Digital Story Telling Through TikTok Apps to Enhance Speaking Skills in One of the Primary Schools in Segamat, Johor

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ABSTRACT

Being able to speak confidently and communicate in simple and direct exchange of information on familiar matters are among the core objectives of spoken interaction in CEFR. The most threatening problem with students, especially in the rural areas is the ability to speak English confidently and fluently. Many researchers have used social media in their studies to show its relation with students' knowledge, engagement and readiness. However, very limited studies have been done to see the relation between TikTok with English spoken interaction. Therefore, with the wide use of social media, specifically TikTok, this research aims to explore the impact of using TikTok as an intervention in enhancing students' self-confidence and motivation in English communication. Moreover, this research also aims to see the development of students' speaking skills after being exposed to a new way of learning English through TikTok and utilize the use of social media in a beneficial way. In this qualitative research, five pupils from a rural school in Segamat, Johor have been purposely chosen as the participants. Audio visual recordings and quick survey forms have been analyzed to generate the data. The research data shows significant findings that the pupils developed self-confidence and motivation in communicating using the English language. From the findings, TikTok is proven to be helpful in building students' confidence level when communicating in English. Further research can be done in order to generate more data and identify problems faced by teachers and students. Actions should be taken to overcome the problems and promote the method of learning English among the pupils

INTRODUCTION

Technology plays a very essential part in the educational field. Teachers have to be creative in cultivating digital media literacy among young learners, either in the physical or virtual language classroom. Young learners today confront a new phenomenon where digital interaction and communication is a part of their lives. They demand instant information and entertainment, communication, an engagement in social and school activities and participation in social networks through digital platform. According to Malaysia Education Blueprint 2013 – 2025, the utilization of technology supports literacy goals in empowering young people with capacities that enable them to engage effectively – the ability to access, analyze and create communications in today's increasingly digitized society.

Young learners today participate in social media, blogs, and YouTube by expressing their experiences, thoughts and private accounts of happenings surrounding them (Pandian, Baboo & Yi, 2020). According to Alhabash and Ma (2020), the most frequently used social media is TikTok, followed by Instagram, Facebook, and Twitter by the participants. According to the Pew Research Center (2018), 71% of young Americans learners use TikTok. A previous research done by Amâncio (2017) shows that around 85% of the social media users at the moment are using Snapchat and Instagram, with millions daily active

members, and constant postings every day. According to a statistic by Social Media Today (2021), there are around 900 thousand people using TikTok every day. Since it is launched, the number of its users has tremendously increased to over one billion people based in several different countries, with millions of videos shared each day. Later in 2020, research by Duong (2020) shows that TikTok has one billion monthly active users in 2019 thus makes it one of the most popular social platforms worldwide. The largest group of users are young adults who are around 12–29 years.

With the importance of English as a subject that should be mastered by students at school, teachers must fully utilize the innovation to engage young people with digital activities. Teachers are expected to be a good monitor and a material planner to support the students in language lessons. Digital storytelling will be a good pedagogy implementation and helpful in improving the students' speaking skills and media literacy. Through TikTok, digital storytelling is not merely a school assignment or task, it is also a way for people to express the feelings, share ideas and experiences in social media, especially with the feature of "For You Page". Li & Hew (2017) explains that the use multimedia element in digital storytelling is what makes it different from traditional storytelling. The content of the story has been expressed digitally and virtually. With extra elements of multimedia such as videos, texts, images, animation, and audio, the narration will be more interesting and effective to deliver the message to the viewers. Li & Hew (2017) also suggest that storytelling is a common method that academicians use for a variety of purposes including for learning, explaining and entertaining. Students can also use storytelling as a medium of social interaction. Students can improve their language speaking skills by telling stories in their own words and voice on social media as a learning tool. It is an alternative method that teachers can use to make English lessons more interesting.

With this approach, students are actively engaged to gain knowledge and develop skills in an informal, natural and non-threatening environment. This learning approach will produce independent learners as they have to think critically and independently. Learners will have to think how to convey information and messages in an easy and effective way (Li, Hew & Choo, 2016). Not only for young learners, this method has been proven to be effective in improving speaking competency of a foreign language among adult learners. Kallinikou & Nicolaidou (2019) found that the integration of multimedia and interactive activities in digital storytelling facilitates adults' language speaking skills development. The adaptation of multimedia provides the conducive atmosphere either in or out of classroom and it apparently motivates the learners to speak English fluently.

