



Boosting the Students' English-Speaking Ability in Oral Descriptive Text

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Abstract

This study describes the improvement of students' English speaking ability in oral descriptive text by using Tiktok videos. Tiktok videos can improve students' speaking skills because of the advantages of Tiktok as one of the learning media in vocabulary mastery. The students are interested in the existence of technology-based learning media that students are enthusiastic about learning when using cellphones. This study used a quantitative method of quasi experimental design. The population in this study were seventh grade students of MTsS DDI Takkalasi in the 2023/2024 school year. The overall population was 192 students and one class out of six classes was taken as a sample using the random sampling method. The instrument used to determine the results of improving student speaking using TikTok videos is using pretest and post test assessments. This type of research is classroom research with a quantitative approach. The results of data analysis stated that the use of tiktok videos can improve students' speaking skills, which is indicated by the results of the pretest in the experimental group (41.5) for a higher posttest, namely (77.25) and from the results of the pretest control group (39.25) for a higher posttest, namely (76.75) at the t-test value (3.37) higher than the t-table value (2.042) at the 0.05 level. This indicates that H_1 is accepted and H_0 is rejected. This means that students who are taught using TikTok videos getting improvement on speaking skills which have better quality compared to students who are taught without using tiktok videos. The teachers also recognize the benefits of



learning media on the use of technology is very helpful. The students also showed high enthusiasm and significant improvement in speaking skills after participating in learning activities using TikTok videos. This study concludes that TikTok can be an engaging and innovative tool for improving students' English-speaking skills, especially in the context of oral descriptive texts.

Keywords: *Oral Descriptive, Student Speaking Ability, TikTok Video*

1. Introduction

Digital era, the use of social media platforms such as TikTok has become an innovative tool in education, especially in improving students' English speaking skills. Short videos based on creative content allow students to practice spoken English, especially in composing and delivering descriptive texts in a more interactive and engaging way. the ability to communicate effectively is becoming increasingly important with the use of language. Language plays an important role in every aspect of human life as a means to convey opinions and arguments to others. the ability to communicate effectively is becoming increasingly important with the use of language. Language plays an important role in every aspect of human life as a means to convey opinions and arguments to other parties. therefore, language skills are highly prioritized to understand the content of the conversation (Nuha et al., 2022).

Globalization demands adequate interaction skills. most human actions in communication including political, social, legal, and educational actions are strongly influenced by language. In communicating, each nation has a different culture and character that affects daily activities. For someone to communicate well, adequate language skills are needed, in this case, English as an international language (Magdalena, et al., 2020). english is an international language that is widely used around the world for various communication purposes. english must be expressed appropriately so as not to cause misunderstanding between the speaker and the listener. therefore, English requires special tools to be easily applied in communication which can be obtained from the learning process (Mutiatun & Alami, 2023).

Learning is a task to make someone learn and discover their potential. according to (Sapti et al., 2019) english learning can be done with interesting methods to increase student interest and achievement. One of them uses audio visuals in the form of TikTok videos which are used to help in learning languages. One of them is the oral descriptive text method. one of the best media that is very helpful is the TikTok video. The TikTok video helps In the process of teaching and learning, instructors and students. The TikTok video presents real models and situations in the classroom so that it can help students learn English, especially in oral descriptive text (Chandra, 2023).

Many students often feel less confident when speaking in English, as they are afraid of making mistakes or not being able to construct sentences correctly, so they tend to avoid opportunities to speak in public. students face various challenges in mastering English speaking skills, such as lack of vocabulary limitations, and minimal opportunities to practice speaking. Traditional teaching methods that tend to be monotonous are also often ineffective in motivating students to actively participate and practice speaking. TikTok is a video-based social media platform that allows users to create and share short videos. TikTok's popularity among the younger generation opens up opportunities to utilize it as an innovative learning tool. With its interactive and fun characteristics, TikTok can increase students' motivation to learn and practice speaking English (Inayah et al., 2020).

