

Integrating TikTok Application with Roleplay Activity to Develop Students' English Speaking Abilities at Rajamangala University of Technology Lanna Lampang

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Abstract

The objectives of this study were: 1) to compare students' English speaking ability before and after learning with TikTok application with roleplay activity and 2) to study the satisfaction of the students at Rajamangala University of Technology Lanna Lampang after learning with TikTok application with roleplay activity. The sample of 20 students enrolled in the "English for Communication" summer course during the 2023 academic year at Rajamangala University of Technology Lanna Lampang. The total duration of the study was 21 hours, which included 15 hours of instruction, 3 hours for a pre-test, and 3 hours for a post-test. The research instruments consisted of: 1) five lesson plans incorporating roleplay activities, 2) an English speaking ability test, 3) criteria for assessing English speaking ability, and 4) a questionnaire measuring student satisfaction with integrating TikTok application with roleplay activity. The data analysis employed statistical methods such as mean, standard deviation, and a dependent samples t-test. The findings indicated: 1) a statistically significant improvement ($p < 0.05$) in the English speaking abilities of students after participating in integrating TikTok application with roleplay activity; 2) the students' satisfaction with the integrating TikTok application with roleplay activity was rated at 4.597, which is considered the highest level across all twenty items.

Keywords : Roleplay Activity, TikTok Application, Student's English Speaking Ability, Satisfaction

Introduction

In the twenty-first century, the entire world has become narrow, accessible, shareable, and familiar to all people as English is used as a common language despite variations in habits, cultures, traditions, regions, and idiosyncrasies. Due to its universal qualities, English has been accepted as the global language among speakers of thousands of different languages. With the rapid progress in science and technology, tremendous changes are occurring in the lives of people worldwide. Consequently, the world has become a global village, necessitating the maintenance of good relationships among people. Furthermore, business, trade, and commerce have become international, with most business organizations having offices in numerous countries. To maintain international relationships in science, technology, business, education, travel, tourism, and other sectors, English serves as a common and global language. It is predominantly used not only by scientists, business organizations, and the internet but also in higher education and tourism. Given English's dominant role in almost all fields in the current globalized world, it is essential to discuss its role as a global language (Rao, P. S., 2019).

Speaking is the activity to produce words or sentence orally. Through speaking people can have easy to communicate. Speaking is perhaps the most important of human skills, and because we do it continuously, we do not often stop to examine the processes involved (Hayrre, 2004). The students often find some problems in practicing English speaking. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because they are lack of motivation in practicing the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Iisrohli (2014) stated that speaking is the productive skill of listening skill. This is an activity of producing words or sentences orally. From that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people have easy way to communicate with others directly or indirectly. From this explanation that the aim of speaking is the best direct way to convey idea such as asking a question or giving an explanation. Speaking ability is crucial for interpersonal interaction in English, as people use English for communication in various settings daily. English functions as a universal language enabling individuals from various countries to communicate effectively, fostering comprehension in diverse settings through oral communication.

Actually, many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English (Fadilah, 2016). Flowerdew & Miller (2005) classifies seven causes of difficulty in Speaking process, such as speakers cannot control the speed of

delivery, have a limited vocabulary, may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving an example, or may lack contextual knowledge, difficult to concentrate in a foreign language; and may have established certain learning habits such as a wish to understand every word. The existing difficulties create serious problem to the students in speaking process if it does not meet the appropriate treatment. There are many ways that can be done by the students to develop their ability in speaking English. The appropriate method used by the English teacher also supports their interested in practicing their speaking. The opportunity to practice English speaking for Indonesian students is mainly in the classroom. However, to ask students to practice their speaking in the classroom is a challenging task for an English teacher (Rabbani, Vianty, & Zuraida, 2016). Students' speaking ability is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. Getting students to speak in class can sometimes be extremely easy. In a good class at an appropriate level will often participate freely and enthusiastically if we give them interesting activity and task. Derakhshan (2015) stated one of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking. Besides, the teacher should take into account learners interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking. Student's Role play is a technique that allows students to explore realistic situation by interacting with other people in a managed way in order to develop experience. According to Ladousse (1987) in Daniastuti (2018), Role play can be defined as one of whole gamut of communicative techniques which develops fluency in language learners, which promotes interaction in the classroom and which increases motivation. Not only peer learning encourages by it, but also sharing between teachers and students of the responsibility for the learning process.

