
THE EFFECTIVENESS OF TIKTOK IN STIMULATING GIVING OPINION EXPRESSION TO 11th GRADE STUDENTS AT SMAN 3 KEDIRI

Farika NuriaPutri¹, Suhartono², Diani Nurhajati³

^{1,2,3} University of Nusantara PGRI Kediri, Indonesia

Corresponding author's e-mail: farikanuriaputri23@gmail.com

ABSTRACT

The integration of social media into English language teaching has gained significant attention. Yet, limited researches have examined the influence of TikTok in teaching speaking. This study aimed to examine the effectiveness of TikTok in stimulating giving opinion expression among eleventh-grade students at Senior High School 3 Kediri. A quasi-experimental design with a non-equivalent control group was employed. The sample consisted of 68 students from two classes: the experimental class (XI-1, n=34) taught using TikTok, and the control class (XI-2, n=34) taught using conventional methods. Data were collected through pre-test and post-test in the form of speaking tests focusing on students' ability to express opinions. The data were analyzed using SPSS version 27, including the Shapiro-Wilk normality test, Wilcoxon Signed Rank Test, and Mann-Whitney U Test. The results showed that the experimental class improved significantly from pre-test (mean=69.76) to post-test (mean=76.35) with a gain of 6.59 points ($Z=-4.779$, $p < 0.001$), and increased dramatically from 38% to 88%. The control class also improved significantly from pre-test (mean=70.11) to post-test (mean=73.05) with a gain of 2.94 points ($Z=-4.481$, $p < 0.001$), and increased from 38% to 76%. However, no significant difference was found between the two classes ($p=0.094 > 0.05$). In conclusion, TikTok is effective in improving students giving opinion expression, though not significantly more effective than the conventional methods. The practical benefits of TikTok in terms of students' engagement and motivation are substantial. This study recommends integrating TikTok as a supplementary tool in teaching speaking.

Keywords: TikTok, giving opinion, speaking skill, senior high school.

INTRODUCTION

The implementation of information technology has made humans heavily reliant on it for daily tasks. In educational context, ICT plays a significant role in the educational process for students starting their academic careers (Badri et al., 2018). There is no limit to the positive development of young minds through the effective use technology in the classroom (Kilag et al., 2023). ICT provides great flexibility in education to ensure that learners are able to access knowledge anytime and from anywhere (Bindu, 2016).

Specifically, in English language teaching, ICT can cover all four skills of English language. The modern way of teaching-learning process depends on ICT (Alkamel & Chouthaiwale, 2018). According to Rahmi (2014), 90% of students like to study English by using media. Through the use of technology, learners can be motivated to master all four language skills (Hashim et al., 2018).

One of core skills in language learning is speaking, as language serves an essential function in communication. Learning English requires developing four skills: speaking, writing, reading and listening (Ur, 2000 cited in Leong & Ahmadi, 2017). According to Nunan (1991 cited in Segaran et al., 2021), achieving success in speaking skills is the most vital aspect of learning a foreign language. Students comfort obstacles when learning to speak, such as pronunciation difficulties, lack of fluency, shyness, and lack of confidence. This is supported by the research from Al-Jamal & Al-Jamal (2013), who found that EFL learners at the university level demonstrate low speaking proficiency, accompanied by minimal instruction in speaking skills. Similarly, at the high school level, speaking is often ignored in favor of reading and writing skills.

Speaking skills is widely recognized as a fundamental ability in language learning. According to Wael et al. (2018) considered speaking as the productive skill of oral communication which involves other people in conveying information by pronouncing words. Speaking is not simply about producing sounds; it involves constructing meaningful messages, considering the listener, and using appropriate grammar and vocabulary. Furthermore, Leong & Ahmadi (2017) define speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Furthermore, Adawiyah & Dalimunthe (2024) speaking is an essential skill that must be imparted. Speaking skills are crucial in communication since they directly impact

the effectiveness of the interaction between the speaker and listener. Proficiency in speaking is crucial for effective delivery of messages and information.

