

DEVELOPING TIKTOK LEARNING VIDEOS AS INSTRUCTIONAL MEDIA TO ENGAGE STUDENTS' SPEAKING SKILLS

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ABSTRACTS

Currently, social media usage and education are tightly connected. However, teachers and students are still exposed to new obstacles as the situation changes. In the preliminary study, the researcher discovered that one of the issues was the lack of student engagement while using technology in learning speaking through online learning. Thus, the aim of this study is to develop a TikTok as instructional videos for SMPN 3 Singkawang in order to engage their speaking skills. The design of this study is a research and development design that applies ADDIE work procedures (Analysis, Design, Development or Production, Implementation or delivery, and Evaluation). The participants of the research were an English teacher and 30 junior high school students in SMPN 3 Singkawang. Qualitative data were collected from pre-observation during online classes, semi-structured interviews, and observation. On the other hand, quantitative data were collected from questionnaires as needed analysis, expert judgment, and observation sheets in the implementation phase that used the Likert scale percentage. The material expert got 55 points from 60/93.75%, categorized as very good, the Media expert got 75 from 80/91.66%, categorized as Very good. The score from the observation sheet results in the implementation stage is 89,58% which indicated that the media is in a very good category to use as a learning tool to engage speaking skills. Thus, Tiktok instructional videos have proven that it could engage students' speaking skills.

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INTRODUCTION

The development of the educational sector nowadays is closely related to the use of social media technology. The COVID-19 pandemic phenomenon has also served as one of the main inspirations for the integration of social media technologies into educational activities. The reality is that challenges still exist for teachers and students as the environment evolves. In SMPN 3 Singkawang, the researcher found that English teachers faced some difficulties in teaching speaking virtually. Based on the interview with the English teacher,

there were minimum responses from students in learning online. Students showed their boredom and had less engagement, especially in learning speaking skills. Speaking is an interactive activity and fosters the ability to work together to organize and manage turns to speak. In carrying out these activities, real-time is needed, fluency, as well as memorizing and memorizing lexical pieces (Thornbury, 2005). To develop oral skills at several commercial language schools around the world and even hire professionals to teach speaking (Nunan, 2003).

Meanwhile, according to the results of pre-observations, the English teacher also did not have any solution to deal with the minimum participation of the students. This phenomenon is in line with numerous studies namely; Jamila, Ahdar & Natsir (2021) claimed that various problems are faced by teachers and students in the online learning process, namely, the teacher has difficulties in providing material that is easy for students to understand. In addition, student independence during distance learning cannot be fully implemented properly. Prawanti & Sumarni (2020) also reported that online learning experienced many problems. This problem is experienced by students, parents, and also teachers. These problems include a lack of knowledge about information technology by students and parents, learning becomes boring, and learning assessments that should be done directly can not be done. Learning becomes less effective because of these obstacles. There have been numerous earlier research that has developed so that teachers can deal with technologically-related learning restrictions as well as new learning advances. The study of TikTok is the most recent of the many studies on the topic of social media technologies in education at this moment. So, technology-based learning media is important to develop as the solution. Instructional media is an important part of conveying information in the teaching and learning process. Its role as a supporter in learning activities can support the effectiveness and efficiency of achieving teaching and learning objectives (Saputri et al., 2018).

According to Ramli (2012) there are several types of instructional media. One of them is the audio-visual media. It is a set of media that can simultaneously display images and sounds at the same time, which contain learning messages. In general, there are three types of learning media, namely visual media, audio media, and audiovisual media. Video is a medium that contains audio and visual elements, so it is called audiovisual media. With audiovisual media, students can see real actions from what is contained in the media, this is able to stimulate student learning motivation (Wisada, Sudarma & Yuda, 2019). Video is an audio-visual medium that displays motion.

Video media is a collection of electronic images that have sound stored on a videotape that can only be played using a video cassette recorder or video player (Masdiana, 2021). There are several important components that must be included in the learning video content, such as; target material, material, and follow-up in the form of tasks that can be carried out by learning media users after listening to the material contained in the learning video (Tarisci, 2017). Previous research has also shown the importance of the role of learning videos as a crucial medium from the point of view of students and teachers (Cuccurullo & Cinganotto, 2015). The development of learning videos provides success in learning (Fahrurrozi, Maryono & Budiyanto, 2017). Meanwhile, previous similar research stated that students gave a very positive response to the use of video as a learning medium. Students even provide suggestions for changes to learning videos that are in line with their learning needs (Ou, Joyner & Goel, 2019).