According to Hatting (1993) based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively, and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill. Moreover, role play covers all of English skill all together; listening, speaking, reading and writing. Students will train themselves to create the conversation interesting to attract the audience. Then they will learn to practice their speaking by simulation before giving performance. It indicates that students are motivated to give good speaking performance.

TikTok is the most recent application that has become very popular in recent years, and it is currently used by a diverse group of people worldwide, including teenagers, students, teachers, businesspeople, and others. Internet users, particularly students, are familiar with the TikTok video challenge, which has the potential to increase students' enthusiasm and confidence when speaking English (Aranego Jr, 2020). Importantly, Chuah & Looi-Chin (2021) added that TikTok, a video-sharing social network with a global following for its vitality and enjoyment, offered specific opportunities for students to practice their speaking skills. TikTok is a social platform that is becoming popular all over the world. It allows users to create and share their own short videos with others (Matsakis, 2019). The length of TikTok videos is from 15 seconds to 10 minutes. According to Dellatto (2021), TikTok is one of the fastest-growing social media platforms. It uses only five years to reach the 1 billion user marks which is shorter than many other social media. Furthermore, TikTok provides a variety of content to the users including teaching, entertainment, and promotion (Liqian, 2018). In terms of learning efficiency, TikTok is considered to be an interesting choice for assisting teaching and learning as it has tremendous benefits including its length and its features that can enhance students' learning ability.

From the advantages of TikTok mentioned above and its popularity among teenagers, the researcher was interested in using this social media to be a supplementary material in teaching English to students. The English speaking ability was focused on because this skill is very crucial for effective communication with foreigners. Therefore, integrating TikTok application with roleplay activity can help the teachers' implementation material in the classroom, and also expected that student will get better teachers' explanation. By integrating of TikTok application with roleplay activity, the researcher expected the students were interested to find a new knowledge and motivate them to be active to improve their self-confidence in English language especially speaking ability. Therefore, based on the explanation above, the researcher did the research which entitle "Integrating TikTok application with roleplay activity to develop students' English speaking abilities at Rajamangala University of Technology Lanna Lampang".

Research Objectives

1. To compare students' English speaking ability before and after learning with TikTok application with roleplay activity
2. To study the satisfaction of the students at Rajamangala University of Technology Lanna Lampang of TikTok application with roleplay activity

Research Methodology

Population and Sample Group

Population

The population of this study was the students' first and second year diploma of Rajamangala University of Technology Lanna Lampang.

Sample Group

There were 20 first and second year diploma students who enrolled in English for communication in the summer course of the 2023 academic year at Rajamangala University of Technology Lanna Lampang by applying the cluster sampling method.

Research Instruments

The instruments use in this research consist of

1. Five lesson of which content includes the following: introducing oneself and others, asking and giving directions, buying and selling, explaining the cooking process, and asking and answering about health.
2. English speaking ability test divided into 2 sections: personal interview and situation-based conversation related to introducing oneself and others, asking and giving directions, buying and selling, explaining the cooking process, and asking and answering about health.
3. Criteria for assessing English speaking ability based on Harris (1983) speaking rubric including four categories as followed pronunciation: the ability to produce sounds correctly, including stress, rhythm, and intonation patterns, vocabulary: the range of words used appropriately and accurately, grammar: The correct use of syntactic structures in spoken language, and fluency: the ability to speak smoothly and continuously without undue hesitation.
4. The satisfaction questionnaire toward TikTok application with roleplay activity, totally 20 items using a 5-level Likert scale format.