To assess speaking competence, several aspects must be considered. According to Brown (2004) cited in Segaran et al. (2021), speaking has five aspects which consists of grammar, vocabulary, comprehension, fluency, and pronunciation. Grammar refers to the correct use of sentence structure and word order in spoken language, serving as the foundation for constructing accurate and meaningful utterance. Vocabulary encompasses the set of words that an individual knows and can use effectively in communication, effecting both fluency and the ability to express precise meanings. Pronunciation is the production of speech sounds in a way that can be understood by others, including the proper articulation of phonemes and the correct use of intonation. Fluency refers to the smooth, natural, and effortless flow of speech, characterized by appropriate rhythm and minimal hesitation. Comprehension, in speaking contexts, refers to the ability to understand the conversation or the message being communicated by the interlocutor or to convey one's own message clearly. These five aspects are interconnected. Therefore, English teachers should pay attention to all five aspects when teaching speaking skills.

To overcome these challenges, learning strategies are needed that can assist in the education process. Gani et al. (2015) described learning strategies as tools used by learners to help them understand new information better and to solve language problems. Learners have to recognize the power of consciously using language learning strategies in order to make learning quicker, easier, more effective, more efficient, and more fun. Moreover, Chen (2014) stated that students need to choose their learning strategies to make them aware of their learning. Learning strategies allow learners to learn independently to become autonomous learners. Thus Language Learning Strategies specifically influence the acquisition of speaking skills. Segaran et al. (2021) concluded that Language Learning Strategies (LLS) is one of the aspects which influence the acquisition of the English language among learners. Therefore, teachers should help students identify and develop effective learning strategies for speaking.

The rapid growth of internet users in Indonesia is evident. According to (APJII, 2022), the number of internet users in the country reached 210 million in 2022, with

the age group 13-18 years old being the most active demographic. This indicates that high school students are highly familiar with the online environment, making the integration of social media platform like TikTok into their learning more relevant.

TikTok, as one of the most popular social media in Indonesia, has gained international traction. According to Xiuwen & Razali (2021), TikTok is excellent at enhancing the speaking skills of students. Yang (2020) revealed that high school students were pleased about using TikTok for learning English. However, limited research has specifically examined the effectiveness of TikTok in stimulating giving opinion expression, particularly at the senior high school level.

Several previous studies have investigated the use of TikTok in English language learning, particularly in improving speaking skills. Xiuwen & Razali (2021) who examined the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. Their study found that TikTok was excellent at enhancing speaking skills, as the learners expressed a favorable opinion that using TikTok is enjoyable, encourages creativity, and offers fresh opportunities to learn English. A Different perspective was offered by Yang (2020), who investigated secondary school students' perspective on using TikTok for learning English. Unlike the previous study, Yang's research found that high school students were pleased about using TikTok, agreeing that it makes learning English easier, boosts innovation, and opens up new way to engage with their friends. However, both of these studies focused either on university students or on students' perspective rather than measuring the actual effectiveness of TikTok in improving specific speaking skills such as giving opinion expression.

The effectiveness of TikTok in improving speaking skills has also been empirically proven. Herlisya & Wiratno (2022), reported that using TikTok improved students' English speaking skills and learning activities, with mean scores increasing from 68.88 to 76.75. The study also revealed that TikTok boosts learners' confidence due to its interactive and authentic features. Similar findings were also reported by Dewi (2023) and Hongsa et al. (2023), who stated that TikTok has a positive impact on students' speaking performance. Finally, Ningsih et al. (2023) developed TikTok videos as learning media and found that these videos are effective for practicing pronunciation and intonation.

Based on previous studies reviewed above, most research on TikTok in language learning has focused on general speaking skills such as pronunciation, fluency, and confidence without specifically examining giving opinion expression. Furthermore, the majority of these studies involved university students, while only a few focused on eleventh-grade senior high school students. Preliminary observation at Senior High School 3 Kediri, the researcher found that the speaking skills of eleventh-grade students are still not ideal. The English teacher explained that the learning method commonly used is lecture-based, and students rarely have opportunities to practice speaking English actively. Therefore, this study aims to examine the effectiveness of TikTok in stimulating giving opinion expression among eleventh-grade students at Senior High School 3 Kediri.

