



ENHANCING ENGLISH SPEAKING MOTIVATION OF NURSING STUDENTS' THROUGH MINI VLOGS ON TIKTOK

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ABSTRAK

Penelitian ini mengeksplorasi penggunaan mini-vlog TikTok sebagai media untuk meningkatkan motivasi dan keterampilan berbicara bahasa Inggris siswa kelas sebelas di Sekolah Swasta Katolik St. John Paul II Maumere. Studi ini bertujuan untuk mengatasi tantangan yang dihadapi siswa dalam berbicara bahasa Inggris, seperti kosakata yang terbatas, kurangnya kepercayaan diri, dan kurangnya motivasi. Menggunakan metodologi Penelitian Tindakan Kelas (PTK), penelitian ini dilakukan dalam dua siklus. Data dikumpulkan melalui pre-test dan post-test, dengan penilaian yang berfokus pada kelancaran, pengucapan, komunikasi non-verbal, konten, dan kreativitas. Hasilnya menunjukkan peningkatan signifikan dalam semua aspek yang dinilai. Peningkatan yang sangat signifikan terjadi dalam kelancaran dan kreativitas. Skor rata-rata untuk kelancaran meningkat dari 3,62 pada Siklus I menjadi 4,62 pada Siklus II, yang mewakili peningkatan sebesar 1,0 poin, dan skor rata-rata untuk kreativitas meningkat dari 3,14 pada Siklus I menjadi 4,4 pada Siklus II, yang menunjukkan peningkatan sebesar 1,26. Ini menunjukkan bahwa penerapan mini vlog di aplikasi TikTok dalam proses pembelajaran dapat mengatasi masalah pendidikan, terutama dalam pembelajaran bahasa Inggris sebagai bahasa kedua.

Kata kunci: TikTok, Mini Vlog, Motivasi, Berbicara

ABSTRACT

This research explored the use of TikTok mini-vlogs as a medium to enhance the motivation and English-speaking skills of eleventh grade students at the Catholic Private School of St. John Paul II Maumere. The study aimed to address the students' challenges in speaking English, such as limited vocabulary, low confidence and lack of motivation. Utilizing the Classroom Action Research (CAR) methodology, the research was conducted in two cycles. Data were collected through pre-test and post-test, with assessment focusing on fluency, pronunciation, non-verbal communication, content and creativity. The results showed significant improvements in all aspects assessed. A very significant improvement occurred in fluency and creativity. The average score for fluency improved from 3.62 in Cycle I to 4.62 in Cycle II, representing a 1.0-point gain and the average score for creativity improved from 3.14 in Cycle I to 4.4 in Cycle II, which indicates an improvement of 1.26. This shows that the implementation of mini vlog on TikTok application in the learning process can overcome educational issues, especially in learning English as a second language.

Keywords: TikTok, Mini Vlogs, Motivation, Speaking

INTRODUCTION

English holds a pivotal role as a global language, serving as a medium for international communication and fostering connections worldwide. Mastering English empowers individuals to engage in meaningful interactions across diverse contexts (Wilcox, 2022). In Indonesia, English is categorized as a foreign language, requiring learners to acquire proficiency in four fundamental skills: listening, reading, writing, and speaking. These skills collectively



contribute to comprehensive language mastery (Ali, 2022). Among these, speaking emerges as a critical skill, enabling learners to articulate thoughts, emotions, and ideas effectively in communicative settings.

Speaking is recognized as a fundamental output skill essential for active language use. According to Crisianita and Mandasari (2022), speaking is a dynamic activity that facilitates communication and interaction, playing an integral role in daily life. Students need to develop speaking skills to communicate effectively within educational and social contexts, fostering collaboration with peers and instructors (Sudarmaji et al., 2021). However, teaching speaking is the most challenging part of the language learning process (Mulyanti & Nadrun, 2021). Many language learners struggle to speak English due to a lack of motivation, self-confidence, and consistent practice (Amoah & Yeboah, 2021). These challenges necessitate the role of teachers in fostering student motivation and employing innovative teaching media to enhance enthusiasm and engagement in speaking activities.

