

EXPLORING TIKTOK APP IN LEARNING SPEAKING USING ROLE-PLAY ACTIVITIES FOR ESL LEARNERS IN SECONDARY SCHOOL

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Abstrak

Penelitian ini membahas tentang penggunaan aplikasi TikTok sebagai salah satu bentuk media *Technology-Enhanced Language Learning (TELL)* pada kelas berbicara di sekolah menengah di Indonesia. Salah satu kegiatan berbicara yang harus dikuasai siswa adalah bermain peran. Namun untuk mempelajari keterampilan berbicara selalu sulit bagi siswa ESL dan EFL karena mereka memiliki kesempatan untuk berlatih berbicara yang kurang. Dari kondisi tersebut, penelitian ini memiliki masalah penelitian: Bagaimana aplikasi TikTok mempengaruhi kemampuan berbicara siswa? Penelitian ini bertujuan untuk mengungkap bagaimana penerapan TikTok sebagai media pembelajaran, serta manfaat dan hambatan yang dialami siswa. Desain penelitian kualitatif digunakan dalam penelitian ini. Instrumen yang digunakan adalah wawancara, observasi dan angket terbuka sehingga diperoleh triangulasi data yang lebih mendalam dan objektif. Data observasi dianalisis untuk menjawab pertanyaan terkait implementasi TikTok. Data kuesioner dan data wawancara kemudian diklasifikasikan, diberi kode, dan dianalisis. Keduanya kemudian dibandingkan dan diinterpretasikan untuk mengungkap manfaat dan hambatan yang dialami siswa. Dengan demikian, TikTok ditemukan diimplementasikan di kelas sinkron dan asinkron. Tanggapan siswa terhadap manfaat yang terkait dengan aspek berbicara juga terungkap. Namun, mahasiswa mengalami kendala, baik teknologi maupun non-teknis. Kajian ini diperlukan untuk menambah wawasan guru tentang TELL, khususnya penerapan aplikasi TikTok di kelas berbicara sekolah menengah, sehingga mereka dapat menggunakannya dengan baik.

Kata Kunci: Keterampilan berbicara, Aplikasi TikTok, *Role-Play*, Media Pembelajaran, *Technology-Enhanced Language Learning (TELL)*.

Abstract

This study discusses the use of the TikTok apps as a form of *Technology-Enhanced Language Learning (TELL)* media in the speaking class of a secondary school in Indonesia. One of the speaking activities that must be mastered by students is role-play. However, learning speaking skills is always difficult for ESL and EFL students because they have less opportunity to practice speaking. From this condition, this study has a research problem: How does the TikTok App affect students' speaking ability? The objective of this study is to reveal how the implementation of TikTok as a learning medium, the benefits and obstacles experienced by students. A qualitative research design was used in this study. The instruments are interviews, observations, and open questionnaires to obtain more in-depth and objective data triangulation. The observation data were analyzed to answer questions regarding the TikTok implementation. The questionnaires and the interview data was then classified, coded, and analyzed. Both were then compared and interpreted to reveal the benefits and obstacles experienced by students. Thus, TikTok was found to be implemented in synchronous and asynchronous class. Students responses to the benefits related to the speaking aspect were also revealed. However, students were experienced obstacles, both technological and non-technical. This study is necessary to gain teacher insight about the TELL, especially the implementation of the TikTok app in secondary school speaking classes, so they can use it properly.

Keywords: Speaking skills, TikTok App, *Role-Play*, Learning Media, *Technology-Enhanced Language Learning (TELL)*.