Digital storytelling is an effective pedagogy strategy in language learning. The use of digital stories or digital storytelling in English classrooms has been much investigated. Many researches discovered the effectiveness of digital storytelling in improving reading and listening skills, as well as motivation to learn. However, very limited studies have been done to see the relation between TikTok with English spoken interaction and motivation, especially among young learners, such as children of 10-12 years old (Pappamihiel & Knight, 2019)**.** Therefore, this research aims to investigate the impact of using TikTok apps as an intervention in enhancing students' self-confidence and motivation in English communication. Moreover, this research also aims to see the development of students' speaking skills after being exposed to a new way of learning English through TikTok apps and utilize the use of social media like TikTok in a beneficial way.

LITERATURE REVIEW

a) Technology in Education

Approaches to English language teaching and learning should be changed and improved to be parallel with the keep changing technology. The education sector also has evolved to Educational Revolution 4.0 where

the approach of teaching and learning are high technologically improved as a response to the Industrial Revolution 4.0. A creative and innovative learning environment should be incorporated into language learning with the implementation of technology. As one of the fundamental shifts in the educational goals in the Malaysian Education Blueprint 2013-2023, integration of technologies in the classroom is very important. The former Higher Education Minister has initiated the motion of Educational Revolution 4.0 in the Malaysian education system in 2018. To stay aligned with the evolving Industrial Revolution 4.0, the integration of Educational Revolution 4.0 in the education system is very crucial to stay relevant (Halili, 2019). This Educational Revolution 4.0 has the ability to empower students with self-learning, critical thinking, digital competency, and problem-solving skills.

The teachers in the 21st century have to realize that nowadays students are more technology-oriented, thus the teacher should take advantage of it to teach the students with the technology they use. Students' interest towards a numerous number of online social applications such as TikTok, Facebook, Instagram, WhatsApp, and Twitter, is a warning to the teachers of the necessity for them to use similar digital-based tools in order to attract students into an academic discussion. With the increasing use of technology among the young learners, Mobile-assisted Language Learning (MALL) has been introduced as a learning platform. The development of mobile devices as learning tools has been rapidly increasing (Hashim et al., 2017). To get to the 21st-century, students need learning that is no longer just traditional academic learning. MALL is a wide spreading approach and considered one of the 21st century skills. To ensure the students' participation and engagement in the learning process, one of the ways is by using the advance technology. The use technology also can help the students understand the learning contents effectively as compared to the traditional learning method. A study conducted by Zulfakar & Zabidi (2020) also shows that the use of mobile phone motivates students to learn inside or outside of the classroom. The benefit of accessing learning materials at any place makes them more interested and motivated to learn the English language. In a study conducted among EFL university students, Jeong (2018) reported that engagement in multimedia-assisted language learning helped the participants develop their English communicative competency.

The failure to bridge the gap between the current millennial generation and traditional teaching methods will cause difficulty among the teachers to deliver the lessons and students will face mundane learning experience. According to Kristanto et al., (2017), language competency and skills can only be realized through blended learning. Thus, this learning model requires the optimization of technology with a combination of traditional learning method, in order to obtain creative, innovative, and competitive graduates to survive the challenges in industrial revolution 4.0. New technologies in education are very important to make the 21st century learning possible. They support the delivery of educational contents, for instance, in making them interactive and immersive. In order to help students improve all the skills they need to master the English language learning, learners should be given the chance to choose their learning preferences that suit their learning styles (Hashim, Yunus & Hashim, 2018). Since students are living in the digital era that keeps evolving from day to day, teachers need to keep abreast of the students to ensure the success of the students to face future challenges.

b) TikTok Apps

The social influence of TikTok apps and its popularity in many different countries offer a variety of authentic cultural resources for the foreign language classroom. TikTok is one of the social media platforms that offers sharing videos and short stories that are related in our daily life or interests. TikTok is used as a learning medium because it has many users all over the country, complete features and a variety of content in it as denoted by Pratiwi et al., (2021). Video as a medium of communication is very popular among the teenagers as well as the young learners. TikTok videos play a vital role in making this a popular trend with its friendly video sharing features. This short video application is called as TikTok videos. Users can use TikTok to express feelings and emotions and indirectly improve language skills. Users also can edit the

content before posting by adding texts, pictures, emoji, image filters, video effects, and more. TikTok users are free to use it to share daily activities or to express feelings (Yang, 2020).

