

## THE EFFECT OF TIKTOK ASSISTED LEARNING ON ENHANCING EFL STUDENTS' SPEAKING SKILL

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### ABSTRAK

Integrasi teknologi digital dalam pembelajaran bahasa telah membuka peluang baru untuk mengembangkan kemampuan berbicara siswa. Penelitian ini bertujuan untuk menyelidiki pengaruh pembelajaran berbasis TikTok terhadap performa berbicara siswa sekolah menengah kejuruan jurusan perhotelan. Dengan menggunakan metode kuasi-eksperimental kuantitatif, dua kelompok dilibatkan: kelompok eksperimen yang terpapar dengan pembelajaran flipped classroom menggunakan akun TikTok @jagobahasa.com dan kelompok kontrol yang menggunakan metode tradisional. Data pretest dan posttest dikumpulkan melalui kegiatan bermain peran berbicara berdasarkan tema keramahtamahan. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan berbicara siswa pada kelompok eksperimen, seperti yang dikonfirmasi oleh uji Mann-Whitney U dengan nilai  $p < 0,05$ . Penggunaan video TikTok berkontribusi pada peningkatan keterlibatan siswa, penguasaan kosakata dan kepercayaan diri dalam berbicara. Hal ini menunjukkan bahwa menggabungkan platform video pendek ke dalam pembelajaran bahasa Inggris dapat meningkatkan kemampuan berbicara siswa EFL. Studi ini menyoroti potensi TikTok sebagai alat yang bermakna dalam pengaturan pendidikan kejuruan dan mendorong eksplorasi lebih lanjut dari media sosial dalam pedagogi bahasa.

**Kata Kunci:** *EFL; Ruang Kelas Terbalik; Keterampilan Berbicara; Pembelajaran Berbantuan Tiktok; Sekolah Menengah Kejuruan.*

### ABSTRACT

The integration of digital technology in language learning has opened up new opportunities to develop students' speaking skills. This study aims to investigate the effect of TikTok assisted learning on the speaking performance of vocational high school students majoring in hospitality. Using a quantitative quasi-experimental method, two groups were involved: an experimental group exposed to flipped classroom learning using the TikTok account @jagobahasa.com and a control group using traditional methods. Pretest and posttest data were collected through a speaking role-play activity based on the theme of hospitality. The findings showed a significant improvement in students' speaking ability in the experimental group, as confirmed by Mann-Whitney U test with  $p$  value  $< 0.05$ . The use of TikTok videos contributed to increased student engagement, vocabulary acquisition and confidence in speaking. This suggests that incorporating a short video platform into English language learning can improve EFL students' speaking skills. This study highlights the potential of TikTok as a meaningful tool in vocational education settings and encourages further exploration of social media in language pedagogy.

**Keywords:** *EFL; Flipped Classroom; Speaking Skills; Tiktok Assisted Learning; Vocational High School.*

### INTRODUCTION

Basically, speaking ability is one of the four important elements that need to be

mastered by students who take English as a foreign language in addition to reading, listening, and writing. Speaking ability can be seen as a crucial linguistic skill since it is one of the foundational skills that enable a person to become proficient in the language through accurate pronunciation (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). Nunan (2003) in (Lin, Irawan, & Permana, 2022) says that speaking is a valuable oral talent necessitating the formulation of structured verbal expressions to convey concepts. According to Kuning (2019), speaking is the most crucial ability in learning a second or foreign language (Rahmawati, Syafei, & Prasetyanto, 2023). Teachers, however, frequently prioritize the delivery of English theoretical content above the development of practical English language abilities, both verbally and in writing (Isadaud, Fikri, & Bukhari, 2022). This issue is especially significant in vocational high schools, where verbal communication abilities are vital for students getting ready to enter service-related fields such as hospitality. It is proven that learning reading and writing skills is mostly used as a learning and teaching activity in the classroom, where students easily feel bored because there is nothing new to learn. Many pupils are proficient in writing English; however, they become hesitant when it comes to speaking the language (Herlisya & Wiratno, 2022). They find it quite embarrassing to speak a foreign language, particularly English, especially if they are not fluent in it. Here, the teacher's role is to give pupils access to media that can help them become better speakers in a style that they enjoy. Because of the rapid development of the era that adolescents of today are living in. The teacher must prepare a learning process that if he applies in class, students will understand the purpose and objectives of the learning itself.