INTRODUCTION

Speaking skills are the ability students have to be able to communicate effectively, by delivering the right message and not causing misunderstanding. Speaking English is

also a macro skill that must be taught by teachers to students. This speaking skill is in the basic competencies which are the learning outcomes of secondary school students. In Indonesia, several international-based secondary schools that apply English as a second language

(ESL), which means this school uses the Cambridge curriculum in its English language learning. The IGCSE (International General Certificate of Secondary Education) is a two-year curriculum that concludes in an exam that is externally designed, graded, and accredited by the University of Cambridge. This is a one-of-a-kind UK government-supported initiative that is available to schools worldwide. As a result, this accreditation is accepted all around the world. Students in Grades 10 and 11 study this curriculum, which covers around 9 courses for the IGCSE test, one of which is English. In this curriculum, what is emphasized to students is the mastery of 4 skills in English, one of which is speaking. Speaking taught in schools with the Cambridge curriculum is usually based on a theme because it is following with the IGCSE test. The fluency and precision of students' speech reflect their English speaking skills (Sosas, 2021). The IGCSE test, which covers the four skills, is given at the end of the class to evaluate their skills in English. Students who pass the test with good grades can apply their certificate to enroll in universities overseas.

Role-play is one kind of IGCSE speaking test. Hence, to prepare for this, there is learning material of role-play with a specific theme. Role-play is a speaking activity in which students are instructed to act as other characters in imaginative situations or issues (Budden, 2021). Considering role-playing is generally based on real-life circumstances, students will be challenged with the nuances of reality in speaking English (Castro, 2019). Furthermore, the speaking role-playing activities might give a chance for students to strengthen their critical thinking skills (Rashid & Qaisar, 2017). According to the IGCSE Syllabus English as a Second Language (2019), during the test, students are asked to do roleplay on the spot with a specified topic or prompt. Furthermore, speaking criteria examined include vocabulary, proficiency, and fluency. Students must be able to convey ideas clearly and efficiently using intonation and pronunciation, which may include conversation. In addition, in doing role-play, students also should pay attention to aspects of facial expressions and gestures (Bitsize, 2019). Students must engage in frequent speaking practice and English exposure in an attempt to reach these objectives. As a consequence, teachers are required to be able to strategize several active and interactive teaching styles during the lesson so that students may efficiently fulfill the target language (Raja *et al.*, 2017).

Learning speaking skills also has always been difficult for ESL and EFL students in the communicative competence of English. They lack the opportunity to practice fluency in speaking (Sun *et al.*, 2017). The impact is they also experience a lack of communication skills. Students will have difficulty with the level of words when

they begin a communication or reply to the other person (Chou, 2018). According to Woodrow (2006), students who rarely practice their speaking skills also have a significant level of speaking anxiety. It comes as a result of a lack of confidence and fear of speaking in public, resulting in a lower level of linguistic performance (Chou, 2018).

The teacher adheres to principles while conducting a speaking class. The goal of teaching speaking is to build students' fluency, accuracy, understanding of language and discourse, and awareness of metacognition (M. H. Chou, 2021). Goh and Burns (2012) introduced a teaching cycle to students' speaking skills, which included (1) guiding students' attention to speaking, (2) providing organizing assistance, (3) conducting speaking tasks, (4) focusing on language, skills, and strategies, (5) repeating speaking tasks, (6) guiding the learner's reflection on learning, and (7) providing feedback. According to Gudu's (2015) study, activities like discussion, dialogue, and role-playing can be used to teach speaking in varied frequencies. Teachers also must employ the target language and engage native speakers to serve as role models to motivate students to speak properly. Furthermore, Burns (2019) believed the principal purpose of speaking tasks is to let students develop excellent speaking fluency in which meaning is communicated with minimum hesitation and in a way suited for the message's social purpose.

Teachers also should be able to incorporate technology in learning by 2020, due to the emergence of Covid-19 as a pandemic that requires the implementation of remote learning (Amin & Sundari, 2020). Technology-enhanced language learning (TELL) provides teachers and students to easily conduct language learning anywhere and anytime (Hwang *et al.*, 2016). Technology integration and implementation in schools support learning using mobile device technology by teachers (Crompton *et al.*, 2016). The application of mobile devices to learning activities is also recognized as giving more opportunities for learning speaking skills (Yeh & Lai, 2019). This makes technology able to be used as learning media. Learning media's primary function is to support as a tool or instrument for involving students during learning activities. Hikmah, (2019) states that there are visual media that display messages through communicative symbols, audio media related to hearing, then audio-visual media which is a combination of visual and audio media.

