THE EFFECTS OF USING TIKTOK VIDEOS ON SPEAKING SKILLS AMONG FORM 2 STUDENTS IN SMK INANAM, KOTA KINABALU, SABAH

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ABSTRACT

This study explores the effectiveness of TikTok videos as a device for enhancing speaking skills among Form 2 students at SMK Inanam, Kota Kinabalu, Sabah. As technology continues to shape education, digital tools such as Tik Tok offer a dynamic platform for language learning. The aim of this research is to assess how TikTok impacts students' fluency, pronunciation, vocabulary and confidence in English language. Using a quantitative research design, a survey was administered to 60 students, equally divided into TikTok users and non-users for learning English. The findings indicate that while TikTok was perceived as beneficial for improving speaking skills, no significant statistical difference was found between the two groups. The study highlights challenges such as technical difficulties, distractions and the need for curated educational content. These results suggest that TikTok has potential as a tool for language learning but require further refinement and support to maximize its educational value. Future research should explore strategies for overcoming the identified barriers to enhance TikTok's role in language education.

Keyword(s): *Digital Tools, Language Learning, TikTok Videos, Speaking Skill*

INTRODUCTION

In countries that were formerly colonies of the United Kingdom (UK) such as Malaysia, India and Nigeria, English language is typical taught as a second language (L2). In Malaysia, the education system is bilingual because it aims to balance local needs with global demands. Therefore, English is required at all levels of schooling (Khlaif & Salha, 2021) and mastering English is crucial for students in this era of globalization.

One critical skill in learning English is speaking, which involves expressing ideas orally (Rahmawati et al., 2023). Effective speaking enables clear communication of thoughts and ideas. With technological advancements, especially during the COVID-19 pandemic, mobile applications have become vital tools in education (Janoskova et al., 2021). Furthermore, according to Salleh and Ngui (2023), the growth of platforms like TikTok has provided new opportunities for interactive learning especially for language skills.

TikTok's popularity among youths is due to its engaging and captivating content (Rahmawati et al., 2023). It helps students to improve their vocabulary and pronunciation by offering an informal way to practice speaking. The rapid advancement of technology has impacted

many sectors, including education. However, some schools still rely on traditional methods, missing out on the benefits of digital tools. Speaking skills are crucial in learning English as a second language (Feng & Said, 2023), yet conventional methods often fail to engage students effectively. TikTok, while used mainly for entertainment, could be an effective tool for improving speaking skills.

Therefore, focused on Form 2 students of SMK Inanam, Kota Kinabalu, Sabah, this study aims to explore various key questions related to the use of TikTok video in strengthen students' speaking skills. The research questions guiding this study are as follows:
1. How effective is TikTok in enhancing Form 2 students' speaking skills at SMK Inanam?
2. What are Form 2 students' perceptions and attitudes toward using TikTok for English language learning?
3. What challenges do Form 2 students face when using TikTok to improve their speaking skills?

LITERATURE REVIEW

Effectiveness of TikTok in Enhancing Speaking Skills

Several studies have emphasized TikTok's role in improving speaking skills. According to Kristiani and Pradnyadewi (2021), YouTube videos, requiring verbal interaction, have significantly improved students' fluency and pronunciation, which can also apply to TikTok. Additionally, Rahmawati et al. (2023) noted that TikTok can positively influence students' speaking skills through imitation and vocabulary practice due to TikTok's engaging and informal content. Furthermore, Salleh and Ngui (2023) also stated that the interactive nature of Tik Tok assists students in developing communication skills through role-playing and stimulation. Hence, these findings propose that TikTok can be an effective tool to strengthen and enhance speaking skills when students are actively engaging with the content.

Students' Perceptions and Attitudes Toward TikTok for Language Learning

Students' perceptions and attitudes are important to determine the success of digital for learning. According to Janaskova et al. (2021), students are more likely to attract to platforms they find entertaining and user-friendly. Similarly, Anvarovna (2018) found that the mixture of entertainment and learning in TikTok can encourage student engagement. In addition, Feng and Said (2023) verified that students with positive attitudes toward TikTok were more motivated to learn. TikTok's ability to connect learners with peers and educators also fosters a sense of community (Charles & Soekarno, 2024). Therefore, these studies highlight the importance of students' positive perceptions for effective language learning.