Based on the explanation above, the objective of this research is to develop TikTok videos as an instructional media to engage students' speaking performance. The media product is developed specifically for seventh-grade students and English teacher. The implementation of the TikTok instructional media is aimed to help the English teacher to practically create interactive fun learning through social media in order to engage their

speaking skills. For students, the TikTok instructional media is aimed to motivate and encourage them to show their performance as creatively as they can. It also expands their idea for doing creative activities and creating a fun learning environment.

Fiallos, Fiallos & Figueroa (2021) claimed that TikTok is a platform that, in addition to engaging videos, allows a youthful and international audience access to a new style of quick instructive videos made by professional authors. TikTok App is a short video-making social media application that could freely be downloaded on both Appstore and Google Play. The features in TikTok include; various videos in its timeline, comment section, download, share, duets, filters, and editing or creating the video. TikTok App was launched in September 2016 by Douyin in China, then introduced by ByteDance in 2017 for markets outside China. This platform is categorized as the fastest-growing platform that is available in 155 countries and provides 75 different languages. TikTok App also has 1.6 billion active users in the world (Mohsin, 2022). In terms of education, society, and perception, TikTok has a significant impact on young people. People can express themselves through TikTok's platform (Guo, 2021).

There are several previous studies using TikTok application as instructional media, namely; Dilon (2020) in his finding about TikTok App influences on teenagers and young adults' students' research stated the evidence of target users of TikTok App are happy with the app. The previous study conducted by Rahmawati & Anwar (2022) reported that TikTok application activities to improve students' vocabulary was successful. Pratiwi, Ufairah & Sopiah (2021) also claimed that The TikTok app can be utilized as a teaching tool for English pronunciation. That is because it offers a wide range of advantages and works well to support teachers and students in 20th-century teaching and learning activities. Yang (2020) also added that the data in his research shows students gave a positive response to the use of social media TikTok in the EFL class because TikTok increased their interest and motivation to learn in learning English in the classroom. Syarifuddin & Sinta (2022) also confirmed that TikTok learning videos are good instructional material. TikTok's instructional media has a favorable effect on how well students succeed in terms of learning objectives. To conclude, the researcher's aim in this study is to develop TikTok instructional videos to engage students' speaking skills using the ADDIE model stages.

RESEARCH METHOD

This research belongs to the field of research and development (R&D), which is frequently abbreviated as R&D and follows the model of analysis, design, development or production, implementation or delivery, and evaluations (ADDIE). According to Branch (2010), ADDIE means to analyze, design, develop, implement, and evaluate where it is appropriately used as a process of developing educational products and other learning resources. This study is undertaken to develop and validate TikTok videos as instructional media for seventh-grade learners. However, due to the time constraint that the researcher has, the evaluation phase is excluded. Besides, according to Tomlinson (2011) the implementation of the instructional strategy or the developed material for learners is one out of three ways to evaluate the material. The other two forms of evaluation are through colleagues and expert evaluation. This study is undertaken to develop TikTok instructional videos as learning media to engage students' speaking skills. The researcher developed a product in the form of printed modules and TikTok instructional videos for every chapter to engage students' speaking performance.

Research Design

This study used mixed methods; namely qualitative method and quantitative method. The researcher spread the questionnaire, class observation, and conduct the interview.

Quantitative data collection involves gathering information using numbers to determine the amount. Although qualitative data collection is the process of gathering information in the form of a description to assess quality. Quantitative methods are used to determine the validity of instructional media and to find the mean score of validators, whereas qualitative methods are used to describe the findings of interviews and surveys.

Subject

The research subject is the seventh-grade learners of SMPN 3 Singkawang which consist of 30 students. The research participants were chosen using a purposive method of data collection. This entails choosing individuals that have a specific set of characteristics and measuring how much the group of people has affected or had an influence on the problem or issue of interest.

Instruments

In this study, the researcher used three instruments to achieve product development, namely; a classroom observation sheet, an interview sheet, and a questionnaire. Classroom observation sheets are the first tool. This instrument is applied during the pre-observation and product implementation stages. During the pre-observation, the researcher collected information that included the problems faced by teachers and students, and the data were used as a needs analysis. Meanwhile, during the implementation stage, information about students' engagement with instructional media is gathered using the observation sheet. Then interview sheet, the purpose of the interview was to discover more about the teaching and learning activities in online classrooms from one of the English teachers. After that, the researcher spread the questionnaire sheet by using Google Forms. The questionnaire was directed to seventh-grade learners of SMPN 3 Singkawang in order to obtain information about their interest in learning speaking skills, their needs for learning media for virtual learning, obstacles they encounter while conducting virtual learning, and their literacy of the TikTok application. The data from students' questionnaires were gathered for the analysis needed.

