IJEE

Indonesian Journal of English Education

ENHANCING STUDENTS' SPEAKING PERFORMANCE THROUGH *A DAY IN MY LIFE CONTENT'* ON TIKTOK

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ABSTRACT

This study investigates the effectiveness of using "A Day in My Life" content on TikTok to improve the speaking performance of eleventh-grade tourism department students at SMK Bahari Ambon. Despite the growing popularity of ICT tools in education, many students still struggle with speaking skills, particularly in contexts that require confidence and fluency. This research aimed to determine how TikTok, as an innovative educational tool, could impact students' speaking abilities. The study involved 27 students and was conducted over three cycles, utilising a mixed-method approach that included project presentations as tour guides, video projects at tourist attractions in Ambon, observation checklists, interviews, and scripts of tourist attractions. The findings revealed a significant improvement in students' speaking skills, with average scores increasing from 48 in the first cycle to 71.5 in the second cycle and reaching 97.7 in the third cycle. Descriptive data showed that using TikTok enhanced students' confidence, reduced their fear of making mistakes, and encouraged continuous practice. Both quantitative and qualitative results highlighted the importance of consistent speaking practice, appropriate media use, and engaging classroom activities in improving speaking performance. The study concludes with implications for educators and suggests that integrating "A Day in My Life" content on TikTok is an effective strategy for enhancing students' speaking performance in the tourism department.
Key Words: speaking performance; TikTok application; tourism; vocational school

ABSTRAK

Penelitian ini menyelidiki efektivitas penggunaan konten "A Day in My Life" di TikTok untuk meningkatkan kemampuan berbicara siswa kelas sebelas di jurusan pariwisata SMK Negeri 1 Ambon. Meskipun alat ICT semakin populer dalam pendidikan, banyak siswa masih menghadapi kesulitan dalam keterampilan berbicara, terutama dalam konteks yang memerlukan kepercayaan diri dan kelancaran berbicara. Tujuan penelitian ini adalah untuk menentukan bagaimana TikTok, sebagai alat pendidikan inovatif, dapat mempengaruhi kemampuan berbicara siswa. Penelitian ini melibatkan 27 siswa dan dilaksanakan dalam tiga siklus, menggunakan pendekatan metode campuran yang mencakup presentasi proyek sebagai pemandu wisata, proyek video di objek wisata di Ambon, daftar observasi, wawancara, dan skrip objek wisata. Temuan menunjukkan peningkatan signifikan dalam keterampilan berbicara siswa, dengan skor rata-rata meningkat dari 48 pada siklus pertama menjadi 71,5 pada siklus kedua, dan mencapai 97,7 pada siklus ketiga. Data deskriptif menunjukkan bahwa penggunaan TikTok tidak hanya meningkatkan kepercayaan diri siswa tetapi juga mengurangi rasa takut mereka akan kesalahan dan mendorong latihan yang berkelanjutan. Hasil kuantitatif dan kualitatif menyoroti pentingnya latihan berbicara yang konsisten, penggunaan media yang tepat, dan kegiatan kelas yang menarik dalam meningkatkan performa berbicara. Penelitian ini menyimpulkan dengan implikasi bagi pendidik dan menyarankan bahwa integrasi konten "A Day in My Life" di TikTok merupakan strategi efektif untuk meningkatkan kemampuan berbicara siswa di jurusan pariwisata.
Kata Kunci: *aplikasi TikTok; konten A Day in My Life; performa berbicara*

INTRODUCTION

Language acquisition approaches and methods in this century have been primarily altered by the advances made in the technological sphere. Hence, educators work nowadays to keep pace with the students and their requirements, and incorporating ICT tools into the program has become a critical approach to improve the process of teaching and learning. According to Zaitun et al. (2021) and J. Umoh et al. (2020), the integration of ICT in effective teaching and learning processes has been able to transcend the old traditions of understanding the physical classroom as the only space for teaching and learning as well as the teacher as the sole figure in the learning activity. Finally, digital competence does not want to be starved or left out on its own since that is what education has come to in this age where you are supposed to be ready for the globalized technology world.

In terms of social constructivism, as defined by Vygotsky (1978), one's centre of attention is directed towards making sense of social connections and genuine situations. So Vygotsky's definition of the zone of proximal development (ZPD) also means that several levels of understanding are reached through working with other people, whether they are peers or other nuanced scholars. TikTok actively contributes to such principles as it allows students to create content and provide a peer review after practising language skills, all in real-life scenarios. This complements the work of Mercer (1995), who developed Vygotsky's ideas further and highlighted the importance of dialogue and joint activity in cognitive development. Furthermore, TikTok's capacity to foster the creation of realistic and participatory settings speaks directly to the principles of CLT, which emphasizes participation and practical use of language as fundamental aspects of forming communicative competence (Richards & Rodgers, 2001). Task-based learning, an approach which is said to be closely related to CLT, is of special interest. As Brown (2007) noted, task-based learning requires students to undertake purposeful and linguistically functional activities. Students can deliver an effective presentation for L2 by using the "A Day in My Life" piece when they describe events and talk to the audience directly, making them active participants. This helps develop fluency, vocabulary and speaking confidence.