Learning using mobile devices as Technology-enhanced Language Learning (TELL) also can be used to help students with independent learning activities supervised by the teacher (García Botero *et al.*, 2019). There are several types of TELL commonly used in learning, including games, online videos, instant messages, social networks, virtual reality and so on

(Shadiev & Yang, 2020). In addition, Statcounter Global Stats (2021) reports one of the most operating systems of technology commonly used today in Indonesia is Android. In mobile devices based on Android, users can download various applications through the app store such as "Google Play" for free or for a fee. Applications that can be downloaded include game applications, entertainment, education, and others. One form of mobile learning technology is social-networking sites (Lubis, 2018). The TikTok app, which can be used to view or create short videos and conform to user demands, is now the most popular social networking platform among young people (Mike, 2021; Lindade, 2020). TikTok can be used in the classroom and outside the classroom as learning media in English learning classes by increasing learning motivation and improving students' basic English skills (Huining, 2020). Klein A., (2019) argued that TikTok may be used to provide activities to students, especially as a form of exposure to learning English to speak. The use of mobile learning and social networking sites (SNSs) in class can improve their speaking skills of English (Sun *et al.*, 2017).

Emphasizing the reality that the utilization of technology is progressively being found in schools, inquire about the by and large adequacy of language learning using technology has not been broadly found (Sung *et al.*, 2015). Applying mobile devices as a medium of learning can influence how students can benefit, especially in improving their speaking skills (Yeh & Lai, 2019). Several previous studies also found the effect of using Mobile-assisted Language Learning (MALL) on students speaking skills which was also a component of speaking, including improving pronunciation (García Botero *et al.*, 2018; Yeh & Lai, 2019), understanding in speaking (Yeh & Lai, 2019), and social interaction (Sung *et al.*, 2015). Besides the benefits, obstacles were also found in the application of mobile devices as a learning aid for this language (Sung *et al.*, 2016). In the use of TikTok in learning both outside and in the classroom, most high school students have a positive response, but it also raises concerns (Huining, 2020).

In Indonesia, in the practice of technology-based learning in learning English, some feel that they have benefited in understanding the material but are still hampered by technical problems and time allocation, some feel helped in preparing materials but do not feel the communicative and functional benefits (Lubis, 2018). However, there are only a few studies that discuss TikTok as a learning media, especially with settings and participants in Indonesia (Salsabia *et al.*, 2021). Thus, more study exploring TikTok as learning media and involving Indonesian students is still needed. The present study will be conducted with a focus on exploring how students use the TikTok application in an ESL learners'

secondary school, which includes the implementation, benefits, and obstacles of using the TikTok app in speaking activities. In addition, for more in-depth research and during the covid-19 pandemic, the researcher only include a few participants in learning procedures and learning is conducted online. The speaking learning studied by the researcher was in schools based on the Cambridge IGCSE Curriculum, not the national curriculum. This means that speaking activities will be more emphasized on the theme. The specific speaking theme in this research is about the job and its activities in the form of Role-play.

Moreover, Indonesian teachers' understanding of the use of TikTok in learning media is also still lacking even though this application is currently popular, especially for students. It can be proven by only a few Indonesian teachers reasearching the use of TikTok in speaking class, especially in secondary school. Although the teacher's understanding of teaching with this technology is needed to improve the effectiveness of the learning process. Thus, this study is needed to fill the gap between the expectations of students in learning to speak English through enjoyable media by conducting a qualitative study that addresses the use of TikTok as a learning platform, as well as the benefits and the obstacles of using it. Hopefully, this paper will be useful information for the teacher to improve students' English learning skills by using appropriate technology as a learning medium. Also can be an inspiration for students in improving achievement in learning to speak English using technology, TikTok app. In addition, this study has a research problem: How does the TikTok App affect students' English speaking ability?

Considering the related studies on the use of TikTok, based on the literature review, the following research questions were asked in this study:

1. How is students' implementation of the TikTok app as learning media in secondary school role-play speaking class?
2. What benefits do students get from using TikTok for learning Speaking?
3. What obstacles are faced by students while using TikTok App for learning Speaking?