Through classroom practice, pupils will gain confidence and begin to speak fluently. In learning, teachers refer more to books rather than creating the learning process, which will affect the learning process. According to Somdee and Suppasetsee (2013) in (Arroba & Acosta, 2021), the majority of textbook activities prioritize the development of reading and writing skills, which are more focused on “structure and formality.” Consequently, there is a lack of engaging textbooks and materials in English to motivate learners to learn. The improvement of speaking ability does not escape from several factors that support the improvement itself, one of which is vocabulary. Speaking is not just about saying the words that are in your mind with your mouth. But the ability to speak also requires skills in composing words so that they are easily understood by the listener. The production of spoken text involves various components that contribute to speech development, including vocabulary (Utami, 2021). Learning vocabulary has been shown to be crucial for oral communication (Jambari, et al., 2021). Considering vocabulary plays a central role to foster effective oral communication, we must explore educational settings so that they support vocabulary development in a manner that is more engaging as well as accessible.

This growing demand has set the stage toward the integration of technology into language learning. Digital tools give students options now to increase language skill. With the advancement of contemporary technology, numerous online media are available to facilitate online learning (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). All existing applications continue to be utilized by teachers to provide assignments and fulfill student achievements. Surti and Jailani in (Septiantoro & Widaningsih, 2022) define learning media as a messenger technology that is useful for the learning process, specifically as a means of communication in the form of equipment that stimulates students so that the learning occurs. That way, the learning media used also affects the success of students in understanding the material conveyed. Starting from Google Classroom to social media. A prominent example currently experiencing significant growth is the TikTok application (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). In 2019, language learning videos on TikTok were ranked second among the most popular knowledge-sharing videos (Pratiwi, Ufairah, & Sopiah, 2021). According to experts, people are more interested in watching videos that share

knowledge, which effectively improves users' learning attitudes, effectiveness, and engagement (Rahmawati, Syaifei, & Prasetyanto, 2023). Using the Tiktok application as a learning media is one alternative for teachers to captivate students. Zaitun et al. (2021) argue that individuals can acquire and comprehend English through video viewing, as it facilitates learning in an engaging manner. Consequently, the TikTok application can be classified as m-learning (Rahmawati, Syaifei, & Prasetyanto, 2023).

This can be a good way to train students' speaking. A frequent challenge encountered by learners is the deficiency in self-assurance while speaking, notably when they worry about being criticized for incorrect pronunciation, inadequate grammar, or a restricted vocabulary. Mancini and Hallin (2012) in (Komariyah, Sulistiowati, Fajri, & Allatif, 2022) state that the TikTok application empowers users in alignment with communication theory, facilitating self-expression and documenting a fulfilling life, which defines the main point of these videos. Compared to YouTube, TikTok has features they don't find in other apps, namely filters and sounds that users can choose and edit at will. The TikTok application provides several advantages, notably its high adaptability and user-friendliness for pupils; furthermore, it monitors technological progress and adjusts to contemporary requirements (Amalia, Rofi'ah, & Makrifah, 2024). The research indicates that the TikTok application holds promise for aiding in the acquisition of foreign language learning. Teenagers, especially young learners, often show greater motivation and excitement when participating in platforms they enjoy, like TikTok. Nevertheless, it is crucial to emphasize that the utilization of this application should be monitored to keep students aligned with their learning goals and prevent them from getting sidetracked by irrelevant material.

Such consistent exposure to authentic language input enables learners to internalize natural speech patterns, vocabulary usage, and pronunciation, thereby supporting the development of their oral communication proficiency in more meaningful and contextualized ways. Boonkit (2010) in (Amalia, Rofi'ah, & Makrifah, 2024) identifies numerous essential factors for enhancing speaking skills, including confidence, topic originality, and speaking proficiency. The aspect of self-confidence is the first to be mentioned, which means that students must feel confident first when speaking, especially speaking in English. Moreover, the interactive and audiovisual nature of the platform can increase students' engagement and motivation, allowing them to practice language skills in a less formal and more learner-centered environment. As a result, this type of media presents new opportunities for integrating informal learning into formal language education settings.