Data Collection

In this research study, experiments were conducted, and data was collected from a sample group as follows:

1. A pretest English speaking proficiency test was administered using an integration of the TikTok application with role-playing activities. The English speaking ability test was checked for a content validity and the appropriateness of language use with three experts. Students drew lots from five different scenarios, selecting one scenario each. Each pair was allotted 3-5 minutes per scenario. Individual scores were assessed based on established English speaking proficiency criteria based on Harris (1983)

speaking rubric, and these scores were recorded as pretest scores. The purpose of this assessment was to compare the pretest scores with the posttest scores for each student.

2. The instructional experiment, integrating the TikTok application with role-playing activities, was conducted over a period of 5 weeks, with a total duration of 15 hours, at a pace of 3 hours per week. The instructional process for each lesson comprised the following three stages: a preparation stage, a demonstration and knowledge elicitation stage, and a practice and review stage.

3. After students completed all five lessons, the teacher conducts a post test using the same method as the pre test. Students draw lots from five scenarios, select one scenario, and perform a role-play based on the scenario they receive. Individual scores are assessed using the English speaking proficiency criteria based on Harris (1983) speaking rubric.

4. Students completed a 20-item satisfaction survey regarding the instruction that integrated the TikTok application with role-playing activities. Providing the satisfaction questionnaire which created to three experts for their evaluation of various items. The experts can assess the questionnaire's appropriateness and provide feedback on different aspects. The data obtained from the experts were used to calculate the Index of item objective congruence (IOC) for the assessments of all three experts.

5. The scores obtained from the English speaking proficiency tests and the satisfaction surveys were analyzed using statistical methods.

Data Analysis

1. Comparison of English Speaking Proficiency Using Dependent T-Test

The English speaking proficiency of students before and after instruction, which incorporated the TikTok application with role-playing activities, was compared using dependent t-test statistics. This test evaluates whether there is a significant difference in the students' proficiency levels pre- and post-instruction. The dependent t-test is appropriate here because it compares the means of the same group of students at two different times (before and after the intervention), taking into account the paired nature of the data.

2. Analysis of Student Satisfaction

To analyze students' satisfaction with the instruction that utilized role-playing activities to develop English speaking proficiency, a satisfaction survey was conducted. This survey included 20 items rated on a 5-point Likert scale, where respondents indicated their level of agreement with each statement. The scale is as follows:

Average Score 4.51–5.00: Strongly Agree

Average Score 3.51–4.50: Agree

Average Score 2.51–3.50: Neutral

Average Score 1.51–2.50: Disagree

Average Score 1.00–1.50: Strongly Disagree

The mean (average score) and standard deviation (measure of variation) of the satisfaction levels were calculated from the survey responses. The mean score indicates the general level of satisfaction among students, while the standard deviation shows the extent of agreement or consistency in their responses. Higher mean scores suggest greater satisfaction with the role-playing instructional method, while lower mean scores indicate lesser satisfaction.

This detailed analysis provides insights into the effectiveness of integrating TikTok and role-playing in improving English speaking proficiency and the overall satisfaction of students with this instructional approach.

Results

1. The results of data analysis for comparing students' English speaking ability before and after learning with integrating TikTok application with roleplay activity were followed as below:

Table 1: A comparative analysis of English speaking proficiency scores before and after learning by integrating TikTok application with roleplay activity of 20 students, section 1, individual interview, was as follows:

English speaking ability	\bar{X}	SD	$\sum D$	$\sum D^2$	t	P
Pretest	10.6	1.32				
			98	550	11.433	.000
Posttest	15.5	2.46				

*Significant at the 0.05 level ($p > 0.05$)

From Table 1, it is evident that the average scores of students' pre- and post-tests are 10.6 and 15.5 points, respectively. When comparing the English speaking proficiency scores of students before and after the test, it is found that the posttest scores are significantly higher than the pretest scores at a statistically significant level of .05.