One innovative approach to address these challenges involves leveraging digital platforms such as TikTok. As a widely popular social media application, TikTok provides a versatile platform for creating and sharing short videos with engaging effects. Introduced in 2016, TikTok offers users tools to produce creative and entertaining content, making it a compelling medium for educational purposes (Putri et al., 2023). Within the context of language learning, TikTok can enhance students' speaking skills by providing an interactive and engaging environment. The platform's features encourage creativity, boost confidence, and foster motivation, making it particularly suitable for facilitating speaking practice. Research conducted by Qodarsih, (2023) supports this potential, revealing that using TikTok as a learning tool significantly increases students' motivation and confidence in speaking English.

Integrating mini-vlogs on TikTok into the language learning process has emerged as a promising strategy to address speaking challenges. Assigning video blogs as homework in flipped learning allows students to practice systematically and meaningfully outside the classroom, providing opportunities for mastery and confidence-building (Uran, 2022). Mini-vlog activities involve students in structured speaking exercises, enabling them to cover various aspects of a single topic over several minutes. This approach not only enhances speaking skills but also encourages consistent practice beyond the classroom environment (Rizkiyah & Arifin, 2021). Moreover, the integration of modern technology, such as social media and mobile devices, aligns with students' preferences and daily habits, further motivating them to practice English in real-life contexts.

Catholic Private School of St. John Paul II Maumere, located in Anggrek Street No.10, Kabor, Alok District, Sikka Regency, presents a case study for this innovative approach. Eleventh-grade students at this institution face significant challenges in speaking fluently due to limited vocabulary, lack of confidence, insufficient motivation, and minimal opportunities to practice. Speaking practice is often confined to classroom lessons, leaving students with inadequate time to develop this essential skill. In such scenarios, the teacher's role in providing engaging and supportive learning media becomes crucial for fostering improvement and motivation in speaking activities.

Recognizing these challenges, this study seeks to enhance the speaking motivation and skills of eleventh-grade students at Catholic Private School of St. John Paul II Maumere through the use of mini-vlogs on TikTok. By integrating this digital platform into the language learning process, the research aims to address existing gaps in speaking proficiency, boost student motivation, and create opportunities for consistent practice. This study's findings are anticipated to offer practical insights for utilizing innovative teaching media to overcome challenges in speaking instruction and improve language learning outcomes.

METHOD

The method used in this research is a Classroom Action research (CAR). Classroom Action research is similar to other types of research but differs in methodology. It involves self-reflection coils (Spiral of Self-reflection) that involve planning, action, observation, and reflection to improve practice (Semathong, 2023). According to Mohzana, (2023) Classroom action research tries to help educators resolve classroom problems. The researcher used CAR to address students' teaching and learning issues and enhance their learning abilities. The data collection techniques that have been used are qualitative and quantitative data/mixed methods. The data were collected by applying a pre-test and post-test. The pre-test was conducted to show the student's motivation in learning English, particularly their speaking abilities. Then, the post-test result was to expose whether there is any synergy of TikTok social media with pupils' English-speaking motivation.

The participants were 35 students from the eleventh grade of the Catholic Private School of St. John Paul II Maumere. There were 35 female students in the class. They all come from diverse backgrounds. They have their traits. The pupils' proficiency in English was arbitrary. While some of them were proficient in the language, others were still unable to understand it. The author discovered that the pupils continue to face difficulties while using the language. In particular, when it comes to speaking, they frequently use their mother tongue in class instead of English. It was discovered that they lacked the confidence to communicate verbally in English. Their motivation to speak English was diminished.