Previous studies also indicate that utilizing TikTok significantly enhances students' speaking skills, resulting in a significant improvement in their confidence and a positive attitude towards learning English through the application (Komariyah, Sulistiowati, Fajri, & Allatif, 2022) (Herlisya & Wiratno, 2022) (Zaitun, Hadi, & Indriani, 2021) (Hongsa, Wathawatthana, & Yonwilad, 2023), where the research was carried out at the high school and university levels. According to the findings of a study done at vocational high school, Computer Network Engineering (TKJ) majors require engaging and flexible learning materials in the age of technology, which encourages focus and creativity (Amalia, Rofi'ah, & Makrifah, 2024). Additionally, a previous study has utilized the TikTok account @jagobahasa.com as a learning tool (Zulfia & Andini, 2023), but it employed a qualitative approach and did not specifically measure the impact of the account on students' speaking performance. Based on the identified research gap, this study aims to determine whether the use of TikTok assisted learning has a significant effect on the speaking skills of EFL students majoring in hospitality at vocational high school. The objective is to examine the effectiveness of educational content from the @jagobahasa.com TikTok account in enhancing students' speaking performance through a quantitative quasi-experimental approach. As noted by (Zulfia & Andini, 2023), this account is highly recommended for

students as a practical tool for learning English and for teachers as supplementary media to teach vocabulary through videos.

## LITERATURE REVIEW

### 1. Speaking Skill

Nunan in (Lin, Irawan, & Permana, 2022) says that speaking is a valuable oral talent necessitating the formulation of structured verbal expressions to convey concepts. Speaking serves as a medium for individuals to explain and convey ideas to others verbally (Komariyah, Sulistiowati, Fajri, & Allatif, 2022). Speaking is acknowledged as a valuable skill, enabling individuals to articulate thoughts and engage in discussion on particular topics (Amalia, Rofi'ah, & Makrifah, 2024). Speaking skills refer to the capacity to convey ideas verbally in a manner that is both persuasive and well-structured in the choice of words (Colle, 2022). According to Kuning (2019), speaking is the most crucial ability in learning a second or foreign language (Rahmawati, Syafei, & Prasetyanto, 2023). Unfortunately, the importance of speaking well and fluently is often overlooked by both students and teachers.

Speaking English can be challenging for students since they feel insecure while speaking a language they don't completely understand, especially if they are not native speakers (Herlisya & Wiratno, 2022). From these factors, it can be seen that English learning has been labeled as a difficult subject to learn. But on the other hand, other people will see someone from how he communicates to assess how the person's character is. Speaking clearly and fluently is the first thing that most people notice about someone (Komariyah, Sulistiowati, Fajri, & Allatif, 2022).

The improvement of speaking ability does not escape from several factors that support the improvement itself, one of which is vocabulary. Speaking is not just about saying the words that are in your mind with your mouth. But the ability to speak also requires skills in composing words so that they are easily understood by the listener. The production of spoken text involves various components that contribute to speech development, including vocabulary (Utami, 2021). Learning vocabulary has been shown to be crucial for oral communication (Jambari, et al., *The Correlation Between Students' Vocabulary Mastery and Students' Speaking Skill*, 2021).

### 2. Teaching Speaking Skill

Teachers' teaching methods are a significant aspect in teaching and learning activities, since they affect the achievement of learning objectives that the teacher expects or plans (Hidayati, Amin, & Lestari, 2021). Therefore, the teacher must prepare a learning process that if he applies in class, students will understand the purpose and objectives of the learning itself. Harmer (2007) mentions three primary reasons for engaging pupils in speaking in the classroom. First, speaking activities provide practice opportunities, allowing students to practice real-life speaking in a safe classroom environment. Second, speaking exercises in which students attempt to use any or all of the languages they know provide feedback to both the teacher and the students. Third, everyone can see how well they are doing, how successful they are, and what linguistic issues they are experiencing. Speaking is how to deliver oral language that is meaningful and can be comprehended by the speaker-listener (Utami, 2021). Through classroom practice, pupils will gain confidence and begin to speak fluently. In learning, teachers refer more to books rather than creating the learning process, which will affect the learning process. According to Somdee and Suppasetserree in (Arroba & Acosta, 2021), the majority of textbook activities prioritize the development of reading and writing skills, which are more focused on "structure and formality." Consequently, there is a lack of engaging textbooks and materials in English to motivate learners to learn.

