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UTILIZING TIKTOK VLOGS TO EFFECTIVELY BOOST YOUNG LEARNERS' SPEAKING PROFICIENCY

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Abstract: Mastering speaking skills poses a challenge for young learners, prompting the search for innovative solutions such as using educational tools. This study explores the impact of TikTok vlogs on the speaking skills of young learners, considering its potential as an educational tool. This study was conducted at one elementary school in Indonesia where the proficiency in speaking skills remained low. Participants of the present study were taken from 54 fourth-grade elementary students and the research utilized pre-test and post-test data analyzed through SPSS 21.00 using an Independent Sample t-test and N-Gain Test. The post-test data showed a significant result since the significance value of the post-test was 0.000 less than the significance level, 0.005, and this made the null hypothesis rejected. The N-gain score further confirmed its effectiveness, with a value of 58.76,

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compared to the control class's 18.42. These results highlight TikTok Vlog's positive impact, showcasing its potential in modern language education and advocating for its integration into teaching practices. Such compelling outcomes underscore the promising implications of integrating TikTok vlogs in language education, signaling a need for its broader implementation to bolster young learners' speaking skills in educational settings.

Keywords: *learning media, speaking skills, TikTok vlog, young learners*

INTRODUCTION

Speaking is of great significance for the people interaction where they speak everywhere and every day (Efrizal, 2012). The ability to speak fluently not only improves comprehension but also fosters cultural understanding and adaptability, enabling students to engage meaningfully in diverse social environments. Good speaking skills serve as a bridge facilitating deeper relationships and exchange of ideas between individuals. However, many EFL students, including young learners aged 6-12 years, face difficulties in learning to speak English. The primary issues include negative attitudes toward the English language, inhibition in speaking, and low participation in speaking activities (Laila et al., 2023). These challenges stem from various factors, including lack of self-confidence, limited vocabulary, grammar uncertainties, and unsupportive responses from peers, hindering their progress (Bakhsh, 2016; Shahrestanifar & Rahimy, 2014).

To address these issues, educators seek innovative solutions to enhance young learners' English-speaking skills. Utilizing technology and social media platforms as learning tools has emerged as an effective approach (Kadwa & Alshenqeeti, 2020; Samuel, 2009). Modern technology, such as software and hardware, plays a significant role in language education, providing engaging and interactive experiences for students (Maulidah, 2018; Xiuwen & Razali, 2021).

Social media platforms, including TikTok, have become popular mediums for communication and information exchange, shaping the way younger generations interact (Scott & Goode, 2020). Leveraging these platforms in the learning process can capture students' interest and motivation, enabling them to explore language skills in a familiar and engaging context. Thus, integrating social media into language learning approaches offers a promising avenue to enhance young learners' speaking proficiency.

The rapid development of social media platforms, including YouTube, Twitter, Instagram, Snapchat, and Facebook, has significantly impacted how people communicate and share content online. They impact learning English communication skills and grammar usage (Muftah, 2022) and can also be used to learn to speak in English (Kuning, 2020). Among these platforms, TikTok has gained immense popularity, with over 100 million downloads on Google Play Store. TikTok allows users to upload various types of videos, including vlogs, which are videos showcasing individuals' daily activities, travels, or other engaging content. Vlogging has become a prevalent activity on social media platforms, involving users narrating their experiences and activities, often accompanied by subtitles or written text to enhance viewers' understanding (Rahmawati et al., 2018). The rise of TikTok as a global platform has transformed how vlogs are shared, with many users opting for shorter durations, typically around 1 to 2 minutes, known as TikTok vlogs. Educators have recognized the potential of vlogs, including TikTok vlogs, as tools to enhance students' learning experiences, particularly in improving speaking skills (Devana & Afifah, 2020; Maulidah, 2018).