The illustration of any language context that justifies the use of TikTok as an educational tool in language context has been further elaborated by Kress (2010) under the theory of Multimodal Learning. The students are actively involved as TikTok enables a variety of communication through the rich elements of video, audio, text, and visuals that enhance proper comprehension. It also utilizes one aspect of self-determination theory set forth by Deci & Ryan (1985) because the students consider the interactive standard features of the platform entertaining and appropriate to their life, mostly the younger ones such as those from Generation This theoretical aspect substantiates that TikTok does not merely offer the opportunities to use language on. However, it generates an interactive environment that is vital in enhancing the students' speaking skills in a language other than their mother tongue around the context of vocational education and training in the area of tourism.

This perspective shows that TikTok is viewed as a tool that can help students improve their speaking skills. For TikTok selfies, students can create and upload short clips featuring them talking, which, in effect, aids their speaking practice, exposes them to actual environments and provides opportunities for them to receive feedback. According to Takanami and Shimizu (2021:11), these features, together with the high preference that Generation Z has for the platforms, turn it into a tool worth having in the issue of learning languages. Indeed, such constructive factors coexist with various barriers to the effective integration of TikTok in education for a particular context of teaching, such as the misconception that this network is for children and young people.

This work has apparent discrepancies and overlaps with former works. Although the integration of TikTok in EFL has been on the rise over time, no work has been published on the effectiveness of TikTok in vocational contexts such as tourism education. Basturkmen (2010) stresses that ESP is concerned with language which is relevant for practice, that is provided in consideration of the learner‟ 's requirements and has a very close functional dimension. In the specific case of Basturkmen (2010), this objective was to assist students in acquiring specific foreign languages in relation to their future professions. According to Belcher (2009), ESP students are provided with language that is of use to them in their work or at the university. The studies have investigated how

social media can facilitate language learning, and they support the view that applications such as TikTok can improve language skills. The studies of Ferstephanie and Pratiwi (2022), Yang (2020) and Xiuwen and Razali (2021) mention the motivational characteristics of TikTok for students, creativity and the practice of language in real contexts. These studies found that TikTok promotes student participation because of its interactivity, enabling learners to practice the language in contexts that relate to their studies, with an emphasis on communication skills needed in practice. However, these studies concentrate mainly on language learners in general and do not consider the potential of "A Day in My Life" videos on TikTok as a tool for the improvement of speaking performance of students who are trained in specific areas, such as tourism education.

Speaking skills are of particular relevance for students of tourism because they need to contact international clients in English for all business communications. Consequently, Hutchinson and Waters (1987) observed that with respect to Tourism students, ESP focuses mainly on specialized vocabulary, communication skills and intercultural issues. Communication in the tourism industry includes, among other things, customer service, hospitality, and telling customers about travel destinations. As Bhatia (1993) points out, knowledge and use of language use pertaining to the subject are fundamental in achieving desirable service standards in the tourism industry and at this competence, speaking skills are paramount.

It is worth noting that speaking skills are important for success in the tourism industry; however, many students struggle to become proficient in them. From a prior study carried out at SMK Bahari Ambon, a vocational high school, it was evident that students who are in the tourism course had difficulties in attaining the level of speaking proficiency that they would require in their careers. Informal discussions with teachers revealed that students seemed hesitant to speak fluent English in class due to a lack of confidence, especially when they had to do so in formal places. Moreover, most students have problems pronouncing the words and using the correct terms when speaking to tourists who come to their place or when they are giving information about tourist destinations. Such problems become worse in a conventional classroom setting, which has minimal chances for seeking opportunities and where children are frightened to speak for fear of making blunders in front of their fellow children.

The teachers from the school showed curiosity in learning new ways, which would help their students practice speaking in less stressful and more enjoyable activities. As a result of the above observations, it was decided that one of the content types offered by TikTok, 'A Day in My Life,' would be advantageous to the students in enhancing their oral skills. This content type also allows the learners to produce, share and post videos that reenact tourism activities, thus helping to enhance their speaking skills in an engaging and realistic way.

To address the gaps established by the initial analysis, the author proposes using 'A Day in My Life' content on TikTok as a Classroom Action Research intervention to develop students' speaking skills. With this strategy, students can practice oral communication in a variety of tourism areas, where they can speak and get instant reactions from their colleagues and the teacher using audiovisuals on the platform.

In broad terms, this research aims to investigate how the content 'A Day in My Life' posted on TikTok can be employed to boost the speaking performance of students in vocational high school colleges that specialize in tourism. More precisely, the study intends to seek answers to the following questions:

1. How effective is the use of TikTok in improving the speaking performance of tourism students?
2. What are the advantages and challenges of integrating TikTok into speaking instruction for these students?