Data Analysis

Data from interviews, observations, questionnaires, and expert judgment scores must be analyzed for this study. Classroom pre-observation sheets, and interviews, were explained descriptively in the analysis stage. The data from the pre-observation and interview sheets describe the situation of learning English, especially when learning speaking skills during virtual learning. This data is used to review teacher's perspectives, constraints, and needs for video-based learning media. Therefore, the results are presented in the form of a description.

The questionnaire is divided into three, namely; given to the students to know about students' perspectives on learning using social media in a virtual class, the need in learning speaking, and the need for TikTok instructional videos accessed via Google Forms. The result of the diagram shows the percentage, which then the result will be described descriptively.

Then, the questionnaire for the researcher to conduct the classroom observation in the implementation stage. The researcher used this to assess the students' engagement by using TikTok instructional videos. Other questionnaires are given to expert judgment, namely; media expert and material expert. These questionnaires will be calculated based on a quantitative formula to find out the percentage score.

After that, the data will be qualitatively described after it was transformed into a range of 0% (low percentage) to 100% (high percentage). Four scales were used to split the range. The range percentage and the qualitative category are shown in table 1.

Table 1
The Range of Percentage and Qualitative Criteria

Percentage	Category
76-100%	Very Good
56-75%	Good
40-55%	Fair
0-39%	Poor

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This research produced a product in the form of a TikTok learning video that contains lessons for speaking activities that have been adapted to the needs of students. While the material chosen to be used in this media are; greeting, leave-taking, and how to say sorry, secondly is self-introduction, thirdly is article and lastly is descriptive text for the seventh-grade level. The product results were obtained through several stages in the ADDIE model, namely analysis, design, development, and implementation.

Analysis

In the analysis stage, the researcher conducted an observation and interview with the English teacher to gather information.

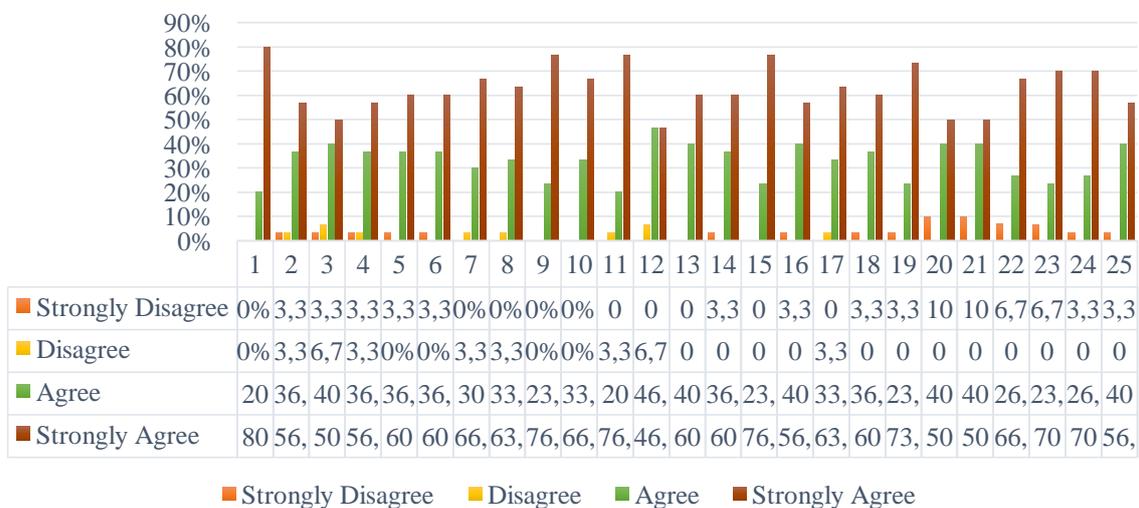


Figure 1. Questionnaire Result of the Students' Need Analysis

According to the data, the researcher discovered that English virtual learning using apps; such as Google Meet was ineffective in engaging student performance. Students showed boredom and less response during virtual learning. When the teacher conducted a speaking skills activity, the problems became worse. The lack of student enthusiasm caused the activity can not run more smoothly than it should be. Moreover, the teacher did not have any solution or alternative way to decrease the problem. Hence, the researcher distributed the questionnaires in the form of a Google Form to know the students' perspectives, TikTok literacy, and their need for instructional videos.