Several studies have explored the effectiveness of TikTok vlogs in enhancing students' speaking proficiency. For instance, (Rizkiyah, 2021) conducted a quantitative study involving 66 ninth-grade students, dividing them into experimental and control groups. The experimental group was exposed to mini vlogs on TikTok as a speaking exercise, leading to a significant improvement in their speaking skills as evidenced by higher post-test scores. Similarly, Zaitun et al. (2021)

conducted qualitative research with eighth-grade students, implementing storytelling activities through short videos uploaded on TikTok. The study demonstrated a notable increase in students' speaking scores, with positive feedback indicating enhanced confidence and motivation among the participants. Additionally, other researchers like (Putri, 2022) and Herlisya and Wiratno (2022) conducted studies involving college students, showing positive outcomes in their speaking skills after utilizing TikTok media. Moreover, Ferstephanie and Lady Pratiwi (2022) in their study about the effect of TikTok on developing students' speaking skills proved effective in developing English speaking skills involving 25 students of a grade 10 science class.

While previous studies have highlighted the effectiveness of TikTok vlogs in improving speaking skills among high school and college students, limited research has focused on young learners, specifically elementary school students because there has been no previous research that applies TikTok vlogs to improve speaking skills in young learners. Young learners, characterized by their enthusiasm and creativity, present a unique challenge and opportunity in utilizing TikTok vlogs for language learning. Introducing English to young learners at an early age is advantageous, and leveraging their natural inclination for play and fun can enhance their language acquisition experiences (Mattsson & Norrby, 2013). Recognizing the potential benefits and challenges, this study aims to investigate the impact of TikTok vlogs on the speaking proficiency of young learners, particularly elementary school students. The research focuses on enhancing speaking skills through innovative and engaging approaches tailored to the specific needs and characteristics of young learners.

In summary, the prevalence of TikTok and the evolving landscape of social media have paved the way for innovative educational practices. Previous studies (Herlisya & Wiratno, 2022; Putri, 2022; Rizkiyah, 2021; Zaitun et al., 2021) have demonstrated the positive impact of TikTok vlogs on speaking skills among older

students. However, this study aims to fill the research gap by exploring the effectiveness of TikTok vlogs specifically among elementary school students. By investigating the unique challenges and opportunities posed by young learners, this research aims to provide valuable insights into optimizing TikTok vlogs as a tool for enhancing speaking proficiency among this demographic, contributing to the broader discourse on language education strategies in the digital age. Therefore, the research questions were formulated as follows:

1. Is there any significant difference between students who are given TikTok vlogs and those who are not?
2. Is the use of TikTok vlogs effective in improving young learners' speaking proficiency?

METHOD

Research Design

This research used a quantitative approach utilizing a quasi-experimental design. Quantitative research is research based on quantity or quantity measurements, and research can use quantitative methods if a phenomenon can be calculated using numbers or quantities (Kothari, 2004). This research was called quantitative research because the data collected in this study could be analyzed using statistical calculations. Furthermore, this research was quasi-experimental because the researchers wanted to know the effect of the independent variable on the dependent variable. The researchers utilized a pre-test which functioned to identify students' prior abilities and also to determine the homogeneity of the sample. In addition, a post-test was also carried out to find out the difference between the two groups that were given treatment and the other was not. Those two groups were called the experimental and the control group in which the experimental group was given treatment while the control group was not the same treatment. However, both groups were given the same pre-test and post-test. This research was suitable for implementing quasi-experimental research since two intact classes were utilized as experiment and control groups.

Participants and materials

The study involved eighty-one participants of fourth-grade students from an elementary school in Malang City, East Java, Indonesia whom proficiency in English-speaking skills were low. The participants were from three different classes, in which each class had twenty-seven students. The researchers took two classes and divided it into two groups: the experimental group, which received the TikTok vlog treatment as a learning medium, and the control group, which utilized printed materials for learning. The materials used for both experimental and control were "*My Favorite Fruit*". The treatment sessions were conducted throughout four meetings which included (1) an Introduction on how to use TikTok, (2) Let's practice how to introduce presentation in TikTok, (3) Let's learn by brainstorming the names, colors, and tastes of fruits, and (4) Let's learn by asking participants to mention the names, colors, and tastes of fruits they like best. Before the treatment, a pre-test was administered, where students delivered presentations on predetermined topics as assessed by the researcher.