Table 2: A comparative analysis of English speaking proficiency scores before and after learning by integrating TikTok application with roleplay activity of 20 students, section 2, situation-based conversation was as follows:

English speaking ability	\bar{X}	SD	$\sum D$	$\sum D^2$	t	P
Pretest	8.1	1.27				
			167	1,513	14.950	.000
Posttest	16.45	2.26				

*Significant at the 0.05 level ($p > 0.05$)

From Table 2, it is observed that the pre- and post- tests of students had average scores of 8.1 and 16.45 points, respectively. Upon comparing the scores before and after the test, it is found that the posttest scores for students' English speaking proficiency are significantly higher than the pretest scores at a statistically significant level of .05.

2. The result of data analysis for studying the satisfaction of the students at Rajamangala University of Technology Lanna Lampang after learning with integrating TikTok application with roleplay activity was as follow:

Table 3: The results of the satisfaction questionnaire regarding students' perceptions of the lessons with integrating TikTok application with roleplay activity, totally 20 items were as follows:

Statements	Mean	Percentage	S.D.	Level
1. TikTok is suitable for speaking activities.	4.90	98.00	0.308	Strongly Agree
2. I find it interesting to do the role play and speaking reflection on TikTok.	4.85	97.00	0.366	Strongly Agree
3. I find it useful to make speaking dialogue on TikTok.	4.30	86.00	0.657	Agree
4. I enjoy sharing ideas and speaking duets on TikTok.	4.45	89.00	0.605	Agree
5. TikTok inspired me to learn English through different activities.	4.70	94.00	0.470	Strongly Agree
6. The TikTok video lessons provide a variety of content that helps me improve my English speaking ability.	4.65	93.00	0.489	Strongly Agree
7. The TikTok video lessons provide intensive language practice.	4.55	91.00	0.605	Strongly Agree
8. TikTok can help me understand lessons better.	4.50	90.00	0.688	Strongly Agree
9. The TikTok video lessons help me memorize the lessons more.	4.65	93.00	0.671	Strongly Agree
10. The TikTok video lessons can enhance and facilitate learning.	4.50	90.00	0.688	Agree
11. The TikTok video lessons increase my motivation in learning.	4.35	87.00	0.745	Agree
12. The TikTok video lessons can promote self directed learning.	4.40	88.00	0.754	Agree
13. Learning through the TikTok video lessons increases my confidence in English communication.	4.75	95.00	0.639	Strongly Agree
14. Learning through TikTok makes me have a good attitude towards the English language.	4.70	94.00	0.470	Strongly Agree

15. I believe that learning through the TikTok video lessons can help me increase my academic achievement.	4.55	91.00	0.605	Strongly Agree
16. Learning through the TikTok video lessons is pleasant.	4.65	93.00	0.587	Strongly Agree
17. The features of the TikTok application make the lessons more interesting and entertaining.	4.60	92.00	0.598	Strongly Agree
18. I can use TikTok to practice speaking to the English language.	4.45	89.00	0.686	Agree
19. I believe that TikTok can be used as a supplementary material in classrooms	4.50	90.00	0.607	Strongly Agree
20. I am satisfied with TikTok for improving my speaking increase my academic achievement.	4.55	91.00	0.510	Strongly Agree
Average score	4.597	91.94	0.589	Strongly Agree

From the table 3, it was found that the students' satisfaction with the integration of the TikTok application with role-playing activities had a mean score of 4.597 or 91.94% with a standard deviation of 0.589, indicating a significantly strongly agree of satisfaction. Although all items were in the high and highest levels, there were slight differences in the mean score of each item. Upon considering each item, it was revealed that the item with the highest mean score of 4.90 or 98% was item 1. All students indicated TikTok is suitable for speaking activities. Furthermore, the items with the second and third highest mean scores of 4.85 or 97.00% and 4.75 or 95.00% were item 2 and 13 respectively. The students found that it was interesting to do the role play and speaking reflection on TikTok and believed that learning through the TikTok video lessons increased their confidence in English communication. However, the students had the lowest mean score of 4.30 or 86% was item 3. They were least in agreement with the idea that it was useful to make speaking dialogue on TikTok.