Previous research has shown that the use of digital and social media in language learning has a positive impact on student engagement and motivation (Fadhilah, n.d. 2024). the use of TikTok videos as learning media can help improve students' speaking skills, particularly in oral descriptive text. Students are more motivated to practice speaking spontaneously and creatively, thanks to the interactive and easily accessible short video format. TikTok, as a very popular digital media, has the potential to have the same or even greater impact, due to its highly engaging and interactive nature. Values that provide benefits for students to learn creatively, uniquely, and fun, but still pay attention to the value of character education (Syah et al., 2020). in the context of learning theory, the use of TikTok can be linked to

connectivity theory which emphasizes the importance of connection and interaction in the learning process.

In addition, the use of tiktok videos as learning media also makes students train their long-term memory by imagining images of people, places, objects, and so on that will be described. thus, the application of the use of videos in improving students' speaking skills in oral descriptive text is an important and relevant step in improving the quality of education. After observing students and English teachers at the school, the obstacle faced by MTsS DDI Takkalasi students is that they find it very difficult to describe something in English. some students also do not know what the tiktik application is because some students live in dormitories. therefore the author is very interested in conducting research with the title "improving students' English speaking skills in oral descriptive text using tiktok videos". In order to increase the attractiveness of English learning and students' speaking ability in describing something in English.

There are several studies that have conducted research using videos, the findings are as follows; (Ersan et al., 2022), stated that the use of video blogs to teach speaking can improve students' speaking skills in terms of acceptable pronunciation, correct grammar, and appropriate vocabulary. students applied Vlogs in learning to speak for two meetings each cycle, and the results of the application of the use of Vlogs showed that students were more enthusiastic in learning to speak and most students were able to improve their speaking skills well. The results showed that students' learning achievement increased from the beginning of learning to the end of cycle II. Harahap et al., 2023), The researcher discusses the results of his research which include the results of students' speaking skills after the application of video blogs and questionnaires distributed to 33 students of class XI APHPi regarding the use of video blogs as a medium to improve students' speaking skills. TikTok is a social media platform that can be used as a teaching tool to entertain students, increase their knowledge, and disseminate educational content. TikTok is popular among EFL students. Many people think English is difficult and compulsory. English is commonly referred to as a workplace skill. Many organizations want English-

speaking personnel. Communication is key. The results showed that students' speaking ability improved from the first cycle to the second cycle.

2. Literature

(Wamnebo et al., 2018), based on the results of the above research on the use of video clips to improve students' speaking skills. After applying the method, the skills improved and this is evidenced by the change in individual student scores from pre-test to post-test. The results prove that the use of video Based on the above results, the researcher hopes that this study will provide benefits for a better English language teaching and learning process. The researcher would like to provide some suggestions that are expected to be useful for students, teachers, and researchers. Students of class X IPA2 SMA Negeri 1 Namlea should understand more about describing a person, place, and thing in descriptive text using video, because through this method, you will be able to improve your speaking skills and be able to talk about descriptive text.

(Suadi, 2020), stating the purpose of this study is to identify whether the use of video recordings of students' conversations as learning materials can increase their confidence in speaking, correct deficiencies in speaking, and overall improve their English speaking ability. there is an effective improvement in students' speaking skills by using video recordings of students' speaking. This finding can be an alternative media for English educators (lecturers, teachers, tutors) to teach speaking, especially for 1st semester students of English Department at STAIN Mandailing Natal. The conclusion is that the use of video recorded conversations can improve students' speaking skills because they are more courageous, motivated, and interested in expressing English the way they want.

(Mandasari & Aminatun, 2019), the reported objective of this study is to determine students' attitudes towards vlogging activities in improving students' speaking skills. the results of the findings and discussion above, it can be concluded that students have a positive attitude towards video blogs in improving students' speaking skills. It helps students understand English materials, improves language learning achievement, motivation, creativity, student engagement, provides

interesting activities, efficient learning, effective learning, leads independent learning, confidence, and critical thinking. For further discussion, the application of vlogs as a web-based media provides ample opportunities for debate. This can come from the idea of the implementation and evaluation process to minimize errors from students.