METHOD

This study was designed as qualitative research. Creswell, (2009) stated that qualitative research is an exploration that is also related to the individual understanding of these social problems. The place setting of this research is in a city in East Java, Indonesia. The specific setting place for data collection is in one of the secondary schools with a Cambridge Curriculum for learning English as a second language. The subjects in this study are ten students from grade 10 Extended ESL class of Secondary School. The

rationale for selecting 10th graders is that they are the first class to acquire English as a second language, thus they still encounter levels of anxiety while speaking in English. The extended class was chosen because students in this class will be prepared to take the IGCSE or Cambridge Test.

The researcher observes two weeks of learning in this study, with the teacher delivering material once and the students completing two tasks. The teacher asks students to search for native speakers on TikTok by using the search keyword "Practice Your English"; or using the hashtag #Englishspeaking, #learningEnglish; or the teacher provides an example of the video link in the task. Then the students were asked to do a duet speaking with the native speaker. In the next activity, students can make their videos with their friends using the TikTok duet feature. The researcher observes students' speaking practice activities using the TikTok app, then asks them questions utilizing open questionnaires and interviews to obtain in-depth data. The observation sheet is in the form of a field note and rubric with aspects for language convention, pronunciation and intonation, fluency, facial expression, and gesture. To obtain more reliable data, the researcher additionally conduct interviews with several randomly selected students after getting a response from the questionnaire. Questionnaire and interview questions are open questions related to the use of TikTok, its benefits, and the obstacles they experience.

The researcher uses a qualitative approach to analyze data. In analyzing qualitative data, researchers classify and code the data collected, so could then be interpreted (Ary, D. et. al., 2009). The first research question about how students use TikTok in speaking activities was answered by analyzing the observation data collected. Then, the second and third questions about the benefits and obstacles of using the TikTok app for speaking practice activities were answered by classifying, coding, and analyzing the questionnaire data. Furthermore, interview data was analyzed and correlated with questionnaire data to confirm the validity of student information.

RESULT AND DISCUSSION

1. The Implementation of TikTok App

There have been several stages to teach speaking using TikTok based on role-play activities, such as, pre-teaching activities, whilst teaching activities and post teaching activities.

Pre-teaching activities

Before the teaching-learning was conducted, the teacher uploaded the learning material in e-Learning schooldije.com. Students were asked to access, read and

study the learning material before the class. The material was about role play in text form. Students also were required to install TikTok and sign up for those who do not already have one. Meanwhile, the majority of the students have used TikTok.

Whilst teaching activities

In the first week of learning, the teacher explained the concept of speaking role play by showing a TikTok video role-play, which the students then discussed in class. There were two videos shown by the teacher. First, the teacher asked what role-play meant. Some students found that role-play means pretending to be someone else. The teacher then asked what happened in the role-play video and who played the roles. The class had a discussion regarding the role-play video. Students could learn the concept of role-playing and the necessary things when doing role-play. After the discussion, the teacher explained the task that students must do in asynchronous class. This task would be a post teaching activity. The first task was for students to make role-play videos with a native speaker using the TikTok App duet feature. They logged in to their TikTok account and searched for videos with the keyword "Practice Your English" or use the hashtag #Englishspeaking. Students collected the video links they made in e-learning before next week. However, there were some questions of the students who were opposed to letting their accounts be published.

In the second week, the teacher divided the students into two-person groups. The teacher explained about the second task. The second task required students to work in pairs to create a role-playing video on TikTok. The video content they made was themed "Job." One example of a student-created video result is at this link (<https://drive.google.com/file/d/13jibsr08MPSC1UOVZdEMj3RzoKmY6EVz>), in which they play the roles of a doctor and a patient. Students were allowed to be creative and make use of available TikTok features.

Post teaching activities

Students work on a task on the TikTok application according to the instructions. The results of the students' videos were observed and got the following results. In the first task, ten students made a video with the native speaker using the duet feature. Some users utilize extra green screen filters based on the role-play situation. Some collect immediately, and those who were late. While in the second task result video, they were inspired by similar content that existed, but they added some improvisation. The concept of the situation shown in the video, i.e "Job," was appropriate.