The main feature of these applications that attract users is that postings updated can gone viral through it unique gfeatures which is called algorithm and it will reach globally if the contents are interesting. This unique feature that differentiates TikTok from other social media platforms. This feature allows users to be creative in creating the content composition, presentation to the readers and the communications behavior with the audience, (McRoberts et al., 2021). This ephemeral type of communication provided by the platforms makes people willing to share their videos and show what they are doing. Therefore, TikTok could potentially be an effective tool for language learning as users will not have to worry about the content posted as long as it is beneficial for other viewers.

c) Digital Story Telling

Digital storytelling is a widely used method in educational sectors around the world. The implementation of digital storytelling is useful for both academic and social purposes. Learners could build the motivation and engagement to English language in not only classroom activities, but also social environments outside of the classroom. The feature that makes digital stories different from non-digital stories is mainly because of the online space they are situated in (Amâncio, 2017). Students' involvement in setting up the plot of a story, story boards and script preparation makes it an authentic learning environment that could engage and motivate students (Chan, Churchill, & Chiu, 2017). Kallinikou & Nicolaidou (2019) provide a finding that indicates digital storytelling does not only increase their motivation, but it also supports speaking skills in a foreign language among the participants. With personalized learning experience, the learners are more engaged and worked at their own pace. The learners' participation and the interactive learning environment in creating a story were very effective and helpful in engaging participants to communicate orally.

On another note, using a digital story as a platform, this non-threatening way promotes the pupils to speak in English because they could edit their spoken text (Lestariyana & Widodo, 2018). The creation of a digital story allows children to collaborate and share their stories with each other. This can build and enhance students' collaboration skill. With digital stories, pupils can practice their English language in integrated and creative ways because they need to use different resources, such as vocabulary, grammar, and nonlinguistic resources to create meaning and think creatively of how these resources hang together to communicate the intended message or meaning. Since a digital story takes the form of a video, students can play back this video as a source of reflection for learning. They have the opportunity to review and learn from this video. Repeated oral performance allows pupils to be more alert when they listen to their own voices and later, they could make a reflection on their own speaking performance (Lestariyana & Widodo, 2018). Students can improve English language skills alternatively by engaging in digital storytelling outside the classroom. Besides being engaged in learning activities, digital storytelling also can enhance children's English vocabulary acquisition (Gaya, 2017). Febriyanti & Susanto (2017) support this finding in their research when the participants improved self-confidence, fluency, and sentence production, pronunciation, and vocabularies.