The study contributes to the literature on ICT in language learning, providing insights into using social media platforms like TikTok to enhance English-speaking abilities. It also examines the advantages and challenges of using TikTok in vocational settings and offers practical recommendations for educators, including guidelines for integrating TikTok into educational contexts. Therefore, this study is important.

METHODS

Research design

This study adopted an action research methodology, a systematic and iterative approach defined by Harmer (2002) as a process that helps refine teaching practices by identifying what works effectively and what does not. Action research is particularly valuable for addressing specific challenges in teaching and learning, as it emphasizes practical solutions and iterative improvements. According to Burns (2010), action research is distinguished by its proactive approach, focusing on identifying and resolving problematic situations to foster meaningful change. This methodology is particularly well-suited for educators aiming to enhance classroom practices and improve student outcomes.

The research involved collecting observational data from classroom instruction and learning activities, following the action research cycle principles as described by Cohen, Kemmis, and Taggart. These principles focus on promoting individual and collective change while fostering the transformation of group dynamics and institutional cultures. By involving both teachers and students, the methodology ensured that insights from the classroom environment informed the strategies employed to improve learning outcomes. A key feature of this study was its use of Kurt Lewin's Classroom Action Research (CAR) design, which involves four distinct stages: planning, action, observation, and reflection. During the planning stage, the researcher identified specific areas for improvement and developed strategies tailored to the needs of the students and the educational context. In the action stage, these strategies were implemented in the classroom to address the identified challenges. The observation stage involved systematically collecting data to evaluate the effectiveness of the interventions, and the reflection stage provided an opportunity to analyze the results, draw conclusions, and plan subsequent actions. This cycle was repeated, ensuring continuous improvement and adaptation to the classroom's needs.

The study also incorporated insights from the expanded CAR framework developed by Kemmis and Taggart. This framework builds on Lewin's foundational model by emphasizing collaborative inquiry and collective decision-making. This integration of frameworks enhanced the depth and applicability of the research design, ensuring that the methodology was not only robust but also aligned with the study's objectives. The researcher played a central role in this process, leveraging expertise in educational research and action research methodologies to oversee all aspects of the study. Key competencies included designing and validating research instruments, conducting in-depth interviews to gather qualitative data, and performing statistical analyses to evaluate the effectiveness of the interventions. These skills ensured the collection of accurate, reliable, and comprehensive data, which was critical for evaluating the impact of the interventions on teaching quality and student outcomes. Furthermore, the researcher's expertise contributed to the development of actionable recommendations for educators, highlighting practical applications of the findings in real-world classroom settings.

Overall, this study's methodology provided a structured and dynamic framework for addressing the challenges of improving instructional quality and student engagement collaboratively and iteratively. The use of Lewin's CAR design, enhanced by the contributions of Kemmis and Taggart, ensured that the interventions were both evidence-based and contextually relevant. By combining theoretical rigour with practical applicability, this research offers valuable insights for educators and researchers seeking to integrate action research into their practices.

Research site and participants

The research was conducted at SMK Bahari Ambon, a vocational training education center in the Ambon area. The total number of respondents in this study was 27 students of Class XI-E of the Tourism department. These students are currently in their second year of training at a vocational school where they are training themselves to work in the tourism and hospitality fields. It was helpful as they selected participants through purposive sampling, which tapped students in this program who are likely to benefit from better speaking performance. This technique was necessary for ascertaining that the subjects were appropriate for the aims of the study, thus providing a clear group for assessing how the intervention influenced their speaking skills.

Data collection and analysis

Adopting a mixed approach, this research examined the effectiveness of 'A Day in My Life' content by TikTok in improving the speaking skills of the tourism students of the 11th grade at SMK Bahari Ambon. It integrated both qualitative and quantitative methods in order to ensure rigorous assessment. It gives the data collection and analysis stage-by-stage details. Basic data was collected through the use of pre-and post-tests and means scores for the first and second cycles were computed to determine how the student's performance changed. Individual achievement was measured by the Gain Score, which is the difference between the Post-Test Score and the Pre-Test Score. Simultaneously, success and failure percentages were computed using a formula for determining the total number of students who scored seventy-four or above. These analyses provided quantitative data that showed clearly the impact of the intervention. Other students and teachers who were subjects of the study were interviewed to add to this material, which could also include TikTok and other forms of documents like videos, pictures and video scripts with students and teachers. The identification of speaking practices during teaching sessions was carried out to observe and record what happened, and interviews were also conducted before and after the instructional process to determine the problems teachers and students were facing and how they changed. Apart from these, a teacher observation checklist and other interviews served to make it more thorough. These structured approaches resolve the issue of how each cycle was managed and how further information was constructed in relation to the study, which was in accordance with its mixed-methods design.

