hypotesis Test

Because the normality assumption was violated, the hypothesis was tested using the Wilcoxon Signed-Rank Test. According to Field (2018), the Wilcoxon Signed-Rank Test is an appropriate non-parametric alternative to the paired-samples t-test when paired data are not normally distributed. In this study, the hypotheses were formulated as follows:

Null Hypothesis (H_0): There is no significant effect of using TikTok as a learning medium on students' speaking skills.

Alternative Hypothesis (H_1): There is a significant effect of using TikTok as a learning medium on students' speaking skills.

Table 3. Wilcoxon Signed-Rank Test Result

Test	Z	Sig. (2-tailed)
Wilcoxon	-4.169	0.000

The Wilcoxon Signed-Rank Test produced an Asymp. Sig. (2-tailed) value of 0.000, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This indicates that the use of TikTok as a learning medium significantly improved students' speaking skills.

The findings of this study indicate that the use of TikTok as a learning medium significantly improved students' speaking skills. The descriptive statistics showed an increase in the mean score from 76.11 in the pre-test to 79.29 in the post-test. Furthermore, the Wilcoxon Signed-Rank Test produced an Asymp. Sig. (2-tailed) value of 0.000, which was lower than the significance level of 0.05. Therefore, the null hypothesis (H_0) was

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rejected and the alternative hypothesis (H_1) was accepted. These findings indicate that the use of TikTok as a learning medium had a significant positive effect on the speaking skills of the eighth-grade students at SMP PGRI 6 Bandar Lampung.

The improvement in students' speaking performance can be explained by the characteristics of TikTok as an interactive and engaging learning medium. TikTok provides authentic language input through short videos, allowing students to observe pronunciation, vocabulary, grammatical expressions, and speaking styles demonstrated by English speakers. During the learning process, students repeatedly watched the videos, practiced speaking, and recorded their own self-introduction videos before submitting the final version. This repeated practice enabled students to improve the five components of speaking proposed by Harris (1974), namely pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, the opportunity to rehearse before recording reduced students' anxiety and increased their confidence when speaking English.

These findings are in line with previous studies. Hulwatun (2023) reported that students perceived TikTok as an effective learning medium because it helped them observe gestures, facial expressions, pronunciation, and intonation while reducing the pressure of speaking in front of others. Similarly, Adhani (2023) found that TikTok created an interactive learning environment that supported students' speaking development through authentic language exposure. Alifia (2023) also revealed that TikTok increased students' motivation to practice speaking and encouraged them to create English-speaking videos independently. Likewise, Sarkila (2024) concluded that TikTok enhanced students' confidence and motivation in learning English, while Syamsiani (2023) found that students generally held positive perceptions of using TikTok for learning English despite several challenges.

Although those previous studies mainly focused on students' perceptions, attitudes, and motivation toward using TikTok, the present study extends their findings by providing empirical evidence through a pre-experimental one-group pretest-posttest design. Unlike the previous studies, which primarily explored students' opinions regarding TikTok, this study demonstrates that TikTok not only promotes positive perceptions and motivation but also leads to a statistically significant improvement in students' speaking achievement, as evidenced by the comparison between pre-test and post-test scores.

Overall, the findings suggest that TikTok can be considered an effective alternative learning medium for teaching speaking at the junior high school level. By integrating a digital platform that is already familiar to students, teachers can create a more engaging learning environment that encourages active participation, repeated speaking practice, and greater confidence in using English.

CONCLUSION

This study found a statistically significant difference between students' pre-test and post-test speaking scores following the implementation of TikTok-based learning activities. The mean score increased from 76.11 in the pre-test to 79.29 in the post-test, indicating an improvement in students' speaking performance after the treatment. These findings suggest that TikTok may serve

as a useful learning medium for providing opportunities to practice speaking skills in EFL classrooms, particularly through activities focused on self-introduction.

However, this study had several limitations, including the use of a pre-experimental one-group pretest-posttest design without a control group, the involvement of only one class of eighth-grade students at SMP PGRI 6 Bandar Lampung, and the relatively short treatment period focusing on a single speaking topic. Therefore, the observed improvement cannot be attributed exclusively to the use of TikTok. Future researchers are encouraged to employ experimental or quasi-experimental designs with control groups and larger, more diverse samples. Further studies could also explore the use of TikTok to develop other English language skills, a wider range of speaking topics, and different educational levels.

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