(Anggraini, 2021), this study is an action research that aims to improve students' speaking skills by using YouTube media. discusses how YouTube as a learning media can improve students' speaking skills. During the Covid 19 pandemic, formal schools are still conducting the learning process online and only courses are allowed to learn face-to-face because the number of students in one class is smaller, therefore this research was conducted at the Easy English course. The speaking ability of students at the Easy English course is still low, especially at the children's level. English course students have difficulties in speaking ability. The students feel bored with the old method to improve their speaking ability. The results showed that students could improve their speaking ability by using YouTube videos with three cycles with increasing scores.

(Saleh 2021), reported the objectives of this study are Evaluating students' progress in English speaking ability after interacting with the online robot application, Measuring changes in students' confidence in speaking English after using the application, Investigating students' preferences towards technology-based learning methods such as online robot application, Analyzing obstacles or challenges that may be faced in the use of online robot application in English learning. The results of the research conclusion are Students are motivated to speak in English because Mike will always guide students, Speaking has increased. because students get many new forms of expressions after chatting with Mike, Mike as a friendly and friendly online robot can make diligent students.

In Indonesia, TikTok was the most popular online video application in 2020 with 30.7 million users (Nasiba, 2021). The emergence of this application in 2017 brought pros and cons from various parties. The cons are that the content in this video is not educational. In 2018 the Information and Communication Ministry Technology decided to block this application. However, not long ago the

Ministry of Communication and Information again opened access to the TikTok application. Reopening access to this application was carried out after the Ministry of Communication and Information Technology established a team to monitor the content contained in this application. This reopened access then becomes one of the references to create better content, especially educational content. better content, especially educational content, with the hope that interesting videos will increase enthusiasm for learning in children(E. Rahmawati, 2023).

TikTok has become a new trend and popular culture in Indonesia. Popular Culture is a culture that is favored by many people and is not tied to a particular social class. Popular culture is currently having a greater impact in the digital era due to easy access to information. This has a significant impact on the development of popular culture in a country. The millennial generation plays a big role in the development of popular culture. Millennials are very active and intense with new technology, one of which is as a user of the TikTok application which makes it a popular culture in Indonesia. This advantage is one of the reasons for using TikTok as a medium for learning English vocabulary mastery (Hasiholan TP & Pratami R, 2020). TikTok video, one of the recently popular applications, is a social media platform that can be used as a teaching tool because of its purpose, which is to entertain students, expand students' knowledge, and disseminate information in the field of education. TikTok is a trend that has taken the world by storm, especially among those learning English as a foreign language.

TikTok became famous among young people starting in mid-2020, coinciding with the start of the Covid-19 epidemic. TikTok, with its unique feature of being able to produce short videos quickly and its increasing appeal among Generation Z, can help students learn to speak in English during and after the Covid-19 outbreak, as stated by al., (2020).

3. Method

3.1 Participants

This research used the purposive sampling technique to get one class from the population, namely the experimental class and the control class. the number of

samples is 32 students, where VIIB.1 as an experimental class consists of 16 students and VIIB.1 control class consists of 16 students.