According to the chart, it can be seen that (80%) of the thirty respondents, namely twenty-four students answered that learning English is important for the future; seventeen students (56.7%) have a strong desire to learn to speak English. Eighteen students (60%) stated that learning English online was monotonous; eighteen students (60%) feel less

motivated if they learn to speak English online using only social media (Google Meet/Zoom); twenty students (66.7%) stated that they would be motivated in learning to speak English if the learning atmosphere was not monotonous and interesting.

Then, for the instructional media needed aspect, the questionnaire distributed via Google Form regarding aspects of media needs, nineteen students (63.3%) stated that it would be easier to accept the material if the teacher used varied and fun media; twenty-three students (76.7%) stated that it would be helped and motivated by interesting learning media to speak English; twenty students (66.7%) stated that the use of media other than textbooks and social media (Google Meet) was needed for learning to speak English; twenty-three students (76.7%) stated that learning using the latest or up-to-date media would attract students' interest in learning; fourteen students (46.7%) agreed and fourteen others (46.7%) chose strongly agree if learning to speak English uses learning videos; eighteen students (60%) stated that the use of video as a medium for learning to speak English was able to reduce boredom. In the TikTok literacy aspect, the table shows that (73.3%) answered they have a TikTok account; fifteen students (50%) are very active in using TikTok. Twenty students (66.7%) know that there are various learning videos in the Tiktok application; twenty-one students (70%) strongly agree that learning using TikTok videos attracts their interest in learning.

Design

The researcher carried out two stages, namely; compiling materials and compiling video product models according to student needs as described previously. The following is a discussion of these two stages, namely material design for the content and the video design.

1. Stage of material design

At this stage, the researcher designed the material for the video content that also included in the teacher handout module that linked to the instructional TikTok videos. There are four chapters of materials namely, *greeting and leave-taking material*, *self-introduction and hobby material*, *article material* and *descriptive text material*. Meanwhile, this study only focus on instructional videos development. The researcher also conducted an assessment of materials related to the material content that has been presented on TikTok instructional videos.

2. Stage of video design

The design phase of the learning video model starts with installing a TikTok account, compiling video storyboards, voice-over, taking video images and then continuing with the video editing process. The following is a discussion of the steps of the product model design process carried out by researcher;

a) Install and create a TikTok account

The function of TikTok account is to see students' learning videos assignment or the speaking activity assignment that they have made, so the teacher does not need to download videos through other applications. Students simply upload their speaking activity assignment video on their respective TikTok accounts and tag the teacher's account.

b) Design the storyboard

In this study, researcher designed a storyboard for the development of instructional videos with an estimated maximum video duration of one up to eight minutes. There are eight learning videos that displayed in the teacher's TikTok account. The videos are divided into two types, which are four learning material videos and four video examples for each chapter in part two.

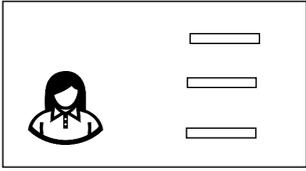
<p>Scene 1 (Material Video)</p> 		<p>The narrator opens the lesson by greeting the students.</p> <p>The narrator conveys the learning objectives and material in the module, that discussed briefly in the TikTok learning video.</p>
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Figure 2. Storyboard for Material Video

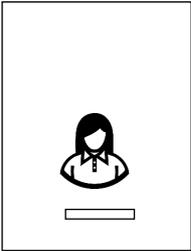
<p>Scene 1 (The Speaking Activity Video)</p> 		<p>The student (rolled by model) greets the audience and introducing himself and mention the class. Then, he continue to say the purpose of this video (in what material).</p> <p>The subtitle will be provided.</p>
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Figure 3. Storyboard for Speaking Activity Assignment

c) The narration voice record

The researcher recorded the narration separately from the video recording and editing. The script for this narrative voice has been designed and included in the storyboard. The results of the recording are intended for four video materials: explanation of greeting and leave-taking material, self-introduction and hobby, article, and descriptive text.

d) Taking illustration pictures, music and videos

At this stage, pictures and videos were taken separately and in separate locations. Pictures were taken using the iPhone XR camera and imported directly into the gallery. Some other pictures were downloaded from Pinterest.com. Meanwhile, some videos record were taken separately. Some animation characters for the introduction of the video were downloaded on free copyright website than used. Then the music is downloaded from free copyrighted music for study website.

e) Video editing process

At the video editing stage, the researcher made her own edits by using the Filmora for the additional characters and TikTok application for the final production. Activities carried out in this stage were; designing the material presentation appearance of the video, imported and cut the images, videos and added the narrator's voice over. Then, gave the text subtitle, added animation characters on the screen, provided the supporting images from free copyright website, gave additional music and rendering or merging processes.