Data Collection

The quantitative data were collected using pre-test and post-test assessments designed to measure improvements in students' speaking performance, focusing on pronunciation, grammar, vocabulary, fluency, and comprehension. These assessments were administered at the beginning (pre-test) and after the intervention (post-test) to track progress. The test results were converted to a consistent 100-point scale to ensure comparability across cycles. The pre-test was given before the intervention began, and the post-test was administered following the intervention to assess improvements in students' speaking skills.

Qualitative data were collected from multiple sources to provide a deeper understanding of students' experiences and the impact of the intervention. Video recordings of students' presentations of "A Day in My Life" (ADML) content on TikTok were captured using high-definition cameras, offering detailed observations of their speaking skills, engagement with the content, and use of language in a real-world setting. Additionally, digital cameras were used to document students during practice sessions, capturing images that highlighted their learning process and level of engagement. To further explore the impact of the ADML content, interviews were conducted to gather insights into how the activity influenced students' confidence and performance. The interview transcripts were transcribed and analyzed to identify key themes and patterns.

Data Analysis
Quantitative Analysis
The mean scores for the pre-tests and post-tests across the first and second cycles are calculated using the following formula:

X = Average score
$\sum$x = Total score of the students
N = Total number of students.

This formula calculates the average score of all students for both pre-tests and post-tests, giving a general measure of students' performance across the cycles.

To measure improvement, the gain score is computed by subtracting the pre-test score from the post-test score for each student. This shows the individual progress of each student during the

intervention. The gain score is calculated as follows:
Notes
∑ Initial Scores: the total score before the intervention or a specific cycle.
∑ Final Scores: the total score after intervention or a specific cycle.
n is the number of individuals or items counted (e.g., number of students or subjects).

This gain score quantifies the improvement in student performance from the beginning to the end of the intervention. It allows for a precise measure of the educational process's effectiveness. To assess the success rate of students, the percentage of students scoring up to 74 points is calculated using the formul which acalculates the proportion of students who achieved a success score (up to 74), offering a clear metric for evaluating the effectiveness of the intervention.:

$$P = \frac{R}{T} x\ 100\%$$

P= the percentage of those who get points up to 74

R= the percentage of those who get points up to 74

T= the number of the students

Qualitative Analysis
The study employed observation, documentation, and interviews to collect comprehensive qualitative data. The researcher observed student interactions during instructional sessions, recording significant progress through detailed notes on students' speaking performance, engagement, and improvements. Interviews with both students and teachers were transcribed and analyzed using thematic analysis, which identified recurring patterns and key themes related to the impact of the "A Day in My Life" (ADML) content on students' speaking confidence and abilities. Additionally, complementary insights were used to address any discrepancies between the observed data and students' self-reports, providing a more nuanced understanding of the intervention's effectiveness.

FINDINGS AND DISCUSSION

Findings

This study employed a mixed-methods approach, integrating qualitative and quantitative data to assess the impact of the "A Day in My Life" content on TikTok on enhancing speaking performance among Tourism students at SMK Negeri 1 Ambon. The research focused on one class, XI-E, comprising 27 students. The study was conducted through three action research cycles, each involving four stages: planning, implementation, observation, and reflection.

Table 1 Cycle Structure and Procedures

Cycle	Duration and Activities	Learning Outcomes
Cycle I	Conducted over two weeks, including two 90-minute meetings. Meeting 1: Pre-test assessing fluency, pronunciation, grammar, vocabulary, and comprehension using Harri's Oral English Rating Scale. Meeting 2: Treatment focused on on-site guiding material with vocabulary-building exercises, role-playing, and discussions.	Familiarize with basic tourism-related speaking tasks and improve vocabulary and confidence. Post-test, I measured initial progress.
Cycle II	Conducted over two weeks, including two 90-minute meetings. Meeting 1: Introduction to TikTok's 'A Day in My Life' content, with examples and scripting short narratives. Meeting 2: Students created and recorded ADML content as tour guides, focusing on	Master scripts about tourism objects, improve pronunciation and gain confidence in expressing personal experiences. Post-test II evaluated progress in structured delivery and creative expression.

		fluency and pronunciation, with feedback from peers and teachers.	
Cycle III		Lasted three weeks with two 90-minute meetings and additional independent project time. Meeting 1: Students finalized scripts and recorded TikTok videos. Independent Task: Students created and posted TikTok videos, incorporating feedback. Meeting 2: Class showcase of videos, followed by Post-test III evaluating speaking performance.	Demonstrated improved fluency, confidence, and creativity in presenting personal narratives. Post-test III evaluated significant growth in speaking skills.

Qualitative Data Analysis

Observation

Observational data were collected throughout the cycles to document students' engagement and performance. The results from the teacher observation checklist indicated a notable increase in student enthusiasm, active participation, and overall spirit during speaking exercises. Comparative analysis of video recordings from the second and third post-tests demonstrated substantial improvements in students' speaking skills. Using "A Day in My Life" content on TikTok as a learning medium effectively enhanced students' speaking performance.