METHODS

This study used a non-equivalent control group and a quasi-experimental research method to examine how well TikTok stimulated students to express their opinions in English. According to Creswell (2012), a research design is a plan that provides specific direction for the procedures in a study. Because it was not possible to assign participants at random in a school context, this approach was used. There were two whole classes of eleventh graders involved, one as the experimental group and the other as the control group (Ranganathan & Anggarwal, 2018). To measure changes in students' speaking performance, a pre-test was administered to both groups before the treatment and a post-test was administered after the treatment.

Population and Sample

The population of this research consisted of all eleventh-grade students at Senior High School 3 Kediri in the academic year 2025/2026, totaling 422 students across 12 classes. The sample was determined through purposive sampling based on several criteria, including similar English proficiency levels, students' active use of TikTok, and class schedule availability. Based on these criteria, two classes were selected: class XI-1 as the experimental class and class XI-2 as the control class. Each class consisted of 34 students, resulting in a total sample of 68 participants.

Instruments

The research procedures consisted of three main stages: pre-test, treatment, and post-test. The pre-test was conducted in the first meeting to measure students' initial ability in giving opinion expression. During the treatment stage, the experimental class received instruction using TikTok-based learning activities over four meetings. In this class, students watched selected TikTok videos related to opinion expression, practiced expressing their opinions, and created short opinion videos to improve engagement and reduce speaking anxiety. Meanwhile, the control class was taught using conventional teaching methods, such as teacher explanations, textbook-based exercises, and oral speaking practice conducted in front of the class.

Procedures

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Data Analysis

After the treatment period, a post-test was administered to both the experimental and control classes using the same format as the pre-test. The collected data were analyzed using SPSS version 27. A Shapiro–Wilk normality test was conducted to examine the distribution of the data. Since the data were not normally distributed, non-parametric statistical tests were applied. The Wilcoxon Signed Rank Test was used to analyze the differences between pre-test and post-test scores within each group, while the Mann–Whitney U Test was used to determine whether there was a significant difference between the experimental and control groups. The level of significance was set at 0.05.

RESULTS

The section presents the findings of the study based on the pre-test and post-test scores from both the experimental class and the control class. The pre-test was administered before the treatment to measure students' initial ability in giving opinion expression, while the post-test was administered after the treatment to measure their final ability. Each class consisted of 34 students with complete pre-test and post-test scores. The following table presents the descriptive statistics of both classes.

Table 1: Descriptive Statistics of Pre-test and Post-test

Class	Test	N	Minimum	Maximum	Mean
Experimental Class	Pre-test	34	52	80	69,76
	Post-Test	34	60	92	76,35
Control Class	Pre-test	34	56	84	70,11
	Post-Test	34	60	92	73,05

The pre-test and post-test were administered to both classes. The experimental class showed a mean pre-test score of 69.76 and a mean post-test score of 76.53, with an improvement of 6.59 points. The control class showed a mean pre-test score of 70.11 and a mean post-test score of 73.05, with an improvement of 2.94 points.

To determine whether parametric or non-parametric tests researcher using the normality test (Saphiro-Wilk) showed that the experimental class data were not normally distributed (pre-test: $p=0.027$), so non-parametric tests were used. The Wilcoxon Signed Rank Test was conducted to determine whether there was a significant difference between students' pre-test and post-test scores within the same class. The test was applied to both the experimental class and the control class to compare their pre-test and post-test scores.