The researcher then also observed the speaking aspect of role-playing from students' video use speaking rubric

adapted from Brown and Abeywickrama (2010) and speaking role-play rubric. Those aspects include language conventions in the form of vocabulary and grammar, pronunciation and intonation, fluency, facial expression, and gesture. In task 1 video, the aspect of language convention which includes the selection of vocabulary and sentence structure, two students have a good of the language convention. Good here indicates they still have grammatical and vocabulary errors, probably as a result of their effort to incorporate a variation. On the other hand, eight others did it excellently in language convention. This was followed by progressions on task 2, which found that all ten students had excellent vocabulary and grammar in the language convention. It indicates they already have accuracy and a diverse variety of grammatical structures and vocabulary.

Furthermore, in the aspect of pronunciation and intonation. Pronunciation means how students pronounce the word, this is related to accent. Meanwhile, intonation is the high and low tone of a person's speech according to the conditions at hand. In Task 1, only one student is excellent, six students are good while the other three are sufficient. Sufficient students indicate that they still have pronunciation and intonation are not always accurate, and there is some effort at accent but the sound is still non-native. Those who are good have correct pronunciation and intonation, as well as a good effort at accent. Then excellent denotes that the pronunciation and intonation are outstanding, good effort at accent, and already sounds like a native English speaker. While on task 2, two students have good pronunciation and intonation, while eight others have excellent on it.

On task 1, the same results were observed for fluency and facial expression, where four students are good and six students are excellent. Then, in the second task, there was a similar increase in these two aspects, with one student being good and nine students being excellent. This implies that good students have smooth and fluent speech, but there are still a few hesitations, a slight search for words, and inaudible words in terms of fluency. In terms of facial expressions, those who are good imply that their expressions are good but don't always represent the character in role-play. Moreover, those that are excellent go in with smooth and flowing speech, minimal to no hesitations, and no attempts to find words so that all phrases can be heard clearly. In addition, those who are excellent at facial expressions perform well and match the character they play.

Next, on task 1, there are two sufficient student gestures, five good gestures, and three excellent gestures. Those who make sufficient gestures indicate that they are slightly hesitant. Their gestures are natural, but they are not in sync with the dialogue, and they are also less able to

position themselves. Then the good gesture indicates that they have looked confident, had natural motions, can handle dialogue, and can position their bodies properly, despite any flaws. Those with excellent gestures, on the other hand, have performed super great, look confident, have natural movements, and are compatible with their characters. In this aspect, on Task 2 there are also differences, where three students are good, and seven students have excellent gestures. Overall, no one completes the task with a result of poor or fail in all aspects.

From the results above, the use of TikTok which is already familiar among secondary school students is in line with previous research. Mike (2021) believed that the majority of TikTok users are teenagers and pre-teens. In addition, teachers also use TikTok as a learning medium in the stage of guiding students' attention to speaking. This stage is the initial stage for learning speaking as described by Goh and Burns (2012). This is also relevant to previous research by Ipan et al. (2020), which revealed that learning using TikTok can be an innovative way to start engaging learning between teachers and students. Then as Cervi (2021) said, TikTok is a ByteDance program that allows users to view and create short videos of up to 60 seconds in length utilizing various filters and editing tools. In this study, for implementing TikTok in speaking class, students are asked to make short videos using existing features. TikTok can therefore be used in the third and fourth stages of teaching speaking English, either conducting or repeating speaking tasks.

During the TikTok speaking practice activity, the students were revealed to feel a variety of responses. Three students were happy because the activity was interesting. Meanwhile, four students are shy because they still have considerable levels of social speaking anxiety. While the other two are still feeling it's a difficult thing.

2. The Benefits of Using TikTok for Learning Speaking

By doing activities, questionnaires, and interviews, we revealed some student responses on the benefits of utilizing TikTok for speaking practice. The students who participated in filling out the questionnaire were 10 students, while 6 of them were interviewed. They consider TikTok could be used for speaking practice because of some reasons. They said was that they also received benefits in aspects of speaking.

