Exploring Tiktok's Impact on Enhancing Speaking Skills in Language Learning: A Classroom Action Research

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Abstract
TikTok is one of the media used in the speaking study. Many benefits can be obtained in the TikTok application, especially to improve speaking abilities. This research aims to know the use of TikTok in language learning to improve students' speaking skills and identify the effect of applying TikTok as a learning platform. This study aims to shed light on the role of TikTok in enhancing students' speaking abilities. The method used is quantitative method with Classroom Action Research. CAR is carried out in TKR at SMK Wijaya Putra Surabaya. This study's results demonstrated the effectiveness of using TikTok in improving students' speaking skills. Implementing TikTok resulted in a significant increase in students' post-test scores compared to their pre-test scores. It indicates that TikTok positively influenced students' motivation and performance in speaking English. Throughout the research, students showed a positive attitude towards using TikTok as a learning tool. They enjoyed the new experiences and found the interactive nature of TikTok engaging. The evidence from this study supports the notion that TikTok effectively enhances students' speaking skills, as seen in the considerable improvement in their scores and positive attitude during the tests.

Keywords: TikTok; social media; speaking skill; Short video

INTRODUCTION

The development of effective speaking skills is prior to learners as it enables them to speak fluently, engage in meaningful conversations, and communicate their ideas and thoughts effectively (Hayman, 2005; Huberman., 1992; Xu, Wei et al., 2019). However, traditional classroom approaches often need help to arrange sufficient chances for students to practice and enhance their speaking abilities. The emergence of social media apps has opened up new possibilities for language learning and teaching. It is a technological instrument with the advantage of sharing communications or experiences via the Internet (Putri et al., 2022; Rahmawati et al., 2023; Zam, 2019). Social media users communicate with social networks and interlocutors on social media in various ways according to their respective goals.

TikTok can be effectively used in education (Arochman, & Hasani 2023; Putri et al., 2022; Rahmawati et al. 2023). The platform offers English study resources that motivate students to learn the language. It engages students by allowing them to practice their speaking skills by creating diverse content. Among these platforms, TikTok has gained immense popularity. TikTok is a video-based social media network with many content and features. Several studies have shown that incorporating social media, such as TikTok, into the study has positively affected students' motivation to learn English. Asrul et al. (2020) discovered TikTok as a platform for learning English, believing it could enhance their learning strategies and motivation. Additionally, Xiuwen & Razali (2021) found that TikTok

effectively assisted learning in the classroom, with some students demonstrating improved pronunciation skills in English through TikTok.

Furthermore, Yang, (2020) asserts that TikTok can potentially enhance oral communication skills in language learning. The platform allows students to create and share short videos, encouraging them to improve their speaking abilities. By watching short videos created by speakers, students can also learn to speak English more fluently and confidently, thus becoming more aware of native-like language use (Arochman & Hasani 2023; Sherine 2020; Xu et al. 2019). TikTok users use English more because it is an international application that indirectly impacts the mentality and courage to speak or compose sentences in English. Zam Zam (2019) has identified that the hashtag has the maximum number of viewers, reaching 70 million. This hashtag has the most number compared to other hashtags with English themes. The number reaching millions is expected to continue to increase, and the possibilities for uploading videos will be more related to English.

For speaking skills, students can learn dialogues about certain topics in this application and speak in duet with their native speakers. This content can be searched for with the keyword "Duet with me"; these students can enrich and practice correct pronunciation with native speakers. Besides that, lecturers can also ask students to upload assignments to enhance their skills with TikTok. On the one hand, students will get used to using TikTok for positive activities, and can increase their self-confidence. Students can show their best presentation because there is an opportunity to edit before uploading.

This study uses an Action Research approach to investigate TikTok's impact on enhancing students' speaking skills. Speaking is the ability to produce oral language. Fortunately, the advancement of technology has paved the way for the development of social media platforms, offering new possibilities for language learning. This research was done because some TKR students at SMK Wijaya Putra Surabaya Senior High School need help learning English, especially speaking. The students need help pronouncing the pronunciation correctly. This is because many students think English is a difficult subject. This problem is thought to be caused by students' lack of vocabulary knowledge, and the differences between their mother tongue and English make it difficult to pronounce and produce a sentence in English. The next problem also occurs because there are not enough students to do speaking or speaking practice in class. After all, students who need more practice speaking English will also find it difficult to pronounce English fluently. Based on this problem, researchers conduct research or action on students as subjects by using English language learning to apply TikTok media to improve their speaking abilities.