According to Purnadewi & Widana, (2023) there are four main steps in classroom action research. The steps are planning, implementing, observation, and reflection. Following are the explanations of the procedures of the classroom action research: 1). Planning, the writer discovered the problem that happened in the eleventh grade of Catholic Private School of St. John Paul II Maumere. The writer created a plan to deliver results or fix specific areas in the context of the research. 2). Implementing, the writer implemented the research by utilizing pre-test and post-test. The pre-test it was taken to recognize how students perform speaking skills in learning. Then the post-test was applied by utilising TikTok to motivate students' speaking ability, the video is assessed from a rubric that has been created for speaking skills. The assessment is done using numerical values from 1 to 5. 3). Observation, the writer observed TikTok can motivate students to speak English. This is an important step for the author to observe to provide results. 4) Reflection, the writer assessed the process and outcomes from the planning to the observation step. This step defines the success of the applied learning approach.

RESULT AND DISCUSSION**Results****Pre-Test**

In this step, the students were assessed by using puzzle game media on descriptive text material, before being applied with TikTok application. The students were divided into 7 groups, each group consisting of 5 people, the author gave a puzzle game which containing a picture of actor and , and the students were asked to complete it, after completing the composition, the students personally described the contents of the picture, the author assessed the students' speaking ability when describing the picture.

Post-Test Cycle I

After the pre-test was conducted, the cycle 1 post-test was conducted. The students were given the task of making a TikTok video this is an individual task. The author shows 5 pictures of actors and actresses in the country and abroad, the students are asked to choose one of the pictures and make a mini vlog on TikTok which is about describing the pictures of actors and actresses they have chosen by being guided by the rules of language and the structure of



descriptive text. The video has a maximum duration of three minutes. The author assesses the video from several rubric criteria for speaking skills. The result of Pre-Test and Post-Test Cycle I, the following table presents the score, following the explanation:

Table I. The Average Improvement Score between Pre-Test and Post-Test (Cycle I)

NO	Criteria	Pre-test	Pos-test 1 (Cycle I)	Improvement
1.	Fluency	2,28	3,62	1,34
2.	Pronunciation	2,28	3,34	1,06
3.	Non-Verbal	2,08	3,14	1,06
4.	Content	2,05	3,17	1,12
5.	Creativity	2,11	3,14	1,03
Average				1,122

The data shown in Table I above presented a comparison of the average scores obtained by students in the pre-test and post-test conducted after they made TikTok videos. The purpose of making mini vlog on the TikTok application is to improve students' speaking motivation, especially in terms of fluency, pronunciation, non-verbal, content, and creativity. Fluency increased significantly, evidenced by the rise in the average score from 2.28 to 3.62. This shows that students can communicate more effectively and consistently after using the TikTok application. Pronunciation also improved significantly, with the average score rising from 2.28 to 3.34. This progress shows that the students can produce sounds and words more accurately. Nonverbal scores have improved significantly, with the average increasing from 2.08 to 3.14, this suggests that students have gained confidence and engagement in their delivery, as seen by the use of appropriate gestures, facial expressions, and body language. Content also improved significantly, with the average score increasing from 2.05 to 3.17. This demonstrates that students can express their ideas and information more effectively and systematically. Creativity has improved significantly, with the average score leaping from 2.11 to 3.14. This shows that students can express their thoughts in more innovative and creative ways, bringing something unique to their presentations.

Post-Test Cycle II

The writer planned to complete a post-test cycle II to strengthen the outcomes of utilizing TikTok to improve students' speaking skills. In the post-test cycle II, the author asked the students to write a descriptive text about their favorite person, the text that had been written was then made in the form of a mini vlog in the TikTok application by paying attention to the rules of language and the structure of descriptive text. The duration of the video remains the same as the post-test cycle I. The previous rubric criteria were still used to assess speaking skills. The result of Post-test cycle I and Post-test cycle II, the following table presented score with further explanation as below:

Table 2. The Average improvement score between Post-test (Cycle I) and Post-test (Cycle II)

NO	Criteria	Pos-test (Cycle I)	Pos-test (Cycle II)	Improvement
1.	Fluency	3,62	4,62	1,0
2.	Pronunciation	3,34	4,31	0,97
3.	Non-Verbal	3,14	4,17	1,03
4.	Content	3,17	4,22	1,05
5.	Creativity	3,14	4,4	1,26
Average				1,062