Instruments

To assess students' speaking ability, the researchers adopted the scoring rubric proposed by Harris (1969). The assessment components included pronunciation, vocabulary, grammar, fluency, and comprehension. This initial assessment was crucial in establishing the baseline speaking skills of the participants before the intervention. Subsequently, the experimental and control groups were subjected to the designated treatment methods. Following the treatment sessions, a post-test was conducted, where students presented on the same topics ("*My Favorite Fruits*") as in the pre-test. This post-test aimed to evaluate the effectiveness of the TikTok vlog treatment compared to traditional printed materials. To ensure the reliability of the assessment, the pre-test and post-test data were assigned to some raters, namely the researchers and a colleague who demonstrated expertise in English speaking skills with the Cohen Kappa technique in SPSS.

Data Collection and Analysis

In this study, the analysis of the data involved the application of statistical methods. Specifically, the pre-test and post-test scores were analyzed using the Independent Sample t-test to test the first hypothesis, comparing the mean scores between the experimental and control groups. Additionally, the N-gain Score was calculated to assess the students' improvement in speaking skills following the respective treatments, addressing the second hypothesis. The utilization of these statistical analyses allowed for a comprehensive evaluation of the effectiveness of the TikTok vlog method as a learning medium in comparison to traditional printed materials. The collaboration of two raters further enhanced the credibility and reliability of the findings, ensuring the accuracy of the assessment process in determining the impact of the interventions on the participants' speaking proficiency.

Validity, Reliability and Normal Distribution

Validity is a measurement that the variable being measured is really what the researcher wants to examine. According to Cooper & Schindler (2014), there are three major forms of validity to conduct a research activity: content, criterion-related, and construct validity. In addition, Creswell (2014) suggested three traditional forms of validity to look for (a) content validity (do the items measure the content they were intended to measure?), (b) predictive or concurrent validity (do scores predict a criterion measure? Do results correlate with other results?), and (c) construct validity (do items measure hypothetical constructs or concepts?). However, in this study, the researcher only used 1 validity test, namely content validity, because it was compatible with research where the population and sample used were in formal situations, especially in educational places. In this study, the content validity used is the curriculum and syllabus so that it can show whether the test is appropriate or not.

The reliability of this study was established using the Cohen's Kappa technique in SPSS. The data from pre-test and post-test scores of the experimental and control groups were calculated using this

method. The tested data included oral performance assessments of students, evaluated by two raters. and the results can be seen in the Table 1.

Table 1.

The Result of Reliability Test

Reliability Test	Value
Pre-test of experimental class	0.750
Pre-test of control class	0.717
Post-test of experimental class	0.779
Post-test of control class	0.774

Based on Table 1, the pre-test and post-test in the experimental class and control class are proven to be reliable and valid because the values are in the substantial agreement category, which means there is high agreement between the two raters.

After testing reliability, the researcher carried out a hypothesis test to answer the first hypothesis using the Independent Sample T-test. Independent Sample t-test is a statistical test that compares the means of two sample groups to see whether there is a significant difference between the two groups. Normality and Homogeneity tests are requirements that must be met before carrying out the Independent Sample t-test.

Table 2.