It aims to explore the connection between TikTok and the improvement of the skills of students. The study seeks to demonstrate the advantages of TikTok as a study app on students' speaking abilities. Previous studies have yet to extensively examine using TikTok as a language learning platform to enhance students' speaking skills.

The importance of helping students as the nation's successors in the ability to speak English has been proven by many previous researchers who have analysed this topic. The researcher presents several previous studies to prove that this research is new or different from previous research. The following are the previous research:

The first research is the results of Kamaruddin et al. (2023); the results show a difference between before and after using social media in speaking study. It is proven that using social media in the form of WA or YouTube increases the accuracy of students' speaking in grade 11 SMAN 8 Makassar. Then, Mitu (2020) explained that social media positively impacts teaching English to teachers and students. Teaching using social media is very effective in improving the speaking skills of students' oral skills. Anwas et al. (2020) say that the intensity of using social media is an interesting medium for learning English and has a significant impact on students' perceptions of speaking English. It can also be supported by social media, including reading, writing, listening, especially speaking.

The difference in research by Kamaruddin et al. (2023) lies in the object or participant; in this study, the participants were in class 10 TKR at SMK Surabaya, while in previous research, namely in class 11 at SMAN 8 Makassar. Previous research conducted by Mito differs from this research, which lies in variables such as the impact of social media on improving speaking, writing, and listening, while in this study, the focus is on improving students' speaking skills.

The fourth is by Cagas (2022), Learning using the TikTok media helps improve students' reading skills, with the TikTok application media to make VT videos in the form of short videos that help students improve their speaking skills and improve their social posture and grammar so that students can improve their speaking skills well. Next, Adnan et al. (2021) indicate that the TikTok application can guide educators and policymakers who aim to improve the quality of education and an easy study. Then, Gao et al. (2023) showed that this research examines MICE students who carry out the study using TikTok assisted by educators. The study results show that TikTok media can increase student learning motivation and improve oral skills compared to the control class, which does not use learning media from social media but traditional media.

Previous research conducted by Cagas (2022) is different from this research. The difference lies in the object or participant. This study explains that using TikTok media in this study tries to improve the speaking skills of Class 10 Vocational School students in Surabaya.

Additionally, Ferstephanie & Pratiwi (2022) explored the utilization of TikTok as a medium for learning English pronunciation. The study highlighted the participants' positive attitude and strong desire to use TikTok to improve their language skills, specifically pronunciation. However, this study focused exclusively on pronunciation skills. The difference between this study and previous studies, which explained the results of research on the impact of TikTok on students' perspectives. Meanwhile, Ferstephanie explained the impact of using TikTok on students' pronunciation. In contrast, this study explained the impact of TikTok on speaking skills in class 10 SMK Surabaya.

Based on the background of the problem above, the researcher compiled the formulation of the problem, such as: What does the use of TikTok in language learning improve the speaking skills of students? Moreover, what is the effect of applying TikTok as a Learning Platform in Enhancing Students' Speaking Abilities?

REVIEW OF LITERATURE
Speaking is considered the fundamental study of language, as highlighted by Nunan (1991), that speaking is the basic form of oral communication.

Additionally, Herlisya 7 Wiratno (2022); Marleniet al., (2021); Pratama & Hastuti (2023) characterize speaking as a social activity that involves constructing and disseminating meaning in various contexts. Brown (1987), cited in Tampubolon (2018), emphasizes that speaking proficiency is a key aspect of communicative competence, which encompasses the purposes of language learning. Speaking involves producing, receiving, and comprehending information to facilitate communication.

Swan & Brown (2004) identifies five stages of speaking performance: imitative, intensive, responsive, interactive, and extensive. Firstly, the fear of making mistakes is a common hindrance, as noted by Aftat (2008), cited in Dalem (2017), who suggests that fear is often associated with the fear of correction and criticism. Secondly, shyness plays a significant role, as many students need help to speak English in front of their peers. Speaking can trigger anxiety, causing students to experience a mental block and forget what to say Baldwin et al., (2013), as cited in Dalem (2017). Thirdly, anxiety, defined as nervousness when facing foreign language learning, inhibits speaking skills. Finally, anxiety arises when students struggle to understand what others are saying.