Course Descriptions

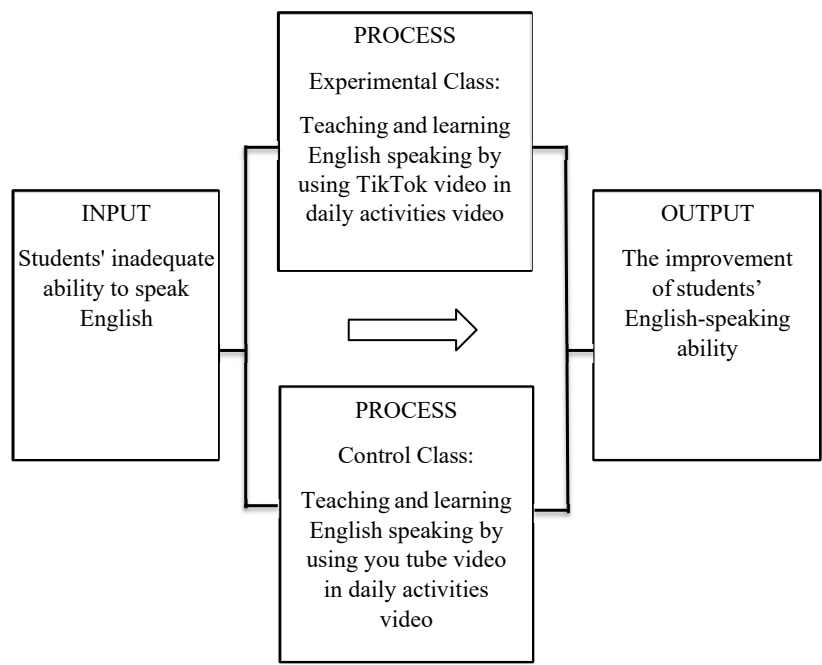


Figure 1. Conceptual Framework

The conceptual framework shows how the initial state of students' English-speaking ability is low. It also shows how video is used as learning media to improve students' speaking ability. After going through various learning processes using video, then improving English speaking ability in oral descriptive text using video is getting improvement. Input shows how the initial ability of each student who on average has a low ability category in speaking English. So that, from this basis, the researchers attempted to address the issue of low English speaking ability of seventh-grade students of MTsS DDI Takkalasi through a daily activities video.

The experimental group and the control group are the two classes that the researchers used in this section. The identical speaking materials will be given to

both classes by researchers. The experimental group use videos from TikTok as their learning medium, whilst the control group use videos from YouTube. Four meetings will be held by the researchers as part of this process: two for treatment, one for the post-test, and one for the pre-test. In output, the researchers hope that by using the daily activities video, the ability to speak English in oral descriptive text using videos of seventh-grade students of MTsS DDI Takkalasi is getting enhancement.

3.2 Instruments

The instrument of this research is a speaking test. This speaking test is used to determine the student's English speaking ability in oral descriptive text by using video. At the pretest stage, students were be asked to introduce themselves by the researchers, to find out the students' initial speaking ability within two minutes, then the posttest was given to students at the final stage to find out how much the students' speaking ability had improved after meeting four times. So the researchers asked students to introduce themselves again. the time given for this test is three minutes. by conducting pretests and posttests on students, researchers can determine students' speaking abilities in oral descriptive texts.

4. Results and Discussion

4.1 Results

In this section, researchers showed the process between the teaching method using TikTok video media and the teaching method using YouTube Videos. Therefore, in this section, the analysis of students' scores and values from the pretest and posttest in the experimental and control classes are presented.

The students in the experimental class were taught to speak using the TikTok video application. Before entering into the treatment, the researchers firstly conducted a pretest to find out the students' initial ability to speak. In the pretest, researchers asked students to introduce themselves. More detailed steps have been explained in the previous chapter. After the pretest was completed, then the researcher formed several groups to display the TikTok video, and each group came forward to perform oral descriptive text.

In the first treatment, the researchers explained oral descriptive text using tiktok video and explained what a TikTok video was because some students did not use TikTok because they lived in a dormitory. Fortunately, several students are familiar with the TikTok application so it is quite helpful and makes it easier for researchers to explain and provide understanding to students after several explanations about TikTok and oral description, the researchers give a pretest for several groups who have been pretested that given a TikTok video entitled activities at home. After all that, the researchers informed the title of the video at the next meeting.

For the second treatment, the researchers change the division of groups and displays a TikTok video with the title of activities after waking up in the morning. after that, each group representative goes up to describe the video that has been given. After the second treatment session is over, as usual, the researchers inform the theme of the material at the next meeting.