Interview

Interviews conducted before and after implementing the TikTok-based strategy revealed significant insights. Teachers reported that the learning process became more dynamic, and students' performance as tour guides showed marked improvement. Initially, students exhibited nervousness and difficulty with verbal expression. However, following the introduction of TikTok content, there was a notable increase in student confidence and enjoyment of speaking activities. Students expressed greater satisfaction and confidence, highlighting the positive impact of the TikTok-based learning strategy on their speaking abilities.

Here are the results of interviews with students and teachers:

Interview Question

1. Good morning/afternoon, excuse me beforehand. May I ask for your opinion on the "Tour Guiding" learning process through practising in front of the class? **(Feedback on practice)**
2. Are there any difficulties encountered when practicing speaking as a tour guide in front of the class? (**Challenges faced**)
3. How do you feel when practicing as a tour guide in front of the class and being observed by classmates? **(Reaction on classmate attention)**
4. How would you describe your speaking performance when practicing as a tour guide in front of the class? **(Speaking performance progress)**

Table 2 Interview Result Before implementing A Day in My Life Content in TikTok

No.	Initial of the Student	Feedback on Practice	Challenges Faced	Reaction to Attention	Speaking Performance Progress
1	S & N	Effective, but nervous due to tight deadlines.	Shy (attitude)	I am happy to be able to practice, but I need much time to memorize.	My speaking skills are good, but I have not mastered the material yet.

2	T, S, L & Y	The preparation is good, but we are still afraid, although practicing makes us more confident and helps us learn from our mistakes.	I have not memorized the material well, my pronunciation is not good, and the guiding material is still short.	I am nervous and afraid when I make a mistake with pronunciation.	My speaking ability is still less than that of my friends.
3	L, F & A	I feel that when speaking in front of the class, I am still shy and nervous.	Yes, I often get nervous and lack confidence.	I feel normal, not too bothered if I see my friends.	My speaking performance has not developed because of a lack of practice.
4	J, E & D	It is practical because it helps me develop my speaking skills and practice confidence.	I feel nervous every time I speak because I fear saying the wrong thing, and pronunciation is still tricky. (attitude)	Sometimes, I feel happy and wonder if I have shown my best."	My speaking skills in practice in front of the class are not good; sometimes, pronunciation, intonation, and punctuation are incorrect.

Interviews conducted with students before introducing the "A Day in My Life" content on the TikTok application revealed diverse perspectives on their speaking performance in the classroom. The students in the study had varying speaking skills, with some displaying basic proficiency in public speaking while others lacked significant speaking experience. Most students were familiar with TikTok, as they used the app for socializing and entertainment purposes. However, their general attitude toward using technology in education varied; some were enthusiastic and open to utilizing digital platforms for learning, while others were more hesitant and sceptical about the effectiveness of such methods. The majority of students reported experiencing significant anxiety and shyness when required to perform as tour guides in front of their peers. Key challenges identified included difficulties with pronunciation, insufficient memorization of material, and a lack of confidence during presentations. Specific insights from the interviews indicate that while some students felt a degree of comfort when observed by their classmates, others experienced heightened levels of anxiety and panic under scrutiny. Despite some reports of improvement in speaking performance through repeated practice, many students continued to face challenges, particularly in pronunciation clarity and self-assurance. These findings underscore the need for targeted interventions and ongoing practice to enhance students' public speaking skills. The interview results highlight that students' difficulties predominantly relate to fear, nervousness, and confidence issues. An illustrative quote reflecting the students' sentiments is, "*Practice makes perfect*," emphasizing the need for additional practice and innovative strategies to support the development of speaking proficiency.

Interview Question after Implementing A Day in My Life Content in the TikTok Application
1. What are your thoughts after practicing using "A Day in My Life" content on the TikTok app as a tour guide? Have you noticed any improvements, particularly in your speaking performance? **(Feedback on using a Day in my Life Content on the TikTok app)**
2. Did you encounter any challenges while recording and uploading the practice videos on TikTok? **(Challenges faced)**
3. Does using TikTok motivate you to improve your speaking performance? **(Speaking performance progress)**

4. Does using "A Day in My Life" content on TikTok make the speaking practice process more enjoyable? **(Reaction using TikTok for teaching speaking)**