Challenges in Using TikTok for Learning

Regardless of its potential, there are several challenges that impede the effective use of TikTok. According to Hu and Du (2022), insufficient in accessing technology such as unreliable internet or smartphones can obstructs consistent learning. Moreover, Feng and Said (2023) highlighted that TikTok consists of a variety content that includes non-educational material. Therefore, it is essential for educators to provide guidance and support on the effective use of TikTok and select suitable content that aligns with educational goals in order to overcome these obstacles.

METHODOLOGY

Research Design

This study uses a quantitative approach to evaluate TikTok's effectiveness in enhancing the speaking skills of Form 2 students at SMK Inanam, Kota Kinabalu, Sabah. Structured questionnaires are used to collect data on students' speaking abilities, their engagement with TikTok and motivation to use the platform for language learning.

The questionnaires, administered online via Google Forms, measures aspects of speaking skills such as pronunciation, fluency and confident. This data is analysed statistically to identify patterns and relationships allowing for reliable and valid conclusions. The findings helps to assess TikTok's role in improving speaking skills and can be applied to broader educational settings.

Participants

The participants of this study consist of 60 Form 2 students from SMK Inanam, Kota Kinabalu, Sabah, aged 14. They are divided into two groups, 30 TikTok users and 30 non-users for English learning, to maintain a fair comparison.

Population and Sample	
Population	Form 2 students at SMK Inanam, Kota Kinabalu, Sabah
Technique	Purposive Sampling
Sample	60 students

Table 1: Population and Sample

By applying purposive sampling, the study aims to provide precise data on TikTok's influence on speaking skills. This sample size is adequate for statistical analysis allowing meaningful conclusions regarding TikTok's influence on language learning.

Instrument

The study uses a structured questionnaire as its primary data collection tool to evaluate students' views on TikTok and its effectiveness in improving their English-speaking abilities. There are four key sections of the questionnaire which are demographic information, TikTok's effectiveness, student perceptions and attitudes and challenges faced by students.

Questionnaire

Section A: Demographic Information

This section gathers essential demographic data to classify participants and interpret responses according to characteristics like gender and class.

Section B: Effectiveness of TikTok in Enhancing Speaking Skills

This section measures TikTok's influence on speaking proficiency through students' self-evaluations on progress in pronunciation, fluency, vocabulary and confidence.

Items	Statements	Responses				
		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Q1	TikTok videos help me improve my English-speaking skills.					
Q2	I can speak English more fluently after watching TikTok videos.					
Q3	I learn new English vocabulary from TikTok videos.					
Q4	I can pronounce words better after watching English-speaking TikTok videos.					
Q5	I feel more confident to speak English because of TikTok content.					

Table 2: Questionnaire on Effectiveness of TikTok in Enhancing Speaking Skills

Section C: Perceptions and Attitudes Toward TikTok

This section examines the students' perceptions and attitudes toward using TikTok for learning.

Items	Statements	Responses				
		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Q1	I enjoy learning English through TikTok.					
Q2	I think TikTok is a useful tool for improving my English.					
Q3	I prefer learning English through TikTok compared to textbooks.					
Q4	Using TikTok in the classroom would make English lessons more interesting.					
Q5	I feel motivated to learn English when I see TikTok creators speaking well.					

Table 3: Questionnaire on Perceptions and Attitudes Toward TikTok

Section D: Challenges When Using TikTok

This section highlights the challenges that interfere with using TikTok in language learning including technical problems, content-related issues and potential distractions.

Items	Statements	Responses				
		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Q1	Sometimes I don't understand the English used in TikTok videos.					
Q2	I get distracted by unrelated content when using TikTok.					
Q3	I find it hard to focus on learning while using TikTok.					
Q4	My internet connection or device makes it hard to use TikTok.					
Q5	I don't always know which TikTok videos are helpful for speaking practice.					

Table 4: Questionnaire on Challenges Faced by Students

FINDINGS & DISCUSSION

Descriptive Statistics

Table 5 shows the mean values range between 3.28 to 3.72, suggesting that students generally agree that TikTok helps to enhance their speaking skills. The highest mean score (3.72) indicates that students somewhat perceive TikTok as beneficial to improves their speaking skills while the lower mean (3.28) for confidence reflects a smaller impact in this area.