In addition to improving the performance in the areas of listening and speaking, digital storytelling has a great impact on the second language learning. This may be due to the fact that digital storytelling enhanced fluency, vocabulary acquisition and comprehensibility skills. Motivation and interest in speaking among the students can be improved with storytelling, and it eventually develop their English (Arifiah & Binawan, 2019). It concluded that digital storytelling could improve the students' speaking skill in five aspects of vocabulary, fluency, comprehension, pronunciation, and grammar. In addition, the students' self-confidence was also improved to speak in front of the class and share their ideas. Moreover, the result showed that digital storytelling could effectively improve the students' motivation in learning English since it was presented in the fascinating form (Arifiah & Binawan, 2019). Previously, a study by Amelia & Abidin (2018) has shown similar results. In that research, the digital storytelling application in the learning motivated the participants to learn the English language because of its interesting and fun feature.
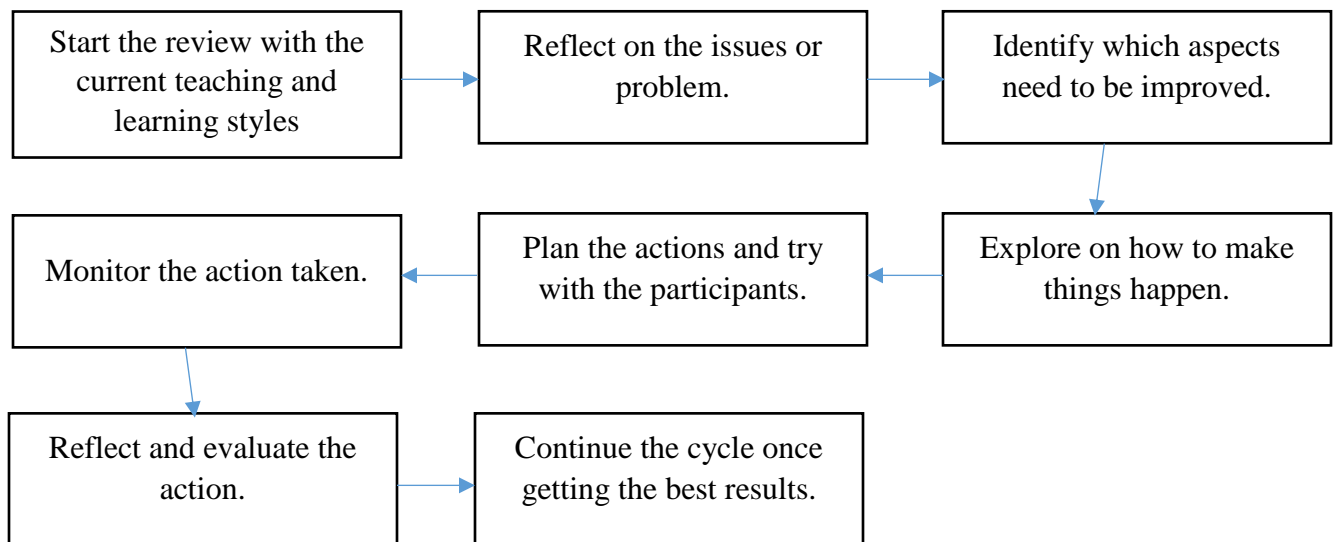
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Motivation is one the main factors that determine the effectiveness of the teaching and students' achievement in learning. A study conducted on senior high school students by Syafryadin & Salniwati (2019) proves that digital storytelling suites the digital generation and it prepares them to become more critical, creative, and confident. Eissa (2019) found that applying digital storytelling as a learning method helps the students develop their speaking skills competency. This is based on a study for students in Northern Boarder University, Saudi Arabia. Abdel-Salam (2020) also proved that EFL speaking skills are improved significantly as a result of using digital storytelling.

METHODOLOGY

Research Design

The McNiff Model Action Research (Goh, 2012) was used to carry out this research. Using the model, the research began with an analysis or review of current practice, and it was realized that students face difficulties in speaking English during the English lessons or activities and at their homes. Reflections were then made on the concerns and problems found by the researcher. As a result, it has been found that the participants face difficulties in speaking because they were shy, not confident and afraid of making mistakes. As a consequence, a method to encourage them to speak English has been implemented. McNiff's action analysis model was to take the next step with TikTok apps. This was accompanied by a reflection and a critical assessment of the results of this learning experience.

Figure 1: Cycle 1 Based on Mcniff's

| Start the review with the current teaching and learning styles | → | Reflect on the issues or problem. | → | Identify which aspects need to be improved. |

| Monitor the action taken. | ← | Plan the actions and try with the participants. | ← | Explore on how to make things happen. |

| Reflect and evaluate the action. | → | Continue the cycle once getting the best results. |

Research Sample/Participants

The participants were chosen from one under-enrolled school which is located in Batu Anam, Segamat, Johor. This school is categorized as a under-enrolled school because the total number of the pupils in this school is only 50 pupils altogether. Since it is a under-enrolled school, the number of participants is very