Table 3 Interview Sheet after Implementing TikTok

No.	Initial of the Student	Feedback on Practice	Challenges Faced	Speaking Performance Progress	Reaction using TikTok
1	S, L, N	"A Day in My Life" content on TikTok was easy and enjoyable for video preparation, which led to better performance, reduced nervousness, and a more serious and productive practice without fear of criticism. Using TikTok directly helped us become more agile in guiding and understanding how to be effective tour guides.	Challenges included noisy surroundings during video recording and the fear of mispronouncing words.)	Progress improved because of more dedicated practice.	It is enjoyable and more expressive.
2	T, L, F & M	We feel there has been improvement, especially in pronunciation. We also learned TikTok's editing features, which helped us become more expressive and comfortable explaining the subject. Our speaking skills improved as we memorized the material and enjoyed making videos, minimizing errors, and having more time to practice.	Noise and people passing by made the audio in the video unclear.	We began to see improvement and could use the videos as a reflection tool.	More confident
3	J, Y & A	It is better because our speaking potential increases in front of the camera. We also became more diligent in memorizing the material for the best video take, reducing nervousness since many people did not watch us.	Unpredictable weather affected the video lighting.	Repeated practice led to noticeable changes.	
4	A, E & M	Our speaking skills improved because we created scripts with new vocabulary and practiced before taking videos.	While recording the video, we forgot some parts, so I had to redo it.	Recording videos helped me better understand the vocabulary we wanted to convey.	It is enjoyable because they can be more creative with video editing and retake the video multiple times to perfect the result.

Following the completion of research cycles I to III, the researcher conducted individual interviews with the participating students. During these interviews, a series of questions were posed to elicit detailed responses regarding their experiences with the "A Day in My Life" content on TikTok as a pedagogical tool. As evidenced by Table 4.2, the integration of TikTok content into the learning process yielded noticeable improvements in students' speaking performance.

The data reveal that students S, L, and N experienced increased comfort and reduced anxiety while practicing with video content, attributing this to the absence of immediate peer feedback and the relaxed environment afforded by the video medium. Despite these advantages, students also encountered specific challenges, as noted by students T, L, F, and M. These challenges included interference from background noise and disruptions caused by pedestrian traffic at tourist locations. Furthermore, the interviews highlighted that students' speaking skills benefitted from the opportunity to rehearse and refine their scripts before recording. This preparatory phase was instrumental in enhancing their overall performance. Notably, students J, Y, and A observed significant improvements in their speaking proficiency, attributing this progress to their sustained practice and engagement with

the content. Students A, E, and M reported a positive reception to the creative aspects of video production, including the ability to edit and re-record content to achieve a polished final product. This flexibility contributed to a more engaging and enjoyable learning experience.

Overall, the findings from the interviews underscore the efficacy of employing "A Day in My Life" content on TikTok as a dynamic tool for fostering creativity and improving speaking performance among students. This evidence supports the conclusion that TikTok, as a medium for practice, can significantly enhance students' speaking capabilities in a tourism education context.

Interview Question with the teacher after Implementing A Day in My Life Content in the TikTok Application:

1. Regarding the use of "A Day in My Life" content in the TikTok application to improve students' speaking performance in practice as tour guides, what is your opinion on this matter? (Opinion on the Use of TikTok for Speaking Practice)
2. Do you think the use of "A Day in My Life" content in the TikTok application can motivate students to improve their speaking performance? (Motivation through TikTok Content)
3. Can the "A Day in My Life" content in the TikTok application be used as a medium to train students' speaking performance as tour guides? (TikTok as a Medium for practice speaking performance)
4. Are there any challenges in recording or editing videos to be uploaded on the TikTok application? (Challenges in Video Production for TikTok)

Table 4 Interview Sheet with the teacher after Implementing TikTok

1 Opinion on the Use of TikTok for Speaking Practice	2 Motivation through TikTok Content	3 TikTok as a Medium for practice speaking performance	4 Challenges in Video Production for TikTok
In my opinion, it is very, very effective. There are several supporting factors for this practice, including: 1. It gives children the freedom to use social media. 2. Indirectly, it motivates children to use IT. 3. It aligns with the development of a generation that is close to gadgets and technology. 4. It guides them to avoid using it for harmful purposes **5.** Their speaking skills will definitely improve, as they will be motivated.	Yes, this activity is one form of learning practice that relies on creativity and innovation, serving as a booster that motivates students to make an effort to improve their speaking performance. Previously, classroom practice might have been limited, and students had little room to express themselves or present their ideas as tour guides. However, when practice is conducted outside the classroom using the "A Day in My Life" strategy, recording their process as they guide and uploading it on TikTok makes them more enthusiastic.	Some students are more confident when recorded via video, and this method has already been applied. However, students previously only submitted videos directly without uploading them to any application. Additionally, they did not use the "A Day in My Life" strategy. After applying this strategy and having students upload their videos on TikTok, I believe there has been a significant improvement in their speaking performance. Therefore, this is a teaching strategy and media usage that is suitable for use in the classroom.	Challenges that can occur in video production include instances where students have not yet mastered the subject they are explaining, as well as external factors such as background noise during filming or weather conditions.