Figure 4. Opening and Greeting Video Display Chapter 4

The animated character appeared as the teacher to greet students and explain the learning objectives. The narrator asks and provokes questions for students to recall the material that has been discussed in the previous meeting.



Figure 5. Speaking activity of descriptive text material



Figure 6. Speaking activity of greeting and leave taking material

In figure 5, the scene shows that the student (model) performs speaking performance in describing a special animal from Indonesia. Then, there is practice dialog greeting and leave-taking in figure 6. The display is equipped with subtitle text to clarify the spoken sentence and show the vocabulary.

Develop

After obtaining the design stage, the researcher completed the development stages. The development stage consisted of material expert validation, media expert validation, and product revision. The researcher revised the media aspect of the learning video which was developed in response to criticism and advice from media experts. The purpose of this design revision is to improve and refine the product developed before being tested in the field. Furthermore, the researcher made improvements in accordance with the criticisms and suggestions from media experts. The results of the media product validation can be seen in table 2.

Table 2
The Result of Product Eligibility

No	Expert Judgment	Score	Maximum Score	Category
1	Material Expert	55	60	Very Good
2	Media Expert	75	80	Very Good

a) Material Expert Validation

This stage aims to determine the quality of the material presented, which consists of material aspects and learning aspects. In accordance with table 2, it can be seen that the total score obtained is 55 in the "Very Good" category.

b) Media Expert Validation

This stage aims to determine the quality of the video media. Depending on table 2, it can be seen that the results of media validation in the first and second stages have significant differences in scores. In the first validation stage, the score obtained is 55 which is included in the "Good" category or feasible with improvements to be used and tested in the field. Furthermore, the researcher made improvements in accordance with the criticisms and suggestions, namely related to audio quality; the accuracy of the appearance of sound effects with images; the accuracy of the appearance of images and video messages on the screen, the quality of color resolution and color composition on the screen, and the addition of more colorful icons to support the video to have a more attractive appearance.

In the second media validation stage, the score obtained was 75 which was included in the "Very Good" category, meaning that media experts considered that the video media developed had very good quality after going through the revision stage, both in terms of visual aspects, sound aspects, and media aspects.

The following is a description of some of the improvements made by the researcher:

- 1) The last revision made by the researcher is in the criticism and suggestion table. After finishing the closed exam, the researcher got some input and decided to change the appearance of the material display. The researcher changed the display position from portrait to landscape to make the text read bigger and clearer. The researcher also divided the video into two types. The first is a special video for delivering material for each chapter, which *greeting and leave-taking, self-introduction and hobby, article and descriptive text materials*.
- 2) The speaking practice video is shown separately from the learning material video or in part 2. The video display of examples of speaking practice before the examination is shown in Figure 11. From the last criticism and suggestions before the closed exam, the researcher has changed the color of the subtitles to make it easier for students to read and view the vocabulary listed. After carrying out the closed exam, the researcher changed and added examples of speaking practice. This speaking example video consists of several videos that adjust to the chapters in the printed module and use students as models. The display of eight TikTok instructional videos which in line with four chapter in the printed module can be seen in figure 7.

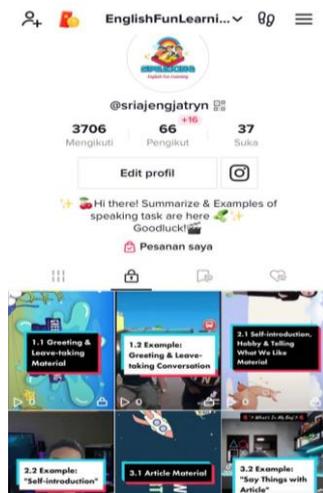


Figure 7. TikTok Instructional Videos Display

Implementation

In this study, the last phase was implementation. This phase was trained the learners to try the instructional TikTok videos. This stage also aimed to determine the feasibility of the TikTok Instructional videos made by looking at the learning outcomes of students from a questionnaire that has been prepared by the English teacher. In addition to knowing the feasibility of the media that had been designed, students can also find out about the use of Tiktok instructional videos.