Social media has the function of expanding communication media to socialize humans without space and time limitations. Social media does help people communicate easily regardless of the time gap (Amoah & Yeboah 2021; Duan, 2023; Normawati et al. 2023). Social media also means communicating between people, making communication more efficient and quicker. The main focus of social media is a tool for communication, and it requires an internet network where, on this site, people from all corners of the world gather and interact. The main thing humans need right now.

The application of social media platforms has been recognized as useful in improving Skills in the English language and learning motivation among EFL students (Masyhud et al., 2023; Maruf &Anjely 2020). Bashir et al. (2018) outlines four major social media purposes: entertainment, socialization, information sharing, and educational goals. As a trend social media network, TikTok helps users make interesting videos, fostering interaction through comments and private chats (Anggi ,2021; Hongsaet al., 2023; Yolanda, 2020). TikTok offers a user-friendly interface with various features and effects, making it appealing to young people. Its content includes trending songs, hashtags, and videos that can be utilized for language learning (Dewi, 2023; Pasaribu et al. 2022; Yulita & Hertiki 2023). Consequently, TikTok is an effective learning platform, allowing students to engage with language content and skills repeatedly.

TikTok also became a popular app in the Philippines due to its dance challenge videos. Many teenagers, especially some celebrities, are seen on TikTok either participating or creating their challenges. Moreover, TikTok can be used as a language-learning assessment tool (Xiuwen & Razali, 2021). Teachers can leverage TikTok to evaluate the outcomes of students and encourage their speaking abilities within the context of communicative language learning. To effectively integrate TikTok into the language study, students should familiarize themselves with the platform by watching relevant videos and creating them using English.

METHOD

Participants

Participants were determined from the results of the researcher's observations before the pre-test and post-test classes were carried out. Researchers conducted student observations based on several questions related to speaking skills. Some students stated that they still had difficulty speaking skills. Hence, the researcher determined that the class as participants must be given teaching actions using TikTok to improve speaking skills. The study participants were 28 tenth-grade students majoring in TKR at SMK Wijaya Putra in Surabaya. The class consisted of 9 female students and 19 male students. During the classroom observations, it was observed that the students exhibited low levels of activity and participation in the English subject. They tend to speak in their mother tongue instead of English; some students feel uncertain and need more confidence when speaking English. They have plenty of vocabulary knowledge because they need more practice than before.

Instruments

In collecting the necessary data, the study employed multiple instruments. First, the researcher observed the speaking abilities during various activities in the classroom, such as presentations, discussions, and reading tasks. These activities included students presenting or sharing their ideas and opinions, responding to the teacher's questions, and reading assigned texts. Observing these activities gave the researcher insights into students' speaking skills in different contexts. Additionally, the tests were conducted to assess speaking proficiency (Berger, 2011). The rubric encompassed various aspects of speaking assessment, such as fluency, pronunciation, non-verbal communication, and content. The pre-test and post-test scores obtained from the students were then analysed to determine whether there were improvements in their speaking skills after the incorporation of TikTok into the study. This analysis allowed the researcher to assess the impact of TikTok on enhancing speaking abilities.

By employing these instruments and assessment methods, the study aimed to measure the effectiveness of TikTok as a tool for improving students' speaking skills. The data collected through observation, pre-tests, and post-tests, along with the analysis of the rubric-based assessment based on Ferstephanie and Lady Pratiwi (2022), provided valuable insights into the student's progress in speaking proficiency following the implementation of TikTok.

Table 1 Speaking Rubric

Speaking Rubric				
Criteria	5	4	3	2	1
Fluency	Expressive in speaking	Slightly deficient in speaking	Displays reluctance in speaking	Frequently pauses before speaking	Reluctant to speak
Pronunciation	Pronunciation is exemplary and easily comprehensi	Pronunciation is satisfactory and readily comprehensi	Pronunciation is nearly satisfactory but occasionally	Pronunciation could be more challenging	Serious pronunciation issue

	ble.	ble.	requires full concentration.	to comprehend and may necessitate repetition.	
Non-Verbal	Non-verbal communication is fully utilized to captivate the audience.	Most non-verbal cues are expressed.	Considerable non-verbal expression is observed.	Some non-verbal communication is displayed.	No non-verbal expression is evident.
Content	Demonstrating comprehensive comprehension of the topic.	Displaying a solid understanding of the topic.	Exhibiting a near-proficient understanding of the topic.	Grasps understanding of certain aspects of the topic.	Does not comprehend the topic.