For the three treatment, the researches change the division of groups and displays a TikTok video with the title of activities before school. after that, each group representative goes up to describe the video that has been given. After the three treatment sessions are over, as usual, the researchers inform the theme of the material at the next meeting.

In the fourth treatment, researchers used the same method as the second and third treatments. What is different is the title of the TikTok video and the division of groups, wherein the fourth treatment the researchers choose the title of the TikTok video, namely activities during the week. In this session, the researchers gave directions and instructions to students to complete the tiktok video and create an oral descriptive. After the fourth treatment session is complete, students are asked to introduce themselves in the post-test session.

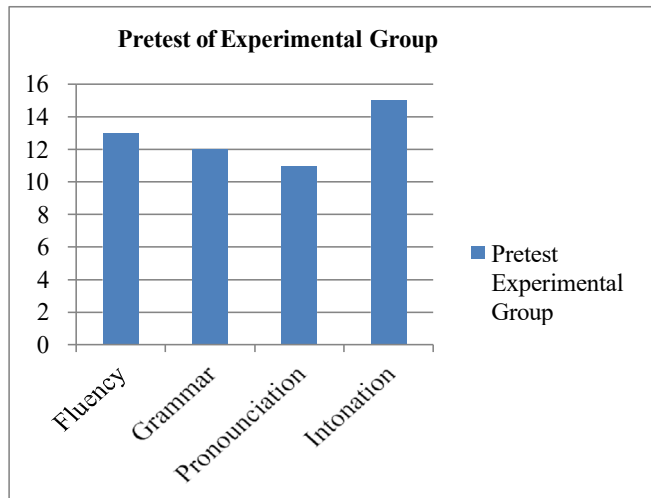


Figure 2. The Result of Pretest in Experimental Group

Based on the results of analyzing student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, intonation. it can be seen that the score on the intonation aspect is 15.65% higher while the pronoun aspect is 11.25% lower than the other aspects.

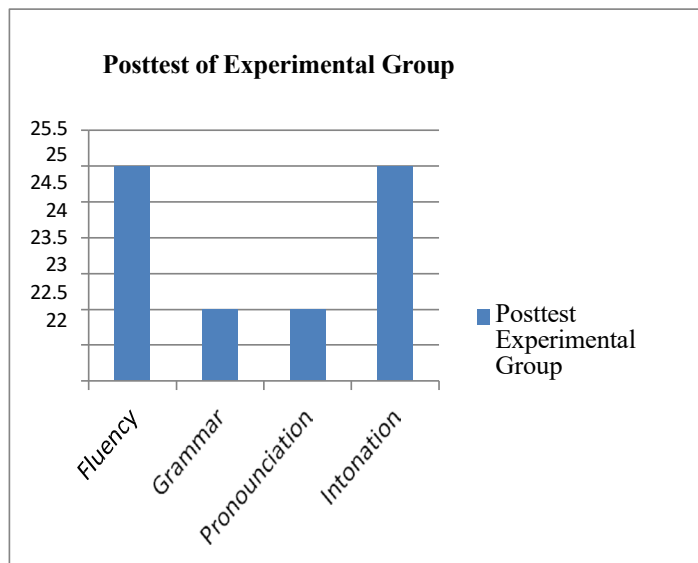


Figure 3. The Result of Posttest in Experimental Group

Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, and intonation, it can be seen that the scores on the aspects of fluency and intonation are equivalent to the scores that have been summed up in the post-test assessment of 25%.

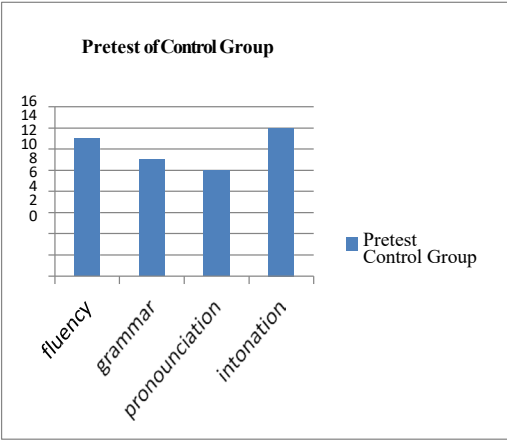


Figure 4. The Result of Pretest in Control Group

Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, and intonation, it can be seen that the score on the intonation aspect is 14.37% higher while the pronunciation aspect is 10% lower than the other aspects.