### 3. TikTok in ELT

Surti and Jailani in (Septiantoro & Widaningsih, 2022) define learning media as a messenger technology that is useful for the learning process, specifically as a means of communication in the form of equipment that stimulates students so that the learning occurs. That way, the learning media used also affects the success of students in understanding the material conveyed. Using the Tiktok application as a learning media is one alternative for teachers to captivate students. Zaitun et al. (2021) argue that individuals can acquire and comprehend English through video viewing, as it facilitates learning in an engaging manner. Consequently, the TikTok application can be classified as m-learning (Rahmawati, Syafei, & Prasetyanto, 2023). In addition, TikTok is one of the most popular social media by young people. They can express their feelings of freedom in the videos they make.

This app is well-known as an entertaining app, but on the other hand, it is also suitable for learning for the reasons mentioned above. Boonkit in (Amalia, Rofi'ah, & Makrifah, 2024) identifies numerous essential factors for enhancing speaking skills, including confidence, topic originality, and speaking proficiency. The aspect of self-confidence is the first to be mentioned, which means that students must feel confident first when speaking, especially speaking in English. In the TikTok application itself, many accounts provide educational content, especially English language learning. Brame in (Zulfia & Andini, 2023) proposes a number of educational video criteria, some of which have been satisfied by the @jagobahasa.com account, including cognitive load, student engagement, and active learning. The benefits of utilizing videos for teaching and learning are threefold: firstly, learners derive enjoyment from acquiring languages through video content. Secondly, videos serve as an effective medium for acquiring knowledge of body language. At some point learners acquire confidence via repetition (Rahmawati, Syafei, & Prasetyanto, 2023). The benefits will be felt if the teacher provides the right video for students, because not all videos on TikTok can be used as learning media, even though the video uses English in its delivery. Because sometimes, content creators use harsh language but with subtle delivery.

This will unwittingly damage students' thinking, instead of increasing knowledge of new things. Regulating media providers to restrict the language used in video content because it can be observed and mimicked by children is not the primary solution; however, parents' roles as supervisors and educators will be more effective (Tampubolon, 2018). Teachers must be in control of the videos that will be used as learning materials. Viewing and reviewing the video before giving it to students will be much better, and this can avoid things that are not wanted. In addition, reviewing it first will make the teacher more prepared by having an idea of the activities to be carried out after watching the video.

### 4. Flipped Classroom

According to some studies, the flipped classroom flips conventional classroom practices by having students complete much of the instructional material online before class, allowing them to work with an instructor to solve problems or participate in cooperative learning during class (Arslan, 2020) (Zou, Luo, Xie, & Hwan, 2020) (Hossein-Mohand, Trujillo-Torres, Gomez-Garcia, Hossein-Mohand, & Campos-Soto, 2021). Many studies have examined using the flipped classroom in English language learning. Flipped learning in speaking instruction not only helps students become more proficient speakers of English orally, but it also enables them to become self-directed learners who get a deeper comprehension of the course material (Arslan, 2020).

The change from teacher-centered learning will switch to student-centered learning, because in this model students will play an active role in gaining knowledge. This learning style offers students the option to study and enhance their understanding of the content before the class, allowing them unrestricted time and location based on their preferences (Arslan,

2020) (Lucena, Belmonte, Cabrera, Torres, & Sánchez, 2019). With a more dynamic, creative, adaptable, and learner-centered setting, flipped learning may be a first step toward improved language instruction (Arslan, 2020).

## 5. Research Hypothesis

Based on the problem formulation and theoretical studies that have been stated, the hypothesis is proposed, namely:

Ha: There is a statistically significant difference in the speaking skills of Hospitality major EFL students at SMKN 3 Jember who are taught using TikTok assisted learning and those who engage in self-directed learning through freely chosen resources.