Procedures

This CAR research may involve several implementation stages, where each stage or cycle focuses on changes or improvements in teaching speaking. The complexity of the problem on which this research is based determines the number of implementation cycles. Implementation in this study consisted of three meetings, pre-action, containing observations, cycle one, and cycle 2. Researchers carry out implementation learning by collaborating with teachers. The stages carried out in the implementation action are as follows: (1) Opening: The teacher starts and greets the class, directing requests and inviting students to participate. The teacher delivers gaining motivation. (2) Educators encourage students to learn exercises. Educators deliver the purposes of the study. (3) The main stage of the teacher group's students. Each group consists of 3-4 heterogeneous students. The core material is delivered later after the students are in groups. The students pay attention and listen. With the aim that students can be dynamic in learning, educators inspire. After giving the lessons, each group has worksheets to study. For questions of type A communicating in English with natural subjects, type B Regarding motor innovation, type C is a refinement of the time vehicle 4.0. With conversation, students find material together. Each group is responded to by several students who present the results of their talk. The teacher explains the consequences of student conversations. Educators assess by giving mandatory tests that are carried out exclusively and carry out evaluations. (4) Closing: The teacher and students close the material that has been studied. Students consider the importance of ongoing pickup. The instructor gives the task of perusing the material for the meeting. The teacher closes the illustration by asking and expressing respect. During the perception stage, the specialist collects information about the members' exhibits in the learning meeting. This perception includes various activities, such as introducing students, conveying thoughts and insights, answering questions, and reading texts designated in class. This exercise is intended to survey students' speaking ability. (5). The final stage involves reflection in analyzing and interpreting the results obtained from the implemented actions. The researcher evaluated whether the integration of TikTok as a learning aid had been successful

in the study. This stage determined the advantages of the approach used in the study.

Data Analysis

The data analysis used in this study is based on the data analysis proposed by Huberman (1992, p.16). This analysis is divided into three stages. The first is data reduction, data display, and conclusion. Based on this research, (1) data reduction is done by focusing on abstracts and data related to student learning outcomes using TikTok media. (2) data display is how to make the data interesting to display easily with graphs and diagrams, then each data is interpreted. (3) Decision-making is done by verifying the research, namely from all the data collected and displayed; the researcher draws a conclusion that finally answers the problem formulation by explaining the results of the role of TikTok media on student speaking learning.

RESULTS

The research results consist of two sub-sections: the first is the test results in cycle 1, and the second is the test results in cycle 2, which is explained below:

The Result of the Interview

Based on the results of the interviews, there are several reasons why most students experience difficulties in speaking (speaking) in a foreign language. Some factors that can influence students' difficulty in speaking are: (1). Limited practice: Students may need more opportunities to practice speaking in a foreign language outside of class. Lack of active practice in speaking can hinder the development of speaking skills. (2). Fear or lack of confidence: Some students may fear or lack confidence when speaking a foreign language. Fear of making mistakes or not being understood by others can hinder their ability to speak fluently. (3). Limited vocabulary and grammar: Students may need to improve the vocabulary and grammar needed to speak fluently. Lack of understanding of sentence structure and proper vocabulary can make it difficult for students to convey their thoughts. (4). Limited cultural understanding: Speaking a foreign language also involves understanding the culture associated with that language. Lack of understanding of social norms, customs, and cultural expressions can affect students' communication ability. In overcoming this difficulty, students need to have the opportunity to practice speaking actively, build confidence, increase their understanding of vocabulary and grammar, and broaden their understanding of related cultures. Consistent practice and support from teachers and classmates can help students overcome speaking difficulties.

The Results of Observation
a. *Prior to Conducting the Pre-Test*

The writer observed students' speaking skills during the regular teaching and learning activities. The observation encompassed various aspects, such as their participation in class discussions and presentations and their ability to respond to questions and provide feedback. During the observation, it was noticed that the students generally performed well regarding their speaking abilities. However, they feared making pronunciation mistakes and needed more confidence when delivering presentations. Some students also needed help maintaining focus and

were hesitant to use the English language, often resorting to a combination of languages when responding to questions. The students expressed pressure to respond solely in English and encountered difficulties translating their thoughts into English.

b. Pre-Test and Post-Test

Subsequently, the pre-test and post-test stages were carried out to assess the impact of TikTok implementation. During the pre-test, some students needed more confidence conversing with their peers. Mispronunciations and hesitations were evident in their conversations. Prior to introducing TikTok, the writer explained the methodology to be employed in the study. In the post-test stage, the students exhibited positive attitudes towards using TikTok. They actively participated in the test and demonstrated increased confidence in utilizing TikTok to enhance their speaking skills. The post-test scores showed a significant improvement compared to the pre-test scores.