Normality test for pre-test using Shapiro Wilk

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Score	Experimental Class	.939	27	.114
	Control Class	.954	27	.265

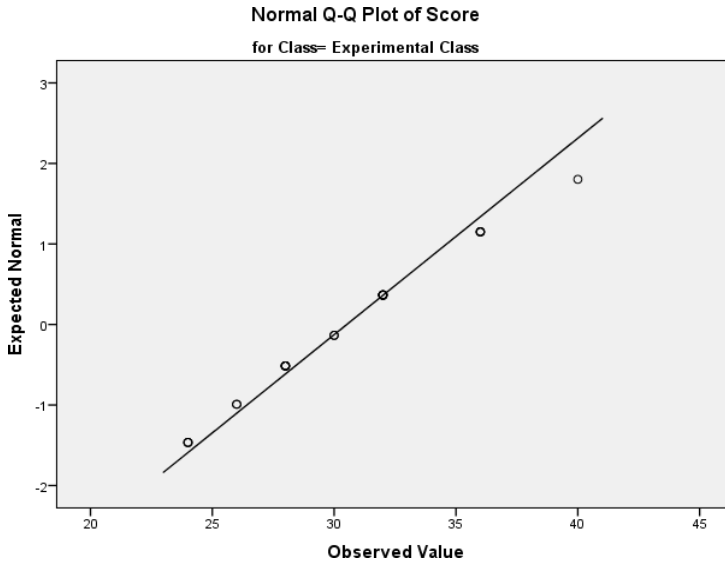


Figure 1. Normal Q-Q plot of pre-test for experimental class

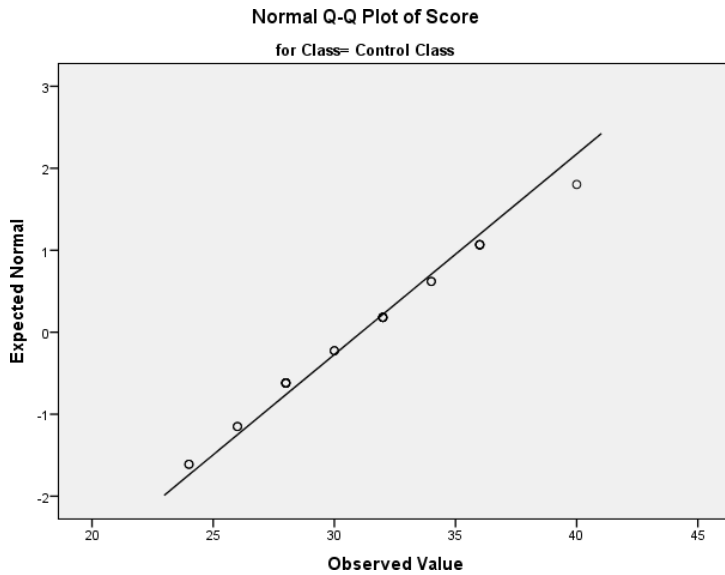


Figure 2. Normal Q-Q plot of pre-test for control class

Table 2 shows that significance value for the experimental class is 0.114, while the significance value for the control class is 0.265. The data can be said to be normal if significance value is more than 0.05, otherwise the data is not normal if significance value is less than 0.05. Furthermore, Figure 1 and Figure 2 show that the points followed the

line which means the data is normal. So, it can be concluded that the pre-test data obtained are normally distributed.

Table 3.

Normality test for post-test using Shapiro Wilk

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Score	Experimental Class	.947	27	.184
	Control Class	.957	27	.312