To evaluate pupils' performance in speaking skills through the use of the content on TikTok titled "A Day in My Life", the researcher performed a structured interview with the teacher. A total of four questions were posed, encompassing the teacher's perspectives about using TikTok in speaking classes, student motivation, use of TikTok in the improvement of students' speaking skills, and problems associated with the videography. The interview

disclosed that TikTok can be described as an efficient means of teaching speaking. The platform utilizes students' experience with social media and technological skills apt for motivational, creative, and new thinking. Additionally, it also supports the constructive aspect of technology and greatly improves the students' speaking skills, especially the "A Day in My Life" technique, which is the primary strategy employed. However, challenges in videography were mentioned; for instance, students could not wholly grasp the content that was allotted to them, along with other environmental factors such as noise. This data supports the student interviews demonstrating that TikTok's 'A Day in My Life' content can potentially be used as a teaching technique to improve the speaking skills of the students in the Department of Tourism.

Documentation

The researcher utilized video documentation of students practicing speaking performance through "A Day in My Life" content, which was uploaded to TikTok, as a key measure of their progress. Additionally, the researcher analyzed the scripts students prepared prior to filming at tourist sites. These scripts, which outline the main points for the videos, serve as supporting evidence of the students' preparation and planning for their speaking practice.

Reflection

After the third cycle, the researcher conducted an in-depth reflection on the students' observations and test results, focusing on evaluating the effectiveness of the intervention. Key areas for improvement were identified, leading to conclusions and recommendations for future action. This reflection informed decisions on the necessity of additional cycles or the implementation of targeted remedial strategies to enhance learning outcomes.

Quantitative Data Analysis

Qualitative data was gathered through tests administered to students, aligned with the topics covered in each research cycle. The study comprised three cycles, each with four meetings, and tests were conducted at the final meeting of each cycle. The students' test scores are summarized in the table.

Table 5 Student scores in cycle I (pre-test and post-test I)
cycle II (post-test II) and cycle III (post-test III)

No.	Initials of representatives	Scores			
		Pre-test	Cycle I	Cycle II	Cycle III
			Post-test I	Post-test II	Post-test III
1.	F	48	92	100	100
2.	J	40	72	96	100
3.	S	72	76	92	100
	Total	x 1296	x 1932	x 2228	x 2640
		X 48	X 71,5	X 82,5	X 97,7

The table indicates that the gain score from pre-test to post-test I increased by 23.5 points, from pre-test to post-test II by 34.5 points, and from pre-test to post-test III by 49.7 points. This demonstrates a marked improvement in the speaking performance of Class XI Tourism Department students at SMK Negeri 1 Ambon after implementing 'A Day in My Life' content on TikTok. The study identified initial challenges, minimal progress in Post-Test I, substantial gains in Post-Test II, and comprehensive improvement by Post-Test III, with all students surpassing the passing grade. These findings underscore the effectiveness of TikTok-based speaking practice.

Table 6 The percentage of the students who score in the pre-test

	Total of students	Criteria	Percentage
Ss get points up 75	2	PASSED	7.41%
Ss get the point under 75	25	FAILED	92.59%
The Total	27		

From the above analysis, it is known that students' speaking performance is deficient.

The average score of students is 48, with only 2 students surpassing the minimum competency standard (KKM) of 74. This indicates that students have not mastered the material or prepared well when practicing as tour guides. The researcher used the formula to calculate the percentage of competent students.

$$P = \frac{R}{T} x\ 100\%$$

Calculate the Students percentage who get points up 74:
$$\frac{2}{27} x\ 100\% = 0.0741 \times 100\% = 7.41\%$$

Calculate the Students percentage who get points under 74:
$$\frac{25}{27} x\ 100\% = 0.9259 \times 100\% = 92.59\%$$

From the result, it is found that only 7.41% of the students are competent, while 97.7% are not competent.

Table 6 The Percentage of the students score in post-test I

	Total of students	Criteria	Percentage
Ss get points up 75	4	PASSED	14.81%
Ss get the point under 75	23	FAILED	85.19%
The Total	27		

Using the same formula, the average student score was 71.5, with only 4 students meeting the minimum competency standard (KKM) of 74, while 23 students did not. The percentage of students meeting the KKM increased to 14.81%, while 85.19% did not. Despite this improvement, the results are still below expectations. Therefore, in the first post-test, the researcher identified issues in students' speaking performance, which will be addressed in the second cycle.

Table 7 The Percentage of the students score in post-test II

	Total of students	Criteria	Percentage
Ss get points up 75	16	PASSED	59.26%
Ss get the point under 75	11	FAILED	40.74%
The Total	27		

The average student score increased to 82.5 after implementing the "A Day in My Life" TikTok content as a learning medium. In Cycle 2, 16 students exceeded the minimum competency standard (KKM) of 74, resulting in a rise in the percentage of students meeting the KKM to 59.26%, while 11 students (40.74%) still fell short. Although there was a marked improvement in speaking performance, the presence of students not meeting the KKM indicates the need for further intervention. Therefore, Cycle 3, including a pre-test, is planned to assess whether additional gains can be achieved.