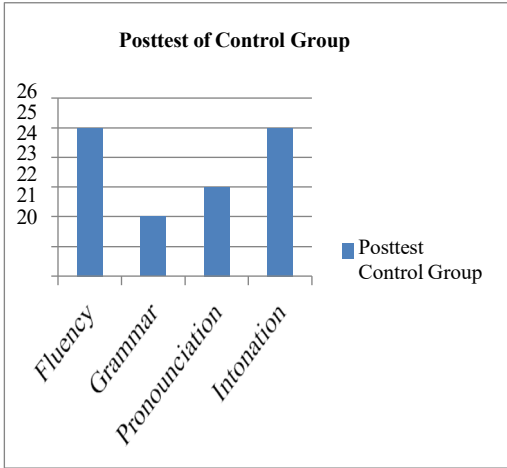


Figure 5. The Result of Posttest in Control Group

Based on the results of the analysis of student scores on four aspects of speaking, namely, fluency, grammar, pronunciation, intonation, it can be seen that the scores on the aspects of fluency and intonation are equivalent to the scores that have been summed up in the post-test assessment of 25%. It indicates that YouTube video most of the students' scores were still classified as fair. Even so, we can still see an increase even though it is very small when compared to the increase in the Experimental Class.

1. The Mean Score and Standard Deviation of the Pretest and Post-test

The result of the mean Score and Standard Deviation of Students' Pretest and Posttest Score are presented by the following table:

Table 1. The Mean score and Standard deviation of Students' Pretest and Posttest (Experimental Group)

| The test of Experimental group | Mean Score | Standard Deviation |
|--------------------------------|------------|--------------------|
| Pretest | 41,05 | 5,81 |
| Posttest | 77,25 | 6,81 |

The table shows that the students' speaking scores in the experimental class have increased because the score of the mean score on the Posttest (77,25) is higher than the pretest score (41,05).

Table 2. The Mean score and Standard deviation of Students' Pretest and Posttest (Control Group)

| The Test of Control Group | Mean Score | Standard Deviation |
|---------------------------|------------|--------------------|
| Pretest | 39,25 | 2,62 |
| Posttest | 76,75 | 3,92 |

The table shows that students' speaking scores in the Control class have increased because the score of the mean score in the post-test (76,75) is higher than the score in the Pre-test (39,25). To see more clearly the comparison of the average

scores of the Pre-test and Post-test scores in the experiment class and control class, the researcher presents a comparison diagram as follows:

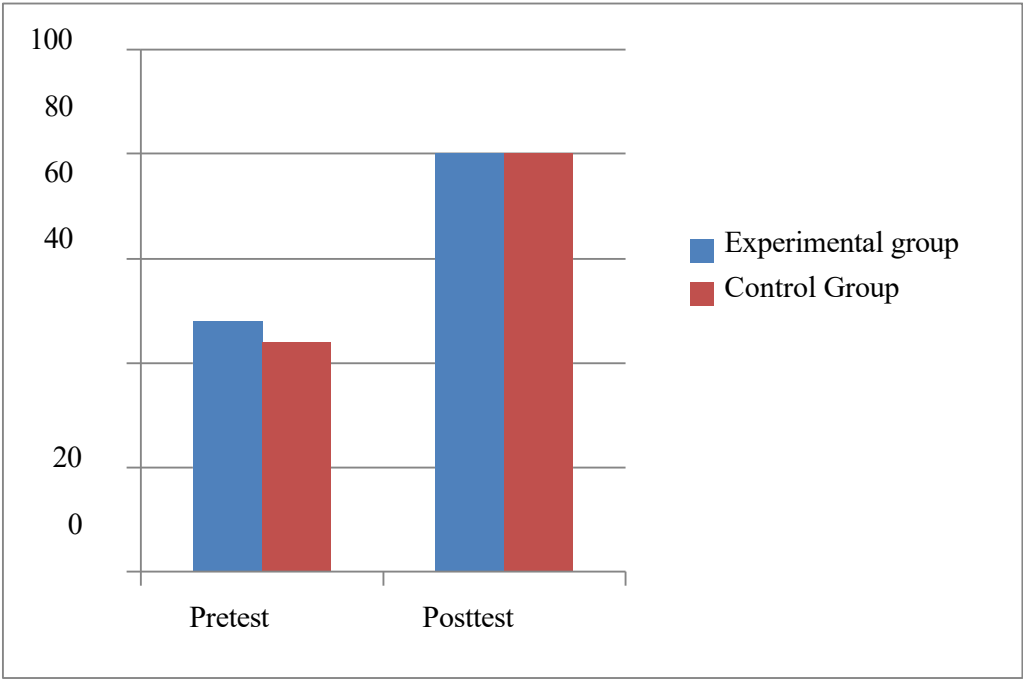


Figure 6. Mean Value Comparison Diagram

From the explanation above, it can be concluded that the speaking scores of students in the Experimental group and Control group have increased. The difference is that the highest score of students in the experimental class can enter the Good score classification compared to highest student score in the control class who can only reach the Good enough score classification and most of them are still in the Fair score classification. This indicates that the improvement in students' speaking ability in the experimental class is higher than the improvement in the control class.

2. Hypothesis Testing

In Hypothesis Testing, researchers use the t-table formula with the level of significance set at $\alpha = 0.05$

| N | Test | t-test value | t-table value |
|----------|-------------|---------------------|----------------------|
| 16 | Pre-test | 1,77 | 2,042 |
| 16 | Post-test | 3,37 | 2,042 |

The table shows that the t-test value in the post-test (3.37) is higher than the t- table value (2.042). This shows that learning using tiktok video is effective in improving students' speaking ability.

4.2 Discussion

In the great development of the world and times, almost all aspects of the problem require international communication where English is placed as an international language. English is an international language that is widely used around the world for various communication purposes. English must be expressed appropriately so as not to cause misunderstanding between the speaker and the listener. defined as “speaking”.

Speaking also has another purpose, which is an activity that involves using language to communicate between members of society as a way of demonstrating one's language proficiency. In other words, speaking is the ability to use a particular language to communicate and express ideas orally in establishing and maintaining social relationships and exchanging information (Maming et al., 2023). The school environment, which is at the forefront of educating and teaching the new generation, especially in learning to speak English, must be able to build a good environment that allows students to learn to speak English well. A good English learning environment means a place where Students are able to voice their opinions and ideas. naturally, and can have the opportunity to interact with each other in practicing their speaking skills. When students can do everything naturally, they will feel it like a real life environment (Saleh, 2021).

But in reality, this is slightly contrary to what the researcher found during the observation. Where most students think that learning English, especially speaking, is difficult and not fun at all, but it turns out that teachers only teach theories that have no clear direction and usefulness and lack of speaking practice. So even

though they have studied English for years, they still cannot speak English fluently (Fitrianita et al., 2017).

Based on the problems, researchers try to provide solutions by providing a choice of tiktok video learning media. Tiktok video, one of the most popular applications lately, is a social media platform that can be used as learning media because of its purpose, which is to entertain students, broaden students' horizons, and disseminate information in the field of education. TikTok is a trend that is becoming a trend in the world, especially among those who are learning English as a foreign language. Last but not least, this app is accessed through mobile phones which almost everyone has. Especially for students, being able to use their phones to learn how to speak is exciting.