Easy to practice speaking

The first benefit several students said that they enjoy the simplicity and opportunity to practice speaking with TikTok more often.

"We can learn more easily using TikTok because we can learn and play at the same time." (Student 2)

"Using TikTok gives me more opportunities to practice speaking activities." (Student 6)

Gaining new vocabulary

Then, The beneficial aspect of speaking that most students experience is an enhancement in their new vocabulary. Five out of ten students said that speaking practice activities using TikTok helped them expand their vocabulary because they noticed a lot of native words in the video content.

"I can increase new vocabulary because sometimes there are verbs that are rarely used by people who aren't native to England or America (foreigner)." (Student 4)

"When there is a new vocabulary that we don't know then we will translate the vocabulary to Google translate and finally got a new vocabulary." (Student 5)

"Sometimes there are videos that speak using informal words so sometimes there is a new vocabulary that we can learn and we can use when we want to speak natively." (Student 8)

Getting better pronunciation

In addition to increasing their vocabulary, students get benefits in better pronunciation during TikTok speaking practice activities. Three out of ten students reported that the activity helped them improve their pronunciation.

"Because TikTok users come from various countries when a foreigner's TikTok video enters our TikTok home page, we automatically know what their pronunciation is like and how." (Student 7)

Increasing Self-confidence

The fourth benefit students perceived was self-confidence, four out of ten students admitted that speaking practice activities could be useful in increasing their confidence. They admit that they are more ashamed to speak directly in public than in front of a camera. So that by using TikTok they feel the benefits of training their readiness to speak in public.

"I'm more confident, so I practice first from a duet like that because if I speak directly to the public, I'm still afraid or embarrassed. If it's a duet like that, only we know. If I don't want to post it, just put a draft for evaluation where it's lacking." (Student 10)

Grammar insight

The fifth benefit that students perceived was the willingness to explore grammar; two out of ten students consider this.

"Maybe some people are afraid to speak in front of many people because they are afraid that the grammar is wrong, from this TikTok duet sometimes I see the grammar and I learn the sentences." (Student 9)

Knowing the use of appropriate gestures, expressions, and intonation

They also experienced benefits related to aspects of role-play, such as gesture, expression, and intonation when practicing speaking activities using TikTok. That was mentioned by four out of ten students.

"When we use TikTok, we also know how to behave when the other person is talking, and when the other person is talking, we know how to express their story. In any case, the most important thing is to listen carefully and correctly to their conversation, so that we can follow what they are talking about with that gesture, expression, and intonation." (Students 1)

Preparing IGCSE speaking test

Furthermore, three out of six students interviewed said that TikTok is useful to help them prepare for the IGCSE test. They argue that the activity can increase their self-confidence and their ability to communicate with people, thus helping to prepare for the upcoming test.

"It can be useful for preparation for the IGCSE test because there is already an idea of how to prepare and already have the confidence to take the test so there is no need to be nervous and always optimistic." (Student 3)

However, two out of six said it might have an effect but not very significant and one of them thinks it has no effect at all. This is because they can only learn from the videos they watch, they cannot ask questions or know whether what they are doing is right or wrong if there is no guidance from the teacher.

"It may not be effective for some students who are still confused about their pronunciation or grammar, they are afraid of being wrong, and they must get guidance if they feel they still don't understand. Because on TikTok we can only practice accent and self-confidence if, for a test like that, I don't think it's enough just used TikTok." (Student 6)