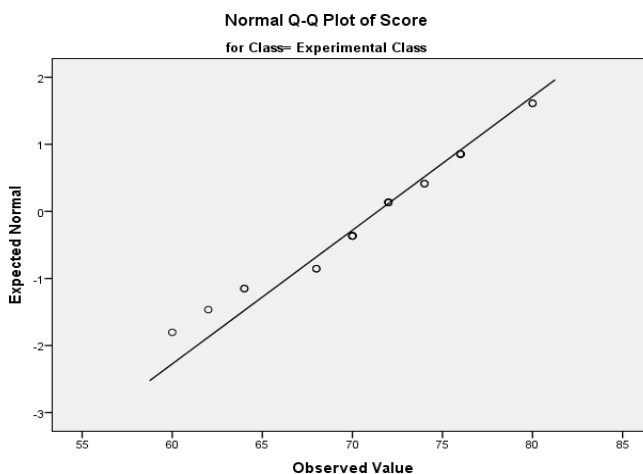


Figure 3. Normal Q-Q plot of post-test for experimental class

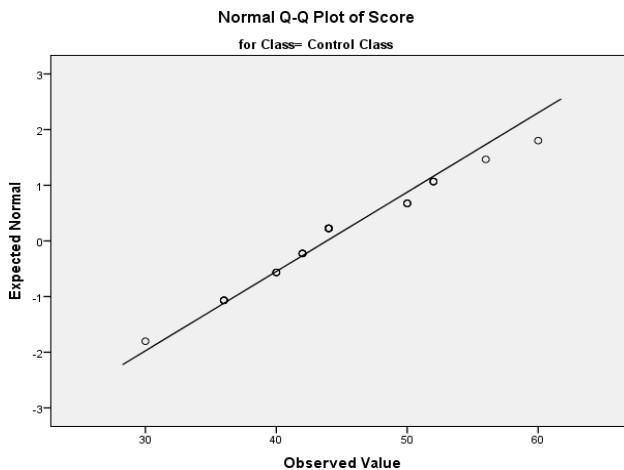


Figure 4. Normal Q-Q plot of post-test for control class

Table 3 presents that the significance value for the experimental class is 0.184 while for the control class is 0.312. The significance value in both classes were more than 0.05. Furthermore, from Figure 3 and Figure 4 it can be seen that the points followed the line which means the data is normal. That is, the post-test data is normally distributed.

Table 4.
Homogeneity test for pre-test

Levene Statistic	df1	df2	Sig.
.005	1	52	.944

After proving that the data is normally distributed, the next test is homogeneity. Table 4 shows that the significance level is 0.944 more than 0.05. It can be concluded that the pre- test data have a same variance or homogenous.

Table 5.
Homogeneity test for post-test

Levene Statistic	df1	df2	Sig.
1985	1	52	.165

In Table 5, the significance level of post-test is 0.165, which is higher than 0.05. This indicates that the post-test data obtained exhibited the same variance or homogeneity.

FINDINGS

The present study's findings were elucidated to answer the two research questions posed earlier in the Introduction section, namely, (1) Is there any significant difference between students who are given TikTok vlogs and those who are not? and, (2) Is the use of TikTok vlogs effective in improving young learners' speaking proficiency? As shown in Table 6 the result of the pre-test was measured to analyze the homogeneity of the two groups between experimental and control groups.

Table 6.

The result of independent sample t-test on pre-test

Class	N	M	Min	Max	SD	P(2-tailed)	SE
Experimental	27	30.52	24	40	4.099	0.597	0.789
Control	27	31.11	24	40	4.099	0.597	0.789

After knowing that the data is normally distributed and homogeneous, the hypothesis test using Independent Sample t-test can be carried out. Table 6 presents that the average pre-test scores for the experimental class and control class are 30.52 and 31.11 respectively, which indicates similar initial performance. Both classes have comparable minimum and maximum scores, standard deviations, and standard errors. The calculated significance value (Sig. (2- tailed)) of 0.597 is more than 0.05, causing H0 to be accepted and H1 rejected in the first hypothesis. In essence, there is no significant difference in speaking ability between the experimental class and the control class before the treatment, this confirms that their proficiency levels are comparable.

RQ 1: “Is there any significant difference between students who are given TikTok vlogs and those who are not?”

To answer the first research question (RQ1), the researchers analyzed the result of the independent sample t-test on the post-test, as shown in Table 7, by comparing both experimental and control groups.

Table 7.