Table 2. Ranks Wilcoxon Signed Rank Test

Ranks				
		N	Mean Rank	Sum of Ranks
POST-TEST EXPERIMENT CLASS - PRE-TEST EXPERIMENT CLASS	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	29 ^b	15.00	435.00
	Ties	5 ^c		
	Total	34		
POST-TEST CONTROL CLASS - PRE-TEST CONTROL CLASS	Negative Ranks	1 ^d	12.00	12.00
	Positive Ranks	24 ^e	13.04	313.00
	Ties	9 ^f		
	Total	34		

Table 3. Test Statistics of Wilcoxon Signed Rank Test

Test Statistics		
	POST-TEST EXPERIMENT CLASS - PRE-TEST EXPERIMENT CLASS	POST-TEST CONTROL CLASS - PRE-TEST CONTROL CLASS
Z	-4.779 ^b	-4.481 ^b
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed Test result showed that both classes experienced significant improvement from pre-test to post-test. In the experimental class (taught using TikTok), there were 0 negative ranks, 29 positive ranks, and 5 ties, meaning 29 students (85.3%) improvement, none decrease, and 5 had no change ($Z=-4.779$, $p<0.001$). In the control class (taught using conventional methods), there was 1 negative rank, 24 positive ranks, and 9 ties, meaning 24 students (70.6%) improved 1 decreased, and 9 had no change ($Z=-4.481$, $p<0.001$). Since both significance values were less than 0.05, there was a significant improvement in students' giving opinion expression in both classes.

Table 4. Test Statistics of Mann-Whitney U Test

Test Statistics	
	Scores
Mann-Whitney U	444.000
Wilcoxon W	1039.000
Z	-1.674
Asymp. Sig. (2-tailed)	.094

Based on the table above, the experimental class had a mean rank of 38.44, while the control class had a mean rank of 30.56. The Mann-Whitney U value was 444.000, the Z value was -1.674, and the Asymp. Sig. (2-tailed) value was 0.094. Because this value was greater than the significance level (0.05), it can be concluded that there is no significant difference in post-test scores between the two classes. Nevertheless, the p-value of 0.094 is close to the 0.05 threshold indicating a trend toward significance that might become statistically significant with a larger sample size or extended treatment duration.

The significant improvement within both groups, as revealed by the Wilcoxon Signed Rank Test, supports theoretical perspectives that highlight the importance of structured speaking practice in language learning. Brown's (2004) framework of speaking competence emphasizes that speaking development depends on the interaction of grammar, vocabulary, fluency, pronunciation, and comprehension. In this study, both instructional approaches provided opportunities to practice these components, which may explain why students in both groups demonstrated statistically significant progress. This finding reinforces the view that improvement in speaking skills is not solely determined by the learning medium but by the presence of consistent and guided speaking activities.

Although the experimental class showed a greater mean improvement, the Mann–Whitney U Test indicated no statistically significant difference between the experimental and control groups. From a theoretical standpoint, this result suggests that technology itself does not automatically guarantee superior learning outcomes. ICT integration theories emphasize that digital tools function as pedagogical enablers rather than determinants of learning success. In other words, TikTok acted as a medium that facilitated speaking practice, but its impact depended largely on task design, teacher guidance, and learner engagement, which may have been similarly effective in the conventional classroom setting.

DISCUSSION

The study indicates that TikTok significantly enhances students' ability to express opinions. The experimental class utilizing TikTok showed a mean pre-test score of 69.76, improving by 6.59 points to a post-test score of 76.35. Comparatively, the control class using traditional methods improved only by 2.94 points, from 70.11 to 73.05. This suggests TikTok offers a greater advantage in developing opinion expression skills, although the overall difference was not statistically significant (p -value of 0.094), exceeding the 0.05 significance level.

Previous studies support these findings, with Xiuwen & Razali (2021) affirming TikTok's effectiveness in enhancing speaking skills due to its engaging, enjoyable nature. Another study from Zaitun et al. (2021) also recognized TikTok as a viable alternative for improving students' speaking abilities. Furthermore, Dewi (2023) noted

increased confidence and motivation among students using the platform for speaking practice.

TikTok's success can be attributed to several factors: it provides authentic content that captivates students, reduces speaking anxiety through private recording options, and allows for repeated practice in creating videos. This repeated exposure to real-world language helps students internalize natural expressions and pronunciation patterns.