On the other hand, the standard deviations that ranging from 1.376 to 1.546 reflect a moderate level of variation in responses highlighting that perceptions of pronunciation improvement vary more widely. The distribution of responses across the full Likert scale indicating diverse opinions about TikTok's effectiveness. Overall, even though is TikTok perceived as beneficial, students' views on its impacts differ.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
[TikTok videos help me improve my English-speaking skills.]	60	1	5	3.72	1.415
[I can speak English more fluently after watching TikTok videos.]	60	1	5	3.35	1.376
[I learn new English vocabulary from TikTok videos.]	60	1	5	3.42	1.499
[I can pronounce words better after watching English-speaking TikTok videos.]	60	1	5	3.32	1.546
[I feel more confident to speak English because of TikTok content.]	60	1	5	3.28	1.474
Valid N (listwise)	60				

Table 5: The Descriptive Statistics for the Effectiveness of TikTok in Improving Speaking Skills

Table 6 below shows the mean values for all items ranging between 3.27 to 3.53 which reflecting a generally favourable yet moderate perception of TikTok as a tool for learning. For instance, a mean of 3.53 indicates that some students slightly prefer learning English via TikTok compared to textbooks whereas a mean of 3.27 for enjoyment highlights variation in students' enjoyment of using TikTok for learning.

Meanwhile, the value for standard deviations is between 1.396 and 1.582 which show a moderate level of variability in responses, suggesting the students' perceptions of TikTok as a learning tool is vary among them. Some may strongly agree while others may feel neutral or disagree.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
[I enjoy learning English through TikTok.]	60	1	5	3.27	1.582
[I think TikTok is a useful tool for improving my English.]	60	1	5	3.45	1.358
[I prefer learning English through TikTok compared to textbooks.]	60	1	5	3.53	1.396
[Using TikTok in the classroom would make English lessons more interesting.]	60	1	5	3.48	1.535
[I feel motivated to learn English when I see TikTok creators speaking well.]	60	1	5	3.35	1.494
Valid N (listwise)	60				

Table 6: The Descriptive Statistic for the Perceptions and Attitudes Toward Using TikTok as a Leaning Tool

Table 7 shows the mean value for challenges ranging between 3.17 to 5.87 reflecting that students face challenges at vary levels of difficulty. The high mean of 5.87 is for "My internet connection or device makes it hard to use TikTok" indicates that technical difficulties are a significant challenge for many students. In contrast, the lower mean of 3.17 for "I don't always know which TikTok videos are helpful for speaking practice" indicates it is less of a problem. The standard deviations are range from 0.566 to 1.643 which show variability in students' responses. For instance, some students are less affected by the technical issues even though it is a generally a consistent challenge.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
[Sometimes I don't understand the English used in TikTok videos.]	60	1	5	4.18	1.081
[I get distracted by unrelated content when using TikTok.]	60	2	5	4.70	.850
[I find it hard to focus on learning while using TikTok.]	60	1	5	3.83	1.463
[My internet connection or device makes it hard to use TikTok.]	60	1	5	4.87	.566
[I don't always know which TikTok videos are helpful for speaking practice.]	60	1	5	3.17	1.224
Valid N (listwise)	60				