H0: There is no statistically significant difference in the speaking skills of Hospitality major EFL students at SMKN 3 Jember who are taught using TikTok assisted learning and those who engage in self-directed learning through freely chosen resources.

## RESEARCH METHOD

### 1. Research Type

This study used a quasi-experimental quantitative research method with a flip learning design, which gave students assignments to do at home, then discussed them in class. Quasi-experimental designs are comparable to randomized experimental designs in that they manipulate independent variables; however, individuals are not assigned to treatment groups at random (Ary, Jacobs, Sorensen, & Walker, 2014). In this study, the researcher used the TikTok account @jagobahasa.com to practice speaking skills, because this account instructed users in English and helped them become more proficient in the language, particularly in vocabulary expansion (Zulfia & Andini, 2023). This allowed the researcher to determine whether there was a noticeable effect following the treatment.

### 2. Population dan Sample

#### a. Population

The population of this study were all students from class XI of SMKN 3 Jember.

#### b. Sample

The sample used was two classes XI SMKN 3 Jember hospitality vocational, where XI APH 3 became the experimental group and XI APH 1 became the control group without randomization.

### 3. Data Collection Technique

Data collection in this study was conducted using test. Test was tool created and utilized to gather information about individual respondents including their knowledge, attitudes, abilities, perceived values, and preferences (OLAJIDE, 2018). The researcher used an oral test to measure the students' speaking skills, which took the form of a role play with a theme that suited their major. The researcher also applied several indicators in assessing the test, namely students' fluency in speaking, pronunciation, grammar, and their comprehension in conversation.

### 4. Research Instrument

#### a. Validity test

The degree to which a test accurately measures its intended outcome is known as validity (Ary, Jacobs, Sorensen, & Walker, 2014). In a study, the validity of the instrument was required before it was used to collect data. At this time, the researcher employed the content validity, in which the developed instrument was aligned with the Merdeka curriculum utilized in education. ree to which a test accurately measures its

intended outcome is known as validity (Ary, Jacobs, Sorensen, & Walker, 2014). In a study, the validity of the instrument was required before it was used to collect data. At this time, the researcher employed the content validity, in which the developed instrument was aligned with the Merdeka curriculum utilized in education.

#### b. Reliability Test

To determine the reliability of the instrument, the researcher used Cronbach's alpha as a homogeneity measurement formula. Cronbach's alpha is used by researchers when a measure contains elements that cannot be easily graded as true or false (Ary, Jacobs, Sorensen, & Walker, 2014), using the standard  $> 0.7$ . The results of the calculation with the formula can be seen as follows:

From the table it could be seen that the instrument used by researchers was reliable because the reliability was greater than 0.7.

#### 5. Data Analysis Technique

The speaking test had multiple associated indicators in the assessment. This assessment rubric was based on Brown (2001). The rubric can be seen in appendix 2. The researcher used the Mann-Whitney U test to compare the posttest scores of the two classes using SPSS version 27.

### FINDINGS AND DISCUSSIONS

#### A. Findings

This study includes the results of descriptive and inferential statistical analyses aimed at contrasting the speaking skills of students in the experimental group with those in their control group. Here are the results of the descriptive analysis.

Cronbach's Alpha	N of Items
.901	4

Figure 1 Statistics

According to the information collected, the average score for the group involved in the experiment was 67.42, whereas the average for the control group stood at 53.75. These findings indicate that learners who participated in TikTok assisted learning saw a notable enhancement in their speaking skills when compared to peers using traditional techniques. The average score difference of 13.67 points implies that having organized digital resources and prior exposure likely played a role in enhancing their vocabulary, pronunciation, and fluency. Moreover, the greater variation in scores within the experimental group suggests differing degrees of involvement and initial proficiency, yet they achieved higher outcomes overall. The standard deviation for the experimental group was 28.579, indicating more variability in scores among the experimental students. In both groups, the lowest score recorded was 0, while the highest scores were 100 for the experimental group and 95 for the control group.