Conclusion

1. From the study of a sample group of 20 students at Rajamangala University of Technology Lanna, Lampang, who were taught by integrating TikTok application with roleplay activity, it was found that their English speaking ability significantly improved, as evidenced by higher posttest scores compared to pretest scores. This was statistically significant at the .05 level of significance.

2. The students' satisfaction with the integration of the TikTok application in roleplay activities was exceedingly high. The overall satisfaction score was 4.597, equivalent to 91.94%, with a standard deviation of 0.589, indicating a significant level of strong agreement regarding their satisfaction.

Discussion

From the study of a sample group of 20 students at Rajamangala University of Technology Lanna, Lampang, who were taught by integrating TikTok application with roleplay activity, it was found that their English speaking abilities significantly improved, as evidenced by higher posttest scores compared to pretest scores. This was statistically significant at the .05 level of significance. The statistical research findings can be summarized as follows:

1. English speaking ability test

According to the criteria for assessing English speaking ability, it was found that students had higher scores in the posttest compared to the pretest. When considering the average scores after learning in each aspect, it could be observed that students had shown improvement in every aspect, namely, fluency, pronunciation, vocabulary, and grammar. This could be explained by the fact that the learning activities conducted in roleplay were designed to play encountered by students in their daily lives, such as greetings, asking for directions, shopping, and so on. This finding confirmed the study of Tan et al. (2022) that the basic function of TikTok and its Duet feature could help to promote interesting and fulfilling learning. It was also in line with Xiuwen and Razali (2021) that TikTok could help EFL learners to improve their English language communication competence. Similarly, Cagas (2022) discovered that TikTok could enable students to improve their English speaking and grammar skills. Moreover, the finding of this study was consistent with the results of the previous study by Anumanthan and Hashim (2022). They studied the use of TikTok to improve the learning of English regular verbs among EFL students in a primary school and found that the application could enable the students to improve their grammar in terms of using regular verbs to produce sentences.

2. The satisfaction questionnaire regarding students' perceptions of the lessons by integrating TikTok application with roleplay activity

Based on the research findings, it was determined that students' satisfaction with the integration of the TikTok application in roleplay activities was exceedingly high. The overall satisfaction score was 4.597, equivalent to 91.94%, with a standard deviation of 0.589, indicating a significant level of strong agreement regarding their satisfaction. This may be due to the emphasis placed on students in organizing experiential learning activities, which are activities that focus on using English for communication in situations similar to everyday life the most. That is, students must communicate with each other to obtain the information they need from the other party. This emphasizes enabling students to use English in real-life situations when students portray themselves as

someone else or as themselves. These roles allow the performers to reduce their anxiety, similar to playing or performing roles in general, as these performances naturally unfold in the chosen situations. In these role-playing scenarios, the performers do not have to worry about using the language incorrectly because they rely on gestures to facilitate mutual understanding, helping students gain more confidence in language use. When students can communicate with each other more effectively, it will help them see progress and success, which aligns with the principles of English language teaching for communication, aiming to communicate successfully with others. When students see progress and success in communicating using English and perceive English speaking as valuable and beneficial, it leads to satisfaction, interest, determination, and a desire to continue practicing English speaking further. This aligns with the research conducted by Wahyuni (2012) compares the impact of simulation and role-play on the speaking skill of ESP (English for Specific Purpose) students. The result of the study proved that the impact of simulation is better than role play in improving the speaking skills of students. The finding of this research showed that students treated in the integrating TikTok application with roleplay activities were found highly motivated and enjoyed more in speaking activity as compared to the group taught by roleplay activity. It was consistent with Anumanthan and Hashim (2022) that the students were really happy to study when using TikTok. Likewise, Pratiwi, Ufairah, and Sopiah (2021) studied the use of the TikTok application for learning English pronunciation and found that the respondents had a positive attitude toward the TikTok application and they wanted to use it to improve their basic English skills. The aforementioned reasons demonstrate that organizing learning activities to develop English speaking ability by integrating TikTok application with roleplay activity is effective and efficient. It can enhance students' speaking abilities and lead to the highest level of satisfaction in learning.

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