Post-tests were administered at two distinct cycles to assess the efficacy of this strategy. This analysis will look at the precise criteria used in the post-test to assess the progress of students' speaking skills. The data revealed a significant improvement in student's fluency during the second cycle. The average score for fluency improved from 3.62 in Cycle I to 4.62 in Cycle II, representing a 1.0-point gain. This demonstrates that students' regular practice of producing and presenting mini-vlogs on TikTok has improved their fluency and confidence. The average pronunciation score raised from 3.34 in Cycle I to 4.31 in Cycle II, representing a 0.97 improvement. This progress can be identified by the continuous exposure to spoken English in the mini-vlog, as well as the ability to perfect pronunciation by recording and listening to their own speech. The average score for non-verbal expression rose from 3.14 in Cycle I to 4.17 in Cycle II, which shows an improvement of 1.03. This demonstrates that students become more conscious of the significance of using body language, facial emotions, and gestures to successfully communicate their messages. The average content score improved from 3.17 in Cycle I to 4.22 in Cycle II, representing a 1.05. This progress might be defined to the influenced task of writing a descriptive text and then presenting it in a mini-vlog, which requires students to organize and convey their ideas properly. The average score for creativity improved from 3.14 in Cycle I to 4.4 in Cycle II, which indicates an improvement of 1.26. This demonstrates that the mini-vlog assignment allowed students to express themselves more creatively. The following are the results of Pre-Test, Post-test (Cycle I) and Post-test (Cycle II):

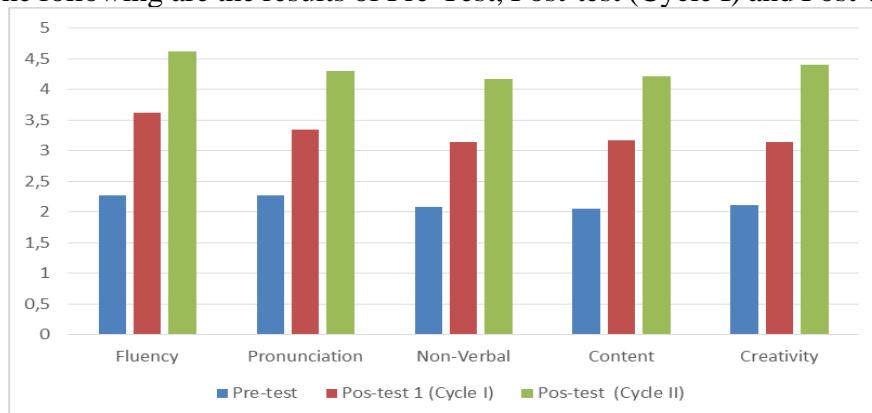


Diagram I. The score of Pre-Test, Post-test (Cycle I) and Post-test (Cycle II)

Discussions

The findings of this study demonstrate that using TikTok mini vlogs as a learning aid significantly enhanced nursing students' motivation and ability to improve their English-speaking skills. This aligns with previous studies, such as Ferststephanie and Lady Pratiwi (2022), who found that TikTok fosters enjoyment in learning, particularly in speaking skill development. Similarly, Anh and Dan (2024), emphasize that social media platforms, like TikTok, create a dynamic academic environment by facilitating the exchange of ideas and fostering active learning. The results of this study further corroborate the findings of Otchie and Pedaste (2020), who observed that short videos on social media enhance speaking competence by allowing students to engage in meaningful, repetitive practice.

One key advantage of using TikTok is its ability to reduce performance anxiety. By enabling students to practice and re-record their speeches, TikTok encourages fluency and confidence in speaking. This study observed significant improvements in speaking fluency, with average scores increasing from 2.28 in the pre-test to 3.62 in Cycle I and further to 4.62 in Cycle II. This consistent growth underscores the importance of repetitive practice facilitated by TikTok's mini-vlog feature. Rahmawati et al (2023), highlight that TikTok's time constraints



improve fluency and conceptual clarity, while Diko Putri (2022), notes that the platform boosts students' confidence in speaking English.