For the normality test, the researcher used the Kolmogorov-Smirnov test because the number of subjects in each class was more than 30 participants, and the results are as shown below:

Statistics						
		Experiment Class		Control Class		
N	Valid	33		32		
	Missing	0		1		
Mean		67.42		53.75		
Median		75.00		60.00		
Std. Deviation		28.726		26.579		
Minimum		0		0		
Maximum		100		95		

  

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class		.258	32	<.001	.787	32	<.001
Control Class		.225	32	<.001	.840	32	<.001

a. Lilliefors Significance Correction

Figure 2. Normality Test

From the figure above, it showed that the significance value (Sig.) was <0.001. Which meant that the data collected by the researcher were not normally distributed because the Sig. (p-value) <0.05. Due to varying scores, some students from both groups received high or low scores after the posttests, which may indicate their level of comfort with digital media or speaking anxiety. This provides a rationale for employing non-parametric tests in the subsequent phase of analysis to guarantee statistical precision and reliability.

Before proceeding with the non-parametric analysis, a homogeneity test was also conducted to examine whether the variances between the two groups were similar, which is an important consideration even when using non-parametric methods.

From the figure above, it can be seen that the results of the homogeneity test for both groups using Levene's test showed homogeneous data with a Sig. value 0.929 ( $p > 0.05$ ). the findings indicate that there was a homogeneous distribution of variance in the two groups, implying that the students had comparable differences in their ability to speak before the intervention. This enhances the internal validity of the study, making it more credible to link any differences seen in the posttest results to the treatment instead of variations between the groups. That way, the assumption of homogeneity was met.

Given the results of the normality test and the characteristics of the data, the Mann-Whitney U test was selected to compare the posttest scores between the experimental and control groups. As a non-parametric alternative to the independent samples t-test, the Mann-Whitney U test is appropriate for identifying significant differences when the assumption of normal distribution is not met, as seen in the following figure:

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.008	1	63	.929
	Based on Median	.015	1	63	.902
	Based on Median and with adjusted df	.015	1	62.131	.902
	Based on trimmed mean	.000	1	63	.989

Figure 3. Homogeneity Test

From the figures above, it could be seen that the Mann-Whitney U value was 289.500 with a significance value of 0.002. The test criteria stated that the result would be considered significant when the Asymp. Sig. (2-tailed) < 0.05. From these results, it could be concluded that the experimental class, which received treatment using TikTok with the account @jagobahasa.com, had a higher average speaking score than the control class, which did not receive the treatment.

**Test Statistics<sup>a</sup>**

	Posttest
Mann-Whitney U	289.500
Wilcoxon W	817.500
Z	-3.147
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable:  
Groups

Figure 4. Ranks of Mann-Whitney U Test

**Ranks**

Groups	N	Mean Rank	Sum of Ranks
Posttest Experiment Class	33	40.23	1327.50
Control Class	32	25.55	817.50
Total	65		

Figure 5. Mann-Whitney U Test Result

## B. Discussion

The use of TikTok as a learning media proved to have a positive influence on students' speaking skill. The significant result in the Mann-Whitney U test supports the argument that TikTok teaching has a noticeable impact on students' ability to speak fluently. This is not only backs up the research hypothesis but also aligns with earlier findings that demonstrate that digital media can enhance students' enthusiasm, self-assurance, and verbal communication when utilized effectively in an English as a foreign language context. The notable disparity in post-test results between the experimental and control groups validated that implementing TikTok assisted flipped learning can be a successful method for enhancing the speaking skills of EFL students. This result aligns with the notion that receiving meaningful exposure to authentic language through digital channels positively influences students' ability to communicate effectively.

In contrast to conventional teaching methods, which often depend largely on textbook materials and lectures from instructors, the TikTok assisted learning approach enables students to engage with language in a lively, visual, and captivating environment. This not only promotes vocabulary development and awareness of pronunciation but also boosts students' self-assurance in verbal expression. Moreover, the findings suggest that when combined with appropriate digital media, this type of learning can enhance the educational experience by providing authentic language input, increasing student engagement, and promoting frequent exposure to target languages in real-world scenarios. It highlights the shift in education brought about by technological advancements, moving it away from conventional methods (Mandasari & Aminatun, 2020). In contrast to traditional teaching, which is often restricted by time limitations and a strong focus on theory, the flipped

classroom approach provides a productive means to enhance in-class speaking time by moving the initial engagement with learning materials to outside the classroom. Unlike YouTube, TikTok includes unique features such as customizable filters and sounds that users can edit as they wish. In this research, the use of flipped learning was particularly important due to the short instructional time allocated for English subjects in the vocational school's curriculum. By having students watch English TikTok videos from the @jagobahasa.com account prior to class, more classroom time could be allocated for engaging speaking exercises, discussions among peers, and group performance activities. This teaching model allowed students to arrive in class more prepared and enabled the teacher to take on more of a facilitator role rather than simply lecturing.