However, the improvements noted, while practical, arose from a relatively high starting point in both classes, which resulted in a ceiling effect limiting potential enhancements. The treatment duration of four sessions and a sample size of 34 students may not have been sufficient to reveal significant differences. Nevertheless, the practical engagement and motivation benefits derived from using TikTok were notable, with the experimental class demonstrating higher enthusiasm and creativity. The interactive features of TikTok fostered peer learning and created a positive learning environment, making it a valuable supplementary tool for teaching speaking skills, especially in expressing opinions.

CONCLUSION

In conclusion, TikTok is effective in improving students' giving opinion expression, as shown by the significant improvement in the experimental class from pre-test (mean= 69.76) to post-test (mean= 76.35), with a gain of 6.59 points and mastery increasing from 38% to 88% ($Z=-4.779$, $p<.001$). Conventional methods are also effective, as shown by the control class from pre-test (mean= 70,11) to post-test (mean= 73.05), with a gain 2.94 points and mastery increasing from 29% to 76% ($Z=-4.481$, $p<0.001$). However, no statistically significant difference was found between the two classes ($p=0.94>0.05$).

Despite the lack of statistical significance, the practical benefits of TikTok are substantial. The experimental class improved more than twice as much as the control class (6.59 vs 2.94 points), and a higher percentage of students achieved mastery (88% vs 76%). Therefore, TikTok can be used as an alternative medium for teaching speaking skills, particularly to stimulate students in expressing their opinions, while conventional methods should not be abandoned. Teachers are encouraged to

integrate TikTok as a supplementary tool to enhance student engagement and motivation. Future researchers should conduct studies with longer treatment periods, larger sample sizes, and at schools with varying proficiency levels. Mixed-methods designs combining quantitative and qualitative data are also recommended.

The practical advantages of TikTok observed in this study can be explained through affective filter theory. Speaking anxiety, lack of confidence, and fear of making mistakes are commonly identified as major barriers in speaking development. TikTok allows students to record their performances privately and repeat recordings, which may lower anxiety and increase confidence. This condition supports Krashen's affective filter hypothesis, which posits that learners acquire language more effectively when emotional barriers such as anxiety are minimized. As a result, students in the experimental class may have felt more comfortable expressing opinions, contributing to their higher mean gain despite the absence of statistical superiority.

Furthermore, the use of TikTok encouraged learner autonomy, a key concept in language learning strategy theory. By creating their own opinion videos, students took greater responsibility for organizing ideas, selecting vocabulary, and monitoring their oral production. This aligns with theories of autonomous learning, which argue that learners who actively control their learning process tend to develop stronger communicative competence. However, the relatively short treatment duration of four meetings may have limited the extent to which these theoretical benefits translated into statistically significant differences between groups.

The findings of this study partially support previous research that reported positive effects of TikTok on speaking skills, particularly in terms of motivation and engagement. However, unlike some studies that reported statistically significant gains, the present findings suggest that the effectiveness of TikTok should be understood primarily in terms of pedagogical value rather than statistical dominance. This distinction is important theoretically, as it emphasizes that meaningful learning outcomes may manifest as gradual improvement, increased confidence, and sustained engagement rather than immediate statistical differences.

Several limitations must be considered when interpreting these findings. The relatively high pre-test scores may have produced a ceiling effect, reducing the observable impact of the intervention. Additionally, the quasi-experimental design and

purposive sampling limit the generalizability of the results. From a theoretical perspective, these limitations suggest that future studies should explore longer treatment durations and varied proficiency levels to more fully examine the role of digital media in speaking development.

In summary, the results of this study support theoretical views that speaking development is driven by meaningful practice, reduced affective barriers, and learner engagement rather than by instructional media alone. TikTok contributed positively by creating an interactive and low-anxiety learning environment, but it did not significantly outperform conventional methods within the scope of this study. Therefore, TikTok is best conceptualized as a supplementary tool that enhances communicative speaking practice, particularly in giving opinion expression, rather than as a replacement for traditional instructional approaches.

AUTHOR BIOGRAPHY

Farika Nuria Putri is a student at the English Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, Indonesia. My research interests include English language teaching, educational technology, and speaking skills. I am currently completing my undergraduate thesis under the supervision of Suhartono, M. Pd. And Diani Nurhajati, M. Pd.

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