The result of independent sample t-test on post-test

Class	N	M	Min	Max	SD	P(2-tailed)	SE
Experimental	27	71.41	60	80	5.017	0.000	0.966
Control	27	43.85	30	60	7.015	0.000	1.350

Table 7 displays key statistics for the experimental and control classes. The experimental class, with a mean score of 71.41 (ranging from 60 to 80), exhibits a significant difference from the control class, which scored a mean of 43.85 (ranging from 30 to 60). The significance value ($0.000 < 0.05$) supports this difference, leading to the rejection of H0 and acceptance of H1 in the first hypothesis. This demonstrates the

effectiveness of the TikTok vlog treatment over printed material in enhancing the speaking proficiency of young learners.

RQ 2: “Is the use of TikTok vlogs effective in improving young learners’ speaking proficiency?”

To answer the second research question (RQ2), the researchers analyzed the result of the descriptive statistics of the n-gain test, as shown in Table 8, by comparing both experimental and control groups and which group outscores the other.

Table 8.
Descriptive statistics of N-Gain test

Class	Mean	Median	SD	SE	Min	Max
Experimental	58.76	60	7.29	1.404	42.86	73.69
Control	18.42	17.6	9.67	1.861	2.78	37.50

In Table 8, the experimental class has a mean score of 58.76, falling within the "effective enough" category according to Hake (1999) criteria. Meanwhile, the control class scored 18.42, categorized as "not effective." This indicates that TikTok vlogs effectively enhances the speaking proficiency of young learners, confirming the acceptance of H1 in the first hypothesis. It means that the use of TikTok vlogs is effective in increasing the speaking proficiency of young learners.

DISCUSSION

The study validated two hypotheses: firstly, the significant difference between the experimental group exposed to TikTok vlog and the control group; and secondly, TikTok vlog's efficacy in enhancing young learners' speaking proficiency. SPSS analysis confirmed both hypotheses, demonstrating TikTok vlog's effectiveness in boosting speaking skills among young learners. The research, employing a quantitative approach, showcased TikTok vlog's impact statistically.

Similar outcomes aligned with Rizkiyah (2021) study among junior high school students, reinforcing TikTok vlog's positive impact via statistical methods. The study revealed students' heightened

interest in TikTok vlogs due to its engaging features, such as music, subtitles, and animations, preventing classroom boredom. Conversely, the control group, utilizing printed materials, lacked such engagement, echoing findings from Zaitun et al. (2021) 's qualitative research among high school students. Interviews revealed students' enjoyment and enthusiasm for TikTok vlogs' engaging attributes.

Moreover, TikTok vlogs facilitated vocabulary enhancement through its interactive video format, observed in the experimental group's enhanced fluency from increased vocabulary exposure. This was consistent with Herlisya and Wiratno (2022) and Putri (2022) 's studies affirming the confidence boost in speaking English attributed to expanded vocabulary. The research confirmed prior theories (Uysal & Yavuz, 2015) by demonstrating TikTok vlog's effectiveness not only among high school and college students but also among young learners. Utilizing visual aids and interactive media, TikTok vlogs proved beneficial for the comprehension and engagement of young learners, aligning with their learning tendencies through concrete experiences and visual representations.

This research highlighted a stark difference in student engagement between the control and experimental classes. The control class, reliant on printed materials, faced boredom and lack of focus, attributing it to the traditional learning's absence of fun and interaction. Conversely, the experimental class, using TikTok vlog, witnessed all students being enthusiastic and engaged due to their familiarity and enjoyment with the platform, resonating with Bakhsh (2016) 's theory on engaging media for young learners. Ajoke (2017) 's theory on captivating media supporting active participation was upheld by TikTok vlog, contributing to effective learning.