limited. There were three boys and three girls had been chosen to be involved in this research innovation. All of these students are in Standard 6 and most of the students have limited exposure to the English language and all of them are mixed-abilities students. They did not have the ability to speak in English unless the teacher guided them, especially during the English lesson. They tend to speak their L1, which is Bahasa Malaysia even during the English class. Consequently, they did not have enough vocabulary to speak English. Smialek (2015) denoted in his study that visual learners will learn best if they see them. Therefore, posting a video through TikTok application would help these students to learn English in informal and fun ways.
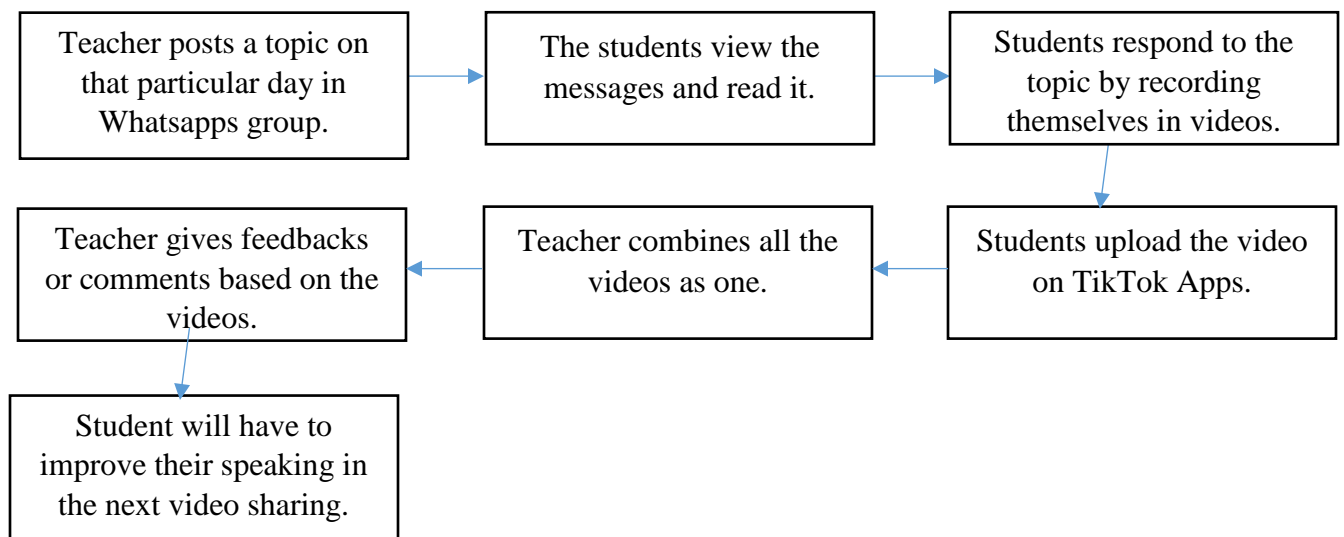
Table 1 : Some Details of the Participants

SCHOOL	PARTICIPANT	GENDER	PROFICIENCY LEVEL
One of the under enrolled schools in Segamat, Johor	Participant A	Male	Intermediate
	Participant B	Male	Low
	Participant C	Female	High
	Participant D	Female	Low
	Participant E	Female	Low
	Participant F	Male	Low

Research Procedures

This intervention employed TikTok apps as an intervention because most of the students use that to share their daily activities or routines at home. In order to make this intervention to happen, it must be conducted after school or during weekends because during the school days, students are not allowed to bring their smartphones to the school. The steps for this intervention are as follows:

Figure 2 : Steps of the Intervention

Teacher posts a topic on that particular day in Whatsapps group. → The students view the messages and read it. → Students respond to the topic by recording themselves in videos.

Teacher gives feedbacks or comments based on the videos. ← Teacher combines all the videos as one. ← Students upload the video on TikTok Apps.

Student will have to improve their speaking in the next video sharing.

FINDINGS AND DISCUSSION

It was found out that the results were very impressive. There are two parts that will be discussed below which are the quick survey conducted before and after the intervention and a semi-structured interview between the researcher and the students.

Survey Form

Before and after conducting the intervention, a quick survey form had been distributed among the students. The students will have to respond the survey form by colouring how many smileys the want based on the questions asked. One coloured smiley considered as **'bad'** and the score is 2 marks while full coloured smiley considered as **'very good'** rating which brings 10 marks.