Table 7: Descriptive Statistics for the Challenges Faced by Students

Independent Sample Test

Table 8 shows the Levene's Test which indicates mixed equality of variances between TikTok users and non-users. The T-test results for all variables produced p-values exceeding 0.05, demonstrating that there are no significant differences between the two groups. For instance, the items "TikTok videos help me improve my English-speaking skills" (p=0.652) and "I feel more confident to speak English because of TikTok" (p=0.402) show no significant differences between the two groups. Therefore, based on the results, this research fails to reject the null hypothesis (H_0) indicating that TikTok usage does not have any significant impact towards the students' speaking abilities, fluency, vocabulary, pronunciation and confidence.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference
[TikTok videos help me improve my English-speaking skills.]	Equal variances assumed	.819	.369	.453	58	.326	.652	.167	.368
	Equal variances not assumed			.453	56.927	.326	.652	.167	.368
[I can speak English more fluently after watching TikTok videos.]	Equal variances assumed	.020	.889	-1.033	58	.153	.306	-.367	.355
	Equal variances not assumed			-1.033	57.453	.153	.306	-.367	.355
[I learn new English vocabulary from TikTok videos.]	Equal variances assumed	.003	.960	-.600	58	.276	.551	-.233	.389
	Equal variances not assumed			-.600	57.967	.276	.551	-.233	.389
[I can pronounce words better after watching English-speaking TikTok videos.]	Equal variances assumed	.026	.873	-.249	58	.402	.805	-.100	.402
	Equal variances not assumed			-.249	57.996	.402	.805	-.100	.402
[I feel more confident to speak English because of TikTok content.]	Equal variances assumed	2.523	.118	.435	58	.333	.665	.167	.383
	Equal variances not assumed			.435	56.305	.333	.665	.167	.383

Table 8: Independent Sample Test

Reliability

Table 9 shows the reliability of the survey items used to measure TikTok's impact on speaking skills. The Cronbach's Alpha value of 0.897 indicating that the items assessing fluency, pronunciation and confidence in speaking are highly consistent. Therefore, this suggests that TikTok is indeed considered a valuable tool for improving speaking proficiency.

Reliability Statistics

Cronbach's Alpha	N of Items
.897	5

Table 9: The Reliability Result for Effectiveness of TikTok in Improving Speaking Skills

Table 10 states that the reliability of the items uses to measuring students' perceptions and attitudes about using TikTok for learning. The Cronbach's Alpha of 0.923 is excellent reflecting that the items was effectively capture students' attitudes towards using TikTok as an educational tool. Hence, this suggests that students have a well-formed and positive opinion regarding the TikTok's effectiveness and engagement as a learning tool.

Reliability Statistics

Cronbach's Alpha	N of Items
.923	5

Table 10: The Reliability Result for Perceptions and Attitudes Toward Using TikTok as a Learning Tool

Based on Table 11 indicates the Cronbach's Alpha value of 0.711 for the section on challenges faced by students demonstrate acceptable reliability. This indicates that the items that was used to assessing students' challenges with TikTok such as distractions, technical difficulties and focus issues are fairly consistent but some improvement is possible.

Reliability Statistics

Cronbach's Alpha	N of Items
.711	5

Table 11: The Reliability Result for Challenges Faced by Students

Limitations and Future Research

Despite its findings, this study has several limitations that should be considered. With only 60 Form 2 students from SMK Inanam, Kota Kinabalu, Sabah, the results may not be generalizable to other students in other school or regions. In addition, limited access to smartphones and the internet may affect TikTok's effectiveness especially in disadvantaged areas. Challenges also arise from the quality and appropriateness of TikTok content because not all videos are educational and suitable for students to learn. Furthermore, the teachers' training and familiarity with TikTok can influence the affect its integration into the curriculum, as many educators may need additional support in using the tool effectively for teaching.

Therefore, future studies should examine TikTok's long term impact on speaking skills in order to determine whether TikTok can enhance speaking ability among students. Moreover, increasing the sample size and include learners from other schools or regions would provide more generalizable insights. Hence, overcome challenges as well as exploring ways teachers can support and guide students in using TikTok effectively can further strengthen its role as an educational platform.

CONCLUSION

In conclusion, this study investigated the role of TikTok videos in enhancing speaking abilities among the Form 2 learners at SMK Inanam, Kota Kinabalu, Sabah. While no statistically significant difference was found between TikTok users and non-users, moderate to large effect sizes suggest that TikTok may have practical significance for some students, particularly in terms of confidence and fluency. Challenges like technical difficulties, distractions and selecting appropriate content limited its effectiveness for some.

Moreover, TikTok's effectiveness might decrease because some challenges such as technical difficulties, distractions and content selection are troublesome to some learners. Overall, this study demonstrates that TikTok has its potential to be a motivating and effective tool for language learning. However, further research is required to overcome challenges as well as to explore its long-term benefits and impacts for classroom learning.

Ethics Statement
This study followed all applicable ethical guidelines. Informed consent was obtained from all participants. Participation was voluntary and confidentiality was ensured.

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