The result of Pre-Test and Post-Test Cycle I:

Based on the pre-test and post-test (Cycle I) results, the average improvement scores are presented in Table 2. The scores indicate the following:

Table 2: Average Improvement Score between Pre-Test and Post-Test (Cycle I)

No.	Criteria	Pre-Test	Post-Test(Cycle I)	Improvement
1	Fluency	2.61	3.76	1.15
2	Pronunciation	2.63	3.71	1.08
3	Non-Verbal	2.40	3.75	1.35
4	Content	2.35	3.56	1.21
	Average			1.38

The data in Table 2 represents the outcome of the pre-test and post-test (Cycle I). The results show an improvement between the pre-test and post-test (Cycle I). During the pre-test, the lowest score was observed in the non-verbal criteria. It can be attributed to the students' hesitation and need for more confidence in engaging in conversations. However, significant improvement was observed in the non-verbal criteria during the post-test (Cycle I), with an improvement of 1.35 points. Introducing TikTok as a platform for creative video creation motivated the students to do interesting activities, leading to noticeable progress in non-verbal skills.

On the other hand, the fluency criteria achieved the highest score in the post-test (Cycle I), with an average of 3.76 points. The students understood the chosen roleplay well and knew the story content. Their pronunciation also improved compared to their performance in the pre-test.

Post-Test Cycle II

After completing the post-test in cycle I, the writer conducted the post-test in cycle II to observe further improvements in students' speaking skills through TikTok. In cycle II, the learning approach was slightly different. Students were given two options for the narrative story: Doraemon's story and True-Beauty Story, which were trending and well-known. The learning procedure was as follows: The writer provided the students with a brief synopsis of the stories. Then, they created the dialogue based on the chosen story. Subsequently, they performed the dialogue in a TikTok video, having the option to play either one or both roles. The duration of the video remained the same as in the post-test in cycle I and the previous rubric criteria were used to assess their speaking skills.

The results of both the post-test in cycle I and post-test cycle II are presented in Table 3, with further explanation as follows:

Table 3: Average Improvement Score between Post-Test (Cycle I) and Post-Test (Cycle II)

No.	Criteria	Post-Test (Cycle I)	Post-Test (Cycle II)	Improvement
1	Fluency	3.76	4.85	1.09
2	Pronunciation	3.71	4.69	0.98
3	Non-Verbal	3.75	4.85	1.10
4	Content	3.56	4.63	1.07
	Average			1.60

The data indicates a noticeable improvement between the two cycles. Each criterion showed significant progress compared to the post-test in cycle I. The highest score was observed in the fluency criterion, with an average score of 4.85 points. It demonstrates that the students were motivated to create interesting and engaging TikTok videos and enjoyed the creation process. Gradually, they gained confidence in speaking English in the videos.

Furthermore, the other criteria, including pronunciation, non-verbal skills, and content, also surpassed their performance in tests in cycle I. The students practiced and improved their pronunciation. They delivered meaningful stories through their TikTok videos. The results of the post-test in cycle II indicate that students preferred using TikTok as a tool for language learning. This activity demonstrates their positive attitude towards utilizing TikTok to motivate and enhance their speaking skills.

DISCUSSION

The findings in this research indicate that using TikTok can improve students' speaking. It follows previous research conducted by Xiuwen and Razali (2021), which stated that using TikTok's short videos offers accessible learning materials for improving students' speaking competencies. Then, the results of Putri, at al., (2022) study are that students agree that they use words from TikTok when communicating with others through the habit of repeating and adding diction. So,

social media TikTok can develop speaking skills in children.

Additionally, TikTok's short videos facilitate vocabulary expansion, fluency, and pronunciation development in speaking skills. By imitating native speakers through TikTok videos, students become more aware of speaking English effectively. This research also reveals that TikTok in the classroom increases students' self-confidence in speaking English, as evidenced by the significant improvement in their test scores. Then, Zaitun at al., (2021) used TikTok to gain confidence and enhance their skills. The results of Rahmawati et al. (2023) show that: 1) children can use the TikTok application without adult assistance. 2) can imitate the songs in the TikTok show. 3) say words based on watched TikTok impressions. 4) get extra words from TikTok impressions. 5) imitating the style of speech contained in TikTok shows in communicating. 6) use words contained in TikTok impressions in communicating. 7) get the influence of negative/bad/crude/language from TikTok shows.