Additionally, the integration of TikTok vlog in language learning environments opens avenues for personalized and adaptive learning experiences which is in line with (Devana & Afifah, 2020; Maulidah, 2018), motivation (Natasya et al., 2023) and satisfied with the adaptive English learning materials (Sunny & Sumarni, 2023). The platform's algorithmic nature allows tailoring content based on

learners' preferences and language proficiency levels. By analyzing user interactions and preferences, TikTok vlog can customize language learning content, presenting learners with materials that suit their individual learning pace and preferences. This adaptive feature aligns with contemporary educational theories emphasizing personalized learning experiences as pivotal for maximizing students' potential. Understanding how this adaptability influences language acquisition and engagement could pave the way for more targeted and efficient language learning methodologies.

Moreover, this study's findings underline the necessity of evolving pedagogical strategies in line with technological advancements. Traditional methods often struggle to fully engage digitally native young learners, leading to disinterest and limited retention of learning material (Malik, 2018). Embracing digital platforms like TikTok vlog provides an opportunity to bridge the gap between conventional educational practices and the evolving digital landscape. Educators can harness the potential of such platforms to create immersive, interactive, and culturally relevant learning experiences (Devana & Afifah, 2020; Maulidah, 2018), enhancing students' motivation and comprehension of language learning materials (De Matta et al., 2023; Natasya et al., 2023). This integration of technology into education aligns with the contemporary shift toward technologically mediated learning environments and emphasizes the role of educators in leveraging these tools effectively.

In conclusion, TikTok vlog positively impacted students by sustaining excitement, preventing boredom, and enhancing vocabulary acquisition. It reaffirmed prior research on TikTok's effectiveness (Hongsa et al., 2023; Nadwa Zulkifli et al., 2022; Rizkiyah, 2021; Uysal & Yavuz, 2015) while extending its applicability to young learners and improving their sensitivity to English (Chen & Kang, 2023). Despite its limitations like time constraints, disruptive environments, and focus on specific age groups strategies were suggested to improve future research, ensuring TikTok vlogs' efficacy as a learning tool for young learners' English-speaking skills.

The study's validity remained robust due to meticulous data collection, including video recordings, reinforcing the findings' clarity and confidence. Despite limitations, the study's contribution and insights for similar educational inquiries validate its significance and relevance in answering research questions within its educational context.

CONCLUSION

The results of this study showed that TikTok vlog was effective for improving young learners' English-speaking skills compared to conventional media (printed material). This was evidenced by the learning outcomes of students who were taught using TikTok vlog media which was higher than students who were taught using printed material. This was due to the interesting features found in the TikTok application, such as music, animated images, filters, which made young learners more interested in learning. Students became more confident and also, they could increase their vocabulary knowledge through the TikTok vlog.

However, this study encountered limitations that future researchers should consider when conducting similar investigations. Firstly, it is crucial to address the issue of time constraints and student procrastination during pre-test and post-test sessions. Researchers should proactively engage with students, emphasizing the importance of timely completion and creating a supportive atmosphere that encourages participation. Clear communication about the purpose and benefits of the tests can help alleviate students' insecurities. Additionally, flexible testing options, such as individual sessions, can provide a more comfortable environment for students to showcase their work. Secondly, the disruptive classroom conditions during testing periods should be managed effectively. We need to implement strategies to minimize noise disruptions, such as establishing designated quiet zones, enforcing discipline, or utilizing soundproof materials, to enhance the clarity of student presentations. Next, exploring alternative testing locations or leveraging technology for

remote testing could mitigate the challenges posed by a distracting classroom setting. By considering these suggestions, future researchers can improve the efficiency and reliability of their studies in classroom environments.

It is suggested for future researchers to increase generalizability by involving diverse age groups and considering cultural aspects. Further investigation which assesses long-term impacts and consider environmental factors in the analysis are also needed. We also need to keep in mind to develop TikTok vlog content evaluation guidelines that are relevant to educational contexts. It is also crucial to put more focus on the role of parents and educators in directing the use of TikTok vlogs. Finally, considering the fast development of communication technology in language education, investigating the impact of the use of other social media platforms and applications on student learning is also important.

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