Picture 3: Example of Survey Form

Name :		Smiley Rating
No.	Questions	1 (Bad) ⟶ 5(Very Good)
1	Do you love English?	😊 😊 😊 😊 😊
2	*Do you know a lot vocabulary in English?*	😊 😊 😊 😊 😊
3	Do you love TikTok?	😊 😊 😊 😊 😊
4	Do you want to learn English using TikTok	😊 😊 😊 😊 😊

The results of the survey forms are as follows:

Table 2 : Differences in Scores Based on Survey Form

Participant	Before	After	Differences In Scores
Participant A	4	8	+4
Participant B	2	8	+6
Participant C	3	9	+6
Participant D	4	8	+4
Participant E	5	9	+4
Participant F	3	8	+4

From this data, it shows that all of the participants showed an improvement in term of the confidence level to speak English before and after the use of intervention which is TikTok apps. Out of six participants, two of them showed a splendid improvement when the score difference is 6, while the other four participants managed to get 4 difference in scores. Overall, all of the participants have already acquired and gain confident to speak English using TikTok apps.

Semi-Structured Interview

Speaking is one of the most challenging skills that the students need to master in their life. Many problems, such as first-language, a less welcoming classroom environment, inability to see the importance of learning material and lack of vocabulary in speaking and writing, are difficulties that ESL learners face (Yunus et al, 2018). In the interview, it was conducted in both Bahasa Malaysia and English. Below is the sample of answers given by the participants during the interview towards the innovation conducted which was Digital Story Telling Through TikTok apps.

>*"I love TikTok because I can learn English" (Participant A)*

>*"I can prepare what I want to speak on the TikTok" (Participant B)*

>*"I can record the video anytime and anywhere" (Participant C)*

>*"I love using video because I can speak confidently" (Participant D)*

>*"Teacher always encourages me even I make mistakes in TikTok videos" (Participant E)*

>*"TikTok is very convenience is our daily life" (Participant F)*

Based on the transcripts of the interview above, it can be noticed from the above answers given by the participants, they choose to learn in their own comfort zone. Everyone has a different style of learning, and TikTok apps managed to cater to their needs. They did not have to sit in the classroom at a set of time to complete the task given by the teacher. Therefore, the learning can take place anytime and anywhere based on their leisure times. The purpose of the intervention is to improve the pupil's fluency and accuracy in speaking English regardless where they are whether in school or at home. The technique used for the intervention is the use of videos in TikTok application. Based on the analysis that has been made, it could be summarized that the participants started to love learning English using TikTok videos. During this pandemic of COVID-19, the students have to find lots of alternative ways to learn English and any other subject. As stated by Hashim et al., (2018), in this era, accessibility is everything. When the students have access to the Internet, they can always learn. This indicates that the researcher's initial assumption of the ability to use TikTok application to enhance the speaking skills among the students was correct. The results have reacted successfully to the objective. The study also reported that technology is certainly a strong tool for helping students write (Yunus, et al., 2018). In addition, the way people gain new information these days is very much related by what they find on social media (Ghazali et al., 2017).

As stated above, the use of TikTok may also be used to teach other aspects of the language. The pupil's mental attitude that English is challenging and boring should be changed to be positive. When they know the correct way to deal with it, they will find that learning the language is exciting and engaging. From an educational point of view, mobile technology is not a homogeneous technology, but as a collection of technical tools with a wide range of applications (Domingo, et al, 2016). It is also suggested that the use of TikTok in teaching would enable them to hit a higher target especially among the primary and secondary school students. So, with the launch of TikTok videos, the students will learn English in a more enjoyable and interactive way with the benefit of technology. The students would find it fascinating and then they were able to do it at any given time and location.

CONCLUSION

In conclusion, the innovation "Digital Story Telling Through TikTok Apps To Enhance Speaking Skills in One of the Primary Schools in Segamat, Johor" has showed that the confidence level among the pupils has increased tremendously. Apparently, it also helped the pupils to communicate in English without negative judgements by others, especially peers. It is hoped that this outside classroom activity will be implemented in all schools so that the pupils will utilize the social media like TikTok in a beneficial way. As for the recommendation, it is suggested that this activity can be conducted daily after the school session. It is because, pupils nowadays tend to share everything on TikTok daily at any time. Thus, instead of conducting it during weekends, it also can be conducted every day as it can be part of the 'Highly Immersive Programme' which is outside -classroom activity.

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