Results from the class observation sheet reveal that students actively participated and responded, and the teacher provided encouraging feedback. The observation sheet's score is 89.58. The score is classified as "very good" based on the percentage range and qualitative standards. Utilizing the observation sheet notes from the main activity on April 6th, 2022, the researcher concluded that the TikTok learning video captured the students' attention. When students accessed and watched the videos, they did that with excitement. Regarding the video's layout, some students gave their opinions.

Discussion

This research attempts to develop TikTok-based instructional videos for virtual speaking skill learning at the junior high school level. This development research adapts the ADDIE model as a product development stage. In the preliminary study, researchers found that English teacher experienced difficulties teaching speaking virtually. This became the basis for researchers carrying out the first stage, namely analyzing the needs of students and teacher for TikTok-based instructional videos for learning speaking skills virtually. In analysis stage, there are several reasons that outline the researchers so that they proceed to the next stage; among them are students feeling bored during online English learning, students are minimally involved in virtual English learning and there is no innovation from the teacher to overcome these problems.

Tiktok instructional media was developed referring to the junior high school learning curriculum with content adapted for learning speaking, including; greeting and leave-taking, self-introduction and hobby, article, and descriptive text material. Each chapter consists of two instructional videos, namely videos explaining the material briefly and examples of speaking assignments for each different chapter which are also part of the speaking material. Researchers also provide teacher assistant modules to carry out learning using Tiktok instructional videos. However, in this study, the researchers only focused on describing the development of Tiktok instructional media.

The Tiktok learning media validators have validated the products developed by researchers. The validation experts include media experts and material experts. The media expert who assessed the feasibility and quality of the media design and validated the product was Rini Susilowati, S.SOS, M.Pd. Then, the material expert that assessed the content of the material in the TikTok learning video named Herlini, M.Pd.

The implementation of TikTok learning videos shows an interest in and enthusiasm for learning to use this product. Students even commented on the learning videos. Students showed their engagement when following instructional video lessons and carrying out speaking assignments with TikTok. The score from the virtual classroom observation sheet is 89, 58, which is categorized as very good. The implementation of TikTok instructional video allows students to be engaged in virtual or online learning. Besides being active, students also show their creativity. The finding from this study is in line with a theory stated by (Zaitun, Hadi & Indriani, 2021; Pratiwi, Ufairah & Sopiah, 2021; Rahmawati & Anwar, 2022) that TikTok media is effective in enhancing speaking skills of EFL students, improve vocabulary and pronunciation. Syarifuddin & Sinta 2022 also reported that the development of Tiktok learning videos has proven to be an effective instructional media. TikTok instructional media has a positive impact on the performance of student learning outcomes. TikTok's instructional media is able to make difficult and boring topics of learning material easy to understand, eye-catching, and entertaining. The use of this social media platform is proven to attract more students' attention, especially in online learning situations.

CONCLUSION

The researcher conducted this study in order to develop TikTok-based media as a solution that challenged the English teacher at SMPN 3 Singkawang when teaching Speaking virtually. After executing the ADDIE process sequence, it can be seen in the analysis phase that students have minimal and passive engagement in the learning process, especially in learning speaking skills. Students had minimal responses and involvement when doing virtual learning. It is known that teachers and students need technology-based learning innovations that are able to overcome boredom and minimal learning responses when implementing online learning. The aforementioned is the reason underlying the development of TikTok instructional media to engage students in learning speaking if learning is carried out online. After the learning media is created, it is validated by media and material experts. Based on the validation process, the learning media has been declared feasible and can be used in the learning process.

The implementation stage of this research further clarifies the validity of TikTok instructional media. In the implementation results the researcher got a score of 89.58%, which stated that the product developed had a good impact on engaging students in virtual English speaking activities. In the class observation data using a questionnaire, the researcher found that students responded to learning more actively than before. Students show their enthusiasm and response to the product. The data also shows that students show more involvement in asking questions to the teacher. In the final product implementation activity, most students carried out the task according to the instructions. This is a form of real engagement by students in virtual speaking activities. This is what underlies the formation of the statement that TikTok instructional media is proven to encourage student involvement in learning speaking skill activities that are carried out online.

However, even though this research is categorized as successful and instructional TikTok videos can enhance students' engagement in learning speaking skills, this conclusion is only a one-time implementation. There still needs to be further discussion at the implementation stage of TikTok instructional media development about whether this can work effectively in the long term or if it can help increase student scores. In addition,

research on the development of TikTok media for learning is still very limited. In addition, the last stage of the ADDIE model phase in this study was not implemented. Therefore, this research is still not perfect.

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