Previous studies had implied that TikTok is a social networking platform (Cervi, 2021) with a broad reach (Huining, 2020), a large amount of content (Lindade, 2020), and features that support it (Pratiwi et al., 2021). Klein A., (2019) also considers that students may view entertaining videos and simply find out what is going on in the universe by accessing the TikTok app. According to the results above, the benefits perceived by students are equivalent to what previous researchers have stated, that TikTok allows them to easily practice speaking English

with the features and content available. Furthermore, Nurul & Mutiara (2021) also said that video-based learning media via TikTok are similar to vocabulary material. In this study, students also said that they knew how English native speakers pronounce because of the content. Nurul & Mutiara (2021) recognized that TikTok videos have pronunciation content. Likewise, in Pratiwi et al. (2021) they revealed that the TikTok app could be used as a medium for English pronunciation training since it has many advantages and is useful in assisting students and teachers in teaching and learning activities in the twentieth century. Then, Sosas (2021) that the use of technology in teaching speaking can build confidence and overcome direct public speaking problems because technology allows them to practice before speaking engagements. This is in line with research results where TikTok can be used for self-confidence training. This is due to TikTok's interactivity (Zaitun et al., 2021), and students are better able to elaborate on the given topic as a result (Ipan et al., 2020). Next, Grammar was also mentioned in Woodrow (2006) as a factor in student anxiety in speaking and as a problem for some students. On the other hand, according to Huining (2020) research, students can search for the video keywords they want on TikTok which will provide them with a fresh learning experience in English. This is why in the findings above, students stated that TikTok can give them the benefit to reduce second language anxiety related to grammar. Overall, using TikTok in English speaking practice activities offers students a variety of benefits. In a previous study, Yeh & Lai (2019) also addressed how students may benefit from using mobile devices as a medium of learning to improve their speaking abilities. In this research, the results described above support previous research that the use of TikTok, which is mobile technology, gives benefits for practicing students' speaking skills.

3. The Obstacles are Faced while Using TikTok App for Learning Speaking

The implementation of TikTok in speaking practice activities not only provides students with benefits, but they also face obstacles. Some obstacles were discovered during the TikTok speaking activities. Furthermore, solutions to overcome these obstacles were also revealed.

Table 1. obstacles and solution during the process of learning speaking using TikTok

No.	Obstacles	Solution
1	Some students doubted if their pronunciation was correct or incorrect	Guidance from the teacher
2	Some students have lack of confidence because of the surround	Do more practice
3	Student was still confused about the features of TikTok	Guidance from the teacher and more practice

4	Students experience device problems such as battery heating up and storage full	Make control on the use of TikTok
5	Students have difficulty finding appropriate content	Guidance from teacher
6	The resulting video is less clear in terms of sound and image	Do a re-take video

Based on the table 1, it can be explained that there were six obstacles found including students' doubts, lack of confidence, confusion, and technical obstacles, such as device issues, inappropriate content, and video quality. Meanwhile, to overcome these obstacles, solutions were found: more practice, teacher guidance, control on TikTok use, and re-take video.

Students' doubts

The first obstacle is related to students' doubts. Students sometimes doubted if their pronunciation was correct or incorrect because they just imitated the video they watched.

"Sometimes, It's hard to know our pronounce are right or not." (Student 6)

The student then stated that to overcome this obstacle, teacher guidance was needed.

"We need a teacher to practice with us, so the teacher can correct us at that time." (Student 6)

Lack of confidence

Secondly, obstacles related to self-confidence are the most commonly stated by students. That was said by three students. They mention it because they are nervous about their surroundings, and some of them are not used to speaking English.

"Honestly there are no difficulties. Just a lack of confidence to do it." (Student 2)

"The problem is that I don't have confidence in my environment." (Student 3)

The majority of them then stated that the solution to this problem was to do more practice.

"I will try to be more confident and practice speaking in front of a camera." (Student 3)

Confusion

Then, there is also a student who is still confused about the features of TikTok.

"I still don't understand the TikTok feature for making videos, so I need explanation from the teacher and practice again" (Student 7)

From the statement of student 7, the solution obtained from this problem is guidance from the teacher and more practice.

Device issues

Furthermore, two students experienced technical obstacles with their devices. The student noticed a rapidly heated phone battery and full storage.

"It can make my phone hot and make my phone battery go down fast and that's why I don't like use TikTok long time." (Student 1)

"The capacity of the TikTok app is quite large and quite consuming storage." (Student 10)

One of them stated the solution is to limit the use of TikTok.