Based on the data on the results of the post-test, it shows that the application of TikTok media in speaking learning is successful and attracts students to improve their ability to speak English, so it can be concluded that TikTok media has a good effect in improving students' English-speaking skills. The findings from the observation, pre-test, and post-test stages suggest that integrating TikTok as a learning tool positively impacted students' speaking skills. The use of TikTok not only increased students' confidence but also enhanced their overall performance in speaking English. TikTok's interactive and engaging nature enhances participation in speaking activities and improves fluency. The findings indicate the potential of TikTok as a valuable resource in language learning, promoting students' speaking proficiency and fostering a more engaging and dynamic learning environment.

This finding is based on Arochman & Hasani's (2023) finding that 86.7% of respondents agreed that TikTok conversations made them more fluent in speaking. From this study, researchers concluded that content duet conversations on the TikTok application can be a very effective way to practice speaking. Speaking exercises using content duet conversations can improve pronunciation and help students become more fluent in speaking. However, some difficulties, such as foreign words, still influenced students, so they needed more time when conducting content duet conversations. Additionally, the results of Asrul et al., (2023) study present the strategy for using TikTok to develop speaking skills. This innovation will likely make it easier for teachers to improve students' speaking skills, turn students into individuals who dare to convey ideas and become a generation of coherent, communicative, and easy-to-understand languages.

The findings of this study highlight the positive impact of using TikTok in enhancing students' speaking skills in language learning. Previous research by Hayman (2005) and Smith (2004) emphasizes the significant role of social media, including TikTok. Students have also shown positive attitudes towards using social media for language learning, as indicated by (Zam et al., 2019). TikTok has been found to assist students in improving their speaking skills. Otchie (2020) asserts that social media, particularly platforms with short videos like TikTok, can help students enhance their speaking competence by engaging with popular topics shared by native speakers. In summary, TikTok proves to be an effective learning platform for enhancing communication.

Furthermore, this study observes that TikTok aids the study, particularly in

online learning environments, by offering a more efficient and convenient approach. Xu et al. (2019) highlight the practicality of TikTok as a popular platform, especially in current circumstances. Sherine (2020) also notes the widespread use of social media applications in education. The accessibility of TikTok in language learning provides teachers and students with easy access to language learning materials (Zaitun et al., 2021). The short videos on TikTok offer meaningful and authentic learning experiences for students to achieve significant progress in English study.

In summary, using the TikTok application effectively improves students' speaking skills and fosters positive attitudes towards language learning. TikTok creates a fun and interesting classroom atmosphere, motivating students to participate in oral communication actively. It also facilitates easy access to learning materials for both students and teachers. By connecting language learning with daily life through TikTok, students can develop meaningful language skills and engage in interactive videos that enhance their speaking abilities.

CONCLUSION

The findings of this research demonstrate the effectiveness of using TikTok in improving students' speaking skills. Implementing TikTok resulted in a significant increase in students' post-test scores compared to their pre-test scores. It indicates that TikTok positively influenced students' motivation and performance in speaking English. Throughout the research, students showed a positive attitude towards using TikTok as a learning tool. They enjoyed the new experiences and found the interactive nature of TikTok engaging. The evidence from this study supports the notion that TikTok effectively enhances students' speaking skills, as seen in the considerable improvement in their scores and positive attitude during the tests.

Based on the research findings, it is recommended that educators consider incorporating TikTok into language learning activities to enhance the speaking skills of students. TikTok offers an innovative and interactive platform that can motivate students and create a fun and engaging learning environment. By utilizing TikTok, teachers can provide students with opportunities to practice speaking English and develop their communication competence.

Furthermore, providing guidance and support to students in effectively utilizing TikTok for language learning is crucial. Teachers can provide clear instructions and examples of creating meaningful and relevant content using TikTok. They should also offer feedback and encouragement to help students improve their pronunciation, fluency, and non-verbal communication skills.

Additionally, future research could explore the impact of TikTok on other language skills, such as listening, reading, and writing. It would also be valuable to investigate the long-term effects of incorporating TikTok in language learning and its sustainability over time.

In conclusion, the findings of this study highlight the positive impact of TikTok in enhancing students' speaking skills. By leveraging the unique features of TikTok, educators can create an engaging learning environment that fosters students' motivation, improves their speaking abilities, and ultimately enhances their overall language proficiency.

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