The findings from this research indicate that using TikTok as a learning tool is effective for language acquisition and offers a useful solution to issues like restricted class time. This aligns with the transition from a teaching approach focused on the teacher to one that centers around student, particularly in vocational education where real-world communication skills are crucial. Many previous studies have demonstrated positive effects on students' speaking skills, and these findings are in line with these results. For instance, (Komariyah, Sulistiowati, Fajri, & Allatif, 2022) found that participants felt greatly motivated to communicate due to the enjoyable and innovative learning experiences provided. They found that students displayed a sense of excitement and enthusiasm while practicing English using TikTok assisted learning, suggesting that the platform promotes emotional growth. Likewise, (Herlisya & Wiratno, 2022) determined that TikTok represents a novel advancement in education, presenting a range of features and advantages that can be further enhanced for teaching purposes. This supports the idea that incorporating social media, particularly short video platforms, into English language education can significantly enhance students' speaking skills and boost their motivation. Also, previous research as well as this one point to contextual and multimedia-based evidence in helping students overcome anxiety or reluctance while learning another language. When digital tools are utilized thoughtfully and backed by appropriate guidance, they function not just as additional resources but also as essential aspects of an interactive and student-centered learning strategy. Apart from being useful for hospitality major, TikTok has other practical applications in vocational fields such as business management, culinary, and tourism, all of which place a strong emphasis on verbal communication. Adopting a comparable approach in these sectors might produce similarly significant outcomes regarding student interest, self-assurance, and fluency in speaking.

## CONCLUSION

This study was conducted to determine the impact of TikTok assisted learning on the speaking skills of EFL students in a vocational high school. Based on results and findings, it can be concluded that the experimental group, which utilized content from the TikTok account @jagobahasa.com within a flipped classroom model, showed significantly higher speaking test scores than the control group. These results indicate that integrating digital platforms like TikTok into English language instruction can enhance students' speaking performance by increasing their motivation, reducing speaking anxiety, and providing meaningful language input. This research supports existing theories that highlight the benefits of learner-centered and technology-enhanced language learning. The combination of audiovisual content and student-friendly features on TikTok appears to facilitate vocabulary acquisition, pronunciation awareness, and fluency in an engaging way. Moreover, the flipped learning strategy helped address instructional time limitations common in vocational settings, suggesting a practical solution for maximizing in-class speaking activities.

However, caution must be exercised in generalizing the results. The study was limited

to a single school, specific major (hospitality), and short time frame, which may not represent all vocational students or language learners. Factors such as students' prior exposure to digital tools, personal interest, and speaking anxiety may have also influenced the results. Therefore, future research should consider a larger and more diverse sample, a longer intervention period, and the inclusion of additional language skills such as listening or vocabulary retention.

In summary, this study contributes to the growing body of knowledge on the use of short-video platforms in language education, particularly in vocational contexts. It provides evidence that TikTok can be effectively used as a pedagogical tool to support speaking development. For further research, it is recommended to explore TikTok's impact across different majors, language levels, and learning environments, as well as to examine its long-term effectiveness in fostering communicative competence.

## SUGGESTION

This study certainly still has a number of limitations, such as a scope limited to one school, one department, and a relatively short duration of treatment. Therefore, the author suggests to the readers, be it teachers, researchers, or parties interested in the development of English language learning, to continue this research with a wider scope. Further research can be conducted in different departments or schools, with a longer period of time, as well as considering other aspects of language skills such as listening, vocabulary, or pronunciation. In addition, the use of TikTok assisted learning media can also be studied more deeply in terms of long-term effectiveness and its impact on student motivation and confidence. That way, the results obtained will be more comprehensive and can be a stronger basis for developing innovations in English language learning that are in accordance with the times.

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