Table 8 The Percentage of the students score in post-test III

	Total of students	Criteria	Percentage
Ss get points up 75	27	PASSED	100%
Ss get the point under 75	0	FAILED	0%
The Total	27		

From the above analysis, it is known that students' speaking performance improved after practicing as Tour Guides using "A Day in my Life" content in the TikTok application, reaching an average of 97.7, which is included in the excellent category. All students (100%) have met the minimum competency standard 74 (KKM), and there are no students whose

scores have not reached the KKM.

Table 9 The percentage of students speaking performance

Cycle		The Competent students	Percentage
Cycle I	Pre-test	2	7.41%
	Post-test I	4	14.81%
Cycle II	Post-test II	16	59.26%
Cycle III	Post-test III	27	100%

In the pre-test, only 2 students (7.41%) scored ≥75. Post-test results from Cycle 1 showed a slight increase, with 4 students (14.81%) achieving ≥75. By Cycle 2, this number rose significantly, with 16 out of 27 students (59.26%) meeting the benchmark. In Cycle 3, all 30 students (100%) achieved scores of ≥75. This consistent improvement across cycles indicates that integrating "A Day in My Life" content on TikTok effectively enhances speaking performance, particularly for tourism students practicing as tour guides.

Discussion

This research offers evidence supporting the benefits of engaging students through a deep TikTok integration that fosters the use of "A Day in My Life" content on students' speaking performance, albeit in the case of students in the XI Tourism department. Interestingly, TikTok was not only beneficial in boosting the students' speaking abilities but also appeared to help raise the enjoyment levels, participation and motivation of the learners. These improvements are particularly remarkable since they solved some of the initial factors of nervousness, shyness, pronunciation, and the general lack of self-confidence of the students.

An evaluation that can be particularly striking for readers in regard to this study focuses on the enhancement of students' speaking scores in all three research cycles. In the third cycle, all the students have surpassed the minimum competency standard (KKM), making a significant, great change in speaking. This advancement emphasizes the power of social media platforms such as TikTok, which has the function of making practical skills like tour guiding easier in classrooms. It appears that TikTok's capacity to present entertaining and meaningful materials helped to break down barriers that students had to deal with at the beginning, which prevented them from communicating effectively.

Enhancements in student engagement and performance complement the results of the study by Ferstephanie and Pratiwi (2022), who concluded that social media has a positive effect on students' motivation in English learning. Their research points out that educators can use such networks as Twitter and Facebook as interactive sources of teaching, which is also confirmed by the results of the present study. Furthermore, in this respect, the study supports what Xiuwen and Razali (2021) concluded: TikTok is a platform that is active and rich in modern languages. Their findings indicate that TikTok enhances useable practice and communication skills, which were also highlighted by the advancement made in this research.

The perspective of the research made it clear that there is nothing new in using TikTok for educational purposes, as this has been seen before, and the demand for the inclusion of social media in teaching is increasing. The qualitative and quantitative data collected in this study support the view that speaking performance can be enhanced by TikTok content. This affirms the contribution of the platform in the teaching of languages in contemporary education and signifies its usefulness in engaging learners and improving their practical components of language skills.

All in all, this research adds to the already existing proof that social platforms, particularly TikTok, can be used within an educational context focused on solving existing learning issues and improving student outcomes. The positive result obtained in the current study indicates that the use of such tools in language teaching and learning deserves more attention and application since it will open new avenues for enhancing students' learning.

CONCLUSIONS AND SUGGESTION

This study shows the effective integration of the content on "A Day in My Life" posted on TikTok, which most students admittedly struggle with to enhance their speaking performance. The aims of the study, which included improving the ability to speak, speaking anxiety, and confidence, were achieved considerably by including TikTok as a learning tool. The findings highlight a significant increase in learners' speaking competence across pronunciation, grammar, and self-efficacy, with a particular focus on the period between pre-test and post-test III. The use of TikTok for classroom purposes was helpful as it provided a platform for the learners to construct speaking in a fun, enjoyable and less promotes fear environment. The responsive nature of the video triggered students to improve their attempts to edit and post the videos, which increased their interest and even their ICT competence on the pertinence of matters. The presence of disturbances such as environmental noise and other aspects could have been distracters, but the principles of this method are thorough in producing successful results. The development and integration of social media tools like TikTok in education can significantly help enhance language learning outcomes with a special focus on speaking skills. These findings are in accordance with the current trends in educational practices, which assert that effective and engaging learning tools need to be supplemented. They do need attention, though, in future studies to measure the durability of the TikTok use on speaking skills and if they are effective on other language skills or contexts of education. Furthermore, looking into how this approach can be implemented across different levels of education and sites might help understand the full scope of this method. This research serves as an example of future research directions and describes the opportunities social networks give for rearranging modern foreign language teaching.

Acknowledgements

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