Pronunciation skills also showed marked improvement through the use of TikTok mini vlogs. Scores rose from 2.28 (pre-test) to 3.34 (Cycle I) and further to 4.31 (Cycle II). This progression reflects the role of repeated recording and playback in helping students refine their pronunciation. These findings align with Safila (2023), who identified TikTok videos as an effective tool for improving pronunciation. Furthermore, Paz-Domínguez et al (2023), who observed that repeated exposure to TikTok videos aids in correct word pronunciation.

In addition to verbal skills, non-verbal communication also improved significantly. Non-verbal elements such as body language, gestures, and facial expressions saw scores increase from 2.08 in the pre-test to 3.14 in Cycle I and 4.17 in Cycle II. This improvement reflects students' growing confidence and expressiveness in communication. As Sudrajat (2023) suggests, TikTok enables users to practice various expressions, enhancing their delivery and overall communication effectiveness.

The study also highlights the role of TikTok mini vlogs in helping students organize and express their ideas systematically. Content scores increased steadily from 2.05 (pre-test) to 3.17 (Cycle I) and 4.22 (Cycle II). Writing descriptive texts before creating mini vlogs encouraged structured thinking and systematic expression, contributing to this outcome. This finding is consistent with Feng et al (2023), who argue that TikTok's technical features support creative content production and effective communication with a broader audience.

Creativity emerged as the most significantly improved skill, with scores rising from 2.11 (pre-test) to 3.14 (Cycle I) and 4.4 (Cycle II). TikTok's creative features, such as filters, effects, and editing tools, provided students with opportunities to personalize their videos, making the learning process engaging and memorable. Fitria, (2023), underscores that TikTok challenges students and encourages them to apply what they have learned creatively, thereby enhancing their overall language-learning experience.

These findings indicate that TikTok mini vlogs effectively address key challenges in English-speaking instruction, as outlined in the introduction. By providing an interactive, technology-driven platform, TikTok fosters motivation, fluency, pronunciation, non-verbal communication, structured thinking, and creativity among students. This study not only corroborates existing literature but also underscores the potential of social media as an innovative educational tool. Future research could explore the application of TikTok in other linguistic skills or educational contexts to further validate its efficacy and adaptability.

CONCLUSION

Based on the findings of this research, using the TikTok app can increase students' motivation and English-speaking abilities significantly. The results of a classroom action research study done with eleventh-grade students at the Catholic Private School of St. John Paul II Maumere, including mini vlogs as a teaching tool led to significant increases. Students show improved in Fluency, Pronunciation, nonverbal, Content, and Creativity demonstrating that the use of interactive and current platforms can be effective in addressing speaking issues in language learning. The pre-test result indicates that many students struggled with speaking English due to limited vocabulary, low confidence, and lack of motivation. These preliminary findings highlight the need for innovative teaching methods to engage students and improve their performance. The implementation of TikTok-based learning activities during the first cycle post-test showed positive changes with an average score of 1,122. The students showed improved fluency and a greater willingness to express their ideas, reflecting the motivational impact of the creative digital tool. Progress persisted throughout the Post-Test Cycle II, and students showed more substantial improvement in all characteristics assessed. A very



significant improvement occurred in fluency and Pronunciation. The data revealed a significant improvement in student's fluency during the second cycle. The average score for fluency improved from 3.62 in Cycle I to 4.62 in Cycle II, representing a 1.0-point gain and the average score for creativity improved from 3.14 in Cycle I to 4.4 in Cycle II, which indicates an improvement of 1.26. This shows that the implementation of mini vlog on TikTok application in the learning process can make students able to speak and convey ideas in English fluently, on the other hand, the use of TikTok applications in learning process can also improve students' ability to innovate and express themselves.

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