In the first meeting, the researchers made observations, the researcher could see indications of anxiety and lack of confidence in students, for example, the researcher asked the students for an English word that required them to answer it in English, and it was seen that most of them did not know English at all from the word I gave. Even when the researcher gave an unfamiliar or frequently mentioned word to them to answer in Indonesian, only a few students dared to speak and mention its meaning. After the researcher approached them, it turned out that the cause of all these problems was that there were several factors that caused the condition of English learning, especially speaking, to be concerning like this. First, Students believe that studying English is challenging. so they have no motivation to learn it. Second, the teaching method designed by the teacher is only based on grammar (language structure teaching). Teachers only teach theories that have no clear direction and use and lack of speaking practice. So even though they have studied English for years, they still cannot speak English fluently. Third, the seventh graders' basic knowledge of English is lacking because they did not learn English in elementary school. So, for seventh graders, English is new and strange to them (Fitrianita et al., 2017).

After all these phenomena, the researchers conducted a series of treatments to help these students get a new choice of learning media, and they don't have to worry about being judged or ridiculed by other students because they can practice

speaking using their cellphones. one of the positive things that really helped the research was that students, especially myself, were very easy to improve my English by watching short tiktok videos. has the ability to help students learn to speak in English during and after the Covid-19 outbreak, as stated by al., (2020). at this stage of the treatment, the researcher could also see and feel the level of enthusiasm of the students which increased compared to the first meeting. Simple things such as asking questions and giving opinions when asked about a topic can slowly be applied by them.

After doing all the treatments, there were some students who showed great progress in their speaking skills. However, on the other hand, it is undeniable that there were also some students who were stagnant or even experienced a decline in their speaking skills. However, overall we can see an increase in students' speaking skills by comparing the pretest and posttest scores. Therefore, based on the data analysis, the researcher can conclude that TikTok videos can improve the speaking skills of tenth grade students of SMAN 1 Parepare.

TikTok videos provide a new experience and atmosphere in learning to speak, giving the impression that learning to speak English is easy and fun. This statement is in line (Said Harahap et al., 2023) in their study entitled "Improving Students' Speaking Skill of the 11th Grade through TikTok Application in Narrative Text at SMKN 2 Magelang" which states that TikTok videos have a positive influence in improving students' speaking skills in a fun way. Although their study uses a different method from this study, the conclusion obtained is the same, namely that TikTok videos can improve students' speaking skills.

In line with this study,(Saleh, 2021) in his study entitled "Improving Students' Speaking Ability In English Lessons Using Online Robot Applications" said that learning to speak using mobile media is very motivating and influences students' creativity levels to show their best speaking abilities. In this study, researchers saw high enthusiasm from students when taught to speak using technology media.

The researchers can see the effect of using the Cake Application making students feel comfortable and interested in learning to speak. This is in line with the research

of (Mandasari & Aminatun, 2019) titled “Uncovering Students’ Attitude Toward Vlogging Activities In Improving Students’ Speaking Ability” After they conducted interviews and gave questionnaires, most of the students’ opinions showed that they felt comfortable and interested in learning to speak after being taught using TikTok videos. Although the method they used was different from the method the researcher used in this study, the results showed that TikTok videos had a positive effect on improving students’ Speaking Skills.

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5. Conclusion

Based on the findings and discussion of this study, it can be concluded that improving students' speaking ability in oral descriptive text using TikTok videos. This is evidenced by the comparison between the Pre-test and post-test scores

on the four components of the speaking assessment. Then we can also see that the t-test result on the Post-test is 3.37 higher than the t-table value (2.042). By correlating these results with the hypothesis test, it shows that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_1) is accepted. In addition, if the mean value of the post-test is correlated with the Score Classification, this shows us that the speaking ability of seventh-grade students of MTsS DDI Takkalasi has increased.

So, this shows that it can be stated that students who are taught using TikTok video learning media are more significant than students who are taught using YouTube videos. with this, it can be said that there is an increase in students' speaking skills concerning fluency, grammar, pronunciation, and intonation.

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