"I don't use TikTok for a long time, maybe 30 minutes is enough to use TikTok before my phone gets hot." (Student 1)

Inappropriate content

Some students, in addition to the technical obstacles, are experiencing difficulties in accessing content that matches the specified topics. Two students mentioned that there were challenges due to inappropriate content.

"It's a bit difficult to find the topic, looking for inspiration on TikTok also I can't find many videos that discuss topics that have been determined by the teacher." (Student 4)

According to them, the solution is for the teacher to help find the appropriate video.

Video quality

Last but not least, there is a technical obstacle related to the resulting video. Two students stated this. One is that the resulting video has decreased quality while the other has an out-of-sync between sound and video.

"I have to take it repeatedly because the sound and the video are out of synchronous." (Student 5)

From the student's statement, it is shown that solution for this problem is re-take again the video to get the best quality.

The results of the obstacles to using TikTok in the speaking class, of them have been mentioned in previous studies. However, some have only recently been found. These are relevant findings. Huining (2020) reported that obstacles related to worries arise in the use of TikTok so there is a need for guidance and support from the teacher. In addition, Lindade (2020) once claimed that there were issues with student privacy due to the growth of a lack of confidence in the student environment in using TikTok, which worried teachers and parents. Aside from that, Xu et al., (2019) identified content issues, how the TikTok algorithm allows users to find identical videos over and over again. This makes it difficult for students to find appropriate content.

CONCLUSION

The implementation of the TikTok app as a medium for Indonesian high school students with the Cambridge Curriculum in role-play speaking practice activities was explored in this research. According to the results of this study, students are familiar with using TikTok to watch videos and some of them use Tiktok to make videos. In classroom learning (synchronous) the teacher used TikTok to start the learning to talk about role-play interestingly by showing video examples of related material from TikTok, so that students can then have discussions. The teacher gives two tasks to be completed in asynchronous class for the following activity. The first week's task is to create a Role-play video with native speakers, and the next week's task is to create a Role-play video with their partners using the TikTok App duet feature.

The results of the student videos show that students take advantage of features in TikTok to support situations in their role-play. The result of the second task video also indicated that students were inspired by previous content and did improvisations. The researcher also observed aspects of students' speaking, language conventions, pronunciation and intonation, fluency, facial expression, and gesture. In all aspects, the majority of students did good and excellent. This means that the videos they make have been able to successfully communicate notions to the audience. However, in task 1, in the aspect of pronunciation and gesture, some students do it sufficiently. No one does the task with poor or fail. Furthermore, the findings also revealed an influence on students' speaking skills between tasks 1 and 2, with task 2 being better in all aspects. It is evident from the number of students who do excellently in all aspects, that there are no longer students who perform sufficiently.

Besides, when doing the activity using TikTok, the students revealed a variety of responses, some of them were happy, embarrassed, and having a difficulty. Furthermore, there are also the benefits regarding the speaking aspect are increasing their vocabulary knowledge, practicing correct pronunciation, knowing the appropriate grammar, then knowing how to adjust gestures, expression, and intonation in a context. In addition, it also provides them with benefits in terms of increasing their confidence when speaking, especially in preparing themselves to speak in front of others, such as when on the IGCSE test. These findings indicate that using TikTok affects students' speaking ability since there is an improvement during implementation and provides them with lots of benefits, especially in aspects of speaking.

However, students also do face several obstacles when using Tiktok as a medium of speaking practice. Doubts, lack of confidence, and confusion among students were found. There are also technical obstacles, such as

device difficulties, inappropriate content, and video quality. Then, to overcome it, solutions including more practice, teacher guidance, and minimizing the use of TikTok were discovered. Many more practices can help those who struggle with self-confidence. The teacher will then provide help to those still confused and have doubts. Meanwhile, TikTok use can be limited to overcome technical obstacles.

Future research is suggested to identify more about how to use the application and search for participants before conducting the study. Additionally, teachers should keep giving assistance and explanations to students on the material when using TikTok in learning, rather than relying solely on the app. Students should use TikTok as a medium for speaking practice if they are supervised by teachers and parents, and they should be aware of how to control their use so that